

**AN INVESTIGATION ON THE MANAGEMENT OF THE 2007
TANZANIAN SYLLABUS FOR INTELLECTUALLY IMPAIRED PUPILS IN
PROMOTING LIFE SKILLS**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2017

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 the Management of the 2007 Tanzanian Syllabus For Intellectually Impaired Pupils in Promoting Life Skills”** in partial fulfillment for the award of degree of Master of Education in Administration, Planning, and Policy Studies of The open university of Tanzania.

.....

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Date

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.....

Signature

.....

Date

DEDICATION

I dedicate this work firstly to my grandmother Nyamweko Lukonge who played a great role of taking care of me since the age of 5 years old; who lived and currently lives at Kasheka village in Sengerema District in Mwanza Region. Also, i dedicate this work to my lovely and adorable wife, Esther Sebastian Mkoma; and my lovely daughter Naomi, my sons Jeremiah, Manyama, Sulemani and Daniel. Finally, i dedicate my work to my uncle Mr.Hezekiah Machunde Mugobera who paid for my basic education, my mother Helena Machunde Mugobera. I love you all very much!

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However, whatever errors observed in this dissertation remains solely mine.

ABSTRACT

The purpose of the study was to investigate the management of the 2007 syllabus in promoting life skills to intellectually impaired primary school pupils in Kinondoni Municipality. The study examined the implications that the 2007 syllabus has on Tanzanian education aiming at understanding the magnitude of the situation hence employed qualitative techniques to ensure in-depth understanding as too claimed by Edward, et al (2008). However the Study involved 89 respondents. The instruments used to collect data were documentary review, interviews, structured interview, focus group discussion and observation. The findings revealed that life skills are taught in all subjects with exception to English, which is also required. It further revealed that strategies used had the required contents and important ingredients with some weaknesses. It was maintained that few parts of the contents of the 2007 syllabus are covered. Moreover lack of books and poor involvement of stakeholders in the preparation of the Syllabus for the intellectually impaired were noted, it further revealed that practical skills are required and Strategies to enhance life skills teaching were viewed to be participatory in nature. The study recommends the Institute of education to prepare books both for teachers and students and supply teaching and learning materials for the intellectually impaired and assess the available syllabus for its suitability. School quality insurer/ inspectors have to make a close follow-up to see why specialist teachers are not completing the syllabus. Moreover a vocational education Stream is required for the intellectually impaired. The lack of specialist teachers may be solved by training both long and short courses.

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LIST OF ABBREVIATIONS

EFA	Education for All
IEP	Individualized Education Plan
II	Intellectually Impaired
JMT	Jamhuri ya Muungano wa Tanzania
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Program
SEKUCo	Sebastian Kolowa University College of Education
SEM	Sera ya Elimu na Mafunzo
UNESCO	United Nations Educational, Scientific and Cultural Organizations
URT	United Republic of Tanzania
WEMU	Wizara ya Elimu na Mafunzo ya Ufundi
WEST	Wizara ya Elimu, Sayansi na Teknolojia

CHAPTER ONE

1.0 INTRODUCTION

1.1 Overview

This chapter entails background information; statement of the problem, purpose and objectives of the study. The chapter also contains the significance and scope of the study as well as conceptual framework of the study.

1.2 Background of the Problem

A school is an organization that runs educational activities. Being an organization it is therefore an institution which is designed purposely to make things happen the way responsible people wants them to be (Babyegeya, 2002:133). Any organization should have systems of making it reach its goal and objectives. Management therefore is a must to any organization in order to fullfil the goals and objectives of the said organization a school inclusively. In defining “Management”, Gupta (2006) saw that most scholars were widely quoting the definition of management as an art of getting things done through others.

According to Dubrin *et al* (1989) Management is the process that involves a series of coordinated goal in an institution by using resources available to accomplish specific objectives through planning, organizing, staffing, directing and controlling. On the other hand, Mboma(2006) defined Management as the process of organizing and using resources such as manpower, machines, materials, time, space just to mention a few to accomplish its goals. Management generally refers to the process of group goal meeting, satisfactorily use of resources, fulfillment of social obligations,

economical development, stability, human development and meeting the challenges of change. In real sense, every institution needs management and management skills as well so that it can decide, coordinate its activities, handle its employees and customers and evaluate its performance as per set objectives.

This study therefore investigated the management of the 2007 Tanzanian Syllabus in promoting life skills to intellectually impaired pupils. It intended to examine the implications, which the 2007 syllabus have on Tanzanian education for the purpose of understanding the magnitude of the situation. Chaula (2014, pp.1) claimed that primary education level should be the focal point in providing education and if started early all learners are equipped with academic as well as social skills, knowledge and value needed for growth and development of special education in particular.

The context for the establishment of special education needs in Tanzania is closely linked to the demand of the educational policies (JMT/WEST/URT-MOEST, 2014). The education and Training policy of Tanzania in addition, the social pressures both externally and internally strengthen the need. Notably, the United Nations human rights declaration of 1948 and EFA goals of 1990 are particularly concerned with the need to provide basic education for all regardless of their disability status. The provision of basic education to all children is important in achieving both human rights and the millennium development target. Thus, admission to basic education lies at the heart of development especially when individuals acquire knowledge and skills relevant for poverty reduction, essentially for the long term improvements in

productivity, preventive health care, the empowerment of women and reduction of social inequality.

A global focus on disability not only raises questions of diverse local interpretations of the same problem, but also the need to accept the diversity of needs within this group depending on both the nature of impairment and cultural context. However, the provision of quality education to children with disability has been a more challenging to its providers worldwide to the extent of scaring the achievement of Education for All (EFA) as well as Millennium goals as emphasized by United Nations.

According to WEMU/MOEVT (2014pp.36), language of instruction has become a challenge in achieving EFA and MDGs goals. The following quotation justifies it:

“English Language is used in Tanzania as a third and second Language for some citizen. Swahili and English are used as Official Languages hence good command of English Language and other Foreign Languages help one to communicate with people of other countries and secure education, Skills, and knowledge”.

The challenge posed from the exclusion of English seems to be contrary to expectations of the both the ETP (1995) and new education and Training Policy of 2014. The education and training policy emphasize on both Kiswahili and English language to be taught at primary school pupils for the sake of the delineated major benefits namely acquisition of education, skills and knowledge, hence enable the recipient to communicate effectively. According to (URT, 1995) pp.39,101; it is clearly stated that:

“The medium of instruction in pre-primary school shall be Kiswahili and English will be a compulsory subject” (URT, 1995pp. 39, 101)

While the major emphasis of English is given as to be a compulsory subject, the 2007 primary school syllabus did not conform to the then Education and Training Policy of 1995. Therefore, according to the new Education and training Policy of 2014, which get its operationalization in January 2015 and changed the structure of education from 2:7:4:2:3+ to 1:6:4:2:3+ Educational and Training Policy of 1995 indicated that the Education was 2-7-4-2-3+. This means that 2 years in nursery School,7 years in Primary school,4 years in Secondary School(O-level),2 years in advanced level(Form five and Six) and 3 or more years in University education depending on the course pursuing as elaborated in Figures 1.1 and 1.2.

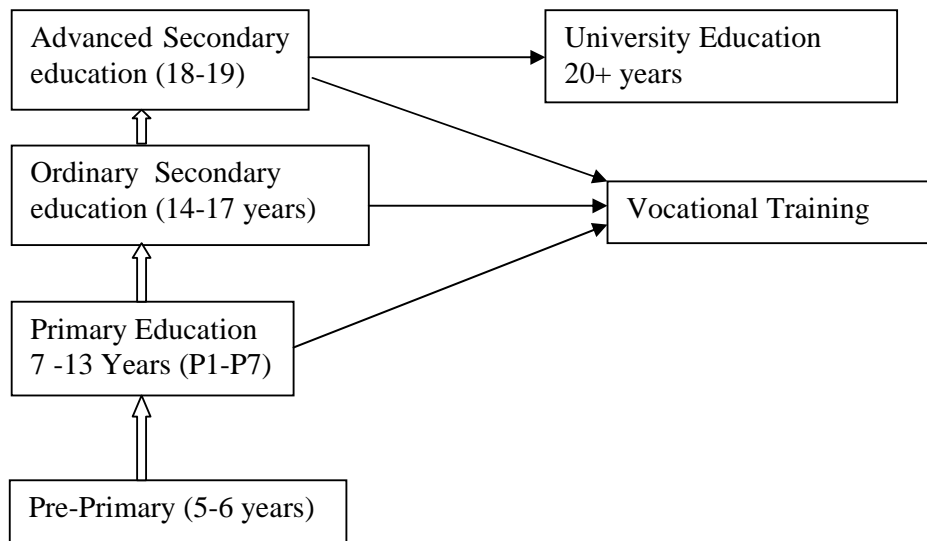


Figure 1.1: The Tanzania Formal Education Structure according to ETP (1995)

Source: Modified from URT-ETP (1995)

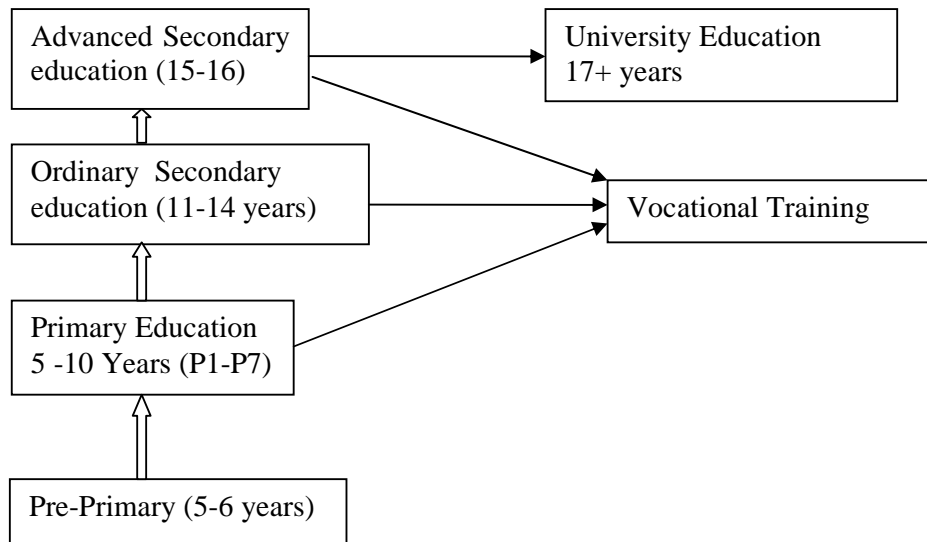


Figure 1.2: The Tanzania SEM/ETP (2014) Formal Education Structure

Source: Modified from URT-ETP/SEM (2014)

1.3 The Educational Policy and Syllabus for the Intellectually Impaired in Tanzania

The syllabus used in schools at different levels depends on the needs and expectations of the society. Within the context of Tanzania, pupils with special needs including the intellectually impaired have their own syllabus. According to Mnyanyi (2014) many teachers are unable to meet the learning needs in a diverse classroom due to poor management of the teaching and learning resources and school infrastructures, which does not meet the learning needs of children with disabilities. Consequently, the poor management of teaching and learning resources led to poor learning achievements. The current syllabus used by specialist teachers for the intellectually impaired pupils in Tanzania experienced very few changes when compared to the 1982 syllabus; 1991 syllabus, and the latest one of 2007.

The Syllabuses of 1982 and 1991 were prepared in form of Pamphlet and in single lesson on individual Subjects, and books, while the 2007 syllabus was prepared in a form of a single book with all subjects. This implicated that the review was geared to omit some irrelevant contents or add the relevant contents to cope with the current demand. This is due to the fact that education is a crucial tool for human development regardless of the abnormality. Thus the Government of Tanzania through its Ministry responsible for the provision of education to the children with disability has made different efforts to achieve the educational development of disabled children. According to the Tanzania Institute of Education (1984), the first Special School for Intellectually Impaired was established in Lulindi-Masasi District, Mtwara Region in 1982. The emphasis of the 2007 syllabus for the Intellectually Impaired Children among others include the contents on daily living skills such as face washing, toilet training, dressing and undressing clothes and underwear, cleaning environment, ironing clothes, bathing, closing and unclosing the door and window, table manner, tooth brushing, saliva controlling, communication skills to mention a few.

Kazungu (2016) argues that subjects taught aimed at empowering children and young people by governing them through a specific syllabus with contents relevant to knowledge and skills functional into the social world. With the introduction of inclusive education program in Tanzania, which started its implementation in 1998 (Karakoski et al., 2005), some children with intellectual impairment are being enrolled in regular schools. However, several questions remained unattempted on the provision of education to children with intellectual impairment. For example, how the current syllabus of 2007 has considered the provision of life skills to children

with intellectual impairment? To what extent do children with Intellectual Impairment benefit from such skills? What happens if they are mainstreamed in regular classes? What is the possibility of having English Medium stream for these students for communication?

Globally, there are a number of resolutions concerning the rights to education for all children of which Tanzania is a signatory. Thus, the education for the children with disability should be properly addressed both locally and globally. This situation calls for several measures that are put in place to ensure quality basic education is provided to all children on the basis of equity and equality. However, the success depends upon the Nation, Region of the world and its resources, the global/local relations of power including different institutions (UNESCO, 2006).

In Tanzania, efforts to provide quality basic education for all children can be traced back to the post-colonial times. Separate schools were started to address the needs for blind children only. For example, a school for deaf was established at Tabora in 1963 (UNESCO, 2001). The purpose was to enable children with disability to get basic education and life skills. The goal was intensified when Tanzania began to implement various policies and programs including Universal Primary Education policy in 1970s and primary education development programs (PEDP) in 2000s.

Thus, the roles and functions of the Ministry of Education through its special unit include planning and supervision of expansion and consolidation of special needs education services; co-ordination of curricula and training programs for learners with special needs education and advising the Commissioner for Education commonly

titled the Chief Education Officer (CEO) and other Ministerial departments on matters concerning Special Needs Education. Despite all efforts and initiatives, Tanzania does not have any specific policy that explicitly expresses the government's standpoint for inclusive education (Gronlund et al., 2010).

At policy levels, the 1995 Education and Training policy and the 2002 National Disability Policy (NDP) states that inclusion in education will be a goal and that all children, including vulnerable groups, should have access to basic education. However, little is implemented in terms of providing appropriate program package that would suit the children with intellectual disability (Mmari et al., 2008). According to the WEMU (2015) the teaching and learning ratio with respect to the professional proposal was Hearing Impairment (1:10), Intellectual Impairment (1:5), Autism spectrum Disorder (1:1), Hearing cum Visual Impairment (1:1), Visual Impairment (1:10); but the situation is not as explained above in which the number of the impaired students are more than the proposed one hence causes provision of inappropriate education. Unfortunately, special Needs Education Syllabus is prepared by the Tanzania Institute of Education (TIE) in conjunction with MoEVT.

The Tanzania Institute of Education being the key leader in the preparation of the Syllabus has not been responsible to improve the syllabus especially in initiating and improving life skills and English language for communication skills. Interventions that address specific skill areas such as decision-making and assertiveness skills are effective in promoting desirable behaviors such as sociability, improved communication, effective decision-making and conflict resolution and preventing negative or high-risk behaviors, including the use of tobacco, alcohol, unsafe sex and

violence. By definition Life skills may be loosely defined in many ways. Life skills is defined as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges in the life (WHO, 1999).

The syllabus for Intellectually Impaired Children does not suffice the relevant skills and necessary supportive resources to enable the learners to develop an adaptive and positive behavior with the life challenges and demands. For example if any of the subject and contents needed in the 2007 is removed deliberately such removal of contents may cause challenges in the missing skills. This may be considered as denying and depriving students with disabilities the fundamental right, and prevent them from achieving basic skills that are necessary for meaningful participation in their societies (Inclusion International, 2006). In general, Life Skills is defined as psychosocial abilities for adaptive and positive behavior that enable one to act effectively with life challenges and demands as explained above.

Tanzania has consistently focused its strategies of development on combating the three enemies namely ignorance, diseases and poverty. The struggle for achieving education for all was for the first time recognized in the Universal Declaration of Human Rights (UN, 1948). Through this declaration and other various initiatives from the international community, all states with few exceptions are signatory and thus committed to resolutions that in different ways secure rights; protect the people of the state, their resources and voices, regardless of traits such as race, religion, caste, gender, health or age. Education as a right for all is stated in Article 26 of the 1948 Human Rights Declaration, that everyone has the right to education. Further the declaration pointed out that education shall be free, at least in the elementary and

fundamental stages. It further states that the Elementary education shall be compulsory. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedom. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace (UN, 1948).

The goals to provide education for all children are stated clearly in different declarations, which may form the basis in the context of this study. Furthermore, the Education for All resolutions, which Tanzania is also, a signatory is of paramount important to the understanding of the problem under study. In this case, the Intellectually Impaired Individuals are not excluded in Education provision as justified in the following different chronological declarations below.

- (i) 1948: Universal Declaration of Human Rights
- (ii) 1982: UN The World Program for Action Concerning Disabled Persons
- (iii) 1989: UN Convention on the Right of the Child
- (iv) 1990: The World Declaration on Education For All 1993: UN Standard Rules on Equalization and Opportunities for Persons with Disabilities
- (v) 1994: Salamanca Statement and Framework of Action on Special Needs Education
- (vi) 2000: World Education Forum (WEF-EFA) and Millennium Development Goals
- (vii) 2001: EFA Flagship: Education for persons with disabilities: Towards Inclusive
- (viii) 2006: UN Convention of the Rights of Persons with Disabilities.

1.4 Statement of the Problem

Children with intellectual impairment and specialist teachers who teach the intellectually impaired have probably been most mistreated, labeled and misunderstood if compared to all impairments in earlier civilization and sometimes even today in some areas. Some people do call I I and teachers teaching them using impertinent terms respectively as idiots or teachers of idiots, imbeciles or teachers of imbeciles, retarded or teachers of retarded, feeble-minded or teachers of feeble-minded, mentally sluggish or teachers of mentally sluggish, fools or teachers of fools, clumsy or teachers of clumsy, morons or teachers of morons, mentally deficient or teachers of mentally deficient, sub-normal or teachers of sub-normal and in most East African states the I I are termed in Swahili as “Wajinga” it means fools or “walimu wa wajinga” it means teachers of fools respectively. Despite the government initiatives and efforts in providing EFA, yet the programs specified in the Syllabus (WEMU, 2007) for the Special Needs Education in Tanzania are limited to such Contents as all Life Skills are taught using Swahili in all five Subjects namely Mathematics, Social studies, Information and Communication Technology, Science and Vocational Skills, Personality development and Sports. Unfortunately the intellectually impaired Students complete their studies from Primary Schools with no proper involvement in home or social work and economic activities and when saluted in English or asked any thing in English they seem to fail. Moreover some of them they went back to their former Schools seeking more studies. Both ETP (2014) and ETP (1995) emphasize the use of both Swahili and English as a communication means and to justify the ETP (1995) is clearly pointing out that:

“The medium of instruction in pre-primary school shall be Kiswahili and English will be a compulsory subject “(URT, 1995, p. 101 & 39).

Failing to speak English for the intellectually impaired children deprive the I I from such right hence denies them from widening their communication skills with English speaking population. In such cases, the Children lack necessary communication skills for English Language and therefore hinder their efforts to produce independent individuals with ability to express themselves and express their ideas when interacting with English speakers. On top of that English language is among the skills that are necessary for life of work such as Carpentry, tailoring to mention a few. Moreover the following categories of life skills are important such as one; household skills that involved sewing, cooking, sweeping, two; agricultural skills that involved feeding a goat, cleaning animal areas, three; personal care skills which included bathing, dressing, four; social skills which caters greeting people, receiving guests, washing hands for guests, helping neighbors, singing, cell phone use five; material knowledge that comprises carpentry, masonry, shoemaking, making charcoal, cutting trees and six; academic skills which comprises counting, measuring, writing, recognizing name, identifying using money, reading, knowing days of week/time of day, knowing historical and current political figures, and listening to stories. This study attempts to fill the knowledge gap by analysing the 2007 syllabus contents in promoting life skills among intellectually impaired students.

1.5 Objectives of the Study

1.5.1 The main Objective

The main objective of this study was to investigate the management of the 2007 Primary school syllabus in promoting life skills to intellectually impaired pupils in Kinondoni Municipality.

1.5.2 Research objectives

The study aimed at the following specific objectives:-

- (i) To determine the 2007 Primary School Syllabus contents on life skills development.
- (ii) To identify the actual life skills taught to intellectually impaired primary school pupils.
- (iii) To investigate the parents views on acquired life skills amongst the intellectually impaired primary school pupils.
- (iv) To determine teachers views on the 2007 primary school syllabus for the intellectually impaired.
- (v) To establish strategies used to enhance appropriate life skills teaching for pupils with intellectual impairment in primary schools.

1.6 Research Questions

This study was addressed by the following research questions:

- (i) What are the contents in the 2007 primary school syllabus for intellectually impaired children relevant for promoting life skills developments?

- (ii) What are the taught life skills content in the actual classrooms for primary school intellectually impaired students?
- (iii) What are the parents' views on acquired life skills in the existing 2007 primary school syllabus programs for the intellectually impaired pupils?
- (iv) What are teachers' views on the syllabus contents and learning practices in the existing (2007) syllabus programs for the intellectually impaired primary school pupils?
- (v) What are possible appropriate strategies that can be used in enhancing appropriate life skills content for the pupils with intellectual impairment in primary schools?

1.7 Significance of the Study

This study justified the need for the establishment of a new syllabus for promoting life skills of the intellectually impaired pupils. Therefore, the study provided an insight on appropriate contents, subjects and teaching modality to improve life skills for the intellectually impaired pupils. Second, the study findings provided useful suggestions to educational policy makers as well as curriculum developers and administrators on what is to be added to the new program in their special education especially the intellectually impaired syllabus. Finally, the findings added to the body of knowledge on the importance of English language for promoting communication skills among the intellectually impaired children in Tanzanian schools. On top of that, the study was of much help to curriculum developers on improving the weaknesses on the existing curriculum, syllabus and teaching modality. It was also beneficial to the contribution of the body of knowledge in area of education and special needs education -administration, planning and policy studies in education.

1.8 Scope of the Study

This study was conducted at Kinondoni municipality in Dar es Salaam region where investigation on the management of the 2007 Syllabus in promoting life skills were done in which there is one special school, one unit for autism, inclusive schools, and moreover the municipal comprises a very good number of teachers and hence assumed to have many specialist teachers in the field of I I, primary schools and students thus the findings is not necessarily generalized to other parts of the country or the rest of the World as environment differs.

1.9 Conceptual Framework

Generally, Conceptual framework is derived from research questions. Conceptual framework is an illustration describing the main variables and their hypothesized relationship among or between them Kombo et al., (2006). In this study the focus is on investigating the appropriateness of the 2007 primary school syllabus on imparting life skills for children with intellectual impairment. Teachers and parents are seen as important people to provide views on the life skills. Teachers are the ones who teach and parents are generally the ones who need the skills imparted to their children. Parents are the ones who know better their children before and after schooling. The outcome of the training is generally, the improved life skills amongst the intellectually impaired children as indicated in Figure 1.3.

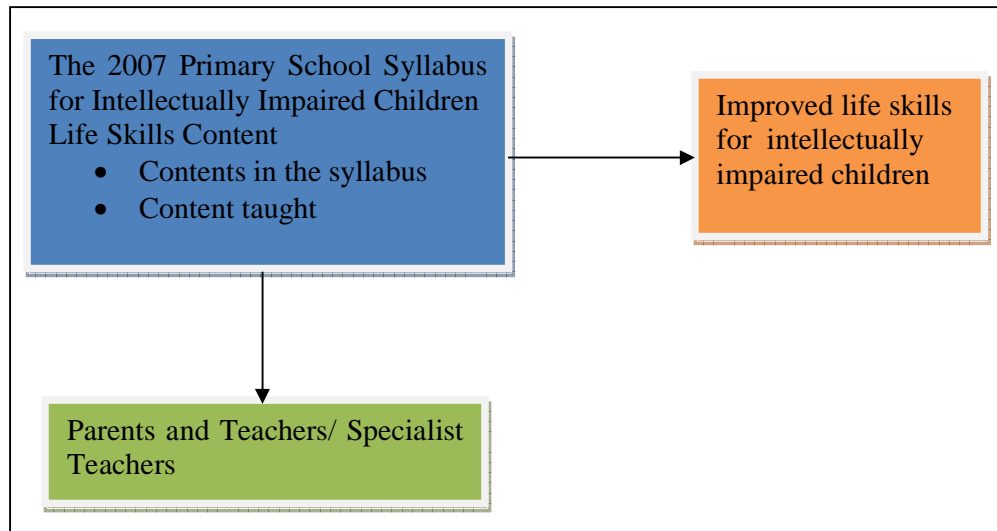


Figure 1.3: The Conceptual Framework

Source: Researcher himself (2017)

1.10 Definition of Terms

The following terms are operationalised to suit the present study.

Intellectually impaired refers to the students with autism spectrum disorders, slow learners, down syndrome, microcephalus, hydrocephalus, and those with impairment in cognitive function.

Life skills refers to work related activities, sports and games which all involves working, speaking and socialization in general and English language for communication

Syllabus refers to the guidelines for teaching the intellectually impaired Students

1.11 Organisation of the Study

This dissertation comprised of five chapters. Chapter one presented the background information, statement of the problem, the purpose and specific objectives of the

study. It further focused on the research tasks and questions, significance of the study, limitations of the study, Scope of the study, as well as the conceptual framework of the study and finally definition of terms. Chapter two reviewed related literature on management and relevance of the 2007 special needs education syllabus in promoting life skills to Tanzanian intellectually impaired students.

Chapter three presents the methodological procedures for the study. Chapter four covered the findings and discussion of the study, whereas chapter five presents the summary of the study, conclusion and recommendations.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the related literature. It covers relevant information from various literature including studies relating to the problem under investigation. Like many other countries in the world, Tanzania has established an education system that focused on the intellectually impaired children as a strategy towards education for all. The following sub sections presents the theoretical perspectives, literature review based on the problem under investigation which are historical development of education for the intellectually impaired in Tanzania, teaching life skills to intellectually impaired children, the African experience of teaching life skills to the intellectually impaired pupil, Norway experience of teaching the intellectually impaired children, stakeholder views on life skills teaching among the intellectually impaired students, syllabus contents for intellectually impaired in Hong kong, strategies to enhance quality of teaching life skills to intellectually impaired, and empirical studies.

2.2 The Theoretical Perspectives

The study was guided by the Social learning theory, which was developed by Bandura. In any society there must be a way of inculcating norms and values to new members through life long process, which is commonly termed as Socialisation. Walley (1974) defined socialization as the one in which biological organisms are converted to human being and given a self. According to Bandura (1971) Social learning theory posits that people learn from one another, through observation,

imitation, and modeling. In order to effectively teach, Students are considered to be a social being and not an empty entity waiting to be filled with desirable contents. Chilumba (2007) and Mbunda (2006) on the other hand, claimed that teachers should respect the student's inputs and be flexible in assisting them to learn. By these words teaching and learning process needs cooperation between the teacher and students in order to be effective. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

Therefore the theory explains behavior in terms of an individual who interact with environment. The theory is intending to demonstrate the social factor that affects life skills used to facilitate learning of the intellectually impaired students. Teaching children with intellectual impairment need skills enough for such activity that has to be socialized. The idea of having a political alternative to special education strategy cannot jump adapted teaching.

According to Bachman and Haug in Hausstatter and Thuen (2014) two solutions are outlined to meet the intent of adapted teaching such as student-centered approach (narrow approach) and a classroom approach (wide approach). It is this approach which focuses on the abilities and possibilities of each student by using individualised education program (IEP) whereby the academic level of each student is evaluated and necessary teaching is then planned accordingly. According to Mahlburg (2013) it is proved that, experiences in teaching special education classrooms containing both students with mild intellectual disabilities and students with emotional or behavioral disorders, all students were able to learn from each

other. This means that the classroom is another approach, which allows sharing knowledge in which teaching of this type develop social skills where a teacher is a facilitator.

2.3 Historical Development of Education for the Intellectually Impaired in Tanzania

Special education may be defined in many ways including the education given to impaired students. It may cover the categories of the visually impaired, hearing impaired, intellectually impaired, visually cum hearing impaired, autism, and multiple handicap just to mention a few. On the other hand, special school refers to a school catering students who have special educational needs in which students have learning difficulties, or physical disabilities. The history of educating people with special needs is long that can be linked to individuals who rose interest towards the impaired people lived near them hence become the beginning of education to the handicapped.

The education of the intellectually impaired pupils in Tanzania was initiated after the non-government organizations especially the religious organizations such as the Anglican and the Roman Catholic efforts in 1950. This is true as supported by scholars including Mboya and Possi (1996) and Mnyanyi (2014). Equally, the Tanzania institute of education (1984) states that Tanzania started its first special school for intellectually impaired children in Lulindi-Masasi District, Mtwara Region in 1982. The same literature, Mtoni Maalum was the second to be established in 1983 and owned by Lutheran Church in Temeke municipal, followed by Sinza special school (ibid.). According to the document known as particulars of registration

of public schools in Tanzania the today Sinza special school/sinza maalum primary school which previously were called Sinza school for children with learning difficulties it was located by then at the Government building known as the Kurasini children home and Uhuru school under the Dar-es-Salaam City council. It was registered in 15 October, 1983 but later on it was transferred to Kijitonyama area and started its operationalization at plot number 738 block 47 in January, 1989 in Kinondoni Municipality, Dar-es-Salaam Region. Thus, it is worth to note that currently children with intellectual impairment have more access to special education through units and integrated programs. The most dominating being the multiplicity of units all over the country following a Special education Syllabus of 2007 that was purposely designed for the intellectually impaired pupils in their Classes namely level /stage I, II and the highest level/stage being III. On its side, the government of Tanzania established a special needs education unit in the office of the commissioner for education in 1989. Its main objective is to oversee and coordinate special education program carried by all departments in the MoEST.

2.4 Teaching Life Skills to Intellectually Impaired Children

The success in life skills of Students with intellectual impairment in terms of post school upshot can be significant. According to Bouck (2010) it is asserted that the available research suggests a diminishing emphasis on the attainment of life skills in school for students with intellectual impairment, this therefore is raising the question of if students receive proper instruction in life skills at School. Bouck (2010) explains that low acceptance of life skills instruction in school and post school for individuals with mild intellectual impairment is reported, few students with moderate/severe intellectual impairment is reported to receive life skills instruction

out of school, and receipt of life skills instruction in school is not related to receipt of life skills instruction/therapy after school by either individuals with mild intellectual impairment or moderate/severe intellectual impairment. Educators and curriculum developers who trust in the value of a life skills Syllabus will need therefore to be imaginative in its implementation and look towards alteration plan and activities to provide students and specialist teachers with the needed training (Bouck, 2010).

In preparing the school syllabus and its content, one needs to adhere to the curriculum of the particular Country. The way in which the curriculum is defined, planned, implemented and evaluated crucially influences the quality of education provided. This statement gives considerable flexibility to schools in planning their own curriculum. According to (Assessment-Dublin, 1999) curriculum development and review, for students with disabilities and special educational needs, should be the ongoing responsibility of the authorities. At this juncture however, the major resolutions which entail principles regarding education for all are looked to and mostly their focus are on rights to education for people with disabilities and syllabus used to impart life skills to intellectually impaired students.

Additionally, Nydal (2008) claims that through the major declarations concerning rights to education, Nations are urged to fast forward their actions of providing equal access to education for all. Education is generally agreed to be a key factor for human and individual development, and thus it leads Nations to grow economically. People with disabilities in many countries are either receiving inadequate education or are not receiving it at all. This statement is supported by researchers' experience whereby his visit to Rwanda showed that up to the year 2015 in October, there was

no any public school operating special needs education in the Country. Only religious organizations were running such few Schools. In Tanzania, the situation is not like in Rwanda there is some progress in Tanzania but not to the maximum. Special needs education in Tanzania has been provided since the years of struggle for independence, although most institution, which provides education, services to the handicapped is run by NGOs (URT, 2010). The right of students with disabilities to be educated in the formal system is becoming more accepted in most countries and many reforms are being emphasized to achieve this goal. This implies that education system needs to be restructured to meet the need of all students (Organization for economic co-operation and development, OECD, 1994). Special needs education provides appropriate modifications in curriculum, teaching and learning methods and teaching/learning materials, medium of communication and suitable teaching and learning environment to meet individual learners' diverse needs. It is supposed to be learner centered, flexible and adjustable to individual needs and potentials (URT, 2013).

The term "children with special needs" as adopted by MoEVT includes those with different kinds of disabilities, slow learners and those who are exceptionally gifted (Zanzibar MoEVT, 2006). Intellectually impaired children are learners with mental /intellectual impairment which lead them to behave unique. Some of their unique characteristics include hyperactiveness, shyness and a tendency to like sweet, smelling things which affect desire to learning, improper use of toilet, and improper table manner just to mention a few. It is reported that, there is no clear National policy for special education and vocational training which is responsible for implementing special needs program in schools (Gronlund et al, 2010).

2.5 The African Experience of Teaching the Intellectually Impaired Pupils

Africa has different experience of which Botswana is chosen as one of the African countries that is practising education for intellectually impaired children. Many children with intellectual impairment in Botswana are lately identified (Sigamoney, 2014). This means that education on disability is not properly handled and hence no early screening, no early intervention as well as no early proper placement. To magnify the problem, there is no curriculum designed to meet the varied needs of different pupils with intellectual impairment hence a majority of the units modify (without guidelines) to the existing lower primary syllabus while a few follows the South African syllabus for children with intellectual impairment. Each of the two curricula had limitations. The South African however, was considered by teachers not to be suitable for the Botswana context hence none of the curricula is taught at the units offered pre-vocational skills to the children. Generally, the units are unable to adequately prepare the children with intellectual impairment for social integration and adult life in general and especially employment. This situation leads to the children graduating to their homes without having relevant life skills. Appropriate curriculum delivered in appropriate settings need to be developed as a matter of urgency (Dart et al, 2002). Many parents are supportive of their children to some extent in the units. They need to be more actively involved in the learning of the children and the individual education plans. There are reports of poor attitude toward the Parents from professionals in the disability field (not teachers). Parents therefore need more support in this area. Staffing levels were on the whole adequate.

There are issues around the recruitment and training of support staff in the units. Simple, appropriate training would make their work more effective. Many Children and teachers suffer from being to Schools with poor quality, poorly maintained and inappropriate buildings. Even some of the most basic facilities are lacking in some cases. This is not necessary the case since there is examples of good quality facilities. There are no enough units. Many areas of Botswana lack such provision. The building of them has slowed in the last ten years not increased. Lessons taught included basic literacy in English and Setswana; basic numeracy; agriculture; social studies; skills of daily living; social skills; physical education, singing and art &craft in which in Tanzania English language for example is excluded. Taking Dart, et al (2002) words, a sound curriculum must have appropriate content, be relevant to the short term and long term needs of learners and society, be flexible enough to accommodate diversity and individual need of learners in terms of both content and process.

2.6 Norway Experience of Teaching the Intellectually Impaired Children

The history of special needs education in Norway dates back to the years of 1800s, when it was strongly influenced by the ideas of the age of enlightenment and an increasingly religious, philanthropic commitment to disadvantaged children. The origins of the first special needs educational institutions are to be found in a coming together of the rational and the human, a meeting between the enlightenment's fascination with and exploration of man's possibilities and limitations on the one hand and a christian charity on the other. Norway and the western world in general, new perspectives in knowledge, institutional models and methods for deaf, blind, intellectually impaired and socially maladjusted children and young people emerged

in the western world in the years between 1770s and 1830s. Two different approaches can be identified in the early history of institutions in Norway. The first approach originated in Paris and derived from a scientific, medical interest in children and young people with physical or intellectual disabilities.

According to Befring and Tangen (2008) it came to Norway with the establishment of their first institution for special education, the institute for the deaf in Trondheim which was opened in 1825, and was later followed by an institute for the blind (1861) and an institute for the educationally subnormal or those whom we now refer in Western Countries recently to as having intellectual disabilities (1874). In 1881, the above three groups were brought within the remit of a common law - the Act on 'teaching of abnormal children', or Abnormal School act (Government of Norway, 1881), as it was called. This was a sign that special needs education was now a public concern, an undertaking that required Society's Contribution, although it also continued to rely on private support.

The other approach is associated with children and young people who are socially maladjusted either because of their background or behavior. According to Wernerputnam (1979) they were not classified as 'abnormal', but described by words such as 'neglected' or 'morally corrupted children'. This approach was not intended to develop specific teaching methods and technology to deal with the students' problems, but to establish a completely new environment for upbringing and care as a substitute for the child's family. The first establishment of this type to arrive in Norway was established in Oslo in 1841 under the name Toftes Gave, originally referred to as a 'rescuing institution' and after a few decades as an 'educational care

establishment'. In 1896, the Norwegian educational care establishments were brought within the scope of the law on the treatment of neglected children', known as the child welfare council act (Government of Norway, 1896) and were now called 'reform schools', and the model institution Bastøy was opened at the same time. On the basis of this, the first era in the history of special needs education during the 1800s can be described as the era of philanthropy.

2.6.1 The Era of Philanthropy (1825-1880)

The next era begins with two separate laws at the end of the 1800s, the abnormal schools act and child welfare council act, indicating that the state now steps in and takes responsibility for the upbringing, education and care of disabled children (Wilson, et al, 2010). They become children of the state with the development of a system of institutions based on strict segregation through the first half of the 1900s.

The third era was ushered in by the special schools act of 1951 (Government of Norway, 1951). This act gave Norway a general special schools system which embraced institutions that previously fell under the abnormal schools act (1881) and child welfare council act (1896), bringing the blind, deaf and dumb, intellectually impaired and children with maladjusted social behavior, behavioral difficulties, as they were called, under one and the same law. The two historical approaches were thus combined under one and the same law and Norway ended up with one system.

This system would still be based on an ideology of segregation, but at the same time people began to have doubts about the effect of the institutions and the treatment of children. The change came in 1975 with the integration reform. The Special schools

act was then integrated with the primary and lower secondary schools act (Government of Norway, 1975). Special needs teaching in principle are incorporated within normal Schools, that is to say primary and lower secondary schools, the integration of the acts being based on an ideology of normality. The era of integration lasted until 1997, when it gave way to a new era, as we can describe the reform document, which introduced the fifth and current epoch, the Norwegian curriculum plan of 1997 (Government of Norway, 1997).

According to Karlsen (2005) the plan is based on adapted learning rooted in the principle of inclusive education, which had some years before hand had been adopted as the guiding principle at the UNESCO World conference on special needs education in Salamanca (UNESCO, 1994). Having outlined the five eras, more specifically the demonstration on how the changing ideologies and reforms shaped the development of special needs education in Norway is done below.

2.6.2 Special Needs Education Development in Norway

In the era of philanthropy/Charity/humanity/Generosity/patronage (1825-1880) the initiative to establish institutions in the 1800s, wanted to perform their good works without any help from the Government or public funds. They were only answerable to God. The concept of philanthropy was far from new. It derived from the Greek expression *fil antropos* - 'friend of humanity', and was best understood in everyday parlance as an expression for benevolence, kindness or generosity -a Christian charity. The spirit of philanthropy was able to flourish in Norway in the 1800s on the basis of the principle of liberalism, which required the state and the government to exercise restraint in favor of private initiatives. This created the political basis for a

flourishing, Christian, private benevolence, primarily directed towards children and young people, who in their innocence were considered to be the deserving poor that prevailed over other groups who were themselves considered to be the blame for their situation. The guiding principle for the philanthropists was charity - love for a stranger. Love thy neighbor as thyself. In the Christian concept of love, your neighbour is someone who needs help, but from whom you cannot expect anything in return (Nygren, 1965, 1966). Love for a neighbour is not like love for a relative or friend; it is directed at strangers - even your enemies.

Karlsen (op.cit) claimed that this distinguishes Christian charity from other forms of love, such as erotic love, parental love or affection between friends. The philanthropists wanted to get back to Augustine's *caritas* synthesis (compassionate love) - which arose from the connection between *eros* and *agape*, *eros* stood for man's longing and striving upwards to God, a yearning/desire to be loved and gain salvation, whereas *agape* expressed a universal love for man in God's image which seeks to help and save mankind.

In terms of the *caritas* synthesis, charity is not a love that sacrifices all, because it considers love to be a need in man. Considered in this way, charity is not just a means of giving, but also a way of receiving. The blind, deaf, disturbed and morally maladjusted children were all given prominence in the name of charity.

But they also attracted a rational scientific interest, particularly based on medical knowledge. The mythical delusions on witchcraft and other devious causes of disability common in the Middle Ages had been cast aside, it was understood and

accepted that the disabled were not to blame for their own fate. This also applied to socially and morally maladjusted children, it was accepted that they could not be held responsible for the situation in which they found themselves, which had been caused either by poverty or parental neglect. All the above groups represented a deviation from what was considered normal. Questions were asked about the limits that could be set. What could be achieved from teaching, development and improvement within the different groups? How the message of charity would be reflected in the establishments, teaching work and particularly in the pastors' meeting with the child. International pioneers included the theologian and lawyer, Charles-Michel de l'Épée, in the education of the deaf, the linguist, Valentin Hauvy, in the teaching of the blind and the psychiatrist, Jean Marc Gaspard Itard, and his student, the physician Édouard Onesimus Séguin, in the teaching of the educationally subnormal (Thuen, 2008, pp. 88). These individuals established the first institutions for children with mental disabilities on a universal basis - or institutes as they preferred to call them, to give their work a more professional image. l'Épée opened his Institute for the deaf in 1770, in 1784 it was the turn of Hauvy's institute for the blind, and in 1837 Séguin commenced education for pupils who had been diagnosed as 'idiots'. All three pioneers were located in Paris, where they also gained recognition and honours in the French academy of sciences. Common to all of them, apart from the medical diagnostic approach, was a desire to stimulate the development of Children's moral, intellectual and mental capacity through education. Particular importance was attached to identifying the wishes of the child. Diagnostics, teaching technology and education together formed a new blueprint for the institutions, adapted to suit the different groups. In Norway the first

institute for the deaf and dumb was established in 1825 (Trondheim), the first institute for the blind in 1861 (Oslo) and the first institute for the educationally subnormal in 1874 (Oslo), all significantly influenced by the above Paris Institutes.

The moral educational care institutions for their part sought inspiration from the writings of Johann Heinrich Pestalozzi and the establishments he and his successor, Philipp Emanuel von Fellenberg, set up in Switzerland. Then Johann Hinrich Wichern's established Das rauhe Haus, a model for one hundred and ninety years after the first special school was established in Norway (Tossebro, 2010), the role of special education is highly debated. For the last 43 years, the main debate regarding special education has been whether this type of support system stigmatizes and marginalizes students. The challenge of stigmatization was the main aspect in this debate for a long time; however, this has slightly changed during the last 13 years.

The main question currently is not whether special education stigmatizes students but whether it is effective or not and the main question today is: Can we continue supporting a special education support system if we cannot prove its efficiency? The question of efficacy in special education is crucial for the whole existence of special education.

This teaching profession is based on the first examples of successful teaching of 'idiots' as part of a scientific and philanthropic strive towards giving help and support to children that was excluded or found to be a problem for society for more than 203 years. To raise the question of whether special education is effective or not is therefore to challenge the essence and existence of this professional field in general. This question of efficacy is raised towards a profession that in a Norwegian

context has based its professional knowledge on practical experience adapted from central Europe to begin with and later from the special schools in Norway itself.

The research based knowledge for this profession is quite young, with a slow development at the beginning of the 1960s through to the establishment of the first teacher training college in special education. The need for research based knowledge within this field was further challenged by views on normalization, integration, inclusion, and adapted teaching supported by a political goal of reducing the need for special education in Norwegian Schools.

2.7 Life Skills Teaching among the Intellectually Impaired Students

There are different views on life skills teaching among the intellectually impaired. Some see that toilet training, table manner, and tooth brushing are the most important and emphases are made on these by teachers and other stakeholders. Others see that together with the mentioned above social skills, agricultural skills, sports and games and other work related skills together with speech, Swahili and English language is important as it equips one in the area of work, healthy, and communication. Others claim that the 3 rs are important. To get the right answer, this study has collected the current and available reality and data. Teachers and parents of the intellectually impaired pupils see that there is a very big gap in teaching as their expectation was not fulfilled. With discussion by different stakeholders' appropriate contents was fulfilled accordingly. On the other hand, Head teachers too have their expectation, which might be of worthwhile. Chaula (2014) on the other hand argues that English is taught as a subject in most government schools and not a medium of communication.

2.8 Syllabus Content for Intellectually Impaired in Hong Kong

Generally, in Hong Kong, intellectually impaired (I I) children pass through the following three categories of schools such as schools for mildly, moderately, and severely intellectually impaired (I I) children. The services division of the education department is responsible for the assessment and placement of these children depending on the type of schools most suited to their intelligence and learning needs, so that they can develop their potential in an attractive learning environment.

In the previous years, curriculum development for intellectually impaired (I I) children in Hong Kong was undertaken collaboratively by the education department, head teachers and teachers of schools for intellectually impaired (I I) children and related professionals. In a continuous process, what is taught and how it is to be taught are subject to ongoing review, which is based on the needs of the society in which the considerable issues are the aims, goals, contents, strategies for curriculum implementation. If this is compared to Tanzania, it seems to be different and that is to say Hong Kong is more ahead to Tanzania.

In Hong Kong, there is a curriculum development council, which is responsible for preparing a guide to curriculum for intellectually impaired children which is subject to adaptations to meet the specific learning needs of every child. The curriculum for intellectually impaired children caters six areas of learning namely language, mathematics, personal and social development, perceptual motor, aesthetics and creativity and lastly practical skills. From these learning areas twelve subjects are developed in their syllabus namely language, mathematics, computer learning, self-

Care, general studies, perceptual motor training, physical education, music, art and craft, home economics, design and technology, and lastly independent living skills.

Communication specifically English language allows an individual to develop an understanding of the English language and its function in the world as well as an in-depth understanding of communication in terms of how it functions at interpersonal, public, group and at the cultural levels. The English language is the dominant language of International communication and with increasing globalization, it is important to have an understanding of the nature and structure of English and how we communicate with each other. An understanding of the various dimensions of language and communication will give us the ability to communicate more effectively in this complex, globalised world. The scenario is quite different if compared to the 2007 Syllabus contents in Tanzania where English language is not included in the communication skills for intellectually impaired students.

2.9 Strategies to Enhance Quality of Teaching Life Skills to Intellectually Impaired

In order to enhance quality of teaching life skills to intellectually impaired, some strategies have to be adhered. One important thing is to understand the groups of skills so that a clear understanding is achieved hence a broader understanding is attained. According to Olela and Bennars (1993) Skills may be grouped as quantitative, analytical, and practical skills. Quantitative skills are those, which can help learners to understand their usefulness in social and natural sciences as well as in computer manipulation.

On the other hand, analytical skills include the ability to argue relevantly and logically. Practical skills are said to be alternative way of perceiving things and actions. These skills are attained through training, drill practice, instruction, and behavior modification, conditioning which is mainly applicable to the intellectually impaired children. Knowing that all of these skills are important only that they have to be modified accordingly. The more driving skill here is the manipulative skills especially to those who cannot be mainstreamed. Being clear with skills it is now easy to mention strategies that can enhance quality teaching of life skills to intellectually impaired (I I).

One of the strategy is to conduct a research in determining whether the available contents for teaching and subjects of the intellectually impaired (I I) are adequate or not and do they think what might be the right content and subjects as compared to other successful Countries of the globe as well as the present need of Tanzania. Not only that but also the current educational market demand have to be considered. By so doing, the important thing here is that the right respondents are to be used to provide information and are selected purposely such as Parents with intellectually impaired (I I) children, Regular teachers and specialist teachers of the intellectually impaired just to mention a few. In such research among other things Ndurumo (1990), Heward and Orlansky (1988) further explains strategies to be used in teaching and learning that is to be observed for intellectually impaired children namely task analysis, use of token, shaping, chaining, insitu- teaching, precision teaching just to mention a few. Generally, it can be concluded as Mnyanyi (2014, pp.29) saw that strategies that are needed to create a friendly learning environment

require among many things teachers with specific knowledge and skills as they are supposed to implement the strategies.

According to Makyjeja (2013) an inclusive classroom requires the use of adaptive participatory methods to deliver the content that matches with the need of students and the need of students also requires flexible curriculum. Little in Makyjeja (2013) added that to review the policies on inclusive education in Tanzania reported rigidity in the curriculum used in inclusive classrooms. This curriculum does not allow flexible teaching, testing and setting learning objectives of the said students. This curriculum emphasizes teachers to finish the syllabus within a specific time, and teach according to the guidelines shown in the overall curriculum, without taking into consideration the quality of education provided.

In this way, implementing individualized education program becomes complex. Educational organizations are not left free to decide what to do in their organizations. Educational policy is one of these clear boundaries to run within the process of addressing educational problems which exemplifies, legitimizes and initiates practices and on the other hand it provides privileges for certain vision and interests.

Generally, Children with intellectual impairment are expected either to be mainstreamed if they fit for or may continue with vocational skills training. Mbunda (2006 pp.116) explained this by addressing functional living skills as essential for all students but more important for those with low academic ability.

2.10 Empirical Studies

People with disability are those who unfortunately face dependency bottlenecks and deprivation of even their basic rights in many Countries globally. This is more significant in developing Countries where Economies magnify the problem. Abang (1992) classifications of disabilities or exceptionalities include those with sensory problems like the blind and visually, the deaf and hard of hearing. Two, those with Intellectual differences it means the gifted and talented, the mentally impaired. Three, the orthopedically impaired, children with language and speech problems, the emotionally disturbed and the multiple handicapped.

On the other hand, UNESCO (1981) defined disability as the defect which results in some malfunctioning on the individual but not necessarily affect ones' normal life. Generally, disability may be defined as the loss of function due to impairments. Hence, impairment is the bodily or sensory damage that may be inherited or occur through diseases or accidents. It can also be defined as the abnormality of psychological, physical or anatomical function or Structure. The disadvantages experienced by an individual as a result of impairments or disability are termed as handicap eg. A person is handicapped by having total loss of vision that make one not to drive a Car. Abang (1992) defined intellectual impairment as significantly sub average general intellectual functioning resulting in or associated with concurrent impairments and is manifested during developmental period. In this category, the common characteristics associated are:

- (i) Down syndrome eg. Hanging of tongue, slanting eye etc.
- (ii) Delay in acquiring language and speech developments.

- (iii) Poor reasoning and remembering power.
- (iv) Failure to perform simple daily life skills e.g. eating, dressing just to mention a few.
- (v) Failure in social interaction eg. Playing with children younger than him/her.
- (vi) Abnormal head size eg. microcephalus and hydrocephalus.

In a more specific there are people who are termed as autistic in which The National autistic society of London (1995) defined it as the whole range of conditions or physical disorder of the brain that causes developmental disability which affects verbal and non-verbal communication and social interaction usually at the age of 3 years may be noticed. Internationally 2 April, every year is marked as the World autism awareness day in which most African countries are not celebrating it Tanzania inclusively. Celebration of such day and event might show some weaknesses in promoting life skills. Sylvester (2005) claimed that people with disability are perceived differently and sometimes wrongly for example among the causes of visual impairment is claimed to be bewitching known as “buba”. This did not say anything about the 2007 Syllabus but only on visual impairment among other reasons. In spite of UN declarations of various human rights for disabled persons, which proclaim that all persons with impairments are entitled to full human basic rights education and special education inclusively, however the situation is still poor. Abilis (2013), wrote about teaching social skills to autism in a structured session and the contents from syllabus and daily experiences that were advised to be used were independency for safety, self awareness for managing daily and weekly schedules, self advocacy, social Interaction, communication but nothing was written on the

management of the 2007 Tanzania syllabus on promoting life skills among the I I. Mintz(2015) wrote on life skills for autism in Ireland in which Interview were conducted to address content needs in life skills. The Government of Western Australia (2016) wrote about life skills for people with intellectual disability the contents being hygiene for food safety, how to prepare food, to Conduct a Project with guidance, participate in travel, orientation and mobility. Ceedar Center (2014) when writing about life skills what were emphasized to be taught was mainly academics, daily living skills, job and community skills, self-determination skills and social and communication skills. Here nothing was written about the management of the 2007 Tanzania syllabus on promoting life skills among the I I.

The Government of Sydney (2012) wrote more on the importance of independent skills, which help students in two main areas namely developing skills to live more independently and apply this knowledge in taking part in a respective community. Giust and Valle-Riestra (2014) discussed about curriculum whereby three components were identified namely self determination, independent skills and social skills in which communication skills is among of them but nothing was discussed on Tanzanian 2007 I I Syllabus in promoting life skills. Florida diagnosis and learning center (2010) defined communication skills as the one which enable one to express thoughts and needs and respond when interacting with others no emphasis that are put on promoting life skills among the I I students. The Government of South Australia (2013) wrote more on independent skills but not life skills promotion to I I in Tanzania. Methews (2015) wrote on life skills for the deaf but not among the I I in Tanzania. The NSTTAC(2006) concentrated in writing and researching on social skills only but not life skills in general among the I I in Tanzania. Willoughby (2014)

wrote on supporting skills development for adult with intellectual disability but not among I I children in Tanzania. Among others Makyjeja (2013) wrote on inclusive education for visually impaired whereas Hausstatter and Thuen (2014), wrote on adapted teaching in Norway.

Mnyanyi (2014) wrote on changing practices for children with visual impairment and Angi Stone-MacDonald (2012) wrote on preparing children with developmental disabilities for life in the community: A Tanzanian perspective. In Irete Rainbow school where the data were collected contents included household skills that involved sewing, cooking, sweeping, washing dishes, washing the floor, setting the table, fetching water, caring for children or elderly, fixing broken utensils/tools, washing clothes, agriculture skills that involved feeding a goat, cleaning animal areas, Using a machete, using a hoe, planting seeds, preparing a garden, harvesting produce, shucking corn, carrying leaves and produce, Personal care skills which included bathing, dressing, using the toilet, brushing teeth, washing hands with a pitcher, hair care, shining shoes; Social skills which catered greeting people, receiving guests, washing hands for guests, helping neighbors, riddles and myths, singing, cell phone use material knowledge that comprised carpentry, masonry, shoemaking, repairing tools and machines, brick making, plumbing, making charcoal, cutting trees and academic skills which comprised counting, measuring, writing, recognizing name, identifying/using money, reading, knowing days of week/time of day, knowing historical and current political figures, listening to stories.

Many related literatures were written on either life skills to different environment but not Tanzania or wrote in Tanzania but not in Kinondoni Municipal, or wrote on supporting skills among the adults but not children in Kinondoni and some wrote on life skills among the autism but not I I in Tanzania. Moreover, in Tanzania researchers wrote more about inclusive education but not on the management of the 2007 syllabus for intellectually impaired in promoting life skills among the I I in Kinondoni municipality. This Research therefore bridged the gap and came up with the challenges as well as ways of solving such bottlenecks.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology employed to address the described objectives of the study. The chapter is organized into research approach, research design, area of the study and target population. Other component in this chapter covered are sample size and sampling procedures, data collection methods, data analysis plan, trustworthiness of the study and ethical consideration.

3.2 Research Approach

By words of Kothari (2004) and Akogun (2000), Research approach is conceived as the collection, measurement and analysis of data in a conceptual structure within which research is conducted. The present study deployed the qualitative approach. The researcher decided to use a qualitative research approach in order to enhance the understanding of a phenomenon by focusing on a holistic picture rather than breaking it down into variables. Smith(2006 pp.461) saw that qualitative research shapes social actions that personal character of the researcher and the relationship formed influences the conduct and outcomes of the study hence the inferences are not mechanized but made by the researcher. By considering this it was not an option for the researcher to select qualitative approach because he too socially good at Kinondoni where he works. The goal here was to develop an in-depth understanding rather than a numerical analysis of data. The use of qualitative approach allowed the researcher to develop mutual relationship with the participants during data collection. This mutuality allowed the researcher to cultivate the inside of the participant and

develop insights and ultimately generate bulky and wide information about the research problem under exploration as informed by Cohen et al., (2005). Therefore, this study adopted qualitative approach on generating data about the views of various stakeholders on the management of the 2007 syllabus in promoting life skills to the intellectually impaired pupils.

3.3 Research Design

The study employed a case study design with a reason that the researcher was in need of in-depth investigation and first hand understanding about the problem. The researcher wanted to make a direct observation and collect data in natural settings whereby he could meet various stakeholders. The study aimed at establishing an understanding of the problem. The study therefore generated data on in-depth understanding of the problem and not intending to test hypotheses.

3.4 Geographical Area of Study

The study was conducted at Kinondoni municipal council, which is located in Magomeni Kondo sub-locality along Morogoro road, Kinondoni district, Dar es Salaam city, Tanzania. Its latitude and longitude is -6.8063 and 39.2569 respectively. The Kinondoni municipal council is the northernmost of the three municipalities within the city of Dar es Salaam in Tanzania. The Kinondoni municipal council is charged with the responsibility of delivering services to the people including special needs education to the intellectually impaired. The council depends on various levies and taxes as its major sources of revenue. The main sources include property tax, levies on billboards, city service levy and others. On the other hand, the central government is assisting through subsidy on specific areas like health, education and

infrastructures. In the North east, Kinondoni municipality is bordered by the Indian ocean, to the South Ilala municipality, to the North it is bordered by Bagamoyo district, and in the West, it is bordered by the Kibaha district.

According to the 2012 census, Kinondoni Municipality has a population of 1,800,000 people with a growth rate of 5%. The municipality covers an area of 531 square kilometers; with a population density estimated at 3389 persons per square kilometer. The Climate of the municipality experiences a modified type of equatorial. It is generally hot and humid throughout the year. The hottest season is from October to march while it is relatively cool between May and August. There are two rain seasons; short rains from October to December and long rains between March and May.

Administratively, the Kinondoni municipal council has four divisions namely, Magomeni, Kinondoni, Kibamba and Kawe, which constitute with four wards, subdivided into 171 sub-wards. It has three electoral constituencies namely; Ubungo, Kawe and Kinondoni. The municipal governing body is the full council, which comprises 56 councillors. The study was conducted in Kinondoni municipality for the reason that it has a big number of students compared to rest of the municipalities, Ilala and Temeke. Moreover in the Website of the Dar-es-Salaam region (www.dsm.go.tz) the number of people in Temeke is 24%, Ilala 16% and Kinondoni 55% hence it has many people, Schools and Units including one Special school and one autism unit which added another important unique information on the problem under study.

3.5 Target Population

In this study the target population was all people who had the specific and required information about life skills taught to the intellectually impaired students in Kinondoni municipality to whether adequately imparted and provides the intended outcome to the schools and society in general. Therefore the target population comprised of the following respondents:

3.5.1 Primary School Teachers Involved in Teaching the Intellectually

Impaired Students and Regular Teachers

The primary school specialist teachers were selected because they were the one who had the required information about life skills taught in Schools and in the day to day activities they use the 2007 syllabus hence have important views on its management in promoting life skills. On the other hand, regular teachers were selected to see their views on life skills taught if adequately favour the day-to-day activities such as sweeping, moping, teeth brushing, shoe polishing at school and at home environment. On top of that, regular teachers being the irresponsible people in teaching the intellectually impaired, their views had no bias. Therefore they provided their views to the maximum for betterment of the intellectually impaired and the society at large.

3.5.2 The Parents or Caregivers of Children with and without Intellectual

Impairment

The parents and care givers of the intellectually impaired were also selected in the sample because they were the one who see the impact of the syllabus content usability directly. They had information of the applicability of the life skills taught to

both at school and home children. On the other hand, The parents and care givers of the children without intellectual impairment were too selected to see their views on life skills taught if adequately favour the day to day activities such as sweeping, moping, teeth brushing, toileting, shoe polishing at school and at home environment. These parents and care givers of the children without intellectual impairment, being the irresponsible parents in taking care of the intellectually impaired their views had no bias and add to the body of knowledge and additional information.

Therefore they provided their views to the maximum for betterment of the intellectually impaired and the society at large to favour the 2007 syllabus contents required. That being the case, the information given by parents and caregivers of the children without intellectual impairment is additional information to the researcher.

3.5.3 Head Teacher of Schools for Children with Intellectual Impairment and Autism Spectrum Disorder

The primary school head teachers were selected because they were the one who had the required information about life skills taught in Schools and in the day to day supervisory role, they inspect the attainability of the 2007 syllabus contents hence have important views on its management in promoting life skills.

3.5.4 Special Educators/Experts

The long service in the primary schools and administrative post dealing with the intellectually impaired and autism spectrum disorders, the retired specialist teachers were selected for the reason of having a long service record that demonstrated the understandability of the 2007 syllabus management in promoting life skills to the intellectually impaired children.

3.6 Sample and Sampling Procedures

3.6.1 Sample Size

The study involved a total number of 89 respondents. By using structured interview a total of 47 respondents were interviewed. However, the sample size involved 8 primary school teachers responsible for teaching intellectually impaired pupils, 10 regular teachers in inclusive schools, 1 head of unit in C primary school, 1 Head teacher from A primary school and 1 Headteacher from B primary school, 21 parents of children with intellectual impairment (I I), 3 parents of children without intellectual impairment (I I) students from primary schools; 2 educators in special needs education/Experts.

These respondents provided relevant and in-depth information on the management of the 2007 syllabus in promoting life skills to the intellectually impaired pupils. The categories of respondents in focus group discussion were sub divided into 42 respondents whereby School A had 6, School B had 6 and School C had 6 Parents with intellectually impaired students which provided a total of 18 respondents.

School A had no respondent, School B had 6 and School C had no respondent for parents without intellectual impairment students, which provides a total of 6 respondents. Regular Teachers and Specialist Teachers made their group in their respective schools and units. School A had 6 respondents, School B had 6 and School C had 6 respondents which gives a total of 18 respondents.

3.6.2 Sampling procedures

Purposeful sampling

Akogun (2000) argues that purposive sampling enables the researcher to sample on the basis of his/her judgment. Purposive sampling was considered as the most important type of non-probabilistic sampling used to identify the primary participants. In this study, the purposive sampling technique was used in order to get primary respondents in accordance to the virtue of their positions and knowledge. These participants were considered to have the right knowledge that was deemed important in the study. This was used to sample the number of primary schools, which accommodate the pupils with intellectual impairments and autism spectrum disorder.

Purposive sampling was used to select head teachers, primary school teachers teaching Intellectually Impaired Students. Moreover purposeful sampling was used in order to gather information from participants who were considered to have the required knowledge and information in the study. Teachers, Specialist Teachers, Parents and caregivers with the intellectually impaired students were too selected based on this sampling technique. It was believed that the respondents in this category have practical experience of the problem under investigation.

Convenient sampling

The convenience sampling method was used to sample the parents of the children without intellectual impairment from sampled schools in Kinondoni Municipality as their picking of their normal children were differing in timings. On top of that retired and experts in special needs education were too selected on convenient basis. The

use of this sampling technique was due to the fact that the parents and the retired and experts in special needs education at their convenient were participated in the study.

3.7 Data Collection Instruments

Data may be defined in many ways. Oso and Onen (2008) defined data as actuality of information or assumed to be basis for reckoning. Sources of data are categorized however in two main parts namely Primary and secondary. By primary data, researchers and scholars means all information counted and obtained directly from the field whereas secondary data implies information that were collected and organized by other scholars there after are obtained as literatures or records available. This study therefore employed both sources of data be it primary and secondary. Secondary data sources are data sets that are already in existence, such as census data. Researchers use interview for a variety of purposes. Interviews can be used as a primary data gathering method to collect information from individuals about their own practices, beliefs, or opinions. They can be used to gather information on past or present behaviors or experiences. Interviews can further be used to gather background information or to tap into the expert knowledge of an individual expert on special needs education. These interviews will likely gather factual material and data, such as what is taught and which life skills were covered.

There should be several sources of data from the research interviews.

Deductive analysis confirms information for the researcher. Many projects use deductive analysis to gather answers to a particular question. This enables the researcher to look at what all respondents said to the same question. Another use of

deductive analysis is to confirm or refute research hypotheses, or interactions within the data that the researcher presumed.

Inductive analysis explores the data, to assess what unexpected relationships or issues emerge from the data. This analysis might include a word found to determine the most common topics mentioned in each interview. It might also include a line-by-line reading to identify themes in the interviews that the researcher had not anticipated.

The advantages of qualitative research are tremendous. One can summarize patterns, themes, perspectives, and perceptions. Qualitative data permits researchers to provide rich descriptions and quotations unique to qualitative research. However, it is the crux that researchers to remember that the unit of analysis differs for interviews and focus groups; interview data represent the comments of an individual, but focus group data can only indicate the views of the entire group. The extent to which the data can be either quantified or generalized to the broader population also varies. With interviews, it is possible to generalize the data if the study incorporated sufficient rigor and sample size. Focus group data can be quantified across the types of group that were conducted, based on the common characteristics. However, researchers can never generalize focus group data to the broader population.

In collecting data, the following instruments were used.

3.7.1 Interview

3.7.1.1 Structured Interview

In a general speaking a qualitative research interview seeks to cover both a factual and a meaning level, though it is usually more difficult to interview on a meaning level as proclaimed by Oso and Onen (op. cit.) .Generally the purpose of an interview is to understand people's ideas, opinions and experiences. These are best captured using questions that don't have a fixed set of answers, such as "What are your views on life skills taught to intellectually impaired in Tanzania?" or "How do you feel about employment of the intellectually impaired?"

Globally, every interviewer should be equipped with a voice recorder to record the whole interview and that may be a smart phone or any other voice gadget. The whole interview would then be transcribed in the original language before being analysed but also some interviewer just takes hand written notes on the interview guide form. However, one of the dangers of this is that the original "voice" of the interviewee will be lost. So even if the interviewer is a handwriting note during the interview, it's still very important to try and write the key quotes word-for-word in the language they were said in. Interview data can be collected using smart phone, telephone, face-to-face, Internet, facebook.

Telephones are 'easy' to organize and allows for some personal contact between interviewer and interviewee. Telephones may allow people to relax and feel able to disclose sensitive information. In-depth interview Involves structured, semi-structured and unstructured. Structured interview as said ealier, as predetermined questions with fixed wording/pre-set order whereas semi-structured interview are

predetermined questions, but order can be modified based upon the interviewer's perception of what seems most appropriate. In the unstructured interviews, the Interviewer has a general area of interest where one lets the conversation develop within that area.

In a similar view with Kerlinger (1993) structured interview is conceived to be also termed as standardized interview or a researcher administered survey, which implies an assessment method designed to measure job related competences by systematically inquiring about a candidate's behavior. US (2008) defined structured interview as a tool that ensures candidates have equal opportunities to provide information and are assessed accurately and consistently. This method was used to collect data/information from all the units /selected Schools in Kinondoni Municipality.

This Technique was used to collect information from a sample of 47. However the sample size included 8 Primary School Teachers responsible for teaching Intellectually Impaired pupils, 10 teachers in inclusive Schools, 1 Head of the C unit for Autism, 1 Head teacher from A Primary School and 1 Headteacher from B Primary School, 21 Parents of Children with Intellectual Impairment (I I) Students from primary school, 3 Parents of Children without Intellectual Impairment (I I) Students from Primary Schools (2), Educators in Special needs education/Experts. These respondents provided relevant and adequate information on the management of the 2007 syllabus in promoting life skills to intellectually impaired. Appendix 1 is the structured interviews that were designed for Teachers that included 10 main questions with parts that made a total of 19 questions for Head teachers, regular

teachers, Educators in special needs/experts in intellectual impairment and Specialist Teachers.

On the other side a total of 4 main questions with parts that makes a total of 6 questions that were prepared in Appendix 2 for parents' of children with intellectual impairment and those parents of children without intellectual impairment. The Structured interview were administered to all 3 sampled Schools in 3 different days or more per School dated 9,16, 23 and 30 Monday, 10, 17, 24 and 31 Tuesday, 11, 18 and 25 Wednesday, 19,26 and Thursday, and 13,20 and 27 Friday of January, 2017. In responding to the interview it took every teacher more than 60 minutes to respond to the Appendix 1 and it took every parent more than 45 minutes to respond to Appendix 2. A copy of a structured interview is attached as an appendix number 1 and appendix 2 for parents and caregivers.

3.7.1.2 Semi-structured Interviews

Semi-structured interview is a scheduled set of questions administered through verbal communication in a face-to-face relationship between a researcher and the respondents (Kothari, 2004). Semi-structured interviews are particularly useful for collecting information on people's program design or evaluation.

By definition, a semi-structured interview needs to have some structure, although that structure should be flexible. This flexible structure is normally provided by an interview guide that lists the key questions for the interview. The interviewer is normally free to add questions or alter the order if necessary. In a semi-structured interview, everyone gets the same key questions asked, but there is flexibility in how

they are asked. The strengths is that it is suited for exploring attitudes, values, beliefs, and motives, Could be good in sensitive areas, Non-verbal indicators assist in evaluating truthfulness/validity and urgency, Facilitates getting every question answered, it ensures the respondent is working on his/her own, Can increase response rate.

On the other hand, the weaknesses are equivalence of meaning, difficulties may arise 'Preferred social response', non-response/ particular groups being unrepresented, it assaults privacy, Unique characteristics of interviewee, Prejudices, stereotypes, appearances and/ or perceptions of researcher may alter response.

The researcher used semi structured interview because it allows one to clarify questions and enable to probe and ask follow up questions in order to gain a deeper understanding of interviewee's attitudes while allowing greater flexibility. The semi-structured interview guide was used to get information from parents of children with and without intellectual Impairment, pupils with intellectual impairment, specialist and regular teachers. The interview was conducted on 9, 16, 23 and 30 Monday at School A and 10, 17, 24 and 31 Tuesday at School B, 11, 18 and 25 Wednesday at School C; 19, 26 using face to face style on Thursday experts through mobile phone and 13, 20 and 27 to Head teachers of the said School through mobile phones on Friday of January, 2017 and it took not more than 30 minutes. Some of the guiding questions were as follows.

1. Do you think children with intellectual impairment need to be taught English language? If yes why? explain
2. What do you think should be the contents of the life skills for the intellectually impaired?

These were the major open ended questions (Appendix 3 and 4) which were used to guide and give more answers and information related to the study. The Researcher asked questions one after another and the appropriate respondent replied accordingly. Semi structured Interview was also focused on revealing the strategies taken to curb the problem of syllabus relevance and management. All the time the researcher was flexible to allow detailed explanation from the interviewees. The researcher recorded the information manually in the notebook and in the smart phone for later referencing and writing.

3.7.2 Observation

Harrell and Bradley (2009) defined Observation as a data collection in which the researcher does not participate in the interactions. Examples of this include observing teaching and learning environment and process or lesson plan for the teaching strategies. Hence generally Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting. Observations can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed). The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed. Having secret in observation is essential however;

typically researchers need to conduct overt observations because of ethical problems related to concealing observation.

Observations can also be either direct or indirect. Direct observation is when one watches interactions, processes, or behaviors as they occur; for example, observing a teacher teaching a lesson from a written curriculum to determine whether they are delivering it with fidelity. Indirect observations are when you watch the results of interactions, processes, or behaviors; for example, measuring the amount of plate waste left by students in a school dining hall to determine whether a chips is acceptable to them. The advantages of observation are do not rely on people's willingness or ability to give information, allows one to directly see what people do rather than relying on what people say they did.

On the other hand, Observation has drawback as given below:- It is subject to observer bias, The truth may be hidden especially when knew that they are being observed usually they perform better, although indirect observation may decrease this problem, Can be expensive and time-consuming compared to other data collection methods, Does not increase understanding of why people behave as they do. Observation method used to collect data and information from classrooms by observing the syllabus execution done by specialist teachers and scheme of work, teachers, non teaching staff, volunteer's work especially English speakers, classroom lesson plans over the past 6 months from Intellectually Impaired Teachers, whole school activities, Timetable. The researcher observed both teachers and pupils in the following aspects: The way teachers and pupils behaved in the classroom when teaching and learning process took place; the methods used for teaching and learning.

The life skills imparted to Intellectually Impaired Students and their application in classrooms and outside the classroom. The Checklists was used in observing specific and unambiguous behaviors. The checklist usually has a rating scale that asks the observer to indicate presence or absence in terms of frequency, intensity and speed of occurrence of behaviour. As the behavior gets more complex checklists become less useful. In some situations, the researcher attempts to identify patterns, connections and sequences. In these cases, Field notes were used to document the observed behaviour.

Naturalistic Observation

This type of observation is done by observing and recording occurrence of naturally occurring behavior. This approach is qualitative in most instances and based on descriptions of events and settings. Researchers attempt to record “everything” relevant: the setting, people’s reactions to events, and patterns of contact among people. The researcher can record everything. Even a video camera does not record everything and what it does record may be far more than can be analyzed but information can be processed at a certain limit behavior and settings which is observed relevant to questions under investigation.

Systematic Observation

This type of observation is done by observing and recording occurrence of certain specific (naturally occurring) behaviors. Like naturalistic observation but with an emphasis on gathering quantitative data on a limited set of behaviors. This allows them to study and test specific hypotheses in which in this study it is not applicable.

Archival Research

Archival research involves the use of existing records to establish occurrence of behavior. The researcher uses previously compiled records to answer questions. Examples are public records such as educational policy documents, published letters and diaries, and previous surveys. Types of archives include Statistical records such as Census data, public Basic educational statistics in Tanzania. On Survey Archives it involves the major polling organizations, research institutes and universities that make their survey data available. Since individual researchers often do not have the financial resources to conduct national surveys, these shared databases are an important source of information for research. On the other side published records refer to published diaries and letters, the material from radio, Tv and newspaper, stories, political speeches, blogs, facebook and even the messages posted on internet.

3.7.3 Documentary Review

According to Harrell and Bradley (2009) documentary review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization or may be external. Documents may be hard copy or electronic and may include reports, program logs, performance ratings, funding proposals, meeting minutes, newsletters, and marketing materials. Policy documents therefore are mission statements, published materials, organisational charts, reports, and timetables. However it is dangerous to take documents at face value, as with all other data they need to be subject to testing for reliability and validity. This study therefore was done by testing information contained in the documents in interviews and in

observations. The advantages of document review are many including being relatively inexpensive, good source of background information, low profile, provides a behind-the-scenes look at a program that may not be directly observable, may bring up issues not noted by other means.

On the other side the disadvantages of document review are information may be inapplicable, disorganized, unavailable, or out of date, could be biased because of selective survival of information, information may be incomplete or inaccurate, can be time consuming to collect, review, and analyze many documents. In this study therefore documents that were used in reviewing included syllabus used by the intellectually impaired students, both new and old Tanzania educational policy, Journals, Research, Dissertations, thesis, Tanzania basic educational statistics, Books, Particulars of registration of Public schools - Form no.9 (URT).

3.7.4 Focus Group Discussions (FGDs)

Harrell and Bradley (2009) conceive Focus group as a dynamic group discussions used to collect information. Examples of this might be collecting information on dates of first registration to nursery school or life skills known before and after school. The Researcher asked one question at once with follow-up questions. The researcher recorded the important information from the discussants manually in the notebook and in the smart phone. Focus groups can serve multiple purposes. Focus groups are sometimes used as part of questionnaire development, for testing or developing questions, or for examining the meaning of words or phrases.

Focus groups can also be used to help explain results found through other data collection methods, such as surveys. Focus groups are especially helpful in explaining findings that appear counter intuitive or conflicting. Groups can also be asked to explore how things happen, or why people feel a certain way. One can also ask participants to discuss differences of opinions.

Focus group discussion is used when the researcher works with several people simultaneously rather than just a single person in a certain environment. However Kombo and Tromp (2006) argued that Focus Group Discussion should comprise 6-7 participants who share the same characteristic relating to the subject matter. For the purpose of this study, Focus group discussions was conducted in 3 schools by first preparing pieces of paper numbered 1 to 20 and letting mixing them then allow every one pick one and those who pick 1 to 6 were the one who participated in the study.

This was done to regular teachers and parents of children with and without intellectual impairment because they were many and the researcher wanted to avoid biasness. For the case of specialist teachers they were selected purposively as their number was very small and we intended to ask them believing that they have the required information. The process was that every School with Specialist teachers were involved all and the rest in the school were numbered and those who secured the first missing numbers to complete the number 6 of respondents were selected. This method was applied to give participants opportunity to provide their beliefs and perception on the subject matter simultaneously in a group rather than individual respondent.

The discussion was conducted on 9, 16, 23 and 30 Monday at School A and 10, 17, 24 and 31 Tuesday at School B, 11, 18 and 25 Wednesday at School C of January, 2017 and took not more than 46 minutes. Some of the asked questions were as follows:-

- (i) Do you think children with intellectual impairment need to be taught English Language? If yes why? explain
- (ii) What do you think should be the contents of life skills for the intellectually impaired?

Researchers know what was said by one or more respondents during the group, but they are unable to know the attitudes of all the participants. In addition, due to the dynamic aspects of the discussion, the researchers can never know the extent to which one respondent might influence the answers of another.

3.8 Data Analysis Plan

Data analysis is a systematic procedure for identifying essential features and relationships (Coffey and Atkinson, 1996). It is a way of transforming the raw data through interpretation and analysis to make them meaningful. Kothari (2004) argue that it is a process of editing, coding, Classifying and tabulating the collected data.

It is the organizing what the Researcher has seen, heard and felt through the senses. The qualitative data in this study was analyzed qualitatively with the use of content analysis. Content analysis is a technique used to analyze data in a systematic and objective manner in order to measure variables (Kerlinger, 1993 and Lunenburg, et al (2008).). This was done first, through organizing it into specific themes based on the

research objectives and research questions, followed by drawing and verifying conclusion on them. Data was finally interpreted through discussion and inferences drawn for the sake of answering the questions raised by the research question.

3.9 Validation and Reliability of the Instruments

According to Cohen, Manion and Morrison (2000) researchers should not begin a study unless they are certain with the chosen methods. The instruments should be appropriate, valid, reliable, effective and free from errors. In this study, validity of the instruments was assessed through discussion with other members of Open University of Tanzania particularly lecturers, research supervisor and fellow students pursuing Masters of Education program. Hence validity is the degree to which a method or research tool measure what is supposed to measure whereas reliability entails the extent a method or research tool provides consistence results.

To ensure both validity and reliability of the research instruments for this research study, the researcher piloted the tools so as to test it. The Pilot study was conducted at A Primary School. Thus, all inconsistencies and ambiguities were corrected in order to establish the face, content and construct validity. Moreover, changes aimed at streamlining the instruments were made after conducting the pilot study. Validity of the study can also be maintained by using communicative arguments like voices from the respondents through discussion (Kazungu, 2016). The researcher can use communicative arguments like voices to validate the data obtained through interview during the data collection. All these efforts were made to cross check the validity and reliability of the instruments (interview schedule, observation guide and structured interview).

3.10 Research Ethics

Cohen et al, (2000) assert that when people talk of ethics (or morals) they think of rules for distinguishing between right and wrong. One of the ethical issues to consider when doing research is seeking permit (Kerlinger, 1993). In observing the ethical issue, the researcher obtained the clearance letter from The Open university of Tanzania, followed by permission from different authorities where the data was collected. At school level the researcher was introduced through the permission letter obtained from higher authorities. All informants were well informed with the purpose of the study and their consent was observed. Being informed and consent observed the researcher were enabled to establish rapport with respondents.

Throughout data collection process, ethical issues were taken into consideration so as to ensure that there was a high level of confidentiality between the researcher and the respondents. In engaging and providing information no any forceful mechanism was applied by the researcher. This was also done so as to ensure the rights to privacy and protection from any harm either physical or emotional is safeguarded by asking questions in an appropriate manner and concealing their identity. For example, names of Schools and individual respondents were substituted by alphabetical letters in no order that could ordinarily relate the letters and real names of the Schools and individuals.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Previous chapters presented the background of the study, purpose of the study, research objectives, the aims and research questions, which were covered in chapter one. Whereby, chapter two covered on literature reviews and chapter three described the methodology of the study. This chapter focuses on the presentation, analysis and discussion of data that were obtained through documentary review, Observation, interviews, questionnaire and focus group discussions. The data are presented and analyzed in line with the research objectives and questions identified in Chapter One.

The chapter starts by introduction, describing the demographic characteristics of the respondents, followed by the 2007 Syllabus Contents on life skills development, Identifying the actual Life Skills taught to the I I Primary School Pupils, Parents views on Life Skills amongst the I I Primary School Pupils, Teachers views on the 2007 Syllabus for the I I Primary School Pupils, and Strategies to enhance appropriate Life Skills teaching for pupils with I I.

4.2 Demographic Characteristics of the Respondents

From the data in Table 4.1 and 4.2 it was revealed that most units and Special School lack Specialist teachers for the intellectually impaired students that make it difficult to attain most of life skills needed and English Language for communication in particular.

Table 4.1: Demographic Characteristics of the Respondents are presented

School/Unit	Class	Male	Female	Total
School A	I-III	19	17	36
School B	I-III	14	4	18
School C	I-III	11	8	19
Schools A,B and C	I-III	44	29	73

Source: By Researcher, Data from the Field, 2017

Table 4.2: Number of Teachers per Class/Unit I-III in Kinondoni Municipality

School/ Unit	Number of Available Teachers				Teachers Required	Ratio	Deficits	Number of Pupils
	Male	Female	Total	%				
School A	2	3	5	63	8	1:5	3=37%	36
School B	1	2	3	17	18	1:1	15=83%	18
School C	0	1	1	25	4	1:5	3=75%	19
Total	3	6	9	30	30		21=70%	73

Source: Field data January 2017 By the Researcher

4.3 Level of Education of Respondents

The majority of the respondents' attained different levels of education ranging from grade A, Diploma and fewer bachelor degrees. This means that few respondents had adequate knowledge to effectively teach pupils with Intellectual impairment. The data below shows the respondents education level as follows:

Table 4.3: Respondents by the Level of Education

S/NO	Level of education	Frequency (f)	Percentages (%)
1	No formal education	2	5
2	Primary education	7	15
3	Secondary Form IV and VI	7	15
4	Teachers education	14	30
5	University	12	25
6	Other colleges	5	10
	Total	47	100

Source: Field data January, 2017 collected by the Researcher

4.4 The 2007 Syllabus Contents on Life Skills Development

The findings indicated that, Life skills content within the 2007 Syllabus were prepared and written in Swahili that are contained in five subjects namely Mathematics, Social studies, Information and Communication Technology; Science; and Vocational Skills, Personality development and Sports. These subjects were meant for Intellectually Impaired Students in Primary School Grades commonly known as Pre/Stage I, II and III. Unfortunately, it was found that English subject was omitted from that syllabus. This in practice can be interpreted to hinder the promotion of communication skills among the intellectually impaired students.

Further, it was reported that there are some volunteers from different parts of the World like USA, Denmark, Japan, Norway, Switzerland, Botswana just to mention a few on the part of Special Education that need to communicate with Children with intellectual impairment directly and mostly they fail or communicate by using gestures and signs. The exclusion of English course contents for the Intellectually

Impaired Children denies their right of having equal treatment in education system including service from the volunteers. This means that it hinders them from widening their Communication Skills with English speaking population as well as participation on International occasions and events.

From the documentary review it was found that the following subjects entailed life skills for intellectually impaired students;

In Mathematics-Level I/Pre I the contents within this subject were

The Concept of Numbers in page 5

- (i) Mentioning objects in numbers 1-5 in page 5
- (ii) Understanding different varied Objects in Classroom environment in page 5
- (iii) Whole Numbers page 6
- (iv) Mentioning numbers 1-5 in page 6
- (v) Counting real Objects 1-5 page 6
- (vi) Numbers and objects 1-5 page 6
- (vii) Reading numbers 1-5 in page 6
- (viii) Writing numbers 1-5 in page 6
- (ix) Counting numbers 1-10 in page 7
- (x) Mentioning numbers 1-10 in page 7
- (xi) Counting real objects 1-10 in page 7
- (xii) Numbers and objects 1-10 in page 7
- (xiii) Reading 1-10 in page 7
- (xiv) Writing numbers 1-10 in page 7

On the other hand, it was found that Mathematics-Level II/Pre II the contents include:

- (i) Counting numbers 1-20 page 10
- (ii) Mentioning numbers 1-20 in page 10
- (iii) Counting real objects 1-20 in page 10
- (iv) Recognising number of objects 1-20 page 10
- (v) Numbers and objects 1-20 in page 10
- (vi) Writing numbers 1-20 in page 10
- (vii) Mathematical operations page 11-12.
- (viii) Recognising mathematical signs used for addition and Subtraction
- (ix) The Use of equal sign in mathematics
- (x) Arrangements of mathematical sentences horizontally
- (xi) Adding horizontally and vertically with single digit
- (xii) Reading mathematical sentences vertically
- (xiii) Arranging mathematical sentences vertically

Furthermore, it was found in Mathematics-Level III/Pre III that the contents were mainly focused on:

Counting numbers 1 to 100 in page 15 and 16 that covered mentioning, counting, reading, mathematical operations, writing mathematical operations and subtractions in both single and two digits, and problem solving.

Fractions in page 17-22 in which contents were identifying one-half, one-quarter, one-third, three-quarter and structures that show one-half, one-quarter, one-third, three-quarter; reading a word one-half, one-quarter, one-third, three-quarter; reading

mathematical sign showing one-half, one-quarter, one-third, three-quarter; relating one-half, one-quarter, one-third, three-quarter and its signs; writing one-half, one-quarter, one-third, three-quarter; matching one-half, one-quarter, one-third, three-quarter and real objects; adding and subtracting fraction of the same base.

The Metric systems in page 23-24 whereby identification of tools that are used in length, weight and Volume measurements and those objects that are long, heavy and occupy space as compared to others, measuring different lengths, weights, and volume, identifying tools that are used in length, weight, and volume.

Currencies in page 25 in which identification of Tanzanian shillings and coins, recognizing its value, keeping money in a safe place, use of money are covered. Time in page 26 that covered identifying different types of watches, reading time, mentioning times of a day, mentioning days of the week, dates, months, year; Geometry in page 27-28 that comprises identification of circles, rectangle, square, Triangle; making a structure of a circle, rectangle, square, Triangle; Matching a picture with the structure of a circle, rectangle, square, Triangle and real objects.

In this subject namely Mathematics in Primary School aimed for the intellectually impaired students in a Tanzania Mathematical skills were taught to help student engage themselves in the day to day life. It is in this situation where if taught well the intellectually impaired can buy and sell commodities, exchange objects to money, can work expecting to be paid a certain amount of money just to mention a few. It is however needed to be reviewed in the sense that some skills may be taught in higher grades like one-third, three-quarter and Triangle as these seem to be complex to

many. Moreover, Contents is to be made easier, flexible and understandable by using experts and trial in its operations.

Furthermore, in Social studies-Level I/Pre I, it was found that the key contents were focusing on greetings in page 33-34, daily routines in page 35-37 names of different people in page 38-39 good mannerism in page 40. On the side of Level II topics covered were family in page 43-44, gatherings in page 45, leaders in page 46-47, and home environment in page 48. It was further noted that in Social studies-Level III/Pre III content covered include national symbols in page 51-53, National leaders in page 54, security and defence in page 55-57, Calendar for different events in page 58, holidays in page 59.

Generally Social studies is also a subject aiming at equipping students in Primary School who are Intellectually impaired to be socialized and accepted in their society. It is this subject that makes them know their Country, Greetings behavior, Names of different people, daily routine skills, Ceremony and engagement in it, good manner, Leaders, and Politics in general. Here most of the contents are good only that they have to be taught all firstly orally and then practically. Investigation is to be done first to see which content is to commence before another and how well is to be addressed.

On the other hand, the content covered in communication skills [Level I/Pre I] include hearing and listening in page 107, names of people and objects in school environment in page 108, names of people and objects in home environment in page 109, follow-up on simple instructions in page 110, parts of the body in page 111-113, correlation of objects in page 114.

On the same subject in Level II/Pre II, the content include types of work in page 117 narrations in page 118, reading simple words in page 119-120, writing in page 121, prepositions in page 123 and riddles in page 124.

In the same line and subject Level III/Pre III content covered includes language exercises in page 127, reading in page 128 and writing simple sentences in page 129-131, signal and signs in page 132.

In Communication Skills is where skills of speaking are obtained and socialisation in general. Here issues of audio Visual technology are applied. It is where the use of different attractive gadgets may help to build language to the intellectually impaired students. Equipments like Speech mirror and talking toys are essential. Only that contents have to be carefully selected as some new experts may use their high skills to mislead the lesson for contents like narration, types of work, riddles all these need a great knowledge and expertism on teaching students in primary school who are intellectually impaired. It is therefore needed to review the Syllabus so that language development is achieved to the maximum and Contents are simplified to suit both Teachers and Students. An addition of Book to refer and a Teacher instructional manual is too required.

In Science- Level I/Pre I, content covered include washing skills in page 64-68, bathing skills page 68-69, dressing and undressing in page 69-72, eating skills in page 73-76, Cleanliness of simple clothes in page 77-78, Proper toilet use in page 79-80.

On the same subject, Level II/Pre II the contents include washing, arranging, ironing and keeping clothes in page.83-86, Cleanliness of kitchen vessels in page 87-88, Toilet use advancement stage in page 89.

For Science- III/Level III/Pre III the contents includes Cleanlines of the living house Classroom in page 92-93, Preparation of the bed in page 94, Environmental conservation in page 95-96, Protection and treatments in page 97-98, Hiv-AIDS and transmitted sexually diseases in page 99-100, Accident protection in page 101-102.

In Science as a subject life skills are intended to be developed in the sense that intellectually impaired primary School Student are trained to dress and undress, let them wash their body and general cleanliness, Table manner, Proper Toilet use, Washing clothes and ironing them and diseases and its prevention. All contents are necessary but some are a beat complex and dangerous such as ironing and using water may be killfull or destruct the skin of the intellectually impaired with epilepsy as they are not supposed to be exposed to water and fire or hot objects and other contents have to be structured to suit the current demand of the society and capabilities. Skills in this category helps the primary school students with intellectual impairment to improve their life skills by avoiding dirtness and spread of diseases hence become healthy and clean.

Vocational Skills, Personality development and Sports- Level I/Pre I-Gross Motor contents involved were human body in page 137, Locomotion in page 138-139, Carrying and transferring objects in page 140, the five senses in page 141, Fine arts, music sports and games in page 142-144.

Vocational Skills, Personality development and Sports- Level II/Pre II- Fine Motor and this involved contents like use of fingers and hands effectively in page 147, Arranging and sorting objects in page 148, Removing objects in page 149, Fine arts, music, sports and games (advanced) I in page 150-152.

On the other hand Vocational Skills, Personality development and Sports- Level III/ Pre III. The contents were as follows:- Gardening in page 155-156, Poultry and animal keeping in page 157-158, Cookery in page 159-160, Technology and simple technicians in page 161-163, small businesses and trading in page 164, Fine arts, Music, sports and games (more advanced)III in page 165-167.

In Vocational skills, Personality development and sports, Skills covered includes sports and games that make initial treatment for the primary school intellectually impaired students by lessening their disability. Other skills are gardening, trading and business and simple technology. But the problem here also is about the complexity of topics and being too long. It needs a kind of simplification to help the students grasp what is intended.

From the structured interview, it was revealed that majority of teachers reported the 2007 Syllabus contents as inadequate to some extent. One of the respondent from School A, who is a Specialist Teacher in Intellectual Impairment area had this to say:

“No in communication skills some contents are of high stage as compared to intellectual capability of the intellectually impaired and a good example is where they are required to study skills related to adverbs” (by Abaaa, a respondent).

Another respondent from School B unit for intellectually impaired had this to say:

“No, there are some contents that require modifications for example in mathematics a topic written concept of numbers and the contents within have close relations. Moreover the 2007 Syllabus is inadequate as it has no reference books from both teachers and Students of the intellectually impaired”(By Abeee, a respondent).

On the other hand, respondent from School C and Unit for Autism Spectrum Disorder said:

“Up to now students with autism spectrum disorder have no specific Syllabus for them. It is difficult to prepare their own Syllabus because they differ in their needs but there is an individualized education program that is prepared by a teacher in conjunction with the Parent and the available syllabus is inadequate as it is important if the autism students are given practical life education”(By Abiiii, a respondent).

Another one added:

“There is no specific syllabus for students with autism spectrum disorder. It is difficult to prepare as every student has his own behavior and different needs quite different from others”(By Abooo, a respondent)

From School A Primary School some of respondents had this to say:

“the 2007 syllabus is inadequate in fulfilling the needs of the intellectually impaired students because it have five subjects with many topics that do not help the child according to their capability and the available topics has no direct help to child and do not match with the capability of the child”(By Achooo, a respondent).

“The 2007 syllabus is inadequate as it have no good flow in relation to the needs of the intellectually impaired child taking an example of pre one class they should learn more by visual and out door rather than by classroom programs”(By Achuuu, a respondent).

“the 2007 Syllabus is not fulfilling the needs of the learner”(By Abauuu, a respondent)

On responding to the question on how English subject has been relevant in addressing life skills among intellectually impaired students, it was revealed that the omission of the subject in school syllabus had adverse effects. One of the respondents had this say:

“Students with autism spectrum disorder are not taught English but they are taught Science, Mathematics, Social studies, Communication skills, and Vocational Skills, Personality development and Sports”(By Achauuuu, a respondent).

Another respondent who is also a HeadTeacher from similar School said that:

“students with autism spectrum disorder are taught in order to enable them to acquire social life and skills like eating by self, washing hand by self, dress and undress by self”(By Achuuuuu, a respondent)

Another one added:

“English language is not available into the 2007 syllabus. But it is ideal if it will be available into the syllabus because it can help students who may join inclusive classes”(By Achauuuu, a respondent)

Another said:

“English language is not available in the 2007 syllabus contents and it is important for every one to understand it so that one may be able to know some of the English words”(By Achaaaaa, a respondent).

Another one replied:

“English language is not contented in the 2007 Syllabus but it is important to learn English for even simple words that can enable one to communicate with newcomers at their respective areas”(By Abauuuuu, a respondent).

Another respondent from School B who is a Specialist Teacher in Intellectual Impairment had this to say:

“English language is not contented in the 2007 syllabus” (By Aboooo, a respondent).

From A Primary School one of the respondent had this to say:-

“English language is not contained in the 2007 syllabus but its contents would be adequate if it will include topics like Self expression, Members of the Family, How to overcome problems, Diseases”.(By Achuuuuu, a respondent).

When asked about the importance of having English subject had these to say:

“The importance of English at school level is that they will be able to communicate within the Organisation and with the visitors from English speaking population. Socially it will help them to communicate with the society in issue arising be it a discomfort or ceremony of any kind”(By Abiiiii, a respondent).

“English language is not included in the 2007 syllabus contents but it should be taught and its contents among others be it Greetings, Self introduction, Diseases awareness. The importance of English language is that the todays’ World is like a single village that requires quick communication with the world population most of them being English speakers” (By Achuuuuu, a respondent).

“English language is not included in the 2007 Syllabus because it is a difficult subject for the intellectually impaired taking an example of Swahili which is used to every subject it is also difficult to them how can they learn English?”(By Abauuu, a respondent).

“English language is not included in the 2007 Syllabus but it should be included and the topic among other that is proposed to be taught is Introduction. The importance of English is that it will enable one understand English that will enable one to the higher stages of study also it will help one to communicate with English population of different countries”(By Achauuuu, a respondent).

On responding to the additional content to be added to the existing syllabus, the respondents had this to say:

“All topics and contents in the 2007 Syllabus are valued but English is to be added in them starting from level II and III so that they will be able to know simple and few English language words by so doing those who will join Grade one in inclusive class will benefit more”(By Achauuuu, a respondent).

“Technically the 2007 syllabus have other certain deviations namely name of the syllabus, copyright, table of contents, Vote of thanks and abstract are all not clearly stated also not every subject have its own book but generally a single book with many syllabus of all subjects which causes the delay in the preparation of the Scheme of work and lesson plan as well due to waiting nature of one Specialist teacher to finish and the other to go on”(By Abaaaa, a respondent).

Another replied from School B P/S

“All contents in the 2007 Syllabus are okay but English language is also to be added and generally with more emphasis in Practical skills that create employment” (By Achuuuuu, a respondent).

From similar School replied:

“I do not know”(By Abaaaaa, a respondent)

From School C one of a respondent (not a specialist) explained that

“Not all contents in the 2007 Syllabus are important but more emphasis is required in job related training that will later create independence in life” (By Achuuuuu, a respondent).

Another respondent from School C who is a Specialist Teacher in Intellectual Impairment had this to say:

“not all contents in the 2007 Syllabus are important here contents like adverbs, and Verbs to be removed and more emphasis be in job related training that will later create independence in life. Some of the 2007 syllabus contents are okay but many of them are not covered because they have many subtopics that have no any benefits”(By Aiiiiiiiiiii, a respondent).

“the contents of the 2007 syllabus are okay but they need experts in intellectual impairment so that they review the syllabus to suit the present need for example in the subject named Vocational Skills, Personality development and Sports for stage I in page 141 senses to be taught is difficult to them. The contents of the 2007 Syllabus needs to be reviewed step by step by using experts in intellectual impairmen” (By Abaaaaaa, a respondent).

“the contents of the Syllabus is required to be reviwed so that the many of them to be in practical form to help the intellectually impaired become self reliant and self employed” (By Abaaaaaa, a respondent).

On responding to the weaknesses noted from 2007 syllabus, it was reaveled that

“the set back that have been observed is that there is no teaching and learning materials suggested to be used for the intellectually impaired students. Also the teachers book and student text books are not suggested in the 2007 syllabus” (By Achiiiiiii, a respondent).

Another respondent said:

“the contents of the 2007 Syllabus have no great challenges only that it does not give much emphasis to the autism spectrum disorder students” (By Abeeeeee, a respondent).

Other respondents from School A P/School who are also Specialist Teachers in Intellectual Impairment had these to say:

“Some of the 2007 syllabus challenges are the absence of the participants name, Contradictions of years inside there is 2007 and outside there is the year 2008 on the same book, no statement of copyright, mismatch of the topics and mental capability of the learners. Some of the contents are not analysed well hence they need to be reviewed step by step. The contents of the 2007 syllabus have some challenges like lacking preliminary information, name of the syllabus, copyright, table of contents, Vote of thanks and abstract are all not clearly stated. Many of the topics are not analysed in detail and study tour are of great importance to them as they learn more by visual. The other challenges in the contents of the 2007 syllabus is that no names of the Writer of the Syllabus is given, On the front page the year 2008 is written while inside the year written

is 2007 which is a contradiction, the reality of topics and sub topics are not matching with the mental capability of the students with intellectual impairment” (By Achuuuuu, a respondent).

Another respondent from C P/School who is a Specialist Teacher in Intellectual Impairment had this to say:

“there are some contents of the 2007 Syllabus which are above the level of the intellectually impaired students and there are others which are below the level of understanding of the said students” (By Abiiiii, a respondent).

On the other hand, the researcher was interested to inquire on how the weaknesses affect the provision of education to the intellectually impaired students. The responses revealed that:

“the process of preparation of teaching and learning strategies are Usually not in order because of the use of unauthorized books for The intellectually impaired students as a result the output becomes Not what was intended” (By Achuuuuu, a respondent).

A respondent from School B responded as follows:

“the challenges in the syllabus for intellectually impaired students lead the autism student to lack their potential learning outcome and input special for them” (By Achaaaaa, a respondent).

Headteacher from School Breplied:

“ I don’t know” (By Abauuuu, a respondent)

A respondent from C P/School explained that:

“there are some contents of the 2007 Syllabus which are above the level of the intellectually impaired students and there are others which are below he level of understanding of the said students therefore an average standard is advised to be maintained in the syllabus” (By Aboooo, a respondent)

On the side effect; the respondent explained more that:

“the effect that was caused by the mismatch of the level of education of the intellectually impaired and the mental capability is that the lessons are not understood and the specialist found it difficult to teach students who are not understanding” (By Achaaaaaa, a respondent).

Another respondent from C P/School who is a Specialist Teacher in Intellectual Impairment had this to say:

“The contents of the 2007 Syllabus have weaknesses that lead to failure to acquire skills intended and misunderstanding between the teachers and the students occurs at this particular juncture” (By Achauuuu, a respondent).

“the weakness of the contents of 2007 Syllabus is that no Reference books given in it and no guideline for teaching the intellectually impaired”(By Aeeeeeee, a respondent).

“the work becomes difficult because most of the contents of the 2007 Syllabus are not explained in detail and in clarity as no teachers book or teachers guidelines and reference books that can explain in clarity”(By Aeeeeeee, a respondent).

“wastage of time before teaching occurs because of the absence of analysed and clear contents that makes the teacher to think in detail what is to be done”(By Aiiiiiiiiii, a respondent).

“No reference books therefore the teacher teaches without confidence” (By Aoooooo, a respondent).

Moreover, on inquiry on what should be done to address the encountered weaknesses from the syllabus, findings indicated that:

*“In order for the students with intellectual impairments at school level and those who completed their studies at pre I,II and III it is advised that the contents of the 2007 syllabus should put much emphasis in vocational studies because only few of them can perform the reading, writing and doing simple arithmetics.”*N.B. Vocational studies helps one to be independent as a result of

life skills taught hence open door for employment”(By Auuuuuuu, a respondent).

For Children with Autism respondent from School B replied as follows:

“due to the needs of students with autism, individualized education program should be used in teaching and learning process but with guideline special for them that will help the teacher in the process to reach the intended goal”(By Abauuuuu, a respondent).

Another respondent added by saying:

“those who are at school should be given special attention in that teaching and learning equipments to be accessible and those who have completed their studies or are at home have to be given vocational equipments for creating job and employments as well while those who have completed their studies with Vocational skills have to be given priority in job and employment”(By Achaaaaaa, a respondent).

Another headteacher from similar School added that:

“those who are at School have to be given tools for work or life skill that will make them independent individual”(By Achuuuuu, a respondent).

“For those who have completed their studies should be given funds to initiate business and create groups for entrepreneurship that will help them to be self reliant and independent hence involve them into jobs and employments like in slashing, gardening, collecting used bottles to be recycled and the like” (By Aeeeeeee, a respondent).

A respondent (not a Specialist) from C P/School explained as follows:

“at this juncture the Government is advised to provide proper education for the intellectually impaired by giving them life skills that suit them for creating room for being self reliant and independent hence get income” (By Achuuuuu, a respondent).

Another respondent from similar School who is also a Specialist Teacher in Intellectual Impairment had this to say:

“it is advised that there should be colleges that train the intellectually impaired in vocational skills and those students at school should be given tools enough for practical vocational training”(By Achauuuu, a respondent).

“life skills should be given much priority while students are still at school level so that the intellectually impaired should do something and not to be a burden to the family”(By Achoooooooo, a respondent)

“The contents of the 2007 Syllabus should be modified to focus much on life skills”(By Auuuuuuu, a respondent).

“more practical is required to the intellectually impaired hence vocational training is to be given priority and enough reference books are to be given and more practical studies rather than sitting more in classroom”(By Aeeeeeeee, a respondent).

They added more by saying:

“the intellectually impaired should be given more practical studies rather than theoretical skills”(By Achuuuuu, a respondent).

The discussion on the 2007 syllabus contents with focus to life skills developments

The 2007 syllabus was read through and the observed topic and subtopic were given by the Researcher. All the five subjects were okay only that it works if the syllabus is to be reviewed to suit the present needs. For the Autism spectrum disorder they are just like the intellectually impaired only that they need to be taught with the ratio of one teacher to one student and the intellectually impaired need a ratio of one teacher to five students.

There is a high need of the English to be taught for most common things. In reviewing the syllabus it is worthwhile to involve long life serving experts in the field of special needs education particularly in the Intellectual impairment and Autism spectrum disorder. More over practical use of the syllabus prepared has to be done as a pilot study. The content in the syllabus to be reviewed depends on the needs and capacity of learners to be served. Subjects name too should be reviewed to suit the need of the learner some of them are too long like a sentence or a story. The name of the subjects in the reviewed subject is to be as short as possible if possible a single word is enough citing an example on my view.

- (i) Hisabati may be Hesabu in Swahili and Mathematics in English.
- (ii) Malezi may be Malezi in Swahili and Sociology in English.
- (iii) Stadi za afya may be Sayansi in Swahili and Science in English.
- (iv) Stadi za mawasiliano may be Lugha in Swahili and in English it may be Language.
- (v) Stadi za kumudu viungo vya mwili na ufundi sahili may be Kazi in Swahili and in English it may be called Works.
- (vi) The missing subject English language may be just called in English only English.

Therefore the Identified 2007 syllabus life skills content in my view it is not adequate hence generally the researcher agreed with the many respondents who argued that it needs high review to suit the present need.

4.5 Life Skills Taught to the Intellectually Impaired Primary School Pupils

In identifying the actual Life Skills taught to the Intellectually Impaired Primary School Pupils the data was collected through Documentary review, structured interview, Interview, Observations and Focus Group Discussion.

The findings indicated that:

“the subject contents of the 2007 Syllabus that the specialist teacher finish teaching are like Vocational Skills, Personality development and Sports and for mathematics it is not covered due to its difficultness”(By Auuuuuuu, a respondent).

“poor management of the teaching and learning materials, lack of specialist teachers and support staff/caregivers can affect the process of teaching and learning and hence failure to accomplish the targeted outcome this is caused by heavy work load as compared to the needs of the learners”(By Aoooooo, a respondent).

From a respondent (not a Specialist) at School C that explained:

“difficultness of some of the 2007 syllabus contents like narration and talks, adverbs of time and conjunction may lead to failure in covering the syllabus” (By Aiiiiiiii, a respondent).

Other respondents from A P/School who is also a Specialist Teacher in Intellectual Impairment had these to say:

“the contents of the 2007 Syllabus that are not covered are all topics in stage III taking an example of mathematics only the topics of Numbers is partially covered due to the capability of learners”(By Auuuuuuu, a respondent).

“some contents of the 2007 Syllabus are easier for the intellectually impaired but not for all because they differ in their impairment some need remedial program. Lack of the teaching and learning aids and availability of few specialist teachers who despite of teaching they serve also as caregivers to toilet related instructions, to serve those with epilepsy while the time goes” (By Achuuuuu, a respondent).

“In teaching specialist Teachers start with simple contents to Complex and some of the contents need teaching and learning aids that are a beat complex to secure them as they need funds that teachers have no access to” (By Aiiiiiiiiiii, a respondent).

“all contents of the 2007 Syllabus are not covered to every level be it level I,II and III for example in mathematics they do not cover even a single Topic for whole year of study” (By Achuuuuuu, a respondent).

Apparently the information on additional content to be added on the syllabus revealed varied responses as others claimed to be unaware while few seemed to be neutral. Equally others demonstrated the necessity of having additional subject including English. One respondent From School B said:

“all contents of the 2007 syllabus are crux to be available but English to be added into the available contents” (By Aaaaaaaa, a respondent).

Another one said:

“I don’t know” (By Achuuuuuu, a respondent)

From a respondent at School C P/School reported that

“I don’t know” (By Auuuuuuuu, a respondent)

Other respondents from A P/School who is also a Specialist Teachers in Intellectual Impairment had this to say:

“the contents of the 2007 Syllabus are enough only that some sub topics have no any importance and not helpful to the intellectually impaired and more importantly Practical life skills is to be added” (By Aeeeeeee, a respondent)

“the contents to be given much attention and have to be added are practical one that will equip the intellectually impaired to the world of employment and to live independent life in the society” (By Achuuuuuu, a respondent).

“the contents of the 2007 Syllabus are okay only that practical contents are to be added so that an intellectually impaired student can become self reliant and independent” (By Aiiiiiiiiii, a respondent).

“The contents of the 2007 syllabus is adequate only that sub topics have to be reduced for example in mathematics topics like geometry and metric systems are to be removed” (By Achuuuuu, a respondent).

Another respondent from C P/School who is also a Specialist Teacher in Intellectual Impairment had this to say:

“the contents of the 2007 Syllabus can remain as it is but some few contents are to be taught at home instead of at School these are like dressing and undressing” (By Aooooooo, a respondent).

On the inquiry about shortage of trained teachers and its effects on teaching and learning processes, the findings revealed that:

“the dearth of specialist teachers is the problem that causes the contents not to be finished” (By Auuuuuuu, a respondent).

Another said:

“Yes the lack of the specialist teachers may lead to the uncovering The topics. The advise given here is that Specialist teachers are to be supplied according to the demand with specific skills” (By Achaaaaaa, a respondent).

From a respondent (not a Specialist) at C P/School explained that:-

“the uncovering of the contents of the 2007 Syllabus may be due to poor facilitation, lack of specialist teachers and lack of the non teaching staff enough for the work”. (By Acheeeee, a respondent)

He added:

“the teacher with poor presentation quality and lack of enough specialist teachers may cause the topics not to be completed” (By Achiiiiii, a respondent).

Another respondent from similar C P/School who is also a Specialist Teacher in Intellectual Impairment had this to say:

“Lack of special needs education in specilisation of intellectual impairment may result into denying them from the required skills”
(By Achooooo, a respondent).

Other respondents from A P/School being a Specialist Teachers in Intellectual Impairment had these to say:-

“effect of lacking caregivers at the school leads to uncompleteness of the Contents of the 2007 syllabus due to the fact that the Teacher works in many areas and the work becomes difficult as some needs to be helped in toilet training” (By Achuuuuu, a respondent).

“in order for a specialist teacher to work effectively there must be a good job description and every discipline are to work very close to each other”(By Aauuuuu, a respondent).

“the work of the specialist teacher is to teach and Caregiver, Psychologist, Physio-therapist, Occupational therapist, Speech therapist, Neurologist, Mental health doctors and Social workers assist the specialist teacher on other matters like treatment, toilet training, Physical exercise just to mention some”.(By Achuuuuu, a respondent).

“the effect of lacking Caregiver, Psychologist, Physio-therapist, Occupational therapist, Speech-therapist, Neurologist, Mental health doctors and Social workers at the School level increases the possibility of failure to cover the contents in the 2007 Syllabus as the specialist teacher engages with non teaching activities without help from proffessionals in other area”(By Achuuuuu, a respondent).

Findings from observation indicated that, from School A the actual life skills taught were as follows:

In pre I class (Communication skills subject) Listering skills only were taught, Parts of the body in the subject termed Vocational skills, personality development and

sports). In mathematics the concept of numbers was only covered, In Social studies only greetings were covered. For Science washing different parts of the body like face washing, legs washing, washing hairs, washing the mouth were covered.

In pre II class the content named Works were covered in Communication skills subject while the subject termed Vocational skills, personality development and sports) the finger usage, analysis, arrangement and removing of things were covered. Counting numbers 1-20 in mathematics were too covered. Moreover Family, People and family were covered in social studies, washing clothes, ironing, cleanliness of kitchen vessels and the proper use of the latrine in science subject were covered.

In pre III class Language practice, reading, writing skills were covered in Communication skills subject, the vitality of gardens, how to prepare a garden, keeping a garden, mentioning the benefits of keeping animals and its disadvantages, mentioning animals which are kept by people at home, mentioning vessels that are used in cookery work, requirement in order to cook, weaving, tailoring and handcrafts in Vocational skills, personality developments and sports. In Mathematics Mentioning numbers, Counting numbers 1-100, Reading 1-100, adding by obtaining the sum not exceeding 100 subtracting numbers and obtaining the difference not exceeding 100 adding without transferring digits, adding by using number cards, Cutting, folding, recognizing, obtaining and separating objects/things into one-half, one-quarter, one-third and three-quarter. In Social studies contents covered were the National anthem, The National flag, Other national signs, Government leaders whereas in Science contents covered were Classroom and home cleanliness, preparation of places to sleep.

The discussion on actual Life skills taught to the intellectually impaired primary school pupils

Most of the Teachers in these units and Schools are very few in number say less than 70% percentage. This seems to be a problem because the intellectually impaired individual needs to be assisted very closer unlike the normal students. Therefore the contents are not finished only one or two topics are met as observed on the past 6 months per subject that was available and taught. Also there is a need of reducing some irrelevant contents that are not focusing on life skills directly or are too difficult to them. The shortages of specialist teachers need to be worked by relevant authority.

4.6 Parents Views on Life Skills Taught to the Intellectually Impaired Pupils

This was inquired through the guiding questions that seek to collect information to the Parents views on Contents and of Life Skills in the existing 2007 Syllabus content for the Intellectually Impaired Primary School Pupils. The findings revealed that:-

In inquiring processes the question on whether there is intellectually impaired child in the family or clan, it was revealed from the majority of parents that indicated “yes” with fewer “no” responses. This imply that a good number of parents were aware of having such children in their families/clan and that one of the many causes of intellectual impairment is the inheritance.

In practice this means that such children can easily get support both from parents and school on life skills as both parties are well informed on the problem. What contents

and in what subject does the students master or fail to master and what do you think are the causes of such success or failure in life skill development?

Responses from parents structured interviews from A P/School had this to say:-

“the student is able to master domestics works although she fails to cross the road and some few skills simply because no enough exercises are provided”(By Beeeeeee, a respondent)

“Vocational skills are skills that can be mastered by an intellectually impaired student because it uses more practical experience in working and the contents that are difficult to them are English because even Swahili to them is too difficult to make communication possible”(By Buuuuuuu, a respondent).

“Children with intellectual impairment can do domestics jobs like fetching water, watering gardens, washing simple clothes, cleaning their tooth and may do better if instructed on daily bases” (By Biiiiiii, a respondent).

“Things that the intellectually impaired can do in relation to life skills are like doing simple domestic jobs such as washing their clothes and some can not be done by them such as driving as it involves thinking and decision making” (By Boooooo, a respondent).

“There is apparently no proper decision made on their future carrier to intellectually impaired students but if they can be instructed to do a job they do and they can become independent” (By Baeeeeeee, a respondent).

On the other hand respondents from School C had this to say:

“Some of the intellectually impaired can do things better than others as these children differ in capabilities and severities hence some of them who complete their studies after training can become painters/Artiest, Bajaj driver, bodaboda driver, and the like” (By Baiiiiiiii, a respondent).

While those in B P/School indicated that:

“the intellectually impaired students may be able to stitch bead,wash their body,wash their clothes,reading,writing and interacting with others and even washing domestic equipments and washing his body without help things that previously were difficult to them before joining the School” (By Baoooooo, a respondent).

How students with intellectual impairment use in life experience the life skills obtained prior to completing their studies at School? Explain with vivid example if any.

Responses from A P/School revealed that:

“Some students who complete their studies they go to their society and do domestic jobs like the student known as Memo who is a luggage care in Vehicles at School A and his mother is a Teacher” (By Bauuuuuu, a respondent).

“some of the intellectually impaired students after completing their studies they do run their life by doing their own activities or being employed on part time bases”(By Beuuuuu, a respondent).

“the intellectually impaired students after completing their studies they join their families by doing domestic simple jobs” (By Beooooo, a respondent).

“the intellectually impaired students after completing their studies they join training in technical skills that help them to make Mats of different kinds and tailoring” (By Beiiiiiiiiii, a respondent).

While one of the respondent from B P/School said that:

“the intellectually impaired students after completing their studies they do hand work such as making bead,washing domestics utensils,and performing the daily living skills like toileting” (By Beeeeeeee, a respondent).

What are your recommendation on topics, Syllabus contents, Subjects, Teachers, Equipments, educational background of workers, teaching and learning environment in Schools and units with intellectually impaired students?

Parents who responded to structured interviews from the above question in A P/School indicated that:

“my recommendation is that Specialist Teachers have to be given now and then seminars to equip them with new tactics and techniques for helping the intellectually impaired students” (By Beuuuuuu, a respondent).

“my recommendation is that the Syllabus, Subjects, Teaching and learning aids and environment have to be reviewed to match with the current need also Specialist Teachers have to be upgraded in terms of skills and academic knowledge that will help them to teach the intellectually impaired students effectivelly” (By Beoooooooo, a respondent).

“my recommendation is that the intellectually impaired students have to be assisted so that they make their dream true” (By Biaaaaaaaa, a respondent).

“my recommendation is that the intellectually impaired students should be exposed to improved environment and given proper teaching and learning materials in order to make their dream true” (By Bieeeeeee, a respondent).

“my recommendation is that the intellectually impaired should be given entrepreneur training like decoration and flowering and tailoring courses” (By Biiiiiiiiiii, a respondent).

“I recommend that the intellectually impaired students should be taught every thing that seem to be important in life” (By Biooooooo, a respondent).

On the other hand responses from School C indicated that:

“we beg that Teachers have to differentiate children with impairments because there is a difference in impairments as when they stay together in mixture it may lead to acquiring diseases even to those who are not affected to the maximum sighting an example of the the one who have no speech and the other is speaking well the one with speaking capacity may imitate and get the problem” (By Biuuuuuuu, a respondent).

At B P/School it was revealed that

“I think the intellectually impaired have to be taught more hand works be it technical and practical skills that may lead them into the World of employment and get earnings” (By Beoooooooo, a respondent).

What are your views on the syllabus contents and subjects to be taught to the intellectually impaired students so that if taught well they enable them in daily life to become functional people in their society at school and after completing their studies? Mention such contents and subjects.

Findings from A P/School indicated that:

“the intellectually impaired have to be taught Science and social studies and some of the contents to be addressed are body washing and washing clothes” (By Beuuuuuu, a respondent).

“I recommend that the intellectually impaired have to be taught life skills that will lead them to work independently and get earnings according to their mental ability like vocational skills” (By Boaaaaaa, a respondent).

At School C it was revealed that:

“They are required to be taught Vocational skills so that these skills might help them in their career life such as drawing,tailoring and driving”(By Boeeeeeeee, a respondent)

While from B P/School it was found that:-

“They should be taught mostly hand works so that they can employ themselves”(By Boiiiiiiiiiii, a respondent).

What are your recommendations on what to be done to intellectually impaired students so that they become self-independent, self-confident and improve their life as the result of life skills teaching?

Responses from A P/School indicated that:

“My recommendation is that we should love and care the intellectually impaired students” (By Boaooooo, a respondent).

“My recommendation is that in order to equip them in life management and let them live independently the society should involve the intellectually impaired students in all community works” (By Boauuuuuuu, a respondent).

“My recommendation is that Parents should be encouraged and educated on the importance of sending the intellectually impaired students to School and taking care of them” (By Boaiiiiiiiii, a respondent).

“My recommendation is that the intellectually impaired students should be emphasized to learn at School and their learning environment should too be improved, Teachers special for them be given and teach them what might help them in life after their studies” (By Boaooooooo, a respondent).

“My recommendation is that students with intellectual impairment have to be given working tools such as Machines and other equipments also Parents Seminars have to be given by Teachers on Impairments and entrepreneurs” (By Boauuuuuuuu, a respondent).

“I recommend that there should be different experts so that they can give advises and treatments to intellectually impaired students”(By Beaeeeeeee, a respondent).

Whereas one of the responses from School C indicated that:

“I recommend that the Government have to assist on providing transport to the intellectually impaired students because most of their parents are poor, some of the children are Orphans and some of them have no job hence fail to provide necessary School requirements such as Exercise book, School uniforms, School bag, Shoes”(By Chaaaaaaaa, a respondent).

Findings from B P/School indicated that:

“I recommend that the intellectually impaired have to be valued and taught with specialist Teachers who are trained well and are matching with the required ratio”(By Chuuuuuuu, a respondent).

It was further reported that the most performed activities, basically of physical activities include Watering, sweeping, Gardening, Fetching some water, Collecting dusts. This was also evidence through observation.

On the subjects additional to the existing one, the findings revealed that:

“They have no language hence they can not talk therefore they have to be taught to talk. It means Kiswahili is to be taught, English was also considered to be important to Students. Some students those who can speak at School B are like Memoooooooo, Balimiiiiiiii, Lusambooooo and Tamaliiiiiiiii. Its importance is that being a Technician any thing made or Constructed by them and With a Business (Selling and Buying) he can fail to sell to English speaker. Things to be taught is Greetings, Communicating with them in English outside the Classroom”.(By Chaoooooooooo group, respondents in focus group discussion).

“Advise to the Government by Parents is that Teachers special for Autism is to be paid high Salaries as Specialists because they touch dirtiness like Fieces, Urine, or when they Vomit the regular Teachers may Vomit too instead of helping the Student as Specialist do and the like. They ask the Government to increase the number of Specialist Teachers as they seem to be few”.(By Group Mamiiiiiiiiiiii, respondent in Focus group discussion).

When asked to whether the Specialist Teachers if asked the Parents or Guardian to buy books for their kids they replied that:

“no one was asked to buy for but they think it is unfair as they think books are important to them as regular Student do especially for making them attractive to learning”(By Group Mamiiiiiiiiiiiiii, respondent in Focus group discussion).

The discussion on parent’s views about life skills taught amongst the intellectually impaired Primary school pupils

The view of parents in general seem to be of great value only that some of the comment seem to be unnecessary due to ignorance citing loans to be provided to the intellectually impaired with out practical skills of handling projects is no sense. The intellectually impaired if trained by specialists in vocational skills are worthwhile because usually when you give them a single and only one task they can do it well. For example in Tailoring one may use the method known as task analysis and hence get several tasks for a single student with intellectual impairment to do permanently throughout life be it putting button on clothes, Cutting specific parts of clothes, Ironing just to mention a few. On the part of shoes making one may concentrate on brushing shoes, tailoring, washing shoes. Generally most of the intellectually impaired lacks close supervision to do their maximum capabilities in Countries production. Possibly it is high time if they can create a group that is supervised well to see job creation in Tanzania for the intellectually impaired because they usually not ready to dodge from job unlike normal do.

4.7 Teachers view on the 2007 Syllabus for the Intellectually Impaired

Pupils

On inquiry on the teachers background on education basing on teaching students with intellectual impairment, it was revealed that majority of the teachers found to have full knowledge and skills on teaching the students. These are evidence of their responses:

“I am skillful with teaching the intellectually impaired students”
(By Achauuuu, a respondent).

Another one from B P/School adds:-

“I am a trained specialist teacher for the intellectually impaired students”(By Acheuuuu, a respondent).

Another respondent from C P/School who is also a Specialist Teacher in Intellectual Impairment had this to say:

“Yes”(By Achouuuu, a respondent).

Other respondents from A P/School, also Specialist Teachers in Intellectual Impairment said:

“yes I am a trained specialist teacher for the intellectually impaired”(By Bauuuuuu, a respondent).

Apparently teachers responded positively on the acquired skills especially on promoting life skills among the students. Some of the responses include:

“Vocational education are more powerful in helping the intellectually impaired because they give them room for cognitive development, Practical and hence enable them to secure employment that might help them to run life independently and effectively” (By Achuuuuu, a respondent).

“the most important contents in the 2007 Syllabus are life skills and communication skills” (By Aaauuuuu, a respondent).

“The subject that is appropriate to be taught is Vocational education such as tailoring and weaving”(By Auuuuuuuu, a respondent).

“Subject contents appropriate to be taught are life skills such as Technician, monetary and greetings” (By Aeeeeeeee, a respondent).

“Topics to be taught to the intellectually impaired students are those which relates life skills so that can help them to live without being depending on others” (By Aiiiiiiiiiiii, a respondent).

“topics that should be taught are those which encompasses practical skills so that an intellectually impaired student may benefit with something in life experiences”(By Aooooo0000, a respondent).

“the intellectually impaired students have to be taught contents that encompasses Agriculture, Monetary and Greetings” (By Auuuuuuuu, a respondent).

Findings on the application of the skills in the future life after completion of education revealed that the skills were of greatest value. Some voices to justify that include:

“Due to training obtained from Schools the intellectually impaired students are becoming confident and understanding their environment hence involve themselves in all community occasions and events as part of the society. Together with the above success most of these students get difficulties in securing employment as their training are not very much concentrating with practical education due to having inadequate skills in training involving Carpentry, Masonry just to mention some” (By Aiiiiiiiiiiii, a respondent).

“Some intellectually impaired students are able to live independently and confidently by working hand to hand with normal people by selling different commodities” (By Aooooo0000, a respondent).

“After completing their studies the intellectually impaired students can live independently in their life citing an example of Megaiiiiiiiii(Not a real name) from School C who sells boiled eggs without any difficulties” (By Aeiiiiiiii, a respondent).

“After completing their studies the intellectually impaired students can involve themselves in different activities that can make them live independently in their life by working hard just like other people that may give them earnings to run life by doing domestic cleanliness such as cleaning kitchen vessels, washing clothes and personal cleanliness” (By Bauuuuuuu, a respondent).

“After completing their studies the intellectually impaired students are going to their homeland and involve themselves with making different tools and handworks. Despite these efforts the Government has not participated fully in helping them as most of them have no good progress and bright future after Primary education” (By Achuuuuu, a respondent).

“there are some intellectually impaired students who are able to read, Write and do simple arithmetics and have managed to join primary school but on the other handsome who joined vocational training and completed are just roaming about without programmed work due to lacking practical skills enough for working or being employed”(By Achauuuu, a respondent).

“The few skills attained as a result of life skills training of the 2007 syllabus for the intellectually impaired students which are mostly not purely practical they help them to some extemnt such as washing their clothes and going to the shop to buy home needs or commodities”(By Achouuuu, a respondent).

“the few skills obtained at School helps the intellectually impaired students to run their life when they are at home by making brooms, mats just to mention some but on the other hand the Government have not prepared good environment for them as they lack Vocational training instiututes/College and folk development colleges special for them with required experts”(By Achiuuuu, a respondent).

Findings from observation that was captured on different acquired skills in practice are explained below as follows:

At an occasion happened at Primary School C where visitors came and started to donate some food in a form of a ceremony. The food included chips, juice and chicken. It was noted that students with intellectual impairment at Primary School C celebrated well a minor function, ate the food with a required table manner according to their level, and demonstrated good respect all these were done as a result of life skills training imparted to the intellectually impaired and Autism spectrum disorder at Primary School C.

At another scenario a Student with intellectual impairment at the same School was found washing vessels as a result of life skills training. It was noted that such student mastered the work well and works with a very high speed and no laziness at all nor close supervision. Moreover after lunch she goes to the place known as dining room and picks the vessel ready for washing which is good.

At this School known as School C primary School it was further noted that every Student with Intellectual impairment and Autism spectrum disorder had a tree to plant, handle, use and manage to last stage. The researcher witnessed students of all sex watering trees that were going on well. The observation showed that every student knew his tree and no one who went to others tree for watering. This also was due to life skills training done by specialist Teachers of such particular School.

In tracing the academic performance and a need for English language as a subject at C primary School it was noted that some intellectually impaired and Autism

spectrum disorder can join regular primary School and meet subjects similar to those learnt and some are different. One of the student was noted to study the year 2017 in Standard Seven from intellectually impaired and Autism spectrum disorder Class who has also cerebral palsy and uses a wheel chair to walk. Observation showed that this student got difficulties when he was mainstreamed especially when English subject was introduced and progressed. Life skills on the other hand was well trained as when time for lunch reached the Researcher witnessed the student coming for lunch and after lunch he returned for classroom. In the same line he can explain to any one about any thing asked to him.

At B Primary School when tracing whether English Language is important it was noted that there are some students who are able to read and write both English for Communication and Swahili and English for Communication was considered as important as one of the Intellectually Impaired Student was able to write names of cars such as IST, Corolla both on a piece of paper and on a black board the word House and drawing picture of a house and this was witnessed by the Reseacher during the Field work. At the same School other activities that was found to take place and which was witnessed by the Reseacher included the Intellectually Impaired Student Fetching water, An Intellectually Impaired and Down Syndrome/Mongoloid Student Cleaning Environment and dancing music without being instructed, Washing Vessels, Eating without close Supervision, cleaning and Mopping the Classroom and Environment in general things which was also reported to take place inmost Schools, School A inclusively.

Only that in Primary School A in January, 2017 Some of the Volunteers who come and assist Students in classroom and outside was witnessed communicating using total Communication with the use of gestures and Signs after Specialist instruction and before that most of them was not able to communicate. It was further noted most specialist Teachers translating to both and make communication possible. All these were life skills taught to them and call for English language to make more socialization and communication possible. In this School A other life skills that was witnessed by the Reseacher was tooth brushing, washing clothes, table mats making,tailoring,batik making but too theoretical.

On inquiring the teachers' opinion of the teaching and learning environment for intellectually impaired students, it was revealed from the majority that improvement of the current situation was important for better services. Some of the responses were focusing on:-

“Teachers have to be trained enough for the intellectually impaired and special equipments to be prepared for them”(By Achauuuu, a respondent)

“specialist teachers have to be incresed as there is a shortage of them and the teaching and learning materials also to be added with an excess of enough fund for the said purpose”(By Achoooooo, a respondent)

“topics,Contents and subjects for the intellectually impaired students have to be reviewed so that they become effective and appropriate to the present learning and teaching environment” (By Achiiiiiiiiiii, a respondent)

“Topics and contents of the 2007 Syllabus are okay but the topics have to be reduced as they usually not finished in real teaching due to the low understanding capacity of the students, lack of enough

specialist teachers, and the use of poor learning and teaching materials”(By Acheuuuu, a respondent).

“I recommend and advise that the 2007 Syllabus have to be reviewed by experts in every subject, Specialist teachers to be allocated and get training for the intellectually impaired and learning environment to be improved”(By Achouuuuuu, a respondent).

“Every thing need to be improved to some extent to the 2007 Syllabus, Subjects and Teachers to be added, Seminars and workshops to available and teaching learning materials to be available for the intellectually impaired” (By Achuuuuu, a respondent).

“The topics is needed to be reduced for the intellectually impaired students, teaching and learning materials to be added and the specialist Teachers to be increased”(By Achaaaaaaa, a respondent).

“all subjects involving life skills is important to the II Student hence specific subjects are Science especially toilet training, Parenting in order to interact well with others like Mathematics”(By Acheeeeeeee, a respondent).

“No Syllabus special for Autism Students but they are using the 2007 Syllabus”(By Abeeeeeeee, a respondent).

About English as a subject if it is also important to the Intellectually Impaired students the following were replied:

“If they will be taught they will be able to learn and it is important because can enable them to develop simple conversation skills eg. Greetings” (By Achiiiiiii, a respondent).

On the other hand, some other teachers claimed that English was not important for them. The following voice justify:

“English is not required and is not in the 2007 Syllabus because they will not be able to speak English however, When communicating with volunteers they can use Gestures and signs and

non Tanzanian can use English because it is their Language".(By Achuuuuu, a respondent).

"English needs to be taught in Autism Class and in their Syllabus in terms of Simple English like Singing".(By Abiiiiiii, a respondent).

"The Impacts of not teaching English is that they can not communicate with English Speakers however Subjects thought to be important is Language for Communication it means English and Kiswahili, Parenting, Science, Technical is very very important because many are not joining Primary Schools, Physical education helps them Health wise as a treatment and to be interacted with others".(By Abuuuuuuu, a respondent).

"Some Topics to be taught is like eating, washing hands before and after eating, Bathing, Dressing, unaware and wear, Tooth brushing just to mention a few".(By Abaooooo, a respondent).

"Advise given to the Government is that Specialist Teachers as no motivation, Motivation in this area is needed, Teaching and Learning materials is to be added too".(By Achoaaaaa, a respondent).

At C Primary School (Unit for Intellectually Impaired) the response was that follows:

"there is a need to have English subject officially but currently we just teach some like Egwagaaaaaaa(not a real name),without having any guideline since English is excluded in the 2007 Syllabus".(By Acheiiiiiii, a respondent).

When asked the weaknesses of the 2007 Syllabus, it was found that:

"The 2007 Syllabus has no books for references,makes Teachers to concentrate on finding materials for teaching rather than teaching through Individualised Education Plan".(By Achoiiiiiii, a respondent).

The Researcher inquired about those students who were mainstreamed with a response that Students were mainstreamed namely Ponaaaa and Nangaaaa (Not real names)". However it was reported that such students were more

comfortable with Kiswahili subjects which they had its background unlike English as justified below:

“most of the subjects taught in Swahili they do good for example writing digits was good but operation of numbers such as addition and Subtraction was difficult and for English in general they had no good command in English Language at all due to the fact that they did not learn English in Pre Unit Class/Class special for Intellectually impaired Students”.(By Achuuuuu, a respondent).

When inquired on a necessity of having English in the Syllabus for the Intellectually Impaired students, it was reported that:

“English language is highly needed and important because when shifted to mainstream they don’t see such situation to be new and hence the continuation becomes easier to help them communicate with English speakers”.(By Abeeeeeeee, a respondent).

Additionally, findings from School B Specialist Teacher had this to say: English is excluded but added:

“it is not good to mix up students with two language subjects hence better to teach them one language that is Kiswahili” (By Achuuuuu, a respondent).

On coverage of the syllabus the findings indicated that:

“it is almost all subjects are not completed if someone is saying that he covers all of the topics he is not talking the truth because of short term memory of the intellectually impaired hence the Teacher needs repeating now and then the same topic”.(By Achuuuuu, a respondent).

On responding to mobile interview one of the respondent who is also a senior Specialist retired officer had this to say on the importance of English language on 13/4/2017 at 12.11pm used 22 minutes and 28 seconds.

“The real Mentally retarded doesn’t need to be loaded with English language it is heavy load to them. But most of the Schools have children with learning disabilities who can benefit with English Language. This is happening as a result of poor screening. These children with learning disability may be studying in normal class room with inclusive programs”. (By Achouuuu, a respondent).

When asked about the management of the 2007 Syllabus had this voice:

“The 2007 Syllabus is outdated it needs purely repair and a very big improvements to suit child centred strategy”. (By Achuuuuu, a respondent).

When asked the weeknesses of the 2007 Syllabuses he explained that:

“no references (Books to refer to), No vote of thanks or names of the people who contributed in the preparation of the book”. he added that the advise to the Government is that it should increase involvement of appropriate Stakeholders in the preparation of the Functional Syllabus such as Specialist Teachers, Social Workers Retired Specialist Teachers, Curricullum Developers, Parents, just to mention a few“. (By Achaauuuu group, respondent in a focus group discussion)

“Parenting is important subject to have it such as names of people, Civic education aother one is Communication skills also it is important Listerning and hearing, Works such as watering, gardening, Story telling just simple stories. Science such as bathing, Washing kitchen vessels, Tooth brushing, Ironing, Diseases and treatment. Physical education as a subject may be taught Physical exercise and works related to life and employment but it was agreed by all in this group that Technical education is to be given more emphasis”. (By Achiuuuuu group, respondent in a focus group discussion).

“In general they can be taught every thing in the 2007 Syllabus depending on the capability but most of them they have no speech and only that if you listern attentively and carefully you may get the tune”. (By Acheeeeuuuu group, focus group discussion respondent)

English Language may be taught to the abled like Lusamboooooog here at School B. Topics proposed were welcoming, Greetings, Self introduction, Vowel, consonant, naming, identification of animal, writing, drawing, painting, counting, labeling may be some of the contents in all Classes English is important for communication and one if denied and lacks information from both sides. Failure to communicate with whites especially English speaker. Another problem is that no Books prepared for Autism Students hence teachers are the one who seeks what to teach. Preparation of books were not participatory but teachers claims that they can prepare it with other experts because they think the one prepared in 2007 did not consider them.

“C Primary School Unit had a group of 2 Specialist Teachers who participated. The 2007 Syllabus seem to have weaknesses like no names of participants in the preparation of the Syllabus. This was suspected that may be they did not like their names to appear because they can be grouped to be dull, or they prepared bad job intentionally hence suspect to be accountable to as they did not call appropriate experts?!!”. (By Achuuuuu group, focus group discussion respondent).

When asked which Subjects to be taught and if English is necessary to be available.

They replied that:

“Subjects like English is to be added because now it is excluded in the 2007, others are What is Communication? May be it should be Language, next Parenting, then Mathematics, Science it is okay, Vocational Skills, Personality development and Sports is too long it is better if it will be changed to be Physical and Technical education”. (By Acheuuuu group, focus group discussion respondent).

When the Challenges She asked added:

“Lack of Specialist Teachers because Students are 53 but the ratio is 1:5 hence required 11 Specialist Teachers now there are 2 Specialist Teachers in similar School C”. (By Achouuuu group, focus group discussion respondent).

The discussion on Teachers views about the 2007 syllabus for the Intellectually impaired primary school pupils

The views of the classroom teachers, experts in special needs education who worked for a long time in intellectually impairment department, regular teachers in inclusive schools, Headteacher of a special schools, Autism unit and inclusive school were involved. Their views are worthwhile and highly reflecting what is done in the classroom. Actually the 2007 syllabus for the intellectually impaired student have some weaknesses that gives questions to people. The syllabus gives basics for those who join primary schools. Before 2014 standard one students were supposed to study English as a subject hence the syllabus according to that five subjects it was not favouring students to join standard one effectively with English ground. The second is that special Olympics International is a global occuration that is done internationally every year and mostly English is spoken, hence the experts who prepared this didn't focus on the need for English.

The exclusion of English makes communication to be a dependant topic for the intellectually impaired students. Another weakness is on technical matters of the preparation of the syllabus. One is the specific year of publication is it 2007 or 2008. I think there is no need of having 2 years on the same book or syllabus it is a contradiction to the readers. The second one no need of failing to declare vote of thanks nor giving names of participants. It is questionable that they prepared a bad job hence failed to declare their names or they feel shy to prepare for such group of impaired students.

Some teachers claimed on normal talks especially when they are in their school bus that they were called “Vichaa/ Taahira/ Mataahira hayo” meaning that Idiots/ mentally retarded people are passing this might be the reason made these participant not to mention their names?!!! Another weakness observed is the reference books and the books were not cited and not provided. Some of the topics were too difficult to teachers to facilitate hence there should be a guideline some may fail to teach “Hadithi” narratives thinking them to be like that of the normal student but for them just short sentences and clear hence having a guideline will help.

4.8 Strategies to Enhance Appropriate Life Skills Teaching for Pupils with Intellectual Impairment (I I)

This was guided by the question that seeks to establish strategies that can be used to enhance appropriate life skills for the pupils with Intellectual Impairment in Primary Schools. Findings indicated various strategies including participatory approaches of involving parents and guardians, the use of questions and answers, another teacher had this to add:-

“it is good if participatory approach is to be used and in particular by the use of information and Communication Technology whereby the use of radio, Television and mobile phones are so attractive to the intellectually impaired students hence make learning effective”.
(By Aneeuuuuuu, a respondent)

Also another Specialist Teacher for Intellectual Impairment had this to say:

“The intellectually impaired students should make more practical vocational exercises”.(By Achoiiiiiii, a respondent).

“there should be participatory methods and teaching aids that make the intellectually impaired student learn appropriately”. (By Achiiuuuu, a respondent).

“Participatory strategies are to be employed together with appropriate teaching and learning aids depending on the needs of the intellectually impaired student”. (By Acheuuuu, a respondent).

It was further noted that practical subjects are more relevant in promoting life skills unlike theoretical aspects. This was justified by the following voices:

“it is important for the intellectually impaired student to concentrate with practical aspects rather than theoretical aspects”.(By Achiiuuuu, a respondent).

However, other respondents had views that inadequate time hinders the effective use of practice compared to theory. This was justified by the following voices:

“individualized education plan is not effectively used due to lack of enough specialist teachers, dearth of teaching and learning materials and paucity of special education assistants”.(By Achaeuuuu, a respondent).

“Practical exercises to intellectually impaired student should be more than theory subjects”. (By Achuuuuu, a respondent).

“In order for the intellectually impaired student to learn more effectively practical aspects have to be given more emphasis”.(By Acheeeeeeeee, a respondent).

“In order for the intellectually impaired student to master life skills more effectively practical aspects have to be given more priority”. (By Achooouuuu, a respondent).

Apparently the researcher inquires on the personal initiatives towards effecting life Skills among the students. The findings indicated that to some aspects personal initiatives found to be useful in effecting life skills among the students.

One of the respondent had this to say:

“Individualized education plan is more important as to gives focus to every need of the intellectually impaired student”.(By Achuuuuu, a respondent).

Another respondent added:

“yes, it helps to improve life skills to the intellectually impaired student”. (By Abeuuuuu, a respondent).

“individualized education plan helps every intellectually impaired by focusing on individual differences and helping to understand effectively”. (By Achaaauuu, a respondent)

“more practical subjects are to be emphasised so that the intellectually impaired students understands by the use of information and communication technology through television and video”. (By Abeiiiiiee, a respondent).

“yes, it is because the individualized education plan focuses on individual learner and every intellectually impaired is taught according to the intellectual capability”.(By Abouuuuu, a respondent).

“it helps an intellectually impaired student to be assisted more on the ables and developed on the area which seem to be capable hence measure the same”. (By Aeeeeeeeeeeeeee, a respondent).

“Individualized education plan assists to identify the weaknesses and abilities of every intellectually impaired student and come up with strategies to combat the weakneses”.(By Aiiiiiiiiiii, a respondent).

On inquiry on the effectiveness of the personal initiatives among the schools offered intellectual impairment education, the findings indicated that some of the schools do practice it while others do not. The following voices justifies:

“at our school individualised education plan is more used”.(By Aooooiiii, a respondent).

“yes it is due to the skills attained depending on the capability of the intellectually impaired student”. (By Achuuuuu, a respondent).

“no it is not used because several times the teachers are not teaching students by considering the needs and problem of every intellectual impaired student”. (By Achaaaaaaeee, a respondent).

“yes, individualized education plan helps to improve teaching because the teacher comes closer to every intellectually impaired student problem hence understands what is okay to the learner what is not clearly understood and when to assist”.(By Achooooiiii, a respondent)

“yes individualized education plan is used at our school because every intellectually impaired student is taught according to the capability of the learner”. (By Achiiiiiiiiii, a respondent).

“individualized education plan is available at my School and in particular in my classroom. The intellectually impaired students do differ in their level/degree of their impairments hence individualized education plan helps to identify every ones needs and strengths citing an example of the teaching of writing numbers 1-5. There are those who will be able to write 1-2, others 1-4 and may be others are not able to write any number at all. Therefore it assist to teach according to the capability of the learner”.(By Aboiiiiiiii, a respondent).

“individualized education plan is used here at our school and even in my class which i used to teach for example if i am teaching to write 1-10 i will make a follow-up to every intellectually impaired ability and weaknesses according to the degree of severity of the problem”. (By Acheeeeeeeeeei, a respondent).

On the sustainability of the acquired life skills among the intellectually impaired students findings indicated that:

“yes the intellectually impaired students should be upgraded on issues that develops life skills”.(By Acheooooooo, a respondent).

“the intellectually impaired students have to be given priority on different areas that are capable to perform”.(By Abaeeeee, a respondent).

“the intellectually impaired students are developing their life skills by doing home activities such as washing clothes, and washing domestic vessels”. (By Abouuuuuu, a respondent)

The respondent added:

“contents are to be added in the 2007 Syllabus so that they can use such life skills in creating opportunity for earning”.(By Abaiiii, a respondent).

“the intellectually impaired students after completing their studies they use life skills education attained at school for personal development such as doing businesses, embroidery, tailoring, Weaving spinning and pottery works”.(By Achuuuuu, a respondent).

“the Government should prepare a special program to equip the intellectually impaired students with secondary education or vocational courses”.(By Aboiiiiiiiiii, a respondent).

“the intellectually impaired students after completing their studies they usually have no direction and sometimes they go back to School and more worse sometimes they pretend that they had not gone to School before when they go to the new School”.(By Acbaaaaa, a respondent).

“the intellectually impaired students after completing their studies they usually have no good end and even the Government have no good plan for them”.(By Aoeeeeeee, a respondent).

On inquiring the strategies for enhancing the sustainability of the acquired life skills among the students it was revealed that:

“the Government should allocate special area and give priority in minor employments for the intellectually impaired students”.(By Acahuuuu, a respondent).

“the Government should reserve special area so that skills taught may be developed also it should give the intellectually impaired students some loans”.(By Achooooou, a respondent).

“the use of information and communication technology should be emphasized in all studies or subjects, learning environment is to be improved, Specialist teachers to be given seminars and workshops, funds to be added, books to be prepared, increased and allocated to schools”. (By Acheeeeeee, a respondent).

“recommendation to the government is that it should employ many workers and more special schools to be added and boarding special school”.(By Achuuuuu, a respondent).

“The Government and other stakeholders have to raise awareness so that the intellectually impaired students are developed in life skills and to make them live confidently and independently in life”. (By Abiiiiiiiiibi, a respondent)

“Parents, different stakeholders, Non Governmental Organisations should air their voices so that when the intellectually impaired students are finishing their studies at Primary level are given chances for special Colleges for them”.(By Aeiiiiiiiiiii, a respondent).

Strategies to enhance Life Skills teaching that were recommended in the 2007 and the Syllabuses developed in 1991 according to WEMU(2007) and WEMU (1991) for the intellectually impaired children were as follows: Leading Students to mention Objects in groups and in single; The use of Questions and answers; The use of drama; The use of multiple Objects; The use of songs; The use of play in groups and individually; The use of projects in groups and individually; The use of real objects; The use of simulation; The use of narratives; The use of word cards; The use of alphabetical cards; by acting/Practical doing; The use of discussion; The use of incentives and stimulus; The use of study tour and The use of investigation and sampling.

According to Tammy et al (2013) people with intellectual impairments, formerly mentally retarded gain from the same teaching strategy used to teach people with other learning challenges. Those who benefit includes learning disabilities, attention deficit/hyperactivity disorder, hydrocephalus, microcephalus, down syndrome, slow learners and autism.

Teaching strategies for intellectually impaired are sometimes termed as behavior therapy or behavior modification. These are special methods used to modify the behaviour of the intellectually impaired. According to Ndurumo (1990), Heward and Orlansky (1988) Strategies to be used in Teaching and Learning that is Observed for Intellectually Impaired Children mainly involves Prompt and fading, modelling, premack's principle, token economy system, chaining, insitu-teaching or behavioural modification, Task analysis, programmed instruction, contingency contracting, precision teaching and shaping. By defining Prompting one may conceive it as a reminder or indication that is meant to induce a person to perform a desired behavior. Prompts are a kind of artificial support and assistance. When you greet someone for example with "hi", you expect to get a response "hi"

Fading is a gradual falling the strength of the assistance or support. Using the example pronouncing a word "book" you might gently say first Book, then boo., then bo... then b then

Teachers and Parents do use Prompt and fading mostly in building new skills whether consciously or not (Fey et al., 2006 pp.526-547).

By word of Long (2017) Prompts are strategies that helps learners to exhibit new skills like greeting a peer, flushing the toilet, naming the color blue, and clap their hands. Another method is modeling in which the previously learned skills are increased in potency or frequencies. Premack's principle on the other hand, is the principle of modifying the behavior commencing with the use of high probability action served to make low one to deviate hence increase frequency as the high probability is acting as a reinforcer. Another strategy is the Use of token in which representation reinforcers are used such as chips, paper play money are used that later exchanged for a back up real reinforcers that have a value in themselves such as toys, books, play tone. Chaining refers to a teaching strategy in which the previously learned responses are connected together in a sequency of two or more reinforce. Insitu- teaching or behavioral modification /objectives is asserted to be an approach whereby environmental stimulus are arranged and aimed at changing one's habit overtly. In this case then, the teacher seeks what the child likes to do or arranges for him to get what he likes so that the teacher uses the likes to act as a reward to encourage doing what he dislike but the weakness here is that the student may be encouraged to work for reward.

By the word of Hunt et al. (2006) another method is Task analysis which is another special method used to teach the intellectually impaired whereby the complete task or work is broken into distinct steps or controllable pieces that the student can handle. It is the breaking down learning tasks into small steps. Each learning task is introduced, one step at a time. This avoids overpowering the learner. Once the student has mastered one step, the next step is established. This is a progressive, step-wise, learning approach. By programmed instruction, specialist teachers means a

series of sequentially arranged and presented in small bits making sure the one bit when mastered the other one follows but with the use of special gadgets of instruction such as computers, television, and a projector just to mention a few. But contingent contracting is another special method of teaching intellectually impaired in which a student and a specialist teacher makes an agreement such as a student says i will perform ten addition mathematics problems everyday during mathematics period and the teacher says after you completed this work you will play football. Shaping is a teaching method by which a student is rewarded for successful approximation of anintended skill. In accomplishing it a teacher needs to identify the students' strength and weaknesses around that specific skill. If at all the child has difficulty in holding a pencil an appropriate assistive strategy is chosen, the teacher then may start with hand over hand, holding the child with the correct pencil grasp. If a student likes painting the teacher might start teaching writing a letter by providing the student with a painting brush. In each case the teacher should help a child approximate the topography of the behavior wanted so that it is reinforced.

Shaping is a method in a field of psychology established by B.F. Skinner based on the relationship of behaviors and their reinforcement that came from behaviorism; often behaviors are reinforced by specific favorite items or food, but can be harmonized with social reinforcement like praise. Precision teaching refers to a specific and systematic method of evaluating instructional strategy and curricula that was pioneered by Ogden Lindsley in the 1960s based largely on Skinner's operant conditioning. By focusing on fluency, the instructor can then adjust the syllabus for each learner to capitalize on the learning based on the learner's personal fluency measurements. The instruction can be by any method or approach. Precision teaching

has been successfully used to teach the progress of learners ranging from the rigorously handicapped to university graduate students, from the very young to the very old"(Lindsley, 1971). It is important to implement strategies that address the need of the student and hence the researcher is recommending that appropriate strategies are applied across home, school, and society at large.

According to Carter (2016) what learned through his research is that all children, with or without impairments, benefit from peer-mediated interventions. The question has been how to assist students with significant impairments be part of all the rich experiences and social opportunities that exist. A peer-mediated intervention is a method that can be applied as an alternative to the one's assigned para professionals. The goal is to ensure that students with impairments are budding skills that are relevant to their lives. It can be concluded as Mnyanyi (2014) saw that strategies that are needed to create a friendly learning environment require among many things Teachers with specific knowledge and skills as they are supposed to implement the strategies. However according to Makyeja (2013) an inclusive classroom requires the use of adaptive participatory method to deliver the content that matches with the needs of students and the needs of students also requires flexible curriculum.

Generally Children with Intellectual Impairment are expected either to be mainstreamed if they fit for or may continue with Vocational skills training. Mbunda (2006:116) explained this by addressing Functional living Skills as essential for all students but more important for those with low academic ability.

The Discussion on strategies to enhance appropriate life skills teaching for the intellectually impaired students

Teaching was seen to be an art and every Teacher has the way of presenting the skills required. Some of the students were able to speak, read and write in English to some Schools while some were not. Specialist Teachers that were consulted mostly were from Patandi Special Teachers College trained from 1997 to date and few were from Tabora Teachers College before 1997 in which they were offering Certificates but in Patandi it was the first College to offer a Diploma in Special needs education in Tanzania and very few were trained at SEKUCO in Lushoto attained Bachelor degrees in Special needs education specializing in Cognitive disability and Speech therapy since 2007 to date.

According to Turnbull et al. (2007) Strategies to serve these students were mostly participatory in nature although some of the special approaches that were used and noticed by the researcher on observation to be used but in the classroom situation in lesson plan, most teachers were not writing it citing an example of the use of prompt and fading method that was used without written in the lesson plan. Most Specialist teachers mentioned Questions and answers and other strategies. But also the weakness that was observed is that no good linkage between training Colleges/Universities and the institutions that serve the intellectually impaired students. Therefore there should be a link between the Training Institutions for Specialist Teachers and Training institutions for the intellectually impaired students in so doing medium of Instruction may be the same hence difference in Language for instruction demands translations when preparing a lesson and consumes time before teaching.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research study, findings, conclusions and recommendations for administrative action and further Study. The study concluded that Syllabus has a big role to play in addressing life skills to Intellectually Impaired Students. This is based on the fact that life skills are important for all students intellectually impaired inclusively and it have both negative and positive impact in life. The study was guided by five objectives namely:

- (i) To determine the 2007 Primary School Syllabus contents on life skills development.
- (ii) To identify the actual Life Skills taught to the Intellectually Impaired Primary School Pupils.
- (iii) To investigate the parents views on acquired life skills amongst the intellectually impaired primary school pupils.
- (iv) To determine Teachers views on the 2007 Syllabus for the Intellectually Impaired Primary School Pupils.
- (v) To establish strategies used to enhance appropriate life skills teaching for pupils with intellectual impairment in primary school.

5.2 Summary of Findings

Generally the Study found that life skills are dearthly taught to intellectually impaired but in the 2007 Syllabus, the most necessary contents are available and English Language were excluded in the 2007 Syllabus and many people showed that

there is a need for including such subject in the Syllabus. It was also maintained that there is a need of rechecking the 2007 Syllabus and involve Stakeholders to rectify and put or remove some of the life skills contents to suit the current need of the Stakeholders Specialist Teachers inclusively. It was further noted that the taught life skills were basically targeted at enabling the students lessen the effect attained as a result of the impairment, help the impaired student run life independently and with confidence as a result of life skills teachings, to enable an intellectually impaired student participate fully in all family and community work effectively, help an intellectually impaired student promote their talents and let them be developed and to enable an intellectually impaired student be developed academically according to their capacity as the last purpose hence those who can read and write are given emphasis here.

5.3 Conclusions

In the view of these findings the 2007 Syllabus contents had the required and important ingredients to suit the teaching and learning process. It only need to be modified and reshaped as well as removing weaknesses that have been observed and in so doing the intellectually impaired would benefit themselves by given Abc of English Language as most of them are not mainstreamed by helped socially to be accepted to society.

It was maintained that not all contents of the 2007 Syllabus are taught effectively but only some few parts are taught. This calls for in depth investigation to see if the available Syllabus still needs to be used or to be modified. On top of that School Inspectors or Educational quality insurers have to inspect Special Schools and Units

to see what causes the Syllabus not to be completed. Moreover issues of Books for references, Contents of the Syllabus and involvement of Stakeholders effectively too should be Observed.

Parent views revealed that Practical skills are required for creating employment and future career. Teachers views on the other hand is that English Language is to be taught as most of intellectually impaired student are joining Vocational training hence being a masonry most of the working tools are named in English hummer, hoe, Chain saw just to mention some. By such ground and others like Business purpose they need it for life in the World just like other people. Strategies to enhance life Skills teaching were viewed to be those which are participatory in nature. Such methods includes Instu-teaching, Chaining, Questions and answers, Task analysis, use of token or gifts as claimed also by Hunt et al (2006). .

5.4 Recommendations

In the light of the findings, Summary, and conclusions of the Study the following recommendations are done for administratarive action and further study.

- (i) Curricullum developers in conjunction with the Ministry responsible for Education have to assess the available Syllabus for the intellectually impaired students and come up with rennovation by using appropriate stakeholders.
- (ii) School quality insurer/Inspectors have to make follow-up to see whether there is a very heavy load to the extent that Specialist teachers are not completing Syllabuses and advise the Commisioner for Education and the Government in general accordingly.

- (iii) There is a need of having Vocational stream to every School or Unit for intellectually impaired as voices of Parents are echoing that they need their child to be prepared on practical issues and entrepreneurs.
- (iv) Teachers view on the scarcity of Specialist Teachers may be solved by using the available experts who may train others for short courses of say 1-3 months but also there is a need of providing extra pay to attract many to join. Moreover even those few who are available are not updated through Seminars and work shops hence need to be trained for both short and long term basis.
- (v) Institute of education and Ministry responsible for education should prepare books both for teachers and Students and supply teaching and learning materials for intellectually impaired.
- (vi) There is a need of using a multi disciplinary approach in identifying students with intellectual impairments be it A social worker, A specialist teacher, Neurologist/Medical experts, physio therapist, speech Therapist, occupational therapist and a Psychologist to every district and if possible every ward and School.

5.5 Areas for Further Research

It is recommended that further Study Should be conducted in the following areas:

- (i) A study to investigate the appropriate Teaching Learning methods to Intellectually Impaired Students in Tanzania.
- (ii) A study that involves appropriate Life Skills for Down Syndrome

- (iii) A Study that investigates the management of MESKWA program to Slow Learners in Tanzania Secondary Schools.
- (iv) Assess the need for Autism Spectrum disorder Syllabus in Tanzania
- (v) Problem encountered by Specialist Teachers in teaching Speech to intellectually impaired Students.

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APPENDICES

Appendix I: Structured Interview to Specialist and Regular Teachers

MASWALI KWA WALIMU WA WANAFUNZI WENYE NA WASIO NA ULEMAVU WA AKILI

Taarifa za jumla

Jina la Shule/Kitengo yako ni.....

Shule/Kitengo kilianzishwa Tarehe...Mwezi.....Mwaka.....

Shule/Kitengo kinamilikiwa na Serikali au ni Binafsi?.....

Shule/Kitengo chako kipo Mtaa/kata?.....

Cheo/Madaraka ya aliyejaza hojaji hii.....Kazi yake ni...

Elimu ya juu ya aliyejaza hojaji ni.....fani ya.....

Uzoefu katika kazi aifanyayo ni miaka.....

Jinsi yake ni.....Umri wa kuzaliwa.....Umri kazini.....

1. (a) Je, Maudhui ya Muhtasari wa mwaka 2007 wa Elimu Maalum unatosheleza mahitaji ya Wanafunzi wenye Ulemavu wa akili? Kama jibu ni ndiyo au hapana Eleza ni katika maeneo gani na sababu gani?
- (b) Je, somo la Kiingereza limo katika maudhui ya mhutasari huo? Taja mada ambazo ni vema ziwekwe katika Muhtasari wa somo la Kiingereza na Eleza umuhimu wa somo hilo na athari zake kwa wanafunzi wenye ulemavu wa akili waliopo shuleni na katika maisha ya kawaida?
- (c) Je, mada au masomo yote yaliyomo katika maudhui ya Muhtasari wa mwaka 2007 wa wanafunzi wenye ulemavu wa akili zinafaa kuwemo na je zipi ziongezwe na zipi zipunguzwe na ni kwa sababu gani?

2. (a) Je, ni mapungufu gani mengine katika maudhui ya Muhtasari wa mwaka 2007 kwa wanafunzi wenye ulemavu wa akili?
- (b) Je, mapungufu hayo yameathiri vipi utoaji wa elimu?
3. Unashauri nini kifanyike ili kuboresha stadi za maisha kwa wanafunzi wenye ulemavu wa akili waliopo shuleni na wale waliomaliza shule? Toa maoni yako.
4. (a) Je, ni mada gani kila mara kwa mwaka huwa mnazimaliza na ni zipi huwa hamzimalizi na kwa nini?
- (b) Je, mada gani katika maudhui ya muhtasari wa mwaka 2007 wa wanafunzi wenye ulemavu wa akili unafikiri ziongezwe na zipi ziondolewe na kwa nini?
- (c) Je, unafikiri uwasilishaji, upungufu wa walimu na wafanyakazi wasio walimu unaweza kuchangia katika kutomaliza mada darasani na ni kwa njia au namna gani? Eleza athari zake zilivyo.
5. (a) Je, Umewahi kusomea taaluma ya kufundisha wanafunzi wenye ulemavu wa akili?
- (b) Je, unafikiri ni mada na masomo gani yanafaa kufundishwa ili kuwasaidia wanafunzi wenye ulemavu wa akili kuboresha stadi za maisha hata baada ya kumaliza masomo shuleni?
6. Je, wanafunzi walemavu wa akili wamalizapo masomo wanatumiaje stadi Walizopata shuleni katika maisha? Eleza na kama kuna ushahidi wowote unaweza kuuonesha pia
7. Je, ni nini mapendekezo yako juu ya mada, maudhui ya Muhtasari, masomo, walimu, zana, taaluma za wafanyakazi, mazingira ya kufundishia na kujifunzia n.k katika Shule na Vitengo vyenye wanafunzi wenye ulemavu wa akili?

8. (a) Je, ni mbinu na mikakati gani zinaweza kutumika katika kufundisha stadi za maisha kwa wanafunzi wenye ulemavu wa akili? Eleza njia, vifaa, ujuzi, tathmini na utahini na mengineyo yataje na kuelezea.
- (b) Je, vipindi vya nadharia na vile vya vitendo unapendekeza viweje na vidumu kwa muda gani ili kumsaidia mwanafunzi mwenye ulemavu wa akili Kumudu stadi za maisha?
9. (a) Je, unafikiri mwanafunzi akitumia mpango binafsi wa mafunzo inasaidia Kuboresha stadi za maisha? Eleza ni kwa jinsi gani?
- (b) Je, mpango binafsi wa mafunzo unatumika kikamilifu shuleni kwako? Eleza namna unavyotumika katika shule yako kama unafundisha katika kitengo au shule yenye wanafunzi wenye ulemavu wa akili.
10. (a) Je, wanafunzi wenye ulemavu wa akili wanaohitimu masomo yao huendelezaje stadi za maisha katika shughuli zao na unafikiri nini kifanyike kuboresha zaidi?
- (b) Toa mapendekezo yako juu ya mambo yakufanya ili kuboresha maisha ya wanafunzi walemavu wa akili wamudu stadi za maisha zaidi na kuwafanyawaishi kwa kujitegemea nakujiamini. Zingatia mada, vifaa, ufundishaji, uwasilishaji, taaluma ya wafanyakazi, muda, na mengineyo.

Appendix II: Structured Interview to Parents and Caregivers of Students

MASWALI KWA WAZAZI NA WALEZI WENYE NA WASIO NA WANAFUNZI WENYE ULEMAVU WA AKILI

Jina la Shule/Kitengo anachosoma mwanao/ndugu yako ni.....

Katika Shule/Kitengo anachosoma mwanao/ndugu yako ni Mtaa/Kata ya.....

Cheo/Madaraka ya anayejibu hojaji.....Kazi yake ni...

Elimu ya juu ya anayejibu hojaji ni.....fani ya.....

Uzoefu katika kazi aifanyayo ni miaka.....

Jinsi yake ni.....Umri wa kuzaliwa.....Umri kazini.....

1. Je, katika Familia na ukoo wako yupo mtoto mwenye ulemavu wa akili?
2. (a) Je, ni mambo au mada na masomo gani wanafunzi wenye ulemavu wa akili unaowajua wameweza katika kumudu maisha na zipi hawawezi na unafikiri ni kwa nini wanaweza na kwa nini hawawezi?
- (b) Je, wanafunzi walemavu wa akili wamalizapo masomo wanatumiaje stadi walizopata shuleni katika maisha? Eleza na kama kuna ushahidi wowote unaweza kuuonesha.(Observation)
- 3 (a) Je, ni nini mapendekezo yako juu ya mada, maudhui ya Muhtasari, masomo, walimu, zana, taaluma za wafanyakazi, mazingira ya kufundishia na kujifunzia n.k katika Shule na Vitengo vyenye wanafunzi wenye ulemavu wa akili?
- (b) Je, unafikiri wanafunzi wenye ulemavu wa akili wafundishwe mambo au mada na masomo gani ili ya wasaidie kumudu stadi za maisha shuleni na nyumbani au katika maisha baada ya masomo? Yataje.

4. Toa mapendekezo yako juu ya mambo ya kufanya ili kuboresha maisha ya Wanafunzi walemavu wa akili wamudu stadi za maisha vema na wajitegemee na kujiamini katika maisha.

ASANTE KWA USHIRIKIANO WAKO NA YOTE HUMU YATABAKIA KUWA
SIRI WALA JINA LAKO HALITATAJWA POPOTE.

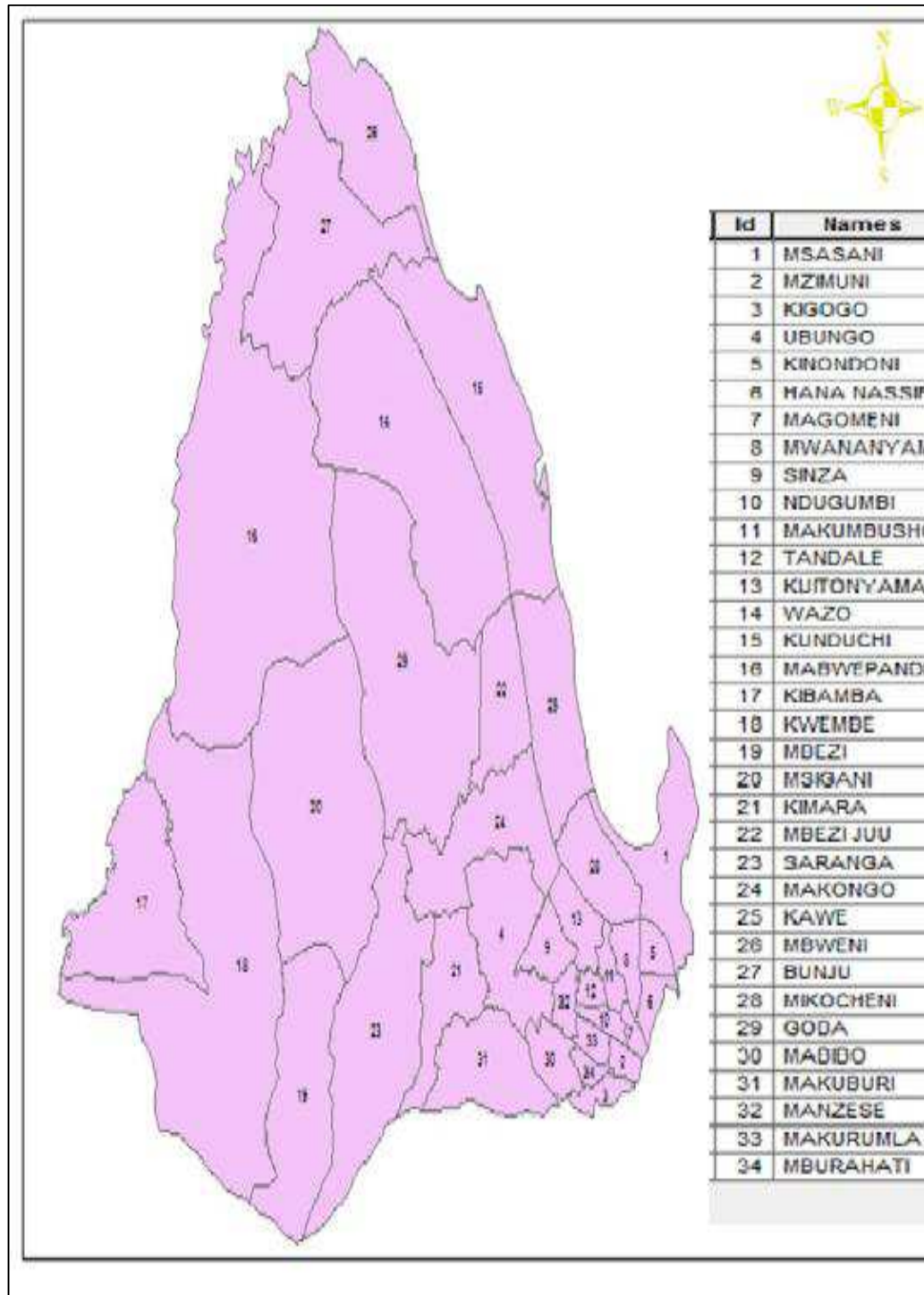
Appendix III Interview Guide to Teachers

1. Do you think children with intellectual impairment need to be taught English language? If yes why? Explain
2. What do you think should be the contents of the English syllabus for the intellectually impaired?
3. What do you think are life skills contents that have to be added in the 2007 syllabus for the intellectually impaired?
4. What are life skills contents needed in the 2007 syllabus for the intellectually impaired?

Appendix IV: Interview Guide to Special Education Experts

1. Do you think children with intellectual impairment need to be taught English language? If yes why? explain
2. What do you think should be the contents of the English syllabus for the intellectually impaired?
3. Being an expert what is your opinion on the need for English language?
4. What are the life skills contents missing in the available 2007 syllabus?
5. What are the life skills strength in the contents of the 2007 syllabus?


Appendix V: Kinondoni Municipal Map and Profile



Appendix VI: Research Clearance Letter

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759
 Dar es Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
 Fax: 255-22-2668759,
 E-mail: drc@out.ac.tz

22/11/2016

DISTRICT EXECUTIVE DIRECTOR,
 KINONDONI MUNICIPALITY

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

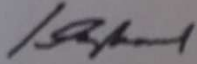
To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Simon Milobo, HD/E/634/T.11 who is a Master student at the Open University of Tanzania. By this letter, Mr. Simon Milobo has been granted clearance to conduct research in the country. The title of his research is "AN INVESTIGATION OF THE 2007 TANZANIAN SYLLABUS FOR INTELLECTUALLY IMPAIRED PUPILS IN PROMOTING LIFE SKILLS". The research will be conducted in Kinondoni Municipality.

The period which this permission has been granted is from 23/11/2016 to 22/12/2016

In case you need any further information, please contact:
 The Deputy Vice Chancellor (Academic), The Open University of Tanzania, P.O. Box 23409, Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.
 Yours sincerely,



Prof Hossea Rwegoshora
 For: VICE CHANCELLOR
 THE OPEN UNIVERSITY OF TANZANIA


Compt.
Data collection - Kinondoni Primary School
students with special needs
Thera
02/01/2017

**Appendix VII: Permission Letter to do Research at Kinondoni Municipal
Council**

KINONDONI MUNICIPAL COUNCIL
ALL CORRESPONDENCES TO BE ADDRESSED TO THE MUNICIPAL DIRECTOR

Tel: 2170173
Fax: 2172606

In reply please quote:
Ref. KMC/F.6/5



MUNICIPAL DIRECTOR
KINONDONI MUNICIPAL COUNCIL
P. O. BOX 31902
DAR ES SALAAM

Date :- 02/1/2017

Simon Milobo,
The Open University of Tanzania,
P.O.Box 23409,
DAR ES SALAAM

RE: RESEARCH ATTACHMENT


Refer to the above heading.

I am pleased to inform you that your above request has been considered by the Municipal Director, and has offered you a place to conduct research attachment for One Month.

Upon receipt of this letter, please report to the Head of **Municipal Education Officer - Primary** for commencement of your research attachment.

During the period of research you are required to obey the rules and regulation of the institute as they will be defined by the supervisor of the research training.

Hoping to see you soon.



 D.J.Marco
 For: **THE MUNICIPAL DIRECTOR**
KINONDONI

For: MUNICIPAL DIRECTOR
 KINONDONI MUNICIPAL COUNCIL
 DAR-ES-SALAAM

Copy: Vice Chancellor
The open University of Tanzania,
P.O.Box 23409,
DAR ES SALAAM

Appendix VIII: Declaration of Confidentiality

**THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS AND POSTGRADUATE
STUDIES**

[Tel:255-22-2668992](tel:255-22-2668992)

E-mail:drpc@out.ac.tz

P.O. Box 23405,

Dar es Salaam,Tanzania

<http://www.out.ac.tz>

DECLARATION OF CONFIDENTIALITY

To: WHOM IT MAY CONCERN

I, SIMON MILOBO SYLIVESTER with Registration Number: **HD/E/634/T.11**, of the Faculty of Education, Open University of Tanzania, declare that, I will maintain secrecy and confidentiality, and will not use any data and information obtained from your organization in the course of my research for any purpose other than my academic endeavors.

Signature.....Date.....

Countersigned by:

Name: Cosmas B.F.Mnyanyi (Supervisor)

Signature.....Supervisor) Date.....