

**IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN
WITH INTELLECTUAL IMPAIRMENT IN PUBLIC PRIMARY SCHOOLS:
A CASE OF HANDENI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommend for acceptance by the Open University of Tanzania, a dissertation entitled: “*Implementation of inclusive education for children with intellectual impairment in public primary schools: a case of Handeni district*” in partial fulfilment of the requirements for the 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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DECLARATION

I, **Michael Benjamin Sambua**, declare that, the work presented in this dissertation is original. It has never been presented to any other university or institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....

Signature

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Date

DEDICATION

This work is dedicated to my sweetheart Mariam Mganga and my beloved children Felisiana and Frida for their support, understanding and patience were the main driving force behind my success.

ACKNOWLEDGEMENTS

This work is a result of the effort and assistance of many people who spared their time, hard work and thoughtful consideration to the fulfilment of this dissertation. I express my thanks to all of them for their support. However, I feel obliged to mention a few of them, as, without their meticulous support, guidance and encouragement, this accomplishment would have been impossible.

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ABSTRACT

The study aimed at assessing the implementation of inclusive education for children with intellectual impairment by focusing on four specific objectives, namely, to examine the availability of teaching and learning materials for pupils with intellectual impairment, to identify classroom teaching strategies promoting children with intellectual impairment in academic performance and to investigate the availability of qualified teachers in implementing inclusive education for children with intellectual impairment in public primary schools. This study employed with mixed-methods in research where by a total of 29 respondents were asked different questions (8 parents, 14 pupils and 7 teachers) participated in this study. The data were collected by using interview, questionnaires and documentary reviews. The quantitative data were analysed and summarized in terms of frequencies and percentages and qualitative data were analysed by using the content analysis. The findings indicated the highly and inadequate teaching and learning materials for pupils with intellectual impairment, lecturing teaching approach, lack of qualified teacher and issues surrounded the environment of children with intellectual impairment low performance, less consideration, language assessment procedures) lead to the failure of implementation of inclusive to pupils with intellectual impairment. This study calls for preparation of good environments to public primary schools, employing adequate and qualified special needs teachers, using interactive strategies and teaching and learning materials to improve implementation of inclusive education to pupils with intellectual impairment in public primary schools.

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CHAPTER ONE

BACKGROUND AND STATEMENT OF THE PROBLEM

1.1 Introduction

This study is about investigating implementation of inclusive education for children with intellectual impairment in primary schools in Handeni District. Chapter one presents the background of the study, statement of the problem, purpose of the study, objectives of the research, research questions, and significance of the problem. Also, was focus into issues of limiting and delimiting the study, scope and assumptions that were made during the study. Then conceptual framework and theoretical were presented.

1.2 Background of the problem

In Tanzania education is among of the basic human rights. Inclusive education is concept that allows pupil with special needs to be placed and receive instruction in the mainstream class and taught by mainstream teacher. Identifying obstacles, removing them, and making reasonable accommodations are all parts of the inclusive education process that enables children and youth with disabilities to participate and succeed in general education classrooms (Mnyanyi, 2009, 2014; Okyere, Aldersey, Lysaght & Sulaiman, 2019). Studies have demonstrated that when given the right help, children with intellectual and developmental disabilities can greatly improve their academic performance and adaptive behaviours in general education settings (Okyere, Aldersey, Lysaght & Sulaiman, 2019; Cole, Waldron & Majd, 2004; Fisher & Meyer, 2002; Avramidis, Bayliss & Burden, 2000). In Tanzania, like

other countries implementing inclusive education, children with disabilities like any other children should be provided with education that does not segregate them from their peers regardless of their disabilities. This is because their segregation during academic performance causes the handicapped children to be denied a chance to learn (Lewis & Doorlang, 1999; Bennet, Tunner, & White, 1998).

According to Alamazi (2020) and Priyadarshini and Thangarajathi (2017), inclusive education can help pupils with intellectual disabilities learn more effectively. Additionally, they said that being around pupils without disabilities helps these pupils understand things more readily. Since they are in a classroom with children who do not have any disabilities, pupils with intellectual disabilities are given the chance to concentrate on their objectives (Alamazi, 2020). In inclusive education Children with and without disabilities can regularly engage with one another, which aids in the development of their social competence and communication skills.

The implementation of inclusive education has various international declaration and Tanzania national efforts about the provision and importance of education to person with disability. It is considered important as a human right under the 1948 Declaration of Human Right based on inclusive life as well as a starting point of pupil life to realize their potentials (Gray, 2013). Also, Salamanca statement defined the implementation towards education for all (UNESCO, 1994). That is the school should accommodate and support all learners. Education is universal and recognized as a form of investments where by people develop inclusive society and learn about their world to maximize their potentials (URT, 2012).

In order to implement inclusive education for children with intellectual disability, effective leadership is required in regular schools and higher institution. In 1975 the United State of America offered free public education in all schools and emphasized that handicapped children should be educated in a least restrictive environment where their needs can be met. The government advocated for the children to be placed in regular classes as a form of integration (Berline & Blackhost, 1985).

A significant literature (Alamazi, 2020; Bennet, Tunner, & White, 1998; Berline & Blackhost, 1985; Lewis & Doorlang, 1999) views disability as a social construction and has meant different things in different historical periods and cultural context. This is reflected in the shift to official categories and their meaning including “Moron”, “Imbecile,” “idiot,” “Insane,” “Mentally deficient,” “Subnormal,” “Mentally handicapped” and “Learning difficulties.” These categories are themselves a reflection of particular socio – economic and cultural developments and the different ways in which policy and service provisions are associated with particular conceptions. Historically therefore disabled people have experienced a range of responses in both official and common sense discourses, fear, hatred, pity, over-protection and patronization. Disabled people and their organizations are increasingly involved in providing alternative empowering conception in contrasting to those that have supported and legitimated disabling barriers in both policy development and everyday interaction.

In North Ireland, inclusive education has been a central educational issue for well a quote of a country, with continuing emphasis worldwide on initiatives by

government. High education institution and school that respond to the needs of children and young people with learning disabilities or other disadvantages. Those in mainstream schools should whole-hearted commitment to the philosophy and practice of inclusion and could critically examine what they have achieved so far. However, they recognized persistent and varied constraints both within and beyond their school.

In South Africa, inclusion initiatives as described in the previous section. Inclusive education in South Africa seeks comparable learning models that supports the necessary adaptation in the curriculum. Human resource and infrastructure are the one basically used in providing instruction in a way that reducing the barriers and meet the needs of growing diversity of learning. This is reflected internationally in the continued growing of inclusion initiatives in the United State and other countries that support equal educational access and supporting for all learners.

In 2012, Tanzania reviewed the guidelines for implementation of inclusive education. The Tanzania Institute of Education (TIE) and UNESCO reviewed the inclusive education toolkit to help Tanzania teachers, school administrators and educational officials to manage pupils in the classroom and those who were not in school. The team also agreed on some of the Components to be added to the curricular for the all levels of education and the national inclusive education strategy developed to improve educational practices by 2017. Before the introduction of national inclusive education strategy in Tanzania introduced various effort was made to ensure the success of implementation of inclusive education. Haki Elimu

(2008) and Tungaraza and Lyakurwa (2006) explained perception, attitude, and lack of pedagogical skills influence implementation of inclusive education.

Despite of all these efforts not enough has been achieved especial in international declaration and other statement provided by different people (UNESCO, HakiElimu and Salamanca). Today in Tanzania, the world witnesses the large number of people with disability fails to get intended education from their countries. The problem increased day to day. This led to the life challenges in searching of their future destination as the result as they fail to coop with the challenges, they face in the effort to administer the future. This automatically brings them poverty. The public institution is the one who is responsible to provide inclusive education in Tanzania like in public primary school, secondary school, colleges, and universities. Therefore, in this study was on implementing of inclusive education for children with intellectual impairment in Handeni District public primary school.

According to Armstrong, Armstrong and Barton (2016), inclusive education defines the ways in which pupils with intellectual disabilities can take part and learn regardless of any challenges or issues that they possess. In inclusive education teacher role is in identifying different teaching methods so that the pupils with intellectual disabilities can learn effectively along with other children (Alamazi, 2020). As such inclusive education focuses on providing immediate support teachers so they facilitate the learning of all children. In addition, inclusive education also helps in improving the quality of classroom and its programs.

1.3 Statement of the problem

The Tanzanian government attaches a lot of importance to education and its role in the present and future development of the country. Through this, Tanzania has made an effort to promote the education of learners with special needs. Special education programs have been introduced to address the diversity of learners with special needs. Even with these efforts, the implementation of inclusive education for pupils with intellectual impairment has not been successful. There are still some problems to solve, such as the small number of these children in school, the lack of teaching and learning materials, the lack of qualified teachers, especially for pupils with intellectual impairment, and the lack of strategies for teaching them. Little is known about how children with intellectual impairment participate in teaching and learning process in inclusive education schools and classrooms that calls for research for developing understanding. So, this study looked at how public primary schools in Handeni District included children with intellectual disabilities in their programs.

1.4 The purposes of the problem

The purpose of this study was to assess the implementation of inclusive education for children with intellectual impairment in Handeni District public primary school

1.5 Specific Objectives of the study

- a) To examine availability of teaching and learning resources for pupils with intellectual impairment.
- b) To determine curriculum implementation practices employed in inclusive schools enrolling children with intellectual impairment in public primary schools

- c) To identify classroom teaching strategies that promote children with intellectual impairment academic performance.

1.6 Research Questions

What is the teaching and learning material implement children with intellectual impairment in public primary schools?

- a) What is the availability of teaching and learning resources for pupils with intellectual impairment?
- d) How are the curriculum implementation practices employed in inclusive schools enrolling children with intellectual impairment in public primary schools?
- e) What are the classroom teaching strategies that promote children with intellectual impairment academic performance?

1.7 Significance of the study

This study contributes to the field of special education in general and in particular for facilitating teaching and learning of pupils with intellectual impairment in Tanzania. In the long run, findings in this study could be potential toward improving the educational programs and services for pupils with intellectual disabilities. The study provides the field, and also the implementation of teacher education special education in Tanzania on understanding of pupils with intellectual disabilities and inclusion. These data may be also informative for a future professional development of teachers facilitating the learning of pupils with intellectual disabilities.

The study provides insight the problem whose solution might help inform special action to be taken to address on asses the implementing of inclusive education efficiently and effectively for children with intellectual impairment in Handeni District public primary school. The study findings related to resources supports the educational planners, administrators, parents, and other stakeholders to plan and formulate a policy that address implementation challenges of the inclusive education to children with intellectual impairment especially to public primary schools in Handeni District.

1.8 The scope of the study

The study was confined itself to assess the implementation of inclusive education involves participation of pupils with intellectual impairment at Handeni District public primary schools. Then although there were several public primary schools in Handeni District only a few sampled schools were taken to the study.

1.9. Limitation of the study

There were several limitations like negative attitude of respondents towards filling in the questionnaires, low respondents rate since the respondents are expected to be interviewed were responding to their daily work routine some attended school time table, some parents attended their fields with farming practices and limited interaction between the researcher, teacher, and pupil since they work under fixed time tables. As mitigation the researcher used both questionnaire and interviews. For those in the school researcher provided questionnaire to fill in and had interview during leisure time.

1.10. Definition of the central terms

Intellectual impairments are a generalized neurodevelopment disorder characterized by significantly impaired intellectual and adaptive functioning.

Disability: Refers to the permanent shortcoming in a person's make-up or constitution and is usually congenital or caused by a detrimental, intellectual factor such as illness or accident. Disability may be sensory, physical, mental, intellectual, or multiple disabilities.

Inclusion: Is educating pupils with disabilities in regular classrooms. (Heward, 2006)

Inclusive education: Is when pupils with special education needs learn and spend most or all their time with non-disabled learners. The regular classroom teachers develop skills that allow meeting the range of needs of diverse learner's population.

Integration: Is the process of the transfer of the learners and young people to regular schools with the focuses on the transfer of learners to the regular schools (Molope, 2008).

Integration: pertains having learners with special needs in education participating in age-appropriate activities with regular classroom learners during non-academic subjects. It implies that the learners adopt to the school environment rather than the school environment meeting the individual demands of the learners.

Socio-economic factors: There are variables such as environmental deprivation, alcoholism and drug abuse, lack of adequate education at homes and poor social structure which disadvantage the learners.

Regular learners: These are the learners who have no disabilities in classes.

Public schools: Are those schools owned by government.

Disability: This refers to permanent shortcomings in a person's make-up or constitution and is usually congenital or caused by a detrimental factor such as illness or accident. Disability may be sensory, physical, mental, intellectual or multiple disabilities.

Learning disability: This refers to difficulties in learning. This included difficulty with concentration and may be dyslexic. Children with learning disability may have difficulty in one or more than one subject or certain sections of a given subject.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter focuses on literature on implementation of inclusive education for children with intellectual impairment. It starts with introduction, then follows theoretical perspectives of the study, teaching and learning materials in inclusive setting for children with intellectual impairment, access to education for these children, and the teaching strategies, empirical studies, research gap and ends with a conceptual framework

2.2 Theoretical perspectives of the study

This study was informed by Systems Theory, which defined the school as a social system that responds to all pupils in order to facilitate learning. In 1956, Ludwig Von Bertalanffy proposed systems theory, which Ross Ashby elaborated upon. The primary tenet of the idea is that a system is a collection of interconnected and associated elements that work together to achieve a given goal. According to the notion, an organization is an organic and open system made up of multiple subsystems. As a result, a school, as an open system, represents one component of pupils' (referred to as pupils in this study) human habitats (Jensen, 1954).

As a result, whosoever employs systems theory have to use a holistic or integrated approach and viewpoint to resolving numerous difficulties in the organization or company rather than an atomistic strategy and approach. While using this theory, Germain (2015) believes that instructors' perceptions have an impact on learning, and so powerful mechanisms that can modify behaviours are needed. As a result, the

researcher applied this theory to ascertain teachers' attitudes about the implementation of an inclusive education program.

According to Bartaanffy (2006) and Meadows (2008), systems theory provides an understanding of particular aspects as system components and how they are interconnected under particular situations. A researcher was able to characterize additional systems using systems theory, such as management systems (schools), communication systems (information flow), and social systems (parents). It is mentioned that the interaction of these elements has an effect on CWDs' learning. In this study, it was proposed that schools, through administrative systems, should be responsible for mobilizing parents of disabled children to send them to school to study rather than abandoning them at home. Similarly, the study focuses on implementation of inclusive education for children with intellectual impairment.

This is because public knowledge produced by schools is critical in altering views in the community that have been held for many years. Schools are responsible for enrolling pupils with disabilities and persuading them to stay in school for the duration of their schooling by creating a welcoming atmosphere. Aside from the school, the school quality assurance (SQA) is responsible for supervising, supporting, and ensuring that the school, as a social institution, responds to pupils with disabilities by providing access to education in an inclusive setting. Thus, the interplay of various systems facilitates and improves the execution of IEPs in order to deliver the necessary and equitable education. The effective flow of information

from top management to the bottom guarantees that elementary school conditions improve, motivating parents to send their children.

2.2 Teaching and Learning Materials for pupils with intellectual impairments

In implementing inclusive education, teaching and learning materials are tools to facilitate learning and organise memory. According to Nyamubi (2003) the lack of teaching and learning materials do cause poor performance. The role of teacher is to select and organize the materials. In most situations there is no wealth of resources. It is extremely difficult to maintain performance without teaching and learning materials. Mushi (2002) argued that lack of teaching and learning materials contributes to the poor performance of the learners. Teaching and learning materials promote language learning skills such as speaking, writing, listening and reading. Teaching aids should be used during a learning activity to arouse learners' interest.

Hinzen (2000) note that learners and teacher are used to communicate with learning and teaching materials as means to them to acquire knowledge and skills. According to Coombs (1995), teaching materials are used to promote learning, maintain interest, add variety to the lesson and to relate one subject to other subjects. Availability to teaching and learning materials normally promotes learning in any program. These materials therefore should be adequate to allow children to effectively use them. The availability of teaching and learning materials has a major bearing on educational outcomes. Learning materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum.

Additionally, it is crucial to recognize various instructional approaches so that pupils with intellectual disabilities might benefit from them and other kids' learning (Armstrong, Armstrong and Barton, 2016). Teachers and pupils alike can benefit from inclusive education as enables everybody to contribute (Kirillova & Faizrakhmanova, 2016). The quality of the classroom and its programming is also improved through inclusive education. The fact that teachers had difficulties in getting the suggested teaching and learning materials suggested in the syllabus at their schools, to a large extent hindered not only the learning process but also the effectiveness on teaching, lower motivation, hence pupils' low performance in the subjects.

Walkin (2000) stated that teaching aids serve to open many more channels for the communication of information and create a variety of sensory impressions. Before teachers can use teaching aids it is important to familiarize themselves on their use and application. He further stated that it is extremely difficult to maintain attention for periods longer than about fifteen minutes without involving the pupils in active participation. The use of various teaching aids can help teachers to acknowledge individual development differences especial pupils with intellectual development. If teaching aids may be tempted to use the same textbooks for all learners, use similar methods for all learners in class and further expected them to respond in the same manner to what they have read. However, the use of teaching aids in the classroom requires thorough preparation by the teacher. Maundu (1993), states that variation in quality and quantity of teaching/learning and facilities suggests that pupils receive quality education.

Thungu, Gachie and Alumanda (2008) pointed out the purposes of teaching and learning resources being important for the following reasons; they enhance retention which makes learning more permanent, they stimulate and sustain interest in learning, they provide first-hand experience with the realities of the physical and social environment, they encourage active participation by learners, they make it easier for the teacher to explain concepts and serves time for explanations are brief and precise. Others are, they help the learners to develop the power of imagination, observation, reasoning and creativity and they promote the development of skills such as cooperation and sharing. Teaching and learning facilities tend to attract pupils' attention and once learning has taken place it can be retained for a longer time in the memory of knowledge. The challenge remains, having no teaching and learning facilities promote teacher centered method. Children learn more effectively by touching or visual aids than imaginary approaches.

The analysis study of Krohn-Nydal (2008) implies that fundamental resources such as books, and necessary teaching aids for the children with disabilities were not available. However, the analysis also shows that in some classrooms the teacher had improvised teaching aids. Lack of resources such as teaching aids and books together with an inadequate teacher/pupil ratio was mentioned in all schools as obstacles in development Inclusive education in Tanzania Public Primary schools.

2.3 Enrolment of pupils with special need in public primary schools

It is challenges to enrol special needs pupils in primary schools in many developing countries. Illegan (2000) in Philippines using departments of Education enrolments records 1997-1998 and proved that out of 3.5 million disabled children of school age only 40,710 are enrolled in schools the same to 1.6 percent. Asian Pacific Region the overall enrolments rate of disabled children is estimated to be less than 5 percent.

The study done by Lehtomark et al. (2000) on “case strengthening social networks around and, in the school, experiences in Maputo province, Mozambique” found out that, out of the total of 170,000 children attending regular schools, only 1.167 were children with special needs the same to 0.7%.

This enrolment rate for pupils with intellectual impairment enrolled in special needs education is very low comparing with the number of pupils without difficulties.

Mengesha, (2000) study in Ethiopia on special needs education. Emerging in Ethiopia revealed that the male/female ratio among pupils with disabilities overall enrolment in special settings was 140:1. The overall enrolment rate of children with disabilities enrolled in these setting was estimated to be less than 1 percent.

Despite of all efforts of MoEVT to make education accessible, certain groups of individual and communities in society have not had equitable access to education, some have not had to this right due to their physical and mental disability. ETP, (1998). Research Survey on Tanzania Disability conducted by National Bureau Statistics. NBS, (2008) showed that the proportional of the 362,847 children with

disabilities aged 4 – 14 years by age and sex. The primary school aged children 7-14 years, only 38.4 percent were attending to school. This figure for children with disabilities was below the target of MDGs which calls 100 percent primary enrollment by the year of 2015.

According to Meena (2014) and Tungaraza (1994) noted that the curriculum that is used for teaching pupils with disabilities and those without disabilities is the same. However, the teaching and assessment methods for the children with disabilities in inclusive setting are different because teachers must adopt the curriculum based on their needs (curriculum adoption). So, curriculum for education in Tanzania primary education is not flexible enough to cater for the needs of the disabled children in inclusive settings.

2.4 The classroom teaching strategies for children with intellectual impairment

Jacob, Game and Vakalisa (2002) maintain that “teaching and methods refers to the way the teacher impacts knowledge to learners. A teacher of special needs pupils’ needs to employ various strategies when delivering instruction in order to meet the learners’ varying needs. Ngoda (2007) maintain that “using various strategies keeps pupils engaged making them more likely to learn, retain and process the information presented.” The teaching and learning process involves two active participants in the classroom, the teacher and the learners and language learning to special need pupil does not fall entirely on the teacher. The pupils must also assume more responsibility for the learning process (Quist, 2000).

Vuzo, (2010) reported “It is through interaction with each other that teachers and pupil works together to create intellectual and practical activities that shape both the form and the content of the target subject” However such situation is not commonly found in primary school in the teaching and learning process which leads to passive learning.

An effective instructional strategy is the most critical factors attaining quality education. Effective instruction strategies create a desirable classroom climate conducive to learning, transmit knowledge and implement effective. Poor performance to pupil with special needs can be traced back to the teachers’ failure to impart the necessary knowledge, skills, attitudes, and values to the pupils. Anything a teacher does and fails to do in classroom affects the learners (Mateo, 2011).

The curriculum offered in inclusive education encompasses extensive in context, methodology and evaluation process thereby recognizing and valuing the ring diversity of the school population in the learning and teaching process (Carballo, Morgado & Cortés-Vega, 2021). Inclusive curriculum affirms the life experiences of all pupils, regardless of gender, place of origin, religion, ethnicity, and race, cultural and linguistic, background, social and economic status, sexual orientation, age and ability or disability (Swart & Pettipher, 2007). It should be creating a learning environment that reflects and validates the diversity and complicity of different personal experiences. It should emphasize the strengths and at the sometime accommodating the needs of all the children in a classroom.

According to Kochung (2003) Tanzania curriculum is highly centralized with structures specifying pupil desirable learning outcome, which are reinforced by

examinations measures them. The curriculum is not designed based on flexibility and tends to be content heavy. This kind of curriculum does not fit well in inclusive school system. A rigid curriculum tends to exclude pupils with special educational needs and marginalize them from mainstream education. It is not easily to limit the scope of inclusive education to be included in the curriculum. As a result, designing teaching materials that cover pupils' needs and cultural backgrounds is a problematic. Johnson (1994) stresses the needs for a process based flexible curriculum.

2.5 Teacher for inclusive education for children with intellectual impairment

The teacher is the primary resource for achieving the goal of an inclusive education and training system (Paseka & Schwab, 2020; Swart and Pettipher (2007)). Therefore, it must be in the interests of education that teachers are adequately trained for new demands in education. Landsberg (2005) asserts that for inclusive teaching, teachers need systematic and intensive training, either as a part of their initial training or as well planned in services training by competent and experienced people. Being the focus of classroom instructional activities and curriculum delivery, a teacher is a critical determinant of the quality of education offered. Swart and Pettipher (2007) consider educators to be a key force in determining the quality of inclusive. The teacher competencies are a central feature of teaching and learning. They became more critical when we think of inclusion. Therefore, if they give support manage inclusive classroom. Educators as a key figure in the successful implementation of an inclusive education policy, their competencies in this field are of utmost importance.

Hay, Smit and Paulsen (2001) emphasize that the effective implementation of the programmed depends on the high quality of professional preparation of teachers in all levels to escape them for and update their knowledge in teaching inclusive education. In this also Winter (2006) said that those teachers who are willing to pursue their skills-development need to be trained in a range of issue so that contribution could be of value. Also, teachers should be competent in communication skills and multidisciplinary work. This helps the teacher to identify different common disabilities behaviours managements the effect of poverty and social deprivation through assessment processes. When teachers lack knowledge and skills of inclusive education role efficiency became low and also if teacher get knowledge and skills of inclusive education the efficiency became high.

Heward (2006) argues that some of the teacher's worry of having children with special education needs placed in their classes if little or no training and support have not been provided for them. Training of teachers in inclusion encourages flexible teaching using different methods to suit various learning style. Peter (2003) the aims is to support marginalized pupils with barriers to education on the local context in consideration to parents, District Special Needs Education Officers for advice to provide non-stop services to the pupils with special needs.

2.6 Empirical studies

Okyere et al. (2019) conducted a scoping study to enhance understanding of strategies that facilitate the inclusion of children with intellectual and developmental

impairments into inclusive education settings in Africa. The study findings were achieved by a comprehensive examination of existing scholarly works on the subject matter. A comprehensive search strategy was employed, which involved querying five academic databases and doing a supplementary manual search of prominent journals and relevant references cited in the included papers. The screening of papers was conducted by two authors in an impartial manner using a reference manager called Covidence, which facilitated blinding during the process. In instances of disagreement, a third author was consulted. The study incorporated a total of thirty articles that presented empirical evidence pertaining to the implementation of inclusive education. A total of eight scholarly papers identified and emphasised several practises that facilitate the integration and inclusion of children who have intellectual and developmental challenges. The use of Bronfenbrenner's bioecological framework elucidated that the implementation of inclusive education is subjected to the effect of several elements operating at the bio level, micro level, meso level, and macro level. The results additionally suggested that the concept of inclusion extends beyond the involvement of teachers, necessitating a significant dedication from other key players, including families and governmental entities. In order to ensure the successful integration of children with special education needs, particularly those with intellectual and developmental disabilities, it is advisable to implement a collection of practises that have been validated through rigorous research. These practises should be supportive and distinctive, while also being applicable across various regions in Africa.

Machogu (2014), investigated the teachers' knowledge and adoption of inclusive education for children with intellectual impairments (CII). The study was qualitative

in nature. Data were collected using interviews, focus group discussions and Observation. A total of 49 respondents were involved. Data were analysed using content analysis. Findings indicated mixed views between inclusion in regular classes and having special classes. Teachers trained in special education had competences to facilitate their learning as compared to other teachers. The study concluded that training of teachers' in special needs education was seen as an important factor in making inclusive education successful. Further the study suggested that all teachers who work in inclusive education settings, including those who teach classes with intellectually impaired children, to be trained supporting children with intellectual impairment.

Mnyanyi (2023) investigated intervention services to persons with disabilities in Tanzania since 1961. Data were collected using Google Scholar and an empirical study to 26 respondents (13 Special needs trained teachers, 9 persons with disabilities and 4 parents of children with disabilities) were selected to participate in this study.

These

respondents (13 experts and 13 recipients of intervention services) were selected by purposive and snowballing techniques. Findings indicated less intervention services for people with intellectual impairment as had no adapted curriculum thus did not benefit from the general curriculum.

2.6 Knowledge Gap

In this chapter, passed through different literatures and what they say about involving intellectual impairment pupils in inclusive education. However, several concepts related to this topic have been discussed especially those based on implementation of

inclusive in public primary school. The intention of doing this research was to assess the implementation of inclusive education for children with intellectual impairment in Handeni District public primary school.

2.7 Conceptual Framework

The conceptual framework serves as a rudder that guides a researcher towards realizing the objectives or intention of the study. Therefore, the conceptual framework represents the researcher's synthesis on how to explain a phenomenon on the challenges facing the implementation of inclusive education to pupil with Intellectual Impairments in public primary school at Handeni District. On another hand the conceptual framework is the researchers understand of how the variables in his/her study connect with each other.

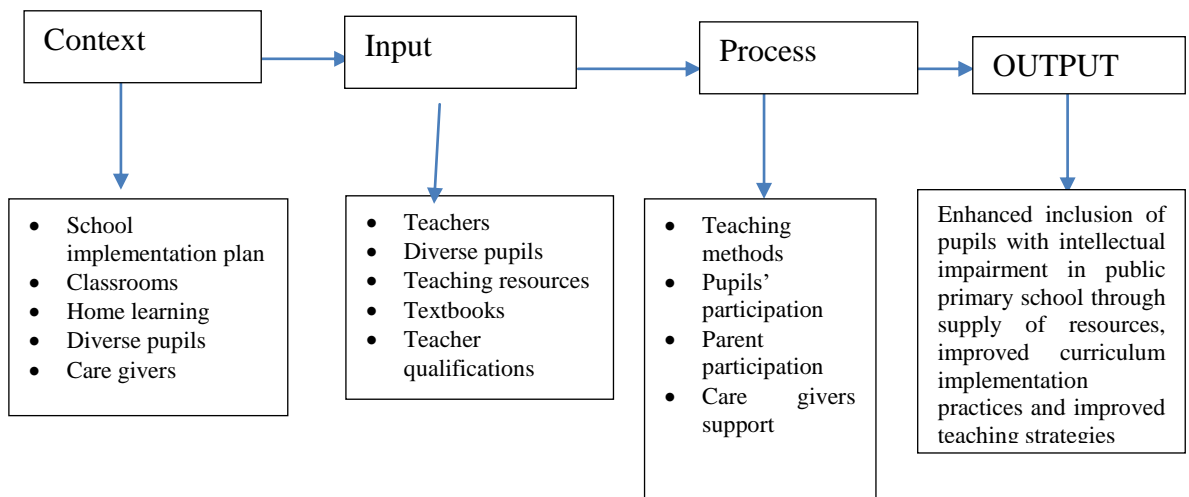


Figure 2.1: The Conceptual Framework

On the Conceptual Framework of this study was mainly concerned with Implementation of Inclusive Education to Pupils with Intellectual Impairment. The investment in education includes the human resources like teachers with their

qualification, pupils and parents, physical resources like teaching resources, learning material and time, and financial resources.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the general methodology of the study. It presents research approaches, the design the description of the population and sampling, methods of data collection, quality control which includes the validity and reliability of the data collection instrument and ethical consideration.

3.2 The Research Approach

In this study a mixed research approach was used to obtain information with regard to implementation of inclusive education to children with intellectual disability. The idea was to gauge implementation status and gain reasons for the status of implementation that needed quantification and explanations from the stakeholders participating in the study (Engelbrecht & Savolainen, 2018; Omary, 2011; Stevens & Wurf, 2020). The mixed approach was used to give deep description on the implementation of inclusive education for children with intellectual impairment in Handeni District primary schools.

3.3 Research Design

This study employed a case study design (Gerring, 2007). A case study design was useful as it is meant to examine the implementation of competence-based curriculum in secondary schools in Mufindi district to capture the uniqueness of such particular place a researcher was interested in carrying out his study (Osuala, 2004; Bryman, 2004). For this study it was relevant to use a case study as more than one case was

studied in the four public primary schools in Handeni District. A total of 29 respondents participated in the study as indicated in Table 3.1.

The mixed research approach in this study was appropriate as the focus of the research was on implementation of inclusive education as might provide a better understanding of research issues than either qualitative or quantitative approaches alone (Palinkas et al., 2011). In such designs, qualitative methods are used to explore and obtain depth of understanding as to the reasons for success or failure to implement inclusive education for children with intellectual disability in schools or to identify strategies for facilitating implementation while quantitative methods might be used to test and confirm hypotheses based on an existing conceptual model and obtain breadth of understanding of predictors of successful implementation (Teddlie & Tashakkori, 2003).

3.4 Study Area

The study was carried out in Handeni District in Tanga region in Tanzania. The chosen primary schools implement teaching and learning for children with intellectual impairment in a mainstream school. All the schools: School A; School B; School C; School and D have a unit for supporting learning of children with intellectual disabilities and that can be said to represent many other schools with similar characteristics in the country. These schools were easily accessible. Also, time and financial constrains could not allow the researcher to visit other districts, Handeni district is also easily accessible and the distance from one school to another was minimal to allow researcher collect data as per specified period, one month.

3.5 Target Population

The target population for this study was all teachers facilitating learning of children with intellectual impairment in Tanzania, more specifically in Handeni district. In Tanga according to BEST (2021) schools had enrolled 95 (41 Females) children with intellectual impairment in pre-primary schools and 1104 (482 Females) children with intellectual impairment in primary schools.

3.4. Sampling techniques

The study used two sampling techniques, the simple random sampling and the purposeful sampling techniques in order to obtain variability within the field of intellectual impairment practitioners (Dooley, 2004).

3.4.1 Simple random sampling

Rotary as simple random sampling procedure was used to sample the parents because the researcher expected to obtain essential information concerning with implementation of inclusive education for children with intellectual impairment in Handeni District public primary school.

3.4.2 Purposeful sampling techniques

The researcher included class teachers in the study to investigate the way they applied knowledge and skills in the classroom where by emphasizes was on care strategies during the teaching and learning of pupil with intellectual impairment, teaching and learning strategies, teaching, and learning process.

3.4.3 Sample size

The two sampling techniques used in this study resulted to having a total of 29 respondents as indicated in the Table 3.1.

Table 3.1: Categories of Respondents

| S/No | The school name | Classroom teacher | Parents | Children with ID |
|--------------|-----------------|-------------------|----------|------------------|
| 1 | School A | 1 | 2 | 3 |
| 2 | School B | 2 | 2 | 4 |
| 3 | School C | 2 | 2 | 4 |
| 4 | School D | 2 | 2 | 3 |
| TOTAL | | 7 | 8 | 14 |

Source: Field Data (2020)

3.5 Method of data collection

Cohen (2000) posts that no single method can act in isolation because it can bias or distort the whole picture of reality that the researcher is investigating. Therefore, for this study interview, observation and questionnaires were used to collect data.

3.5.1 Interview schedule

Interview guides provide flexibility and the ability to probe and clarify responses. The interview guide was used to collect information related to availability of resources, teaching practices as implementation of curriculum and information on parents' views on inclusive education for children with intellectual impairment. They note nonverbal as well as verbal behaviour; they provide high response rates and are adaptable (Macmillan & Schumacher, 2001). Even though interview guides are costly, time-consuming, include interview bias, and can contain leading questions, they were used in the study because they allowed direct interaction with the

respondents and the collection of in-depth information that the questionnaires may not gather. The teacher, parents, and pupils with intellectual disabilities to collect information to respond to the research question used the interview. The researcher used data collection tools to find out what kinds of school services are available for children with intellectual disabilities in public primary schools; how the curriculum is used in inclusive schools that accept kids with intellectual disabilities from public primary schools; what kinds of classroom teaching strategies help kids with intellectual disabilities do well in school; and what teachers think about the problem.

3.5.2 Observation schedule

This instrument was used to collect information about process of teaching and learning inclusive education to the pupils with intellectual impairment, classroom teaching and learning strategies when teacher teaches. The schedule was implemented during teaching and learning process with a view to determine areas in which children with intellectual impairment participated.

3.5.3 Questionnaire

According to Kumar (2005) a questionnaire is defined as a written list of questions, the answer to which is recorded by respondents. The purposes of the questionnaire was to examine availability of teaching and learning materials for children with intellectual impairment in public primary schools, to determine the curriculum implementation in inclusive schools enrolling children with intellectual impairment in public primary schools, identification of the classroom teaching strategies promoting children with intellectual impairment academic performance and to

investigate teachers views in implementation of inclusive education for children with intellectual impairment in public primary schools.

3.6 Data analysis

The collected data were organized and analysed using both qualitative and quantitative methods. The quantitative data were analysed and measured using descriptive statistics (specifically number of occurrences and percentage). The qualitative data obtained through interviews were subjected to content analysis. Content analysis is a research technique for making valid inferences (Cohen et al., 2018). The analysis involved examination of the causal-effect relationship between the dependent variable and independent variables. All the collected data were coded and categorized into themes in order to make meaningful sentences for easy interpretation of the findings and easy drawing of conclusions.

3.7 Validity and Reliability

3.7.1 Validity of the Instrument

In this study the researcher developed pre-test in interview public primary school teacher at Kabuku Nje primary school who were obtained by chance, in order to check the effectiveness of each instrument. Also, researcher sat with classmates and discussed the usefulness of the proposed instrument for data collection which were seen valid according to the study. At the end the researcher was sought for recommendations from the research supervisor before producing the final instruments.

3.7.2 Reliability of the Instruments

Reliability is the extent to which a test or procedure of data collection yields similar result under constant conditions on all occasions (Bell, 1997). That is, if we repeatedly assessed the implementation of inclusive education for children with intellectual impairment a person would get the same answer (assuming the person's attitudes do not change). According to Bell there are several devices for checking reliability in scales and tests such as re-test, alternative form methods or split half method. As he recommends, reliability of this study's instruments was ascertained by pre-testing the instruments before going to the field. To ensure reliability of methods for data collection and analysis, pre-testing was conducted to five respondents before actual data collection. Ballinger (2008) is of the view that researcher ought to justify the research instruments by doing a pilot study

3.8 Ethical Consideration

The Directorate for research, Publication and postgraduate Studies at The Open University of Tanzania, provided the researcher clearance for this study. The research clearance was applied to obtain research permit from participating district and schools. The researcher proceeded to visit the sampled schools to establish rapport and seek permission from the Head of school to collect data from their respective schools. Similarly, consent to carry out research in the schools were sought from Head of school and other respondents before the actual research. The researcher arranged with respondents the appropriate dates of visiting the schools. This were enabled to select right day and time on the research time table when class

teacher was taught inclusive classes to facilitate live classroom observations and administer questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the data for assess the implementation of inclusive education for children with intellectual impairment in Handeni District public primary schools in Tanga Region. These findings are presented according to research objectives developed in chapter one.

The objectives were:

- a) To examine availability of teaching and learning resources for pupils with intellectual impairment.
- b) To determine curriculum implementation practices employed in inclusive schools enrolling children with intellectual impairment in public primary schools
- c) To identify classroom teaching strategies that promote children with intellectual impairment academic performance.

4.2 Respondents characteristics

This part consists of socio-economic and demographic characteristic of the respondents that include gender and education level of respondents. All the parents were class seven leavers and teachers had Certificate in teacher education. According to the data from Patandi Teacher College, a good number of graduate teachers in special education hold certificate in special needs education.

Table 4.1 Teachers Characteristics (N=29)

| Characteristic | Description | Number | Percent |
|---|----------------------------------|---------------|----------------|
| Teachers | Male | 4 | 57 |
| | Female | 3 | 43 |
| Parents | Male | 2 | 25 |
| | Female | 6 | 75 |
| Children with intellectual impairment | Boys | 7 | 50 |
| | Girls | 7 | 50 |
| Teachers Education Level | Certificate in Teacher Education | 7 | 100 |
| Children with intellectual impairment education level | Level 1 | 3 | 21 |
| | Level 2 | 4 | 29 |
| | Pre-school | 4 | 29 |
| | Standard I | 3 | 21 |

Source: Field Data (2020)

The Table demonstrates that male respondents were 13 which equal to 44.8% and 16 female respondents which equal to 55.2% and that all the teachers had Certificate in Teacher Education Special Needs Education specialising in teaching children with intellectual impairment. In the case of children were distributed in different levels within the unit and in school, indicating the school implemented inclusive education for children with intellectual impairment.

4.3 Teaching and learning resources for pupils with intellectual impairment

4.3.1 Availability of teaching and learning materials for inclusion of children with intellectual impairments

The first objective examined the availability of teaching and learning resources for children with intellectual impairment in public primary schools. Teaching and learning materials for children with intellectual impairment was examined in the study to explore extent to which teaching and learning materials it plays part in

promoting children with intellectual impairment in academic performance. For this objective the researcher wanted to answer the question to examine the availability of teaching and learning materials for children with intellectual impairment in promoting inclusive education.

Table 4.2 Teaching resources for children with intellectual impairment

| SN | Teaching & learning materials for pupils with I.I | Availability and adequacy | | | |
|----|---|---------------------------|------------------------|---------------------------|---------------|
| | | Available & adequate | Available & inadequate | Available & high adequate | Not available |
| 1 | Books | 0 | 1 | 2 | 4 |
| 2 | Puzzle | 0 | 0 | 1 | 4 |
| 3 | Video | 0 | 0 | 1 | 2 |
| 4 | Talking computer | 0 | 0 | 0 | 3 |
| 5 | Tactility materials | 0 | 0 | 0 | 2 |
| 6 | Balls | 0 | 1 | 2 | 6 |
| | Total | 0 | 2 | 6 | 21 |
| | Percent | 0 | 7 | 21 | 72 |

Source: Field Data (2020)

The study collected data from four government public primary schools that implement inclusive education in the aspect of availability of teaching and learning materials to pupils with intellectual impairment. And this was because of poor attitudes of the parents and teachers, the environment is not conducive to pupils with intellectual impairments. Interview with teachers revealed challenges related to teaching and learning environment and school infrastructure.

Generally; I can say that the implementation is not as much effective as it

is intended. This is because; the infrastructures are not supportive for children with intellectual impairment. There are no ramps in classrooms

and available classes are not supportive. There are no toilets, desks and playgrounds to support children with disability. Therefore, it is not easy to accommodate children with intellectual impairment in the areas where there are no improved infrastructures. Infrastructures have been built only for non-disabled children although we are trying to improve. In the new buildings there is consideration of children with intellectual impairment (The classroom teacher, 2020).

The data from questionnaires have shown that there was no public primary school with availability and adequacy in teaching and learning materials for pupils with intellectual impairments. There were 7 percent of teaching and learning materials for pupils with intellectual impairment which were available but highly inadequate in sampled primary schools. 21 percent of teaching and learning materials in all four sampled public primary schools were available but high inadequate while 72 percent of all teaching and learning materials required for pupils with intellectual impairment were not available at all.

The availability of teaching and learning materials has a major bearing on educational outcomes. Learning materials are basic requirements for education and must be available to learners in adequate quantity and quality at the time they are required for proper implementation of the curriculum. The governmental public primary schools as revealed by a study do not practice inclusive education especial to the pupils with intellectual impairment since there were no teaching and learning materials for pupils with special needs. These sampled public primary schools lacked suitable environment to enable pupils with disabilities study appropriately as other normal pupils. The data from observation method indicate that, lack of books in the schools may have negative impact on the academic achievements of the pupils and

affect implementation of the curriculum. Result from the observation revealed that there was shortage of books, suggested in the syllabus which indicates clearly that pupils were partially taught which might have contributed low achievement. Material for pupils with special needs was a challenge in governmental public schools.

Difficulties in getting the suggested teaching and learning materials shown in the syllabus at their schools to a large extent hindered not only the learning process but also the effectiveness of teaching, hence, low performance in inclusive teaching. This tally with the finding of Mushi (2002) who argued that lack of teaching and learning materials contributes to the poor performance of the learners. Material for pupils with special needs was a challenge in governmental public primary schools.

4.3.2 Availability of teachers for inclusion of children with intellectual impairments

The study examined availability of qualified teacher in implementation of inclusive education for children with intellectual impairment in public primary schools. For this objective the researcher intended to answer the question what are the teachers' views in implementation of inclusive education for children with intellectual impairment in public primary schools. In here the researcher intended to know the contribution of trained teacher at school that implement inclusive education. The researcher noted that schools had some opportunity to support teachers.

We do asked teachers with knowledge and skills for facilitating learning of children with intellectual impairment in several schools to help others to have basic skills/knowledge to respond to children with intellectual impairment but others have never done that. We just wait for the government to employ those

teachers. Our school has no capacity to provide trainings due to shortage of budget (Teacher 5, 2020).

One of the respondent (Teacher 5) indicated a need for teachers of children with intellectual impairment in schools. According to the data at the District Education Office (2020), the teacher's ratio for schools enrolling children with intellectual impairment in public primary schools at Handeni District is 1:17 that is one trained teacher with seventeen pupils with intellectual impairment. This show that there is a shortage of teacher because the ratio required to teach inclusive education is one teacher with six 1:6 pupils with intellectual impairment.

From the Table 4.5 indicate the teacher pupils with intellectual disability ratio as a factor for supporting learning of children with intellectual impairment to be more challenging. According the Ministry of Education, Science and Technology guidelines for teachers' deployment in pre-primary and primary schools it is expected that 35 pupils per one teacher in inclusive classroom. However, it is not stated as how many children with disabilities per teacher is recommended. According to Lau et al. (2020) teacher student ratio contributes in implementation of effective teacher student interaction and that a teacher children ration of 2:15 for a class of children with intellectual impairment can be effective.

Table 4.5 Trained teacher for children with intellectual impairment

| School | No. of trained teacher available | No. of pupil with intellectual impairment | Teacher-pupil ratio |
|--------|----------------------------------|---|---------------------|
| A | 1 | 16 | 1:16 |
| B | 2 | 37 | 1:18 |
| C | 2 | 38 | 1:19 |
| D | 2 | 32 | 1:16 |
| TOTAL | 7 | 123 | 1:17 |

Source: Field Data (2020)

The finding showed that teachers for children with special needs in the surveyed schools had high work load because they were few. The pupils with special needs require close supervision from teachers to enable them understand various subject matters depending on their disability conditions. Inadequacy of special teachers hindered pupils with special needs especial those with intellectual impairments to understand various subject matters clearly hence leads to their poor academic performance. The finding tally with Heward (2006) argues that some of the teacher's worry of having children with special education needs placed in their classes if little or no training and support have not been provided for them. Training of teachers in inclusion encourages flexible teaching using different methods to suit various learning style. Also, the finding was like Hay, Smit and Paulsen (2001) emphasize that the effective implementation of the programmed depends on the high quality of professional preparation of teachers in all levels to escape them for and update their knowledge in teaching inclusive education.

4.4 Curriculum implementation practices for children with intellectual impairment in schools

The curriculum implementation in terms of teaching process, assessment, placement, and care of learners with intellectual impairment in schools enrolling children with intellectual implementation was one of the objectives in this study. The idea behind was that if the curriculum is not well implemented, children with intellectual impairment might face challenges in their learning process. This section is divided into two parts: enrolment and part two is about teaching process, assessment, placement, and care.

4.4.1 The Enrolment of Children With Intellectual Impairment

The enrolment of children with intellectual impairment in public primary schools was examined in this study, in order to determine the implementation of inclusive education for children with intellectual impairment in inclusive education. To this objective the researcher intended to answer the question on what is the curriculum implementation in inclusive schools enrolling children with intellectual impairment in public primary schools at Handeni District.

Table 4.3 Enrolment of children with intellectual impairments

| SCHOOL | 2016 | | | 2017 | | | 2018 | | | 2019 | | | 2020 | | |
|--------|------|------|-----|------|------|-----|------|------|-----|------|------|-----|------|------|-----|
| | II | ALL | % | II | ALL | % | II | ALL | % | II | ALL | % | II | ALL | % |
| A | 0 | 1387 | 0 | 5 | 1399 | 0.3 | 6 | 1440 | 0.4 | 5 | 1503 | 0.3 | 4 | 1581 | 0.2 |
| B | 6 | 1612 | 0.3 | 9 | 1709 | 0.5 | 10 | 1728 | 0.5 | 8 | 1762 | 0.4 | 9 | 1808 | 0.4 |
| C | 3 | 913 | 0.3 | 5 | 1123 | 0.4 | 7 | 1141 | 0.6 | 5 | 1201 | 0.4 | 6 | 1243 | 0.4 |
| D | 9 | 1316 | 0.6 | 11 | 1441 | 0.7 | 12 | 1462 | 0.8 | 10 | 1486 | 06 | 14 | 1524 | 0.9 |
| TATOL | 18 | 5228 | 0.3 | 30 | 5672 | 0.5 | 35 | 5771 | 0.6 | 28 | 5952 | 0.4 | 33 | 6156 | 0.5 |

Source: Field Data (2020)

Teachers had a view that many of these children face challenges of not being enrolled to school due to a number of factors including ability to learn, social background, and teachers' capacity to facilitate their learning.

Many children with intellectual impairment are born this way; they cannot perform as an ordinary person. They have limited ability to learn or live an independent life thus some for the rest of their life need support in many aspects. This makes not many accept them in schools (Teacher2, 2020).

In our society especially in villages people believe in witchcrafts, meaning that if somebody has a child with intellectual impairment it is because she has been bewitched. As a special need teacher, I need to educate the society

about this because many people do not understand. Similarly, many schools in Handeni are not having teachers with competence to support the children (Teacher1, 2020)

The data indicate that the enrolled of the pupils with intellectual impairment to the public primary schools is very low compared with normal pupils.

4.4.2 Teaching Process, Assessment, Placement, and Care

Teachers, parents and the children were asked to explain their views on teaching process, assessment, placement and care.

Teachers had views that teaching was challenging as had no instructional guide on how to facilitate their learning. One of the teachers commended.

While at the college we had course modules specifically for facilitating learning of children with intellectual impairment. But during teaching practice and now as a teacher have not come across a curriculum for facilitating learning of these children. As a result, we each teacher teaches these children things that one just decides, thus some stay in school for over 10 years' others drop out as cannot follow the general curriculum. Similarly, about assessment, as I am expert teacher in special education, I do assess functional assessment that are generally centrally to general curriculum assessment of which they cannot follow (Teacher 3, 2020).

The teacher3 indicate important issues related to curriculum implementation focusing on facilitating learning practices and facilitating assessment. Generally, assessment for children with intellectual impairment focus on functional assessment and rarely cognitive assessment that calls for adapted curriculum (Adeniyi & Omigbodun, 2016; Wong, 2015).

Parents had a view that their children be educated in a separate class for having special care. With care parents indicated their children apart from going to school

needed special care as they are treated at home and worried they could be bullied if mixed in a general class.

I was afraid to enrol my child to a school because I felt will be mistreated by fellow children without disabilities. You know my child has intellectual disability, thus apart from going to school has to be treated in a special way. Will eat at different pace, cannot work and cannot talk well like others, thus likely to be bullied (Parent 5, 2020).

On the other hand, teachers trained in special education and the general teachers had mixed views. The teachers trained in special education had a view that these children as cannot follow the general curriculum be trained in separate class with activities related to their type of disability. They also felt in separate class, teachers can be able to do individualised plan easily compared to a general classroom. Similarly it is in the separate class where teachers can teach, do functional assessment, and provide the needed care.

In my view children with intellectual disability be trained in a separate class to ensure activity-based learning, modelling and connecting school-home activities easily. It is in the separate class where we can support children to develop functional skills. For those capable of managing themselves, can now enter inclusive classroom whereas others might end up learning functional skills and life skills for survival, we need adapted curriculum (Teacher Special 1, 2020).

Whereas teachers trained in special education had the views of facilitating learning in a separate class and providing functional assessment, the general teachers, teachers who are not trained in special education had a view that including children with disabilities reduces school performance as do not perform well and are difficult to teach.

In my view government have to establish special schools for children with intellectual disabilities. Combining in general class they bring a lot of challenges including failing, disturbing during teaching and sometimes they become a burden to fellow pupils as they have to provide care services to these children (Teacher 7, 2020)

According to Almalki et al. (2021) teachers and parents for effective inclusion have to participate in the transition planning for several reasons, such as lack of time and lack of knowledge about transition.

The finding was similar to ETP (1998) research show that certain groups of individual and communities in societies have not had equitable access to education, some have not had to this right due to their physical and mental disability. Also, the finds line on research done by Ilegan (2000) in Philippines and study done by Lehtomaki et al (2000) at Mozambique which show that the enrolment rate of the pupils with intellectual impairments is very low compared with normal pupils because of poor social network in and around the school.

4.5 Teaching strategies for children with intellectual impairments

Teaching strategies was examined in the study to explore the extent to which it plays part in promoting children with intellectual impairments in academic performance. For this objective the researcher intended to answer the question that, what are the classroom strategies promoting children with intellectual impairment in academic performance? The data was collected through questionnaires for 29 respondents. The Table 4.4 present finding.

Table 4.4 Classroom strategies for children with intellectual impairment

| | Dramatization | Group discussion | Question and answer | Lecture | Total of teachers |
|------------|---------------|------------------|---------------------|---------|-------------------|
| Teachers | 0 | 1 | 2 | 4 | 7 |
| Percentage | 0 | 14 | 28 | 58 | 100 |

Source: Field Data (2020)

From the table above, the data in all schools surveyed by the researcher, the finding show that 4(58%) respondents used lecture teaching method, 2(28%) respondents used question and answers teaching method, 1 (14%) respondent used group discussion teaching method and 0 (0%) used dramatization teaching method.

Schools that use various strategies to deliver instruction in order to meet the learner's needs were successful in implementing learning among children with intellectual impairment. For the teachers who used interactive pedagogies, they performed well, and for those who used non-interactive methods, they performed poorly. The data from questionnaires have shown that about 58% of teachers use a non-interactive method, which is the lecture method; 28% of teachers use the question-and-answer method of teaching; 14% of teachers use group discussion; and 0% of teachers use the drama method of teaching. According to teachers, facilitating the learning of children with intellectual impairments requires parents' support.

This is a serious problem we face when teaching, our teaching materials are made locally thus the methods and approaches are difficult when you have unclear teaching material. As a teacher I always struggle with my teaching methods. But some of the methods and approaches I use are involvement of parents and guardians regarding their children's progress, use of peers in the classroom, participatory method in small groups, picture drawings, and approaches of using positive reinforcement (Teacher 3, 2020).

These findings indicate that most of the teachers used lecture method of teaching that is non-interactive method of teaching that lead to the poor performance of the pupils (Knight et al., 2019). According to Knight et al. (2019) modelling, environmental arrangement practices and practices those having multiple and prescribed components (e.g., pivotal response treatment, picture exchange communication system) are most effective for children with intellectual impairment. The finding is line with Vuzo, (2010) who were viewed that through interaction with each other that learner works together to create intellectual and practical activities that shape both the form and the content of the target subject” However such situation is not commonly found in primary school in the teaching and learning process which leads to passive learning. One of the teachers of children with intellectual impairment indicated to use active teaching methods.

I normally use teaching methods that help me to get the attention of my pupils. I use pictures; I divide my pupils into small groups, I use the reinforcement approach, I use physical material that my pupils can see and feel, and I also use the approach of including parents (Teacher 5, 2020)

The findings are similar to Jones (1986), teachers with adequate understanding of the nature of exceptionality of learners with special education needs are potentially more capable in teaching them. He argues that regular teachers without inclusive education experience are apprehensive about having learners with special needs in their classroom. Therefore, poor performance to pupils with intellectual impairments can be traced back to the teacher failure to impact the necessary knowledge, skills, attitudes and values to the pupils.

CHAPTER FIVE

SAMMARY, CONCLUSION AND RECOMMANDATIONS

5.1 Introduction

The chapter presents summary of research findings, teaching and learning materials for pupils with intellectual impairment, enrolment of children with intellectual impairment, cclassroom teaching strategies for children with intellectual impairment, availability of qualified teachers in implementation of inclusive education for children with intellectual impairment in public primary schools, conclusion, rrecommendation for action and recommendation for ffurther sstudies.

5.2 Summary of research Findings

The purpose of the study was to assess the implementation of inclusive education for the children with intellectual impairment in Handeni District. Four challenges that is availability of teaching and learning materials for children with intellectual impairment, availability of qualified teacher, teaching strategies and enrolment of pupils with intellectual impairment. The following are the summary of the findings based on the study.

5.2.1 Teaching and learning materials for pupils with intellectual impairment

Teaching and learning materials for pupils with intellectual impairment were available but highly inadequate. While (72%) of teaching and learning materials were not available and been obstacle for implementation of inclusive education in public primary schools in Handeni District.

5.2.2 Enrolment of children with intellectual impairment

Generally, the enrolment of the pupils with intellectual impairment in public primary schools is generally low. Issues surrounding enrolment of these children in schools are related to their low performance and score in schools, unavailability of adapted curriculum, assessment procedures that are unfriendly, labelling, language and less consideration on the context of teaching, learning and assessment.

5.2.3 Classroom teaching strategies for children with intellectual impairment

The study found that teachers used much time in lecturing approach of teaching pupils with intellectual impairment limits pupils' classroom activities to just listening to the teacher's word. Pupils were almost passive while the teachers did most of the talking. There was very little teacher /pupil interaction, which was limited only to pupils asking and answering questions. These strategies always minimize pupils with intellectual impairments' ability to understand the lesson.

5.2.4 The availability of qualified teachers in implementation of inclusive education for children with intellectual impairment in public primary schools

The quality of education is directly related to the quality of instruction in the classroom (Diana et al., 2022). It is fact that the academic qualifications, knowledge of what is tough, competence and skills of teaching and commitment of the teacher have an effective impact on the teaching and learning process. Lack of qualified teachers to handle pupils with special needs in Teaching and Learning material were revealed as a major challenge to access and accommodate pupils with intellectual impairment in inclusive classroom in primary schools, Handeni District

5.3 Conclusion

The fundamental purposes of the study were to examine the implementation of inclusive education for children with intellectual impairment. The study employed in a case study research design, where by four public primary schools were selected as the case study. The qualitative and quantitative approach was used in this study. Purposive sampling procedures were used to get the respondents. From the findings:

- a) There is inadequate supply of resources for enhancing inclusive education for children with intellectual impairment including infrastructure, teaching and learning resources, qualified teachers and a low perception of parents toward education for children with intellectual impairment.
- b) There are less feasible curriculum implementation practices among teachers as they use unfriendly approaches to implement general curriculum to children with intellectual impairment that lead to poor performance and hence school drop-out and that with lack of adapted curriculum some children overstay in schools assuming one day they will perform well.
- c) Teachers, pupils and the parents views on classroom teaching strategies for children with intellectual impairment that promote academic performance are inadequate as most of the teachers indicate facilitating learning using the general curriculum, whereas these children might need adapted activities. Further, parents are rarely engaged in supporting their learning.

5.4 Recommendation for Action

Governments should prepare good environment at public primary schools that increases enrolment of pupils with special needs especially with intellectual

impairment in order to successfully exercise inclusive education in regular schools and classrooms.

Government have to put efforts on teacher training in special education for children with intellectual impairment to increase its supply in public primary schools to provide equity, quality, and inclusive education

Government in collaboration with other educational stakeholders make effort on purchasing adequate teaching and learning materials and develop adapted curriculum for pupils with special needs in public primary schools to simplify teaching and learning process for pupils with intellectual impairment. Public primary schools in collaboration with stakeholders prepare plans according to their environment in order to favour and support pupils with intellectual impairment to learn comfortable in inclusive education setting. The Tanzanian government identify all children with intellectual impairment in the community and pupils in public primary schools to assist them according to their needs.

5.5 Recommendation for Further Studies

This study was specifically carried out in Handeni District to assess the implementation of inclusive education to children with intellectual impairment in public primary schools in Handen District, Tanzania. The study focused only to parents, teachers and the pupils enrolled in schools. More studies can be conducted on management of schools enrolling children with intellectual impairment, the learning environment of learners with intellectual impairment and the class-size for facilitating learning of learners with intellectual impairment. Further studies might focus on curriculum implementation in inclusive setting for children with intellectual

impairment. Studies of different nature for enhancing inclusivity of children with intellectual impairment in different levels of education in Tanzania are needed to enable creating conducive learning environments for all pupils enrolled in basic education and higher levels of education.

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APPENDICES

APPENDIX I: OBSERVATION SCHEDULE

School name..... Subject.....

Qualification..... teaching experience

(year).....

Class (year) stream.....

Number of pupils in the class..... Male..... Female.....

| | Dramatization | Group discussion | Qns &Ans | Lecture | Total of teachers |
|------------|---------------|------------------|----------|---------|-------------------|
| Teachers | | | | | |
| Percentage | | | | | |

APPENDIX III: TEACHERS INTERVIEW GUIDE

Dear teacher, I am a student from OUT doing my MED APPS, I ask your consent to respond to some questions regarding inclusion of children with intellectual impairment in your school. This is voluntarily and information you provide will be used for the purpose of this study only.

1. What can you say about the availability of teaching and learning materials for pupils with intellectual impairment? Where do you get? What are the challenges?
2. What can you say about the curriculum implementation for children with intellectual impairment in public primary schools?
3. What can you say about the classroom teaching strategies for children with intellectual impairment academic performance?
4. What can you say about the availability of qualified teacher in implementing inclusive education for children with intellectual impairment in public primary schools? What can be done?

APPENDIX IV: DODOSO KWA MWALIMU

1. (i) Jina la shule.....

(ii) Jinsi: ME KE

(iii) Kiwango cha elimu

Astahahada Stashahada Shahada Shahada ya uzamili

2. Je, unajisikia furaha unapofundisha darasa lenye mchanganyiko na wenye ulemavu wa akili?

NDIO HAPANA

3. Je, wanafunzi wenye ulemavu wa akili wanahudhuria kipindi chote cha mwaka?

NDIO HAPANA

4. Je, wanafunzi wanafanya kazi zote unazowapa?

NDIO HAPANA7.

5. Je, huwa unawapitia wote wakati unapogawa kazi za darasa?

NDIO HAPANA

6. Je. Wanafunzi wenye ulemavu wa akili huwa wanaelewa unapofundisha?

NDIO HAPANA

7. Huwa unawachagua wanafunzi wenye ulemavu wa akili kujibu maswali darasani?

NDIO HAPANA

8. Uwepo na upatikanaji wa vifaa vya kufundishia na kujifunzia

| SN | Vifaa vya kufundishia na kujifunzia kwa Watoto wenye ulemavu wa akili | Uwepo na upatikanaji wa vifaa vya kufundishia na kujifunzia | | | |
|----|---|---|------------------|-------------|---------------|
| | | Vipo vya kutosha | Vipo kwa uchache | Vipo lakini | Hakuna kabisa |
| | | | | | |

| | | | | havitoshi | |
|---|---------------------|--|--|-----------|--|
| 1 | Vitabu | | | | |
| 2 | Chemsha bongo | | | | |
| 3 | Luninga | | | | |
| 4 | Kompyuta inayoongea | | | | |
| 5 | Vifaa mguso | | | | |
| 6 | Mipira | | | | |
| | Jumla kuu | | | | |
| | Asilimia | | | | |

9. Unawezaje kuwamudu wanafunzi mchanganyiko na wenye ulemavu wa akili wakati wa kufundisha?

.....

10. Je uko huru na mtazamo gani katika kufundisha au kulea wanafunzi wote katika shule ambayo inatekeleza elimu jumuishi? NDIO HAPANA

Kwanini?

APPENDIX V: DODOSO KWA MZAZI

1 (i) Jina la sehemu unapoishi.....

(ii) Jinsi: ME KE

(iii) Una mtoto mwenye ulemavu wa akili?

NDIO HAPANA

2 Anasoma darasa la ngapi?

3. Huwa nanafanya kazi zote anazopewa na mwalimu?

NDIO HAPANA

4. Je, mwanao huwa anakutana na mwalimu na kusahihishiwa kazi zake?

NDIO HAPANA

5. Mwanao anajisikia furaha anapo kwenda shule na kufundishwa?

NDIO HAPANA

6. Je, huwa anaelewa anapofundishwa na mwalimu?

NDIO HAPANA

7. Je, mwanao huwa anachaguliwa kujibu maswali darasani?

NDIO HAPANA

8. Je, kuna mabadiliko yoyote yanayotokea kwa mwanao?

NDIO HAPANA

APPENDIX VI: DODOSO KWA MWANAFUNZI

1 (i) Jina la shule.....

(ii) jinsi: ME KE

(iii) Unasoma darasa la

2 Huwa unafanya kazi zote unazopewa na mwalimu wako?

NDIO HAPANA

3 Je, huwa mnakutana na mwalimu wako muwapo darasani na anakusahihishia kazi zako?

NDIO HAPANA

4. Je, unafurahia kwenda shule na kufundishwa na mwalimu wako?

NDIO HAPANA

5. Je, unamuelewa mwalimu wako anapokufundisha?

NDIO HAPANA

6. Huwa mwalimu anakuchagua ujibu maswali darasani wakati anafundisha?

NDIO HAPANA

7. Kuna mabadiliko yoyote umeyapata tangu ulipoanza kusoma?

NDIO HAPANA

8. Uwepo na upatikanaji wa vifaa vya kufundishia na kujifunzia

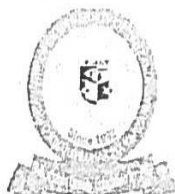
| | | | | | |
|----|---|---|------------------|-------------|---------------|
| SN | Vifaa vya kufundishia na kujifunzia kwa Watoto wenye ulemavu wa akili | Uwepo na upatikanaji wa vifaa vya kufundishia na kujifunzia | | | |
| | | Vipo vya kutosha | Vipo kwa uchache | Vipo lakini | Hakuna kabisa |

| | | | | havitoshi | |
|---|---------------------|--|--|-----------|--|
| 1 | Vitabu | | | | |
| 2 | Chemsha bongo | | | | |
| 3 | Luninga | | | | |
| 4 | Kompyuta inayoongea | | | | |
| 5 | Vifaa mguso | | | | |
| 6 | Mipira | | | | |
| | Jumla kuu | | | | |
| | Asilimia | | | | |

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

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20/04/2020

DISTRICT EXECUTIVE DIRECTOR,
HANDENI DISTRICT

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 Mr. MICHAEL BENJAMIN SAMBUA, PG201610236 who is a Master student at the Open University of Tanzania. By this letter, Mr. MICHAEL BENJAMIN SAMBUA has been granted clearance to conduct research in the country. The title of his research is "Implementation of Inclusive Education for Children with Intellectual Impairment in Handeni District Public Primary Schools". The research will be conducted in Handeni District. The period which this permission has been granted is from 25/04/ 2020 to 25/05/2020.

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

HANDENI DISTRICT COUNCIL

| | |
|------------|--|
| Tel : | 027-2641703 |
| Tel Fax: | 027 2643048 |
| E-mail: | handenidistrictcouncil@yahoo.co.uk |
| Your Ref : | |
| Our Ref : | HW/T.40/13/145 |



District Executive Director Office
P.O. Box 355,
Handeni, Tanga,
Tanzania.

05th May, 2020

THE OPEN UNIVERSITY OF TANZANIA(OUT),
Directorate of research,Publication,and Postgraduate Studies
P.O. BOX 23409,
DAR-ES-SALAAM.

RE: RESEARCH CLEARANCE.

Please refers to above Caption.

Refer to your concern requesting our office to assist **Mr MICHAEL BENJAMIN SAMBUA** the student from your Institute to get place for research clearance in our District.

We are glad to inform you that, the mentioned student from your Institute is accepted to conduct his research from 25th April up to 25thMay, 2020 at **Handeni District Counce!**. So he must report first at the office of Human Resource Management at Handeni District Council.

Thank you,

Maximillian F. Makota
**FOR: DISTRICT EXECUTIVE DIRECTOR
HANDENI**

DISTRICT EXECUTIVE DIRECTOR
HANDENI

Copy:-

- District Executive Director,
HANDENI.