

**IMPLEMENTATION OF COMPETENCE-BASED CURRICULUM FOR
LEARNERS WITH VISUAL IMPAIRMENT IN INCLUSIVE PUBLIC
PRIMARY SCHOOL: A CASE OF RUNGWE DISTRICT, TANZANIA**

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2025

CERTIFICATION

The undersigned certifies that they have read and hereby recommend for acceptance by the Open University of Tanzania a dissertation titled: Implementation of Competence-Based Curriculum for Learners With Visual Impairment in Inclusive Public Primary School: A Case of Rungwe District, Tanzania. In partial fulfilment of the requirements for the Degree of Master of Education in Curriculum Design and Development (MED-CDD).

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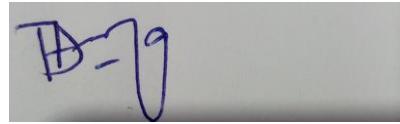
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DECLARATION

I, **Mwanga, Thomas Asseri**, hereby certify that the work contained within this dissertation is original. It has never been made available to another university or institution. References have been given whenever someone else's work has been cited. It is in this regard that I affirm this work as originally mine. It is hereby presented in partial fulfilment of the requirements for the Degree of Master of Education in Curriculum Design and Development (MED-CCD).

A handwritten signature in blue ink, appearing to read "Mwanga, Thomas Asseri".

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Signature

24/10/2025

.....
Date

DEDICATION

I humbly dedicate this work to my beloved Mother, Magreth Enirisha Asseri, My Loving wife, Ailes Bakari Hariri, and my precious daughter, Hilarisa Thomas Mwanga. Your faith in Education, your steady encouragement, and your love have been the pillars beneath this journey. This work stands on the foundation you helped me build with all my heart; I thank you.

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take for granted. While many individuals and institutions contributed to the success of this work, I bear full responsibility for any shortcomings or errors that may be identified in this study. The completion of this work is indebted to all those who provided their support to this study in different ways.

ABSTRACT

The study investigated the implementation of the Competence-Based Curriculum for learners with Visual Impairment in an Inclusive Public Primary School in Rungwe District, Tanzania. The study focused on three objectives: teachers' perceptions of implementing the Competence-Based Curriculum for learners with visual impairment in inclusive public primary school, the challenges faced by teachers and learners in this process, and the measures proposed to address these challenges. Using a mixed methods approach from a convergent pragmatism design, the study involved 136 respondents, including 122 teachers specializing in special education who attended the quantitative study. While 1 DPPEO, 1DPPSEO, 5 head teachers, and 7 VI learners attended the qualitative study. Quantitative data from questionnaires were descriptively analyzed using SPSS software, and qualitative data were collected through semi-structured interviews, observation, and documentary review, and they were analyzed thematically. Purposive sampling was used for DPPEO, DPPSEO, and head teachers, while stratified sampling was applied to VI learners and teachers specializing in special education. The study revealed that teachers perceive the Competence-Based Curriculum as suitable and adequate for learners with visual impairment, supporting life skills and independence, and many feel capable of delivering it with some school support. However, challenges remain, including gaps in teacher training, shortages of adapted teaching and learning materials, poor and uneven infrastructure, and limited awareness among some teachers and students. To address these, continuous professional development, improved infrastructure, adequate resources, regular monitoring, and strong peer support systems were identified as essential for thriving and inclusive Competence-Based Curriculum implementation.

Keywords: *Competence-Based Curriculum, Inclusive Education, and Learners with Visual Impairment.*

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LIST OF ABBREVIATIONS

BLD	Blind
CBC	Competence-Based Curriculum
DPPEO	District Pre-Primary and Primary Education Officer
DPPSEO	District Pre-Primary and Primary Special Education Officer
	Inclusive Education
IPE	Inclusive Primary Education
IPPS	Inclusive Public Primary School
LV	Low vision
PSLE	Primary School Leaving Examination
VI	Visual Impairment
EFA	Education for All

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1. Introduction

This chapter introduces the study of the implementation of a competency-based curriculum for learners with visual impairment in an inclusive public primary school in Rungwe District, Tanzania. It presents the background of the problem, statement of the problem, objective of the study, significance of the study, definition of the key terms, and delimitation of the study.

1.2. Background to the Problem

Worldwide, countries have adopted the Competence-Based Curriculum (CBC) to empower learners, including those without learning barriers, with essential skills, knowledge, and values to thrive in a global society. This approach responds to the growing demands of a technology-driven world, as emphasized by UNESCO (2015). However, students with disabilities, particularly those with Visual Impairment (VI), have often been left behind from these developments (Chimedza & Mutambara, 2022), despite the fact that approximately 285 million people globally experience some form of VI, including 246 million with low vision and 39 million who are blind (Lakshminarayanan, 2012).

In response, the global Education for All (EFA) movement emphasizes that every child, regardless of background or ability, has the right to access quality and equitable education. EFA stresses that no learner should be excluded from the benefits of education, and that curricula must be designed to cater to diverse learning needs. The International Council for Education of People with Visual Impairment

(ICEVI), in partnership with the World Blind Union, was launched in 2006 to ensure full inclusion of children with low vision or blindness into mainstream education systems. The campaign has since expanded to more than 24 countries and supported the enrollment of over 105,000 children with VI in schools (ICEVI, 2023). To operationalize this vision, many countries have embraced Inclusive Education as a key strategy. IE seeks to eliminate barriers to learning and participation by creating learning environments where students with disabilities, including those with VI, learn alongside their peers.

Through IE, children with VI are given equal opportunities to engage with CBC content, acquire relevant skills, knowledge, values, and competences, and ultimately become functional and productive members of society (Royal National Institute of Blind People [RNIB], 2022). Therefore, the integration of EFA principles with CBC through inclusive practices ensures that education systems move beyond access alone, towards genuine participation, empowerment, and lifelong learning for all learners (Molwane&Leteane, 2023).

Spain adopted the CBC in 2006, refined in 2013, to promote practical, holistic learning for all students, including those with VI (Pamies et al., 2015). The curriculum emphasizes essential competencies, personalized learning, classroom participation, and the use of assistive technologies. Challenges include insufficient resources, limited access to assistive devices and teaching aids, poor coordination among support services, and inadequate teacher training in inclusive pedagogy (Simon et al., 2010). To address these issues, Spain transformed special schools into resource centers that support mainstream schools with expertise, technology, and

teacher guidance, enhancing IE and equitable access for students with VI (Hove et al., 2017).

India adopted the CBCin 2005 to promote IE for students with VI and other disabilities, emphasizing active, learner-centered approaches (Mannava et al., 2022).

The curriculum and policies, such as the Right to Education Act (2009), aim to provide equitable opportunities and encourage schools to adapt teaching methods and learning materials for diverse learners. Despite progress, challenges remain, including shortages of assistive devices, inaccessible textbooks, limited use of audio and technology-based resources, and insufficient teacher training in inclusive pedagogies. In response, the government has increased funding, provided resources for assistive devices, and implemented programs like the Samagra Shiksha Abhiyan to support IE. Effective CBC implementation for students with VI requires ongoing teacher development, curriculum adaptation, and technological support (Abhiyan, 2018).

Kenya introduced the CBCin 2016, fully adopting it in 2019 to provide a learner-centered approach that develops practical skills, knowledge, and values for all students, including those with VI (Chamgosi, 2020). The curriculum promotes holistic development and active learning, moving away from rote methods. Kenya has a long history of IE, dating back to 1946, aiming to integrate learners with disabilities into mainstream schools while maintaining special schools. However, challenges persist, including limited funding, inadequate infrastructure, and shortages of specialized resources such as Braille materials and assistive technologies (Mwoma, 2017). In response, the government has trained teachers in

inclusive pedagogy, increased budget allocations for special education, and developed policy frameworks to support inclusive practices. The effectiveness of CBC for learners with VI depends on continued teacher training, sufficient resources, and strong institutional support.

Tanzania has embraced the CBC in both regular and non-regular schools, including those serving learners with VI, which is in line with global trends of preparing students for 21st-century skills (Kiomoka, 2014). The introduction and expansion of Inclusive Primary Schools (IPS) from only four in 1998 to over 196 by 2012 illustrates the government's efforts to widen access for learners with disabilities (Kiomoka, 2014). These initiatives align with the principles of Education for All and IE, aiming to ensure that children with disabilities, including VI, learn alongside their peers and acquire relevant competencies for lifelong learning.

Despite this progress, significant challenges remain in the Tanzanian context. Resource shortages, including inadequate Braille materials, assistive technologies, and tactile learning resources, limit effective CBC implementation for learners with VI (Kapinga, 2016). Many schools rely on outdated teaching aids, making it difficult for teachers to adapt CBC's learner-centered and activity-based methods for visually impaired learners. Also, infrastructure and environmental barriers, including overcrowded classrooms, lack of ramps, poor lighting, and inaccessible sanitation facilities, further exclude learners with VI. Many school buildings are designed without consideration for accessibility, contradicting the IE goals of Tanzania's education policy (URT, 2018). Teachers often report that such barriers discourage them from attempting full participation of VI learners, reinforcing the cycle of

exclusion (Kapinga, 2016).

Teacher perception presents a significant barrier. Although some teachers in IPS have received basic training in IE, few have specialized skills in teaching learners with VI, such as Braille literacy, orientation and mobility, and use of assistive devices (Ngwese, 2017). Teachers' perceptions strongly shape how inclusion is practiced: those who view learners with VI as capable and deserving of equal opportunities are more likely to creatively adapt CBC activities, while those who see disability as a burden often lower expectations and exclude learners from participation (Kapinga, 2016). Negative perceptions, including beliefs that learners with VI slow down the teaching process or that CBC cannot work in inclusive settings, undermine implementation, whereas positive attitudes can compensate for limited resources through improvisation and peer support (Mmbaga, 2002; Kiomoka, 2014).

Furthermore, curriculum adaptation challenges persist. While CBC emphasizes practical, participatory, and technology-driven learning, most teaching methodologies and learning materials are not adequately adapted for learners with VI. For instance, science experiments, ICT-based lessons, and competency assessments are often designed for sighted learners, leaving students with VI at a disadvantage (Mwakyeja, 2013). Teachers' perceptions again play a decisive role, in which those who feel inadequately trained or unsupported tend to view adaptation as impossible. At the same time, those with a positive outlook perceive it as a professional duty and seek creative ways to modify learning experiences (Ngwese, 2017). Thus, the successful implementation of CBC for learners with VI in Tanzania depends not only on resources and infrastructure but also on transforming teachers'

perceptions and equipping them with the confidence, knowledge, and attitudes to see inclusion as achievable and beneficial for all learners.

A total of 444 students with visual impairment were registered in primary schools across Mbeya Region between 2019 and 2023. Of these, 417 (94%) were learners with low vision (LV), while only 27 (6%) were identified as blind (BLD). District-level data show that Chunya District enrolled the highest number of VI learners, accounting for 155 students (35%) of the regional total, followed by Mbeya City Council with 79 students (18%), Mbarali with 71 students (16%), and Mbeya District Council with 56 students (13%). Smaller enrollments were recorded in Rungwe, 43 students (10%), Kyela, 30 students (7%), and Busokelo, 6 students (1%). These findings highlight that while enrollment of VI learners has generally increased across the region, the majority are learners with low vision. In contrast, blind students remain underrepresented in most districts except Rungwe and Kyela, which reported relatively higher proportions of blind students (Annual School Census, 2019–2023).

Complementary data from the National Examinations Council of Tanzania (NECTA, 2019–2023) show that in Rungwe District alone, 40 VI students were registered for the Primary School Leaving Examination (PSLE) during the same period, of whom 24 (60%) were boys and 16 (40%) were girls. Performance analysis indicates that 35 students (87.5%) passed, while 5 (12.5%) failed, with girls achieving slightly higher pass rates (94%) compared to boys (83%). Yearly enrollment trends further reveal that the largest cohorts were registered in 2020 and 2023 (11 candidates each, 27.5%), while the lowest number was recorded in 2019 (3 candidates; 7.5%). Taken

together, these findings demonstrate that Mbeya Region, particularly Rungwe District, has made notable progress in ensuring both access and academic achievement for learners with VI, as shown by the fact that more than eight out of ten VI candidates completed primary education under the CBC within IE settings (NECTA, 2019–2023). Therefore, the study aims to investigate the implementation of the CBC for students with VI in IPPS in Rungwe District.

1.3. Statement of the Problem

The introduction of the Competence-Based Curriculum in Tanzania has been accompanied by national efforts to promote IE through policies such as the Persons with Disability Act (2010) and the Education and Training Policy (2014), both of which emphasize the right of every learner, including those with VI, to access quality education (URT, 2010; URT, 2014). Initiatives, including the Primary Education Development Programme (PEDP), have sought to expand access and improve quality by providing teacher training and limited assistive resources (UNESCO, 2018). Partnerships with organizations like Sightsavers, Perkins International, and UNICEF have further supported teacher capacity building and community sensitization to foster inclusive practices (UNICEF, 2017; Sightsavers, 2020). These efforts demonstrate Tanzania's progress in embedding IE within the CBC framework.

Despite these national commitments, the effective implementation of CBC for learners with VI remains a significant challenge, particularly in local contexts, including Rungwe District. Schools that admit learners with VI often face shortages of teaching and learning materials, including Braille books, assistive technologies,

and adapted infrastructure. Teachers, who are central to CBC delivery, frequently lack adequate training in inclusive pedagogies, limiting their ability to adapt teaching strategies to diverse learning needs. Moreover, stigmatization of learners with disabilities, insufficient parental involvement, and weak coordination among educational stakeholders continue to hinder inclusive practices (Kassahun et al., 2022; UNESCO, 2018).

Globally, IE became a central agenda following the Salamanca Statement and Framework for Action (1994), which emphasized “Education for All” and called for equipping all learners, including those with VI, with competencies relevant to modern societies. Translating this vision into practice has proven difficult in contexts with limited resources and teacher preparedness. Teachers’ perceptions of CBC implementation and their attitudes toward learners with VI are particularly influential, as positive perceptions encourage adaptation and innovation, while negative perceptions may reinforce exclusionary practices.

Previous studies have highlighted challenges in IE for learners with VI in various countries, including Spain, South Africa, and Tanzania, such as inadequate teaching materials, inaccessible infrastructure, inflexible curricula, and poor coordination of support services (Rued et al., 2010; Morelle, 2016; Wilson, 2016). However, none of these studies explicitly examines teachers’ perceptions of CBC implementation for learners with VI in Tanzania. This gap is particularly relevant in Rungwe District, where understanding teachers’ perspectives is critical to improving the delivery of CBC in inclusive classrooms. Therefore, this study seeks to investigate the implementation of CBC for learners with VI in IPPs in Rungwe District.

1.4. Research Objectives

1.4.1. General Objective

To investigate the implementation of CBC for learners with VI in IPPS in Rungwe District

1.4.2. Specific Objectives

The following are the specific objectives;

- i. To assess teachers' perceptions of the implementation of CBC for learners with VI in IPPS Rungwe District.
- ii. To identify the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS Rungwe District.
- iii. To explore the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS in Rungwe District.

1.5. Research Questions

The following are the research questions;

- i. What are the teachers' perceptions of the implementation of CBC for learners with VI in IPPS in Rungwe District?
- ii. What challenges are faced by teachers and learners in the implementation of CBC for learners with VI in IPPS in Rungwe District?
- iii. What are the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS in Rungwe District?

1.6 Significance of the Study

The study holds significant value for multiple stakeholders by providing evidence-based insights into the implementation of the CBC for learners with VI within IE.

The study will contribute to the development and refinement of education policies aimed at improving the effectiveness of CBC delivery for learners with VI. By identifying the challenges faced in local contexts, including Rungwe District, the study can guide policymakers in designing interventions that ensure equity, accessibility, and quality education for all students, including those with disabilities.

Also, the study will offer practical recommendations for teacher preparation and professional development. Understanding teachers' perceptions and experiences in implementing CBC will highlight gaps in training, inclusive pedagogical approaches, and classroom management strategies, enabling the creation of targeted capacity-building programs. This, in turn, can enhance teaching practices, improve student engagement, and foster inclusive learning environments that support the diverse needs of learners with VI.

Furthermore, the research will address material and infrastructural needs within schools. By documenting the availability and adequacy of teaching and learning materials, including Braille books, assistive technologies, and adapted classroom facilities, the study will guide resource allocation and infrastructural upgrades necessary to facilitate the effective implementation of CBC in inclusive settings. These insights will help schools and education authorities better support learners with VI and encourage their enrollment and retention in mainstream education.

Additionally, the study will strengthen community and parental engagement in inclusive education. By raising awareness among parents about the challenges faced by students with VI and the support required, the research will encourage active parental participation in the educational process. Community stakeholders can also gain knowledge on how to support IE initiatives effectively, fostering a supportive environment for learners with VI both at home and in schools.

Moreover, the study will provide a foundation for future research in IE. Scholars and practitioners interested in CBC implementation and the education of learners with VI can use the findings as a reference to explore similar issues in other geographical or cultural contexts. For educational planners, government agencies, and NGOs, the study will serve as an evidence-based resource to identify and address barriers that hinder the smooth implementation of CBC for students with VI, ultimately contributing to improved access, equity, and quality in IE.

1.7. Scope and Delimitation of the Study

The study was conducted in Rungwe District, Mbeya Region, and focused on the implementation of the CBC for students with VI in IPPS. It specifically examined teachers' perceptions, challenges faced by both teachers and students, and the measures needed for effective implementation of the CBC in IE. The study was limited explicitly to IPPS in Rungwe District, located in Tanzania, and focused on students with VI who were part of the IE. The research investigated the implementation of CBC and how it supported these students in achieving their educational outcomes. The study was confined to a sample of primary school teachers specializing in special education and students with VI enrolled in public

schools. The focus was on capturing the most current data on the implementation of CBC.

1.8. Definitions of Operational Terms

Blind refers to being unable to see due to physical impairment or damage to the eyes or visual processing centers of the brain.

Competence-Based Curriculum focuses on practical learning, where students develop their skills, knowledge, and abilities to face challenges in their environment.

Implementation is the process of putting a plan, decision, or strategy into action.

Inclusive education is an approach that seeks to educate children with disabilities and learning difficulties alongside their typically developing peers in the same classroom.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter provides a review of literature relevant to the study on the implementation of the CBC for learners with VI in IPPS in Rungwe District. It includes a review of theory, an empirical literature review, a synthesis of the knowledge gap, and the presentation of a conceptual framework.

2.2. Theoretical Literature Review

To frame CBC for VI learners within IPPS, the integration of Behaviorism and Social Constructivism provides a robust pedagogical foundation. Here's a structured explanation

2.2.1. Behaviorism (Structured Learning)

Behaviorism focuses on observable behaviors, emphasizing repetition, reinforcement, and structured instruction to shape learning. The theory emerged through the experiments and findings of researchers like Ivan Pavlov, Edward Thorndike, and B.F. Skinner during the late 18th and early 19th centuries. However, the theory does not take into account internal thoughts, emotions, or problem-solving. Learners may become dependent on external reward or punishment, and less effective for complex or higher-order thinking.

The theory is helpful in this study in the sense that CBC focuses on measurable competencies that align well with behaviorist strategies. VI learners benefit from clear, consistent routines and step-by-step instructions, which reduce cognitive load

and enhance task mastery. Use of Assistive Technologies: Tools like Braille devices, screen readers, and audio materials help reinforce desired behaviors (e.g., reading, note-taking). Regular feedback strengthens correct responses and helps eliminate errors. Positive Reinforcement: Teachers can use verbal praise, tactile rewards, or audio feedback to encourage participation and mastery of competencies, particularly in literacy and numeracy skills. Task Analysis: Complex skills can be broken into smaller, sequential steps (e.g., reading Braille symbols), allowing VI learners to build mastery with repeated practice gradually. Behaviorism helps VI learners internalize skills through repetition, practice, and reinforcement, creating a foundation for more complex learning.

2.2.2. Social Constructivism (Collaborative Learning)

Social Constructivism, grounded in Vygotsky's 1978. The theory emphasizes learning as a social process, where knowledge is co-constructed through interaction. Such that learners construct their own understanding through interaction and experience. Learning is often social, improving communication and critical thinking, and focusing on meaning-making fosters long-term retention and adaptability. However, this theory can be confusing for learners who prefer clear instructions. It is hard to measure learning with standardized tests. Collaborative and reflective methods often require more time and effort.

The theory is also helpful in this study since it emphasizes peer collaboration and group work. Learners with VI can engage in collaborative activities where learning happens through interaction with sighted peers or fellow VI learners. This encourages inclusion and shared understanding of CBC content. Zone of Proximal

Development (ZPD): Teachers or peers can scaffold learning experiences, offering just enough support to help VI learners perform tasks they couldn't do alone, a core aspect of CBC where competencies are developed progressively.

Multi-sensory and Dialogic Learning: Group discussions, oral storytelling, and shared tactile resources promote meaningful participation. For example, in a science class, VI learners might explore textures or sounds during group experiments. Social Inclusion and Identity: Collaborative learning ensures that VI learners are recognized as capable contributors, which boosts confidence and fosters a sense of belonging, crucial goals of IE. Social Constructivism ensures that VI learners are not passive recipients but active, valued participants in the learning community.

This study used two theories combining behaviorism and social constructivism to allow for a balanced CBC approach. Behaviorism ensures skill acquisition and mastery through structured, individualized instruction. Social Constructivism supports meaning-making, social interaction, and inclusive participation in the learning process. Together, these theories create an inclusive, competency-driven environment where VI learners can thrive academically and socially.

2.3. Empirical Literature Review

In this part, the researcher discussed studies about teachers' perceptions of the implementation of CBC for learners with VI in IPPS in Rungwe District. The study also explored the challenges both teachers and learners face during implementation and identified measures to address those challenges.

2.3.1. Teachers' Perceptions for the Implementation of CBC for Learners with VI in IPPS.

These studies provide valuable insights into the teachers' perceptions of the implementation of CBC for learners with VI in IPPS, which inform the current study in Rungwe District, Tanzania. The key studies and findings are summarized below:

Brown and Johnson (2018) conducted a study in the United States to explore teachers' perceptions of the CBC for students with VI in inclusive primary schools. Using a mixed-methods approach that involved surveys, in-depth interviews, and classroom observations, the researchers found that teachers appreciated the flexibility and learner-centered nature of CBC. The findings underscore the critical role of teacher preparedness and the availability of resources in ensuring the effective implementation of CBC for students with VI.

While Brown and Johnson (2018) study offers valuable insights, it was carried out in a developed country context where resources and support structures are comparatively stronger than in many African settings. In Tanzania, and particularly in Rungwe District, the realities of CBC implementation are marked by severe shortages of Braille materials, assistive technologies, and adequately trained teachers. Additional barriers, such as stigmatization of learners with disabilities, low parental involvement, and infrastructural challenges, further complicate the situation, factors that were not fully captured in Brown and Johnson's study.

Therefore, although international literature highlights the importance of teacher perceptions in shaping the success of CBC in inclusive classrooms, there remains limited research in Tanzanian contexts. This gap calls for the current study, which

aims to provide context-specific evidence on teachers' perceptions of CBC implementation for learners with VI in Rungwe District, thereby informing inclusive education policy, practice, and teacher development programs.

Carter and King (2017) conducted a study in the United Kingdom to examine teachers' experiences with the CBC for students with VI in inclusive classrooms. The study adopted a qualitative approach, employing focus group discussions, semi-structured interviews with 25 teachers, and classroom observations. The findings revealed that teachers valued CBC's emphasis on individualized and learner-centered approaches, which they believed promoted greater participation of students with VI in inclusive settings. Although Carter and King's (2017) study provides valuable insights into the experiences of teachers in a developed country, a scientific gap exists regarding its applicability to different socio-economic and educational contexts. The study was conducted in the UK, where educational resources, infrastructure, and support services are relatively more advanced, which may not reflect the realities of resource-constrained environments such as Tanzania.

Furthermore, while the study emphasizes teacher experiences, it does not fully account for contextual challenges such as stigma, parental involvement, and infrastructural limitations that are prevalent in rural African settings. The current study in Rungwe District seeks to address this scientific gap by exploring teachers' perceptions of CBC implementation for learners with VI within Tanzania's inclusive public primary schools, offering context-specific evidence to inform policy and practice in low-resource environments. The study of Gupta and Mehta (2019) was conducted in India to investigate teachers' perceptions of the CBC for learners with

VI in inclusive schools. Employing a mixed-methods design that combined surveys, classroom observations, and follow-up interviews with 100 teachers, the study offered valuable insights into how CBC was perceived and practiced in the Indian context. The study demonstrated the importance of equipping teachers with both professional development opportunities and adapted resources in order to meet the needs of learners with VI. However, the study by Gupta and Mehta (2019) presents both contextual and methodological gaps.

Contextually, its findings reflect the Indian education system, which differs significantly from Tanzania in terms of resource availability, policy implementation, and socio-cultural attitudes toward disability. Methodologically, their study relied primarily on surveys and follow-up interviews that captured broad perspectives but provided limited depth in understanding how teachers adapt daily practices to address the unique needs of learners with VI in rural, resource-constrained environments. The current study seeks to fill this gap by employing a more context-specific mixed-methods design in Rungwe District, incorporating in-depth interviews and classroom-based evidence to capture teachers' lived experiences, attitudes, and practical strategies. This approach provided richer, localized insights into the challenges and opportunities of CBC implementation for learners with VI in Tanzanian inclusive public primary schools.

The study of Dlamini and Radebe (2020) was conducted in South Africa to explore teachers' perceptions of the CBC for students with VI in inclusive classrooms. Using qualitative methods, including semi-structured interviews and classroom observations, the researchers found that while teachers supported the inclusive

philosophy of CBC, they struggled with inadequate training, a lack of specialized teaching materials, and minimal institutional support for VI students in mainstream schools. The study provided valuable insights into the practical barriers that hinder effective CBC implementation in an African context.

However, Dlamini and Radebe (2020) study presents a clear sampling gap. Their research relied mainly on a small, purposively selected group of teachers, which limited the generalizability of the findings across diverse school settings. While their qualitative approach captured in-depth perspectives, the study did not adequately represent the broader spectrum of teacher experiences in resource-constrained districts. The current study seeks to address this gap by employing a mixed-methods design with a larger and more diverse sample of teachers in Rungwe District, ensuring that findings reflect both detailed individual experiences and broader trends. This approach generated richer and more representative insights into how teachers perceive and navigate the challenges of implementing CBC for learners with VI in inclusive Tanzanian public primary schools.

Zubeda (2020) conducted a study in Njombe District Town Council, Tanzania, to explore teachers' perceptions of IE implementation in public primary schools. The research adopted a qualitative multiple case study design, utilizing semi-structured interviews, focus group discussions, observations, and documentary reviews. The findings revealed that teachers generally held positive perceptions of IE and made significant efforts to support students with disabilities. However, despite these efforts, challenges such as limited resources, inadequate teacher training, and a lack of specialized support hindered the effective implementation of inclusive practices.

While Zubeda (2020) study offers essential insights into IE practices in Tanzania, it presents a methodological gap. By relying solely on qualitative methods, the study provided rich, in-depth accounts but lacked the breadth of data needed to capture broader trends across a larger teacher population. The current study in Rungwe District seeks to address this gap by employing a mixed-methods approach, combining quantitative data from questionnaires with qualitative insights from interviews, observations, and documentary reviews. This design allowed for a more comprehensive understanding of teachers' perceptions of CBC implementation for learners with VI, ensuring that both individual experiences and wider patterns are systematically examined.

2.3.2. Challenges Faced by Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS.

These studies provide valuable insights into the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS, which formed the current study in Rungwe District, Tanzania. The key studies and findings are summarized below: Ruin et al. (2023) conducted a comparative study across Australia, Germany, and the United States to examine barriers teachers face in physical education, particularly focusing on social distinctions, hierarchies, and the notion of "normality." Their findings revealed that teachers struggled to balance inclusive practices with entrenched perceptions of ability and disability, limiting equal participation for learners.

While this research provides valuable insights into inclusive challenges, it did not specifically investigate the difficulties encountered by both teachers and learners in

implementing the CBC for students with VI in inclusive primary education. This created a scientific gap, as the complexities of curriculum implementation, particularly in relation to visually impaired learners, were overlooked. Methodologically, Ruin et al. (2023) concentrated on physical education in developed countries and used a comparative lens, without adopting a mixed-methods design capable of triangulating both quantitative and qualitative perspectives. This left a methodological gap, as their approach did not capture a holistic understanding of teacher and learner challenges.

A contextual gap also exists since the study was conducted in countries with strong educational infrastructures, unlike Tanzania, where teachers and learners face persistent shortages of Braille materials, assistive devices, and adequate training opportunities. The current study in Rungwe District sought to bridge these gaps by employing a mixed-methods approach in which questionnaires, interviews, observations, and documentary reviews were used to examine the challenges that both teachers and learners face in implementing CBC for learners with VI in IPPS within a resource-constrained, rural setting.

Yasmin et al. (2020) conducted a study in India that examined barriers to IE for students with VI. Their findings revealed persistent challenges such as familial segregation, difficulties in achieving social inclusion, and the lack of essential resources, including Braille books, assistive devices, and mobility-friendly infrastructure. The study emphasized how both social and structural barriers significantly hindered the meaningful participation of visually impaired students in mainstream education, thereby preventing them from fully benefiting from the

teaching and learning process. While this research provided critical insights into the challenges faced by learners, it did not extend its scope to investigate how both teachers and learners experience the implementation of the CBC in inclusive primary settings.

From a methodological perspective, Yasmin et al. (2020) adopted a predominantly qualitative approach, which limited the range of perspectives that could have been enriched through quantitative measures. Furthermore, the study narrowly focused on social and infrastructural barriers, leaving a gap in understanding teachers' perceptions, instructional practices, and classroom-level challenges in curriculum implementation. A key contextual gap also existed, as the research was conducted in India, a country with different educational policies, more substantial resource allocation, and relatively more advanced IE frameworks compared to Tanzania, where rural schools often face acute shortages of Braille materials, assistive technologies, and specialized teacher training.

The current study in Rungwe District sought to address these gaps by employing a mixed-methods approach through combining questionnaires, interviews, observations/checklists, and documentary reviews so as to capture a comprehensive view of the challenges encountered by both teachers and learners. By situating the study in a resource-constrained, rural Tanzanian context, this research provided a more nuanced and holistic analysis of how CBC is being implemented for learners with VI in IPPS. Sikanku (2018) conducted a study in Ghana to explore the challenges teachers encounter in inclusive classrooms, particularly when educating students with VI. The findings revealed that teachers faced persistent obstacles such

as limited teaching resources, inadequate knowledge of effective pedagogical strategies for learners with VI, and a shortage of assistive devices such as Braille machines and audio learning materials. These challenges constrained teachers' ability to adapt instructional methods to meet the diverse learning needs of students with VI, ultimately reducing the effectiveness of curriculum delivery and creating barriers to equal participation in inclusive education.

Nonetheless, the study presented a methodological gap as it relied exclusively on qualitative methods, mainly interviews and observations. While these approaches provided rich descriptive accounts, they limited the ability to measure the prevalence and magnitude of challenges across a broader teacher population. The current study in Rungwe District addressed this gap by adopting a mixed-methods design that integrated questionnaires, interviews, documentary reviews, and classroom observations/checklists. This approach allowed for both in-depth exploration and quantifiable measurement of the challenges faced by teachers and learners, thereby offering a more holistic understanding of the barriers to implementing the CBC for visually impaired students in IPPS.

Kiomoka (2014) conducted a study in Tanzania to examine the challenges faced by learners with VI in learning and participating within inclusive primary schools. The research identified several barriers, such as unfavorable physical learning environments, inadequate classroom facilities, and difficulties in social interactions, which significantly limited the participation of visually impaired students. In addition, the study found challenges in collaboration and coordination among teachers, parents, and communities, which hindered adequate support for inclusive

education and restricted the opportunities for students with VI to benefit from the learning process fully.

However, the study presented a methodological gap because it focused mainly on the experiences of students using qualitative approaches, without systematically integrating teachers' perspectives or quantifying the prevalence of the challenges across a larger sample. The current study in Rungwe District addressed this limitation by employing a mixed-methods design, combining questionnaires, interviews, documentary reviews, and observations/checklists. This approach enabled a more comprehensive examination of both teachers' and learners' challenges in implementing the CBC, thereby generating multi-perspective evidence that can guide more effective inclusive education practices.

2.3.3. Measures for Addressing the Challenges Faced By Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS

These studies provide valuable insights into the measures for addressing the challenges faced by teachers in the implementation of CBC for learners with VI in IPPS, which formed the current study in Rungwe District, Tanzania. The key studies and findings are summarized below: Rad and Hanafi (2024) conducted a study in Saudi Arabia that investigated the factors supporting or inhibiting inclusive programs for students with VI in three elementary schools in Al-Ahsa. The research focused primarily on the roles of school principals in driving inclusion and found that principals played a significant role through shared leadership, fostering collaboration, and promoting continuous improvement despite systemic challenges.

These findings underscore the importance of strong leadership and institutional support in promoting IE. However, this study presented a scientific gap in that it was limited to principals' perspectives, overlooking the experiences of other key stakeholders such as teachers, students, and educational leaders at different levels. As a result, it did not provide comprehensive insights into the specific measures that directly address the challenges teachers encounter when implementing inclusive curricula for VI students.

The current study in Rungwe District seeks to fill this gap by employing a mixed-methods approach that incorporates questionnaires, interviews, observations/checklists, and documentary reviews with teachers, students, head teachers, and education officers. This more inclusive design will generate richer evidence on practical measures for addressing teacher-related challenges, including resource shortages, limited training and lack of pedagogical support during the implementation of the CBC for VI learners in IPPS.

Masela and Ronel (2024) conducted a study in South Africa that explored how teacher collaboration contributed to overcoming challenges in the inclusion of students with VI, particularly in the context of resource shortages and limited support systems. Their findings revealed that cooperation between teachers, as well as engagement with knowledgeable stakeholders, played a significant role in addressing barriers and promoting effective inclusive practices. This highlights collaboration as a key measure for improving educational outcomes for VI students. Despite these valuable insights, the study presents a scientific gap because it relied solely on classroom observations for data collection, without incorporating a larger,

more diverse sample or triangulating with other methods such as interviews, questionnaires, and document reviews. This limited the depth and generalizability of the findings.

The current study in Rungwe District seeks to address this gap by employing a mixed-methods approach, including questionnaires, interviews, observations /checklists, and documentary reviews, to capture multiple perspectives from teachers, students, and education leaders. This broader evidence base provided more comprehensive insights into measures such as teacher collaboration, professional development, resource mobilization, and systemic support that can effectively address the challenges faced by teachers in implementing the CBC for VI learners in IPPS.

The research conducted by Mnyanyi (2009) in Tanzania examined challenges in providing quality education for learners with disabilities, including those with VI, in both special and inclusive schools. The study revealed critical issues such as the shortage of teaching and learning materials, inadequate teacher training, and the lack of supportive teaching strategies, which significantly hindered effective teaching and learning for learners with disabilities.

However, this study presents a methodological gap because it relied heavily on qualitative approaches, mainly interviews and document reviews, without incorporating quantitative methods that could provide measurable data on the extent of these challenges across a broader population of teachers and schools. As a result, the findings, while insightful, were limited in their generalizability. The current

study in Rungwe District seeks to address this gap by using a mixed-methods approach, combining questionnaires, interviews, observations/checklists, and documentary reviews. This design allowed for both qualitative depth and quantitative breadth, providing a more comprehensive understanding of the challenges teachers face in implementing the CBC for learners with VI in IPPS.

2.4. The Research Gap

A review of the literature reveals that numerous studies have examined barriers to IE for learners with VI across different contexts. For example, research by Kiomoka (2014) in Tanzania, Yasmin et al. (2020) in India, and Sikanku (2018) in Ghana identified persistent challenges such as inadequate resources, unfavorable learning environments, and limited teacher preparedness. While these findings offer critical insights, most of the studies predominantly relied on qualitative approaches, such as interviews and observations, which, though valuable in capturing lived experiences, limited the scope to understand the prevalence and magnitude of the challenges across wider teacher and learner populations.

Furthermore, studies like Rad and Hanafi (2024) and Masela and Ronel (2024) narrowly focused on selected stakeholders, principals, and teachers while overlooking the perspectives of learners, parents, and education officers. This methodological gap left a fragmented understanding of the challenges encountered in CBC implementation for learners with VI. Also, the contextual gap is in nature. Much of the existing literature comes from developed countries such as the United States (Brown & Johnson, 2018), the United Kingdom (Carter & King, 2017), and Australia (Ruin et al., 2023), or relatively better-resourced African and Asian

contexts like South Africa (Dlamini & Radebe, 2020) and India (Gupta & Mehta, 2019; Yasmin, et al., 2020). These contexts are characterized by stronger infrastructures, availability of assistive technologies, and more robust policy support compared to rural Tanzania.

In contrast, Tanzanian schools, particularly in Rungwe District, face systemic challenges such as acute shortages of Braille materials, inadequate teacher training on inclusive pedagogy, a lack of assistive devices, and persistent social stigma surrounding disability. These contextual realities highlight the need for localized research that accounts for the unique socio-economic, cultural, and infrastructural constraints shaping the implementation of CBC in IPPS. Furthermore, there exists an empirical gap in the Tanzanian context. While studies such as those of Kiomoka (2014), Mnyanyi (2009), and Zubeda (2020) provide valuable insights into the experiences of learners with VI, they did not comprehensively address teachers' perceptions and classroom-level challenges in implementing the CBC within IPE.

These studies often concentrated on learners' experiences or generalized inclusive education challenges without systematically integrating the perspectives of both teachers and learners. As a result, evidence on how teachers navigate curriculum delivery, adapt pedagogical strategies, and manage classroom diversity under CBC remains limited. The current study in Rungwe District is designed to address these gaps by employing a mixed-methods approach that incorporates questionnaires, interviews, documentary reviews, and observations. This multi-perspective design aims to generate holistic, context-specific evidence that will enrich understanding of the challenges faced by both teachers and learners in implementing CBC for learners

with VI in IPPS.

2.5 Conceptual Framework Overview

The conceptual framework illustrates the relationship between key variables influencing the implementation of the CBC for students with VI in IPPS. It highlights how effective IE depends on the coordinated involvement of multiple stakeholders, including policymakers, school administrators, teachers, students, and the community. Policymakers provide guidelines and resources, administrators ensure supportive infrastructure and training, teachers adapt instructional strategies and materials, and the community offers social and motivational support. The framework emphasizes that these elements interact dynamically to create an environment conducive to learning for students with VI.

Furthermore, the framework identifies critical factors that either facilitate or hinder CBC implementation, such as teacher preparedness, availability of assistive learning materials, classroom accessibility, parental involvement, and students' individual abilities. By mapping these relationships, the framework demonstrates that positive learning outcomes result from the combined effect of well-prepared teachers, adequate resources, supportive administration, and active student engagement. Conversely, gaps in any of these areas can limit the effectiveness of CBC, regardless of policy quality. This overview provides a structured lens for examining the complex interactions that shape the education of students with visual impairments, highlighting the need for a holistic, stakeholder-driven approach.

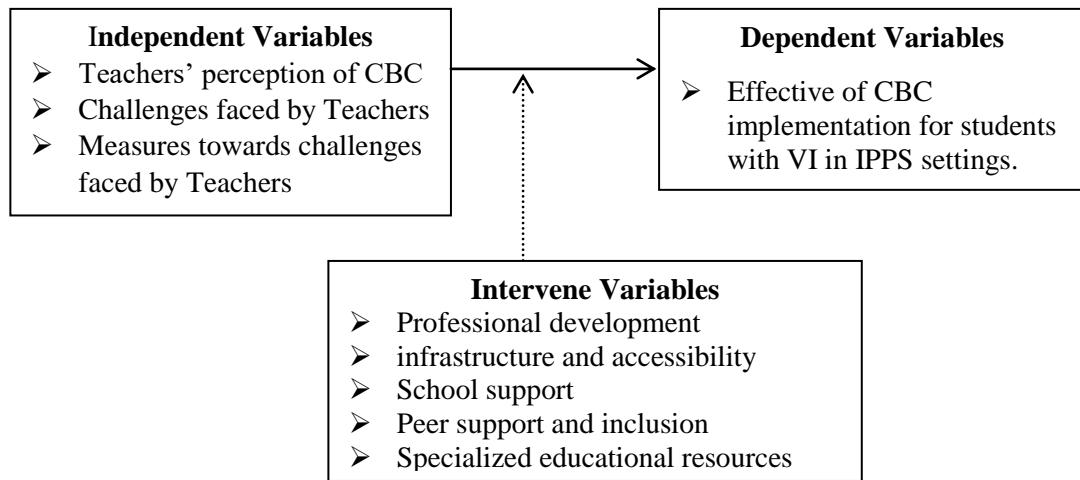


Figure 2.1: Relationship between Variables in the Implementation of CBC for Students

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter explains a research methodology that was used in collecting and analyzing data on the implementation of CBC towards students with VI in IPPS at Rungwe District. It presents a cover research paradigm, research approach, research design, area of the study, study population, sampling techniques, sample and sample size, data collection methods, validity and reliability of instruments, data analysis procedures, and ethical considerations.

3.2. Research paradigm

Creswell (2014), pragmatism is ideal for research that seeks to address practical issues by drawing from multiple methods, ensuring that the findings are grounded in real-world experiences and outcomes. The study adopted pragmatism, which is a philosophical paradigm developed by scholars like Charles Sanders Peirce, William James, and John Dewey, emphasizing the practical application of knowledge and acknowledging that truth is not absolute but emerges from lived experiences and practical consequences (Besta, 2010). The reasons for opting for this approach are that in education research, pragmatism allows blending both objective and subjective perspectives to fully capture the complexities of educational practices, particularly in inclusive settings.

Objective knowledge is the facts and data that can be measured and observed. For example, in this study, objective data might include the number of Braille textbooks available and the presence of assistive technologies. Subjective knowledge focuses

on the personal experiences, attitudes, and perceptions of individuals. This study involved perceptions of teachers and challenges teachers encounter when implementing the CBC for students with VI in IPPS.

3.2.1 Research Approach

The study on the implementation of the CBC for students with visual impairments in Rungwe District employed a mixed research approach, integrating both qualitative and quantitative methods. This approach provided a comprehensive understanding by combining numerical data with detailed insights, revealing trends as well as the deeper impacts of CBC on students with visual impairments. It enhanced the validity and reliability of the findings through cross-verification and offered a balance between localized and generalizable data, with interviews capturing in-depth, context-specific perspectives and surveys providing broader patterns.

The study adopted a mixed research approach to provide a comprehensive and nuanced understanding of the implementation of the CBC for students with visual impairments in Rungwe District. Quantitative methods offered measurable data on student performance, progress, and trends, giving generalizable insights into how the curriculum functioned across schools. Meanwhile, qualitative methods, including interviews and observations, captured the experiences, perceptions, and challenges of educators, students, and other stakeholders, providing depth that numerical data alone could not achieve. By combining these methods, the study was able to cross-verify findings, identify practical obstacles to effective implementation, and generate evidence-based recommendations for policymakers. This approach ensured that both the statistical outcomes and the contextual realities of CBC implementation were

considered, resulting in findings that are credible, robust, and directly applicable to improving inclusive education practices.

3.2.2 Research Design

The study used a convergent mixed-methods design, collecting both quantitative and qualitative data simultaneously. Quantitative data involved surveys, and qualitative data involved interviews to examine the implementation of the CBC for students with VI in IPPS in Rungwe District. After data collection, each dataset was analyzed separately, and then the findings were compared to identify areas of convergence or divergence. This approach, as recommended by Creswell and Plano Clark (2018), provided a comprehensive understanding of CBC's effectiveness and highlighted challenges and opportunities for improvement in IE. The reason for opting for this approach is that the study provided a holistic view of the experiences and outcomes of students with VI in IPE at Rungwe District.

3.3. Area of the Study

This study was conducted in Rungwe District, located in the Mbeya Region of Tanzania. The district was chosen because it hosts a boarding school for learners with VI, alongside several schools practicing inclusive education. This unique context provided a significant opportunity to examine how the CBC is implemented for VI learners in rural settings. According to the 2022 Tanzania National Census, Rungwe District covers an area of 1,232 km². It has a population of approximately 273,536 people, reflecting a diverse socio-economic and educational landscape (National Bureau of Statistics [NBS], 2022).

A study by Sayo (2021) in Rungwe secondary schools found that inadequate infrastructure and poor learning environments negatively influenced teaching and learning outcomes. These challenges may also extend to public primary schools implementing CBC for VI learners. Similarly, a study on teachers' assessment practices in Rungwe revealed a gap between teachers' perceived and actual practices of assessment for learning, showing potential challenges in curriculum implementation at the grassroots level (Kafyulilo, 2020). These findings highlighted Rungwe as a relevant setting for exploring how teachers navigate systemic barriers while striving to implement CBC for learners with VI in inclusive classrooms.

At the broader level, Mbeya Region has made significant strides in expanding access to education, including the establishment of more pre-primary, primary, and secondary schools in recent years (Soluap, 2023). However, despite these efforts, disparities persist in terms of resources, teacher training, and support services for learners with disabilities, particularly those with VI. Rungwe District, with its demonstrated commitment to inclusive practices, therefore offered a rich empirical site to investigate the extent to which CBC is being effectively implemented, the challenges encountered by both teachers and learners, and the measures that can enhance educational outcomes for learners with VI.

3.4. Targeted Population

The entire group of individuals that a researcher intends to study or draw conclusions about is referred to as the targeted population. It includes all members that meet the criteria specified for a particular research question or objective, from which a sample may be drawn (Creswell, 2014). In this study, the researcher identified the targeted

population by reviewing official records and organizational structures within the primary education system of the study area. Specifically, the researcher consulted district education office records, staffing reports, and administrative documentation to determine the total number and categories of education stakeholders involved in managing IPE.

The target population for the study on the implementation of the CBC for students with VI in IPPS in Rungwe District included 1 DPPEO, 1 DPPSEO, and 147 Head teachers, 1334 primary school Teachers, and 48,727 primary school learners from 147 public primary schools in Rungwe District. These groups are chosen due to their direct involvement or impact on CBC implementation in IPPS practices. Their insights were essential for understanding the challenges, strategies, and outcomes associated with educating VI within this framework.

3.5 Sample Size and Sampling Techniques

3.5.1 Sample Size

The sample size for this study comprised 136 respondents drawn from Rungwe District. This number was considered sufficient to obtain comprehensive and reliable data while keeping the study manageable. The sample included 1 DPPEO, 1 DPPSEO, 5 head teachers, 122 primary school teachers specializing in special education, and 7 primary school learners with visual impairments enrolled in inclusive classrooms. The inclusion of 122 teachers was justified by their direct involvement in the day-to-day implementation of the Competency-Based Curriculum (CBC) for learners with visual impairments, which positioned them as key informants regarding instructional practices, curriculum adaptation, and the

challenges encountered in inclusive settings.

The teachers were selected using a stratified random sampling technique to ensure equitable representation from different schools and teaching categories within the district. Initially, all inclusive primary schools in Rungwe District were identified and grouped into strata based on school location (urban and rural) and teacher specialization (general special education and visual impairment-specific). From each stratum, a proportional number of teachers were then randomly selected using simple random methods, such as drawing names from a list of eligible teachers. This approach minimized selection bias and ensured that the sample reflected the diversity of experiences among teachers. The selected teachers participated through structured questionnaires and follow-up interviews, providing both quantitative and qualitative data that deepened the understanding of CBC implementation for learners with visual impairments in Rungwe District.

The number 136 fits well with advice from Creswell and Creswell (2018), who say samples should be big enough to give good results but small enough to manage. Mugenda and Mugenda (2003) suggest that for groups larger than 100 people, taking 10% to 30% is enough. For qualitative studies, Guest, Bunce, and Johnson (2006) say that no new information usually appears after 12 to 20 interviews, depending on the group. So, a sample size of 136 was enough to get all the needed information, both numbers and opinions, and to analyze the results well without making the study too difficult. The sample composition is indicated in Table 3.1.

Table 3.1: Sample Composition by Sampling Technique, Data Collection Method, and Respondent Category (n = 136)

Sampling Technique	Data Collection Method	Category of Study Respondents	Sample Size
Purposive	Interview	DPPEO	01
Purposive	Interviews	DPPSEO	01
Purposive	Interviews	Head Teachers	05
Stratified	Interviews	VI learners	07
Stratified	Questionnaires	Specialized Teachers	122
Total of respondents: 136			

Source: Researcher, 2025.

3.5.2. Sampling Procedures

Sampling procedures refer to the methods or techniques researchers use to select a subset of individuals known as a sample from a larger population to represent the whole group in a study. This enables researchers to draw valid conclusions without needing to assess every member of the population (Creswell and Creswell, 2018). In this study on the implementation of a CBC for students with VI in IPPS at Rungwe District, purposive sampling and Stratified sampling were used.

3.5.2.1. Purposive Sampling

The technique employed to select the DPPEO, DPPSEO, and head teachers is purposive sampling, a non-probability sampling method in which participants are deliberately chosen based on their relevance and expertise to the research objectives (Creswell and Creswell, 2018). This approach was particularly appropriate because DPPEOs and DPPSEOs directly influence district-level IE strategies for learners with VI, while head teachers oversee daily curriculum implementation in IPPS. These roles position them as information-rich cases, whose knowledge and experience are vital for examining CBC implementation in inclusive settings.

Purposive sampling aligned methodologically with research aimed at ensuring that the sample includes individuals most capable of offering insightful, contextually relevant data. It enhances study trustworthiness by focusing on depth and relevance rather than representativeness, which is key when exploring implementation challenges in specialized or under-researched contexts (Creswell and Creswell, 2018).

3.5.2.2. Stratified Sampling Technique

Stratified sampling refers to the method where the population is divided into distinct subgroups, or strata, based on characteristics relevant to the study (Creswell and Creswell, 2018). This approach is advantageous in educational research because it enhances representation and precision, primarily when subgroups differ in size or characteristics. It also ensures that smaller but essential groups are not overlooked, thereby improving the reliability and validity of the findings (Creswell and Creswell, 2018).

In this study, stratified sampling was applied by identifying primary school teachers specialized in special education and learners with VI enrolled in inclusive schools. Their roles and experiences were central to the research objectives. From the larger population of 1,334 teachers in the District, only those with training and responsibilities in supporting VI learners formed the relevant stratum, and 122 were proportionally selected to provide balanced and manageable data, in line with Mugenda and Mugenda (2003) guidance that 10%-30% of a larger group is adequate for reliable results. For 35 learners with VI enrolled in inclusive classrooms across the district, 7 (equivalent to 20%) were selected to ensure fair representation while keeping the study practical and focused.

Furthermore, this method reduced sampling bias by giving each subgroup a fair chance of inclusion and provided opportunities for comparing results across strata. It also increased statistical precision by ensuring the experiences of teachers and learners were systematically included, leading to a more comprehensive understanding of the challenges and realities of CBC implementation in inclusive primary schools in Rungwe District.

3.6. Data Collection Methods

The study employed multiple data collection instruments, including questionnaires, interviews, observation, documentary review, and checklists. The purpose was to enhance the validity of the data, as each instrument complements the others, and using multiple methods increases the reliability of the findings. The combination of different data collection methods was effective, as Cohen et al. (2000) argued that one method strengthens and supports another.

3.6.1 Questionnaires

The questionnaires were used to collect quantitative data. It included both open- and closed-ended items. They were used to collect information from teachers regarding their involvement in the implementation of CBC for learners with VI in IPPS at Rungwe District. Prior to administering the questionnaires, meetings were held to brief participants and provide initial guidance on how to complete them. Conducting such meetings during working hours at each school ensured accessibility, reduced disruptions, and allowed teachers to ask clarifying questions. This approach aligned with best practices in educational research, as briefing sessions improve response accuracy and reduce misinterpretation of questionnaire items (Creswell & Creswell,

2018; Taherdoost, 2022).

The closed-ended items were measured using a five-point Likert scale: (1) Agree, (2) Strongly Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. This structure enabled respondents to express their views clearly and consistently, allowing for practical analysis of the quantitative data. The use of both open- and closed-ended items provided a balance between quantifiable data and detailed qualitative insights, thereby enhancing the depth and reliability of findings (Bryman, 2016; Cohen, Manion, & Morrison, 2018).

3.6.2. Interviews

The DPPEO, DPPSEO, head teachers from inclusive schools, and learners with VI attended semi structured interviews. The semi structured interview intended to collect qualitative data. Including this diverse group ensured the collection of comprehensive data from multiple perspectives, thereby strengthening the credibility and richness of the findings (Cohen, Manion, & Morrison, 2018; Creswell & Creswell, 2018). Interviews lasted between 25 and 30 minutes to gather in-depth information while also respecting participants' time, which is consistent with recommended practices for semi-structured interviews in educational research (Creswell and Creswell, 2018).

The interviews with DPPEO and DPPSEO were conducted in their offices through prior appointments, providing a formal and conducive setting for discussions on policy and district-level strategies. On the other hand, interviews with head teachers and learners were scheduled during school hours, coordinated with school leadership

to minimize disruption to learning. This practice reflects ethical considerations in educational fieldwork, ensuring both accessibility and minimal interference with participants' primary responsibilities (Bryman, 2016).

3.6.3 Observation

Flick (2018), unstructured, free-flowing observations enable researchers to focus on significant elements as they emerge in real-time. Checklists are particularly valuable for structured observation, providing a precise and reliable means to document the implementation process and track various variables in the research setting (Creswell, 2014) In this study the observation method helped the researcher to collect the qualitative data by focusing on key aspects of the classroom, including desk arrangements, seating, and walkways, and will occur during class time at selected schools, providing an authentic view of the classroom environment. The checklist helped to record the availability of learning materials, teaching materials, students, teachers, environment, and supportive materials in learning (e.g., Braille, tactile materials, and Braille books) used in learning. Physical classroom, including seating arrangements and resource availability.

3.6.4 Documentary Review

Creswell (2014), documentary review involves systematically analyzing documents to obtain relevant data that can help answer research questions. In this study, the researcher collected qualitative data by reviewed documents, including the Education Training Policies 2014, directives, circulars, curriculum guides, lesson plans, and reports related to IE and the CBC in the selected schools. A document review checklist will be used to record and organize the relevant information from

these materials.

3.7 Data Analysis Procedures

Data analysis, as described by Creswell (2014), is a systematic process of applying statistical and logical techniques to organize, condense, and evaluate data in order to transform raw information into meaningful insights that address the research questions. In this study, both quantitative and qualitative data were analyzed through complementary procedures, ensuring a comprehensive understanding of the implementation of the CBC for learners with VI in IPPS. The analysis of quantitative data followed several key steps. First, data cleaning was conducted to ensure accuracy by identifying and correcting errors, missing values, or outliers in the dataset.

Second, descriptive statistics such as means, medians, and standard deviations were used to summarize and describe the characteristics of the data, providing insight into patterns and trends. Third, inferential statistical tests, including t-tests, ANOVA, and chi-square tests, were applied to examine significant differences or relationships between groups, for example, comparing the perceptions of teachers and head teachers. Fourth, data visualization through graphs, tables, and charts was employed to highlight key trends and facilitate more transparent communication of results. Finally, interpretation was carried out to contextualize statistical findings within the research questions, thereby offering insights into the CBC implementation in IPPS.

The analysis of qualitative data also followed systematic procedures. Initially, all qualitative data from interviews, observations, and documents were prepared and transcribed for analysis. This was followed by familiarization, where the researcher

repeatedly read the transcripts to identify emerging patterns and significant points.

The next step involved coding, whereby the data were broken into smaller segments and assigned codes representing key ideas. These codes were then clustered into broader themes that reflected core aspects of the research. Interpretation of the themes allowed for deeper insights into how CBC was being implemented for students with VI. Finally, triangulation was applied by comparing data from different sources, interviews, observations, and documentary reviews to ensure consistency, reliability, and validity of the findings. Through this combined quantitative and qualitative analytical approach, the study ensured that the findings were robust, reliable, and provided a holistic understanding of the opportunities and challenges surrounding CBC implementation for learners with VI in Rungwe District.

3.8. Validity and Reliability of the Study

3.8.1. Validity of the Study

Research instruments (questionnaires, interview guides, checklists) were reviewed by experts in IE and special education to ensure they cover relevant aspects of CBC implementation. Existing, well-established instruments were used, and pilot testing ensured they measure the intended constructs. A mixed-methods approach helped triangulate data to reduce bias and control confounding variables. Findings were contextualized to Rungwe District, but were also related to similar educational contexts to improve generalizability.

3.8.2. Reliability of the Study

In this study, multiple data collection methods were employed, including questionnaires, interviews, observation, checklists, and documentary review, to

ensure the reliability of the findings. As Creswell (2014) explains, triangulation involves using different methods to enhance the validity and reliability of research results. The reliability of the instruments refers to their consistency, stability, and the ability to produce repeated results.

3.9 Ethical Consideration

First, the researcher obtained permission from the Office of Postgraduate Studies at the Open University of Tanzania. Second, formal approval and introductions to local administrative officials by the Regional Administrative Secretary (RAS) and Rungwe District Executive Director (DED) facilitated access to schools for research purposes. Confidentiality was ensured through pseudonyms, and data were used solely for research, never compromising identities. Participants were informed about the study's nature and their voluntary involvement without repercussions. The significance of the study's impact on various stakeholders, including students and policymakers, was emphasized, fostering transparency and cooperation throughout the process.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS

4.1. Introduction

This chapter presents, analyses, interprets, and discusses the study's findings, beginning with the demographic characteristics of teachers. It then addresses results aligned with the research objectives and questions. Descriptive statistics are used, with mean scores interpreted according to the following scale: (1) Agree, (2) Strongly Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree.

4.2. Demographic Characteristics of the Teachers

Although the study involved various respondents, DPPEO, DPPSEO, VI learners, and primary teachers specialized in special education, this chapter presents demographic data for primary teachers specialized in special education only, given their central role in CBC implementation in IPPS. Understanding their gender, age, qualifications, and experience was key in interpreting the CBC implementation in IPPS transformational leaders.

Table 4.1: Demographic Characteristics of Teachers (n=122)

Item	Variable	Frequency	Percentage
Gender	Male	54	44.3%
	Female	68	55.7%
Age Group	Below 25	14	11.6%
	25-34	48	39.3%
	35-44	41	33.7%
	45 and above	19	15.6%
Professional Qualification	Master Degree	-	-
	Bachelor Degree	38	31.1%
	Diploma	52	26.3%
Experience	Certificates	32	42.6%
	Less than 5 years	22	18.1%
	5-10 years	62	50.8%
	Over 10 years	38	31.1%

Source: Field Data (2025).

These characteristics are presented quantitatively in Table 4.1. The data presented above show that all primary teachers specialized in special education (100%) from all the selected schools participated in the study accordingly. The study involved five inclusive primary schools, which were the focus of this study.

4.2.1.1 Gender Information of the Respondents

The data in the study indicate a gender imbalance among primary teachers specialized in special education, with female teachers comprising a slight majority proportion of the workforce at 55.7%, compared to a minority of 44.3% male teachers. This distribution suggests that women are slightly more engaged in the teaching profession within inclusive and special education contexts in Rungwe District. The finding aligns with broader trends in education systems where teaching, especially at the primary level and within special education, is often dominated by females due to gendered perceptions of teaching as a nurturing profession (Ndenege & Uworwabayeho, 2021).

Furthermore, the higher proportion of female teachers in special education reflects patterns observed in other sub-Saharan African countries, where women are more likely to enter teaching fields that involve caregiving and support roles (Hardman et al., 2019). While this may indicate a positive trend in terms of female participation in education, it also raises concerns about gender disparities and the underrepresentation of men in special education, which may influence role modeling and diversity in inclusive classrooms (Buchmann et al., 2018). The present study, therefore, confirms findings from earlier research that special education teaching tends to be female-dominated, highlighting the need for policies that encourage

balanced gender participation in order to strengthen inclusive education practices.

4.2.1.2 Age Group of the Respondents

The age distribution of primary teachers specialized in special education in Rungwe District reveals a strong dominance of younger and middle-aged professionals. Specifically, those aged 25–34 and 35–44 make up 73% of the workforce, indicating a vibrant presence of early- and mid-career educators actively contributing to the sector. Teachers aged below 25 account for 11.6%, while only 15.6% fall within the 45 and above age group. This pattern likely reflects recent recruitment efforts, increased interest from younger professionals, and natural workforce renewal through retirements or attrition.

This finding aligns with research by Tattro, et al., (2019), which emphasizes that younger teachers often bring fresh perspectives, adaptability, and enthusiasm to the teaching profession, particularly in implementing new curricular approaches such as competence-based curricula. The dominance of early- and mid-career teachers may therefore strengthen the integration of inclusive education strategies for learners with visual impairment, given their relative exposure to updated training programs. However, the relatively small proportion of teachers aged 45 and above highlights a potential gap in retaining experienced educators whose expertise could provide mentorship to younger colleagues.

Similar patterns have been reported in Tanzanian contexts, where education sector reforms and teacher recruitment strategies have expanded opportunities for younger professionals, but also contributed to an aging-out of experienced teachers in

specialized areas such as inclusive education (Tilya & Mafumiko, 2020).

4.2.1.3 Professional Qualification of the Respondents

The data on the professional qualifications of primary teachers specialized in special education shows that the majority hold lower-level academic credentials. Specifically, 42.6% possess certificate-level qualifications, indicating that most teachers have only foundational training. Diploma holders account for 26.3%, while just 31.1% have attained a bachelor's degree. Notably, no teachers reported having a master's qualification, pointing to a complete absence of advanced academic expertise within the workforce. This distribution highlights a considerable gap in pedagogical knowledge, advanced instructional strategies, and leadership capacity necessary for strengthening inclusive education practices.

This trend aligns with findings from Forlin & Chambers (2017), which stress that low levels of professional qualification among teachers remain a critical barrier to achieving quality inclusive education in low- and middle-income countries. In Tanzania, similar concerns have been raised, with studies reporting that a large proportion of teachers in inclusive settings lack adequate training in both subject content and inclusive pedagogy, undermining their ability to support learners with VI (Mligo, 2019) effectively.

The shortage of teachers with advanced academic qualifications, such as master's degrees, also means limited capacity for research, curriculum leadership, and mentorship of younger colleagues in special and inclusive education. The predominance of certificate holders therefore suggests that, while there is a pool of

committed practitioners, there is a pressing need for professional development initiatives to upgrade teachers' qualifications. This would not only enhance their competence in implementing the CBC but also strengthen the overall quality and sustainability of IE in Rungwe District and beyond.

4.2.1.4 Working Experience of Respondents

The findings on teaching experience among primary teachers specialized in special education indicate that only 18.1% had less than 5 years of experience, showing that a small group of teachers is still entering the field. The majority, 50.8%, had between 5 and 10 years of service, representing mid-career teachers who bring a balance of practical classroom knowledge and professional maturity. A further 31.1% had over 10 years of experience, reflecting a solid group of long-serving educators with significant expertise in handling inclusive education. This distribution demonstrates that the teaching workforce in Rungwe District is predominantly composed of experienced professionals, which encourages the effective implementation of the CBC for learners with VI.

These results align with existing literature showing that teaching experience strongly influences teachers' ability to adapt strategies for learners with special needs and to cope with resource and pedagogical challenges in inclusive settings (Opoku et al., 2021; Sharma & Loreman, 2019). However, the relatively low proportion of early-career teachers highlights a potential sustainability challenge, as workforce renewal through young professionals remains limited. Similar concerns have been raised in the Tanzanian context, where studies have emphasized the need for continuous recruitment and targeted professional development to strengthen inclusive education

(Mligo, 2019). Therefore, while the predominance of mid- and long-term teachers ensures current stability, deliberate measures are needed to attract and mentor new entrants in special education to sustain and innovate CBC implementation in inclusive schools.

4.3. Teachers' Perceptions for the Implementation of CBC for Learners with VI in IPPS

The researcher assessed the Teachers' Perceptions of the Implementation of a Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Primary Education. The data regarding this specific objective were collected using questionnaires, interviews, and observation checklists. Interviews were held with 1 DPPEO, 1DPPSEO, 5head teachers, and 7 VI learners. Table 4.2 presents quantitative data collected from primary teachers specialized in special education with a Likert scale. The analysis and discussion of the findings are organized based on the teachers' perceptions of the implementation of CBC for learners with VI in IPPS.

Therefore, within the study, the researcher assessed the Teachers' Perceptions of the Implementation of CBC for Learners with VI in IPPS. The data revealed that the great majority of teachers perceived the CBC as suitable for learners with VI in inclusive classrooms. Specifically, 82.8% agreed and strongly agreed, held positive perceptions of CBC applicability for students with VI. Only an extreme minority were undecided (3.2%), while 14% disagreed and strongly disagreed. This overwhelming support demonstrates that teachers generally believe CBC promotes inclusion and offers opportunities for learners with VI to participate in the learning

process actively.

Table 4.2: Questionnaire Responses from Primary Teachers Specialized in Special Education on the Teachers' Perceptions for the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in inclusive Primary Education (N = 122)

Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)
The Competence-Based Curriculum is suitable for students with Visual Impairment in inclusive classrooms.	56 (45.9%)	45 (36.9%)	4 (3.2%)	11 (9.1%)	6 (4.9%)
The implementation of the Competence-Based Curriculum helps learners with VI to develop relevant life skills and competencies.	64 (52.4%)	48 (39.5%)	1 (0.8%)	7 (5.7%)	2 (1.6%)
Teachers are mastering the delivery of Competence-Based Curriculum lessons for students with VI in an inclusive classroom.	38 (31.1%)	49 (40.1%)	4 (3.2%)	14 (11.7%)	17 (13.9%)
The school provides adequate support for the implementation of the Competence-Based Curriculum for students with VI.	48(39.3 %)	40 (32.8%)	7 (5.7%)	3 (2.4%)	24 (19.8%)
There is collaboration between teachers when planning lessons for students with VI.	26 (21.5%)	37 (30.3%)	12 (9.8%)	34 (27.8%)	13 (10.6%)

Key; 1= Agree, 2=Strongly agree, 3=Undecided, 4=Disagree and 5=Strongly Disagree

Source: Field Data (2025).

The researcher comments that most teachers perceived the CBC as suitable for learners with VI in inclusive classrooms, showing a generally positive attitude toward its learner-centered approach. However, a smaller portion of teachers expressed uncertainty or disagreement, which points to underlying concerns about practical barriers such as limited teaching resources, lack of Braille materials, and inadequate professional training. This mix of views suggests that while teachers conceptually embrace the goals of the curriculum, their confidence in its effectiveness is shaped by the realities of resource shortages and structural challenges in inclusive schools. It implies that without adequate support and

capacity-building, the positive perceptions may remain largely theoretical rather than being fully realized in classroom practice.

These findings align with Brown and Johnson (2018) and Carter and King (2017), who highlight those teachers often, appreciate the CBC learner-centered and flexible approach in IE. In the Tanzanian context, the results suggest that despite challenges of resources and training, teachers recognize the potential of CBC to enhance learning for students with disabilities. However, the presence of nearly 14% of respondents who expressed disagreement or strong disagreement highlights ongoing concerns, likely linked to structural barriers such as limited Braille materials, inadequate assistive technologies, and insufficient professional support (Zubeda, 2020). This suggests that while teacher perceptions are primarily positive, effective implementation will require addressing resource gaps and strengthening teacher capacity in Rungwe District.

The findings concur with Behaviorism (Structured Learning) theory in that teachers believe the CBC is suitable for learners with VI when learning is structured through clear objectives, guided practice, and reinforcement. This reflects behaviorist principles where learning is shaped by repeated exposure and feedback. However, the reservations expressed by some teachers point to gaps in resources such as Braille and assistive devices, which are essential for providing the structured stimuli and reinforcement needed for visually impaired learners to master competencies in inclusive settings. Additionally, the researcher assessed teachers' perceptions of the implementation of the CBC for learners with VI, with support for CBC in helping these learners acquire relevant life skills. The field data show that the majority of

primary teachers specialized in special education perceives the CBC as effective in helping learners with visual impairment to develop relevant life skills and competencies. Specifically, 112 teachers, representing the extreme majority (92% of the sample), agreed and strongly agreed with the statement and viewed CBC positively in fostering practical skills and independence among learners with VI. Only an extreme minority of teachers, 7.3%, disagreed and strongly disagreed, while 0.8% were undecided.

The fields data indicate that primary teachers specialized in special education generally perceive the CBC as highly effective in helping learners with VI develop relevant life skills and competencies. Most teachers view the curriculum positively, recognizing its role in fostering practical skills and promoting independence among these learners. Only a small portion of teachers expressed disagreement or uncertainty, suggesting minor reservations. Overall, the findings reflect strong teacher confidence in the CBC's capacity to support skill development, while highlighting the need to address the concerns of the few who are less convinced to ensure consistent and effective implementation.

The findings from Rungwe District align with previous studies on teachers' perceptions of the CBC for learners with VI. Consistent with Brown and Johnson (2018) in the United States and Gupta and Mehta (2019) in India, the teachers in this study generally viewed CBC positively, recognizing its learner-centered approach and its ability to help visually impaired students develop practical life skills and competencies. Similarly, Carter and King (2017) in the United Kingdom highlighted that teachers valued CBC's emphasis on individualized learning, which parallels the

perceptions observed in Rungwe District. However, as noted in these prior studies, a small proportion of teachers expressed uncertainty or disagreement, reflecting challenges related to limited training, inadequate resources, and contextual barriers. This alignment underscores that while CBC is broadly perceived as beneficial, effective implementation still depends on addressing these persistent constraints in diverse educational contexts.

The findings of the study align with Social Constructivism by demonstrating that the implementation of the CBC allows learners with VI to actively construct knowledge and acquire life skills through social interactions and collaborative learning experiences. Teachers' support, guidance, and scaffolding play a crucial role in helping learners engage meaningfully with the curriculum. At the same time, interactions with peers create opportunities for shared problem-solving and practical skill development. This perspective reinforces the idea that learning is socially mediated, where knowledge and competencies are developed through participation, dialogue, and cooperative engagement within inclusive classroom settings, highlighting the practical relevance of Social Constructivist principles in facilitating IE for learners with VI.

Moreover, the researcher assessed teachers' perceptions of the implementation of the CBC for learners with VI, as well as the teachers' mastery in delivering CBC lessons. The data show that a majority of primary teachers feel confident in their ability to implement CBC in inclusive classrooms. Specifically, the great majority, 71.2% of teachers, agreed and strongly agreed, indicating overall positive perceptions of their instructional skills. However, an extreme minority of teachers

were less confident, with 25.6% disagreeing and strongly disagreeing, while 3.2% were undecided. This finding suggests that while most teachers perceive themselves as capable, a significant proportion still face challenges, emphasizing the need for targeted professional development and continuous support in inclusive education contexts.

The data indicate that most teachers feel competent in delivering the CBC to students with VI in inclusive classrooms, as reflected by the combined majority of agreement and strong agreement responses. This finding suggests that teachers recognize their ability to apply CBC principles effectively. However, the presence of a notable minority who are undecided or disagree highlights gaps in confidence or skills, signaling areas where further training, mentorship, or resource support may be necessary to ensure consistent and effective curriculum delivery for all learners with VI.

The finding largely concurs with Brown and Johnson (2018) and Gupta and Mehta (2019), who reported that teachers generally valued the learner-centered approach of the CBC and felt it had the potential to support students with VI. Like the current study, those studies highlighted that teachers appreciated the curriculum's flexibility and relevance for developing practical skills. However, the finding also contrasts with Dlamini and Radebe (2020), who emphasized that many teachers felt inadequately prepared to deliver CBC due to limited training, lack of specialized resources, and insufficient support. The current study suggests a relatively higher sense of mastery among teachers in Rungwe District. However, some still expressed uncertainty or lack of confidence, indicating that while progress has been made,

challenges in teacher preparedness and resource provision remain consistent with the international literature.

The findings from Rungwe District align closely with Tanzania's current educational policies, particularly the National Strategy for Inclusive Education and the National Policy on Disability, which emphasize the need for well-trained teachers and supportive learning environments for students with disabilities. The great majority of teachers in the study expressed confidence in implementing the CBC for learners with VI, reflecting the policy focus on enhancing teacher competencies to support inclusive education.

However, an extreme minority of teachers reported challenges in delivering CBC lessons effectively, highlighting gaps in professional development and resource availability, issues explicitly acknowledged in national policy documents as critical for successful IE. These findings underscore the importance of sustained efforts in teacher training, provision of specialized teaching materials, and supportive instructional practices to ensure that the objectives of Tanzania's inclusive education policies are fully realized in primary schools, particularly for learners with VI.

Also, the researcher's perceptions of the school in providing adequate support for the implementation of the CBC for students with VI. The field data indicate that a great majority of teachers perceive the school as providing proper support for the implementation of the CBC for students with VI. Specifically, an excellent majority 72.1% of teachers agreed and strongly agreed that sufficient support was available, suggesting that most teachers feel positively about the institutional backing for

inclusive practices. An extreme minority of teachers, 5.7%, were undecided, indicating some uncertainty about the level of support. Meanwhile, an extreme minority with 22.2% disagreed and strongly disagreed, highlighting that a notable minority of teachers still perceive gaps in school support for effectively delivering CBC to learners with VI. Overall, while the majority view the support as adequate, the data reveal that challenges remain in ensuring consistent and comprehensive backing for IE.

The data suggest that most teachers feel that schools provide adequate support for implementing the CBC for students with VI, as indicated by the high percentage of teachers who agreed or strongly agreed. However, the presence of a notable minority who disagreed or strongly disagreed reveals that support is not uniform across all schools or classrooms. This finding indicates that while institutional backing exists, there are inconsistencies in resources, guidance, or administrative assistance, which may affect the effectiveness of CBC delivery for learners with VI. The small portion of undecided responses also suggests some uncertainty or variability in teachers' experiences regarding the support provided.

The finding concurs with Brown and Johnson (2018) and Gupta and Mehta (2019), who highlighted those teachers recognize the potential of the Competence-Based Curriculum to enhance learning for students with VI but also face challenges due to inconsistent institutional support and limited resources. Similarly, Dlamini and Radebe (2020) reported that while teachers supported inclusive approaches, inadequate school support and materials hindered effective curriculum implementation. The current finding aligns with these studies by showing that

although many teachers perceive school support as adequate, there remain notable gaps and inconsistencies that limit the effectiveness of CBC delivery. However, it contrasts slightly with Zubeda (2020), who reported generally positive perceptions of institutional support in Tanzanian schools, suggesting that in Rungwe District, support may still be uneven, highlighting a contextual variation within Tanzania itself.

The finding concurs with behaviorism theory, particularly the principle of structured learning and reinforcement, as teachers perceive that adequate school support facilitates the consistent delivery of the CBC for students with VI. Behaviorism emphasizes that learning occurs through guided instruction, repetition, and reinforcement of desired behaviors or skills. In this context, the support provided by schools, including resources, guidance, and administrative assistance, acts as a form of reinforcement that enables teachers to structure lessons effectively, helping learners with VI acquire specific competencies and practical skills. Where support is inconsistent, as noted by the minority of teachers who disagreed, the structured delivery of CBC is disrupted, limiting the opportunities for learners to experience consistent reinforcement and mastery of targeted skills.

This finding aligns with behaviorist principles that stress the importance of systematic support for effective learning outcomes. To triangulate the information from the questionnaires, the researcher conducted semi-structured interviews with 1 DPPEO, 1 DPPSEO, 5 head teachers, and 7 VI learners. The information obtained helped to get insight into the teachers' perceptions of the implementation of CBC for learners with VI in IPPS. The response from head teachers highlighted mastering the

delivery of CBC for Learners with VI in IPPS. Three head teachers commented as follows;

“It is through the trainings and workshops that are organized nationally that have necessitated the teachers to adopt and master the skills in delivering CBC for Learners with Visual Impairment in Inclusive Primary Schools. It is what has enabled the suitability of CBC for Learners with Visual Impairment in Inclusive Primary Education.”

On the other hand, national training and workshops have been crucial in enabling teachers to acquire and master the skills needed to deliver the CBC for learners with VI in IPPS. These professional development opportunities equip teachers with the knowledge and techniques to adapt lessons to the specific needs of visually impaired learners, thereby making the CBC more suitable and effective. In essence, the trainings have ensured that teachers are better prepared to implement the curriculum in ways that support the learning, participation, and skill development of learners with VI.

The data suggest that national trainings and workshops have played a significant role in enhancing teachers' capacity to deliver the CBC for learners with VI. These professional development initiatives have equipped teachers with the necessary skills and knowledge, enabling them to adapt instructional strategies and resources to meet the needs of visually impaired students effectively. As a result, teachers perceive the CBC as more suitable and practical for supporting learners' skill development and overall participation in inclusive classrooms. This finding indicates that structured, ongoing training is a key factor in successful curriculum implementation for visually impaired learners.

The finding concurs with Gupta and Mehta (2019) in India and Dlamini and Radebe (2020) in South Africa, who highlighted that teacher training and professional development are critical for effective implementation of the CBC for learners with VI. Similar to these studies, the Rungwe District data indicate that structured workshops and national trainings enhance teachers' skills, confidence, and perception of CBC suitability. However, it contrasts with studies conducted in some developed countries, like Brown and Johnson (2018) in the United States, where teachers often had access to comprehensive pre-service training and abundant resources, making professional development less of a central factor in curriculum mastery. In the Tanzanian context, ongoing in-service training is crucial due to limited initial preparation and resource constraints.

Also, the data explained for the adequate school support in the implementation of CBC for Learners with VI in IPPS, including insisting on collaboration between teachers when planning lessons, ensuring the supportive infrastructures and availability of teaching and learning materials. During the face-to-face session with 1 DPPEO, 1 DPPSEO, 4 Head teachers, they recommended that;

“Using all its resources, the government is facilitating the school to provide adequate support in implementing the CBC for Learners with Visual Impairment in Inclusive Public Primary School. The school is now capable of collaboration between teachers, supportive infrastructures, and the availability of teaching and learning materials for the implementation of the CBC for Learners with Visual Impairment in Inclusive Public Primary Schools.

This statement means that the government, by mobilizing all available resources, is actively enabling schools to provide sufficient support for implementing the CBC for learners with visual impairment. As a result, the schools are now better equipped to

implement CBC effectively due to a combination of factors: collaboration among teachers, supportive infrastructure, and the availability of appropriate teaching and learning materials. Essentially, it emphasizes that institutional support, resource provision, and teamwork are collectively creating an environment where learners with VI can benefit fully from CBC in IPPS.

The result indicates that public primary schools in Rungwe District are increasingly capable of supporting the implementation of the CBC for learners with VI. The combination of government resource allocation, teacher collaboration, adequate infrastructure, and the availability of teaching and learning materials suggests that institutional support is strengthening. This environment likely enhances the effectiveness of CBC delivery, promotes better learning outcomes, and helps ensure that learners with VI can actively participate and acquire relevant skills in inclusive public primary schools.

The finding aligns with Behaviorism theory and is consistent with Tanzania's current education policy on IE, which emphasizes providing equitable learning opportunities and adequate resources for all learners, including those with VI. The policy encourages schools to create supportive learning environments through the provision of teaching and learning materials, specialized infrastructure, and trained teachers to implement inclusive curricula such as the CBC (MoEST, 2022). In this context, structured lessons, repeated practice, and guided support, core tenets of behaviorism, are reinforced by the government's efforts to facilitate teacher training, collaboration, and resource allocation. This ensures that learners with VI can systematically acquire skills and competencies in a well-supported environment,

reflecting the policy's goal of promoting effective IE through both material and instructional support.

The finding concurs with previous studies that emphasized the importance of structured support, resources, and teacher preparedness in facilitating effective learning for students with VI. For instance, Dlamini and Radebe (2020) found that adequate training and access to specialized teaching materials were crucial for successful CBC implementation in inclusive classrooms in South Africa. The study aligns with the current finding, showing that when schools provide sufficient teaching and learning materials, supportive infrastructure, and collaborative teacher efforts, learners with VI are better able to acquire relevant skills and competencies, reinforcing the effectiveness of the CBC in inclusive public primary Schools.

4.4. Challenges faced by Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS

The researcher identified the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The data regarding this specific objective were collected using questionnaires, interviews, and observation checklists. Interviews were held with 1 DPPEO, 1 DPPSEO, 5 head teachers, and 7 VI learners. Table 4.3 presents quantitative data collected from primary teachers specialized in special education with a Likert scale. The analysis and discussion of the findings are organized based on the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. Therefore, within the study, the researcher identified the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The field data indicate that

teachers hold mixed perceptions regarding the adequacy of training on delivering the CBC for learners with VI in inclusive classrooms. The majority, with 67.2% of teachers, agreed and strongly agreed that training opportunities were adequate, showing a majority positive view. However, an extreme minority with 28.7% of teachers disagreed and strongly disagreed reported that training was inadequate, highlighting that a significant minority still felt unsupported.

Table 4.3: Questionnaire Responses from Primary Teachers Specialized in Special Education on the Challenges faced by Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS (n = 122)

Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)
There is adequate training on delivering CBC for students with VI in an inclusive classroom.	38 (31.1%)	44 (36.1%)	5 (4.1%)	12 (9.9%)	23 (18.8%)
There are enough teaching and learning materials adapted for students with VI at school.	36 (29.5%)	37 (30.2%)	3 (2.5%)	18 (14.8%)	28 (23%)
The School infrastructure (e.g., classrooms, toilets, walkways) is accessible to students with VI.	46 (37.7%)	33 (27%)	1 (0.8%)	12 (9.9%)	30 (24.6%)
There is adequate support from special needs education specialists or resource personnel.	38 (31.1%)	42 (34.4%)	3 (2.5%)	15 (12.3%)	24 (19.7%)
There is awareness among other teachers and students on supporting learners with VI.	45 (36.7%)	48 (39.4%)	-	18 (14.9%)	11 (9%)

Key; 1= Agree, 2=Strongly agree, 3=Undecided, 4=Disagree and 5=Strongly Disagree.

Source: Field Data (2025).

Additionally, 4.1% of teachers remained undecided, suggesting some uncertainty or variability in experiences. These results imply that although many teachers recognized the availability of training, a considerable proportion continued to experience challenges, which may reflect inconsistencies in access, quality, or frequency of such training. The results suggest that while most teachers felt adequately trained to deliver the CBC for learners with VI, a notable proportion still

perceived gaps in training. This finding indicates that training programs have had a positive impact on building teacher capacity, but their coverage and consistency remain uneven. The undecided responses further imply that some teachers may have received partial or insufficient exposure, leaving them uncertain about their preparedness. Overall, the findings highlight progress in IE's professional development but also reveal that significant efforts are still needed to ensure all teachers are equally and effectively equipped to implement the curriculum.

The findings of this study concur with those of Sikanku (2018) in Ghana and Yasmin et al. (2020) in India, both of which emphasized inadequate teacher training as a key barrier in inclusive education for learners with VI. Sikanku (2018) reported that teachers lacked sufficient knowledge and pedagogical strategies for effectively supporting visually impaired learners, a challenge mirrored in the present study, where many teachers perceived training opportunities for delivering CBC as insufficient. Similarly, Yasmin et al. (2020) highlighted the absence of resources and specialized training as significant obstacles, which aligns with the current study's finding that inadequate professional development limits teachers' ability to implement CBC for learners with VI fully. Together, these parallels confirm that insufficient teacher preparation is a persistent challenge across diverse contexts, including the resource-constrained settings of Rungwe District.

The findings of this study concur with the recently implemented Education and Training Policy (2014, reviewed 2023) of Tanzania, which emphasizes IE, teacher professional development, and competency-based learning for all learners, including those with disabilities. The policy highlights the need for continuous in-service

training and capacity building of teachers to effectively implement the CBC, particularly in addressing the needs of learners with special educational needs, such as those with VI. The current study's finding that teachers still experience inadequate training reflects a gap between policy intentions and practice. Yet, it also affirms the policy's recognition that teacher empowerment is central to effective curriculum delivery. By revealing that many teachers feel underprepared to deliver CBC to learners with VI, the study validates the policy's emphasis on scaling up teacher training and resource provision, showing that full implementation of the reviewed policy is essential to bridge the gap between IE goals and classroom realities in Tanzania.

Also, the researcher identified the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS on the adapted teaching and learning materials. The field data indicate that a slight majority of teachers perceive a presence of adapted teaching and learning materials for students with VI. Specifically, the majority, 59.7% agreed and strongly agreed that such materials are available, while 2.5% were undecided. On the other hand, the minority with 37.8% disagreed and strongly disagreed, suggesting that the materials are insufficiently provided. Overall, the data highlight that a minority of teachers experience a shortage of adapted resources, posing a significant challenge to implementing the CBC for learners with VI.

The study suggests that while a slight majority of teachers perceive that adapted teaching and learning materials for learners with VI are available, a substantial minority still considers these resources inadequate. This finding indicates that,

although some schools may have made efforts to provide the necessary materials, the distribution or accessibility of these resources is inconsistent across the district. The presence of a small proportion of undecided responses further reflects variability in teachers' experiences or awareness of the available materials. Overall, the findings reveal that the availability of adapted resources is not uniform, which could hinder the effective implementation of the CBC for learners with VI in IPPS.

The findings of this study concur with Yasmin et al. (2020) and Sikanku (2018), who also highlighted persistent challenges related to the availability and adequacy of teaching and learning materials for learners with VI. Yasmin et al. (2020) found that the lack of essential resources such as Braille books and assistive devices significantly hindered meaningful participation in mainstream education, while Sikanku (2018) reported that limited access to Braille machines and audio learning materials constrained teachers' ability to adapt instruction for learners with VI. Similarly, in the current study, although a slight majority of teachers reported that adapted materials were available, a considerable minority indicated insufficient provision, demonstrating that resource shortages remain a significant barrier. This alignment suggests that despite policy and curricular efforts, resource-related challenges continue to impede effective implementation of the CBC for learners with VI, particularly in resource-constrained contexts like Rungwe District.

The findings of the study align with social constructivism theory, which emphasizes learning through social interaction and collaboration. Although some adapted materials for learners with VI were reported as available, insufficient provision for a notable minority limits learners' opportunities to engage, interact, and co-construct

knowledge. This finding highlights that adequate resources and supportive environments are essential for effective implementation of the CBC and meaningful learning in inclusive classrooms.

Furthermore, the researcher identified the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS regarding the accessibility of the school infrastructures. The field data indicate that the majority of teachers, 64.7% agreed and strongly agreed, reported that school infrastructure, such as classrooms, toilets, and walkways, is accessible to learners with VI. A tiny proportion 0.8%, were undecided on the issue. However, a considerable minority of teachers, 34.5% disagreed and strongly disagreed, perceived the infrastructure as not accessible.

The study indicates that most teachers perceive school infrastructure, such as classrooms, toilets, and walkways, to be accessible to learners with VI. However, a significant proportion still views it as inadequate. This suggests that while some progress has been made in creating inclusive environments, accessibility is not consistent across schools, leaving many learners with VI facing challenges in mobility and participation. The variation in responses reflects differences in infrastructural development within the district, highlighting the need for more uniform efforts to ensure all schools provide safe and supportive physical environments that facilitate the effective implementation of the CBC.

The findings align with the newly implemented CBC in Tanzania, which emphasizes IE, learner-centered approaches, and the removal of barriers to participation for all

learners, including those with VI. While a majority of teachers acknowledged that school infrastructure is accessible, the notable proportion who reported inadequacies shows that the physical learning environment still poses challenges to achieving the CBC's goal of equity and full participation. Since the CBC requires active engagement, collaboration, and mobility within learning spaces, inaccessible infrastructure directly undermines its effective implementation. Therefore, the study underscores the importance of improving school facilities to meet the inclusivity standards outlined in the new curriculum, ensuring that learners with VI can fully engage in the competence-based learning process.

The findings of this study concur with Kiomoka (2014), who reported that inadequate and inaccessible physical infrastructure in Tanzanian inclusive schools limited the participation and mobility of learners with VI, thereby restricting their full engagement in the learning process. Similarly, Yasmin et al. (2020) in India also highlighted infrastructural barriers such as the lack of mobility-friendly environments as a significant obstacle to inclusion. Despite this, the presence of a substantial minority of teachers reporting inaccessibility shows that infrastructural challenges remain unevenly addressed, indicating that while there is partial alignment with earlier studies, disparities still exist in practice.

Furthermore, the researcher identified the challenges faced by teachers and learners in the implementation of a competence-based curriculum for learners with VI in IPE and the presence of awareness among teachers and students in supporting learners with VI. The field data indicate that the great majority of teachers acknowledged the presence of awareness among other teachers and students in supporting learners with

VI. Specifically, the majority of 76.1% of respondents agreed and strongly agreed that there is such awareness, suggesting that inclusive practices and supportive attitudes are increasingly being embraced within schools.

On the other hand, 23.9% of teachers disagreed and strongly disagreed, pointing to the fact that a considerable extreme minority still perceives a lack of adequate awareness, which may hinder effective support for learners with VI. Notably, none of the respondents were undecided, indicating that teachers held clear perceptions on this issue. Overall, the findings show progress in fostering awareness, though inconsistencies remain across schools, which could impact the successful implementation of the CBC for learners with VI.

The results suggest that most teachers recognize growing awareness among both their colleagues and students about the importance of supporting learners with VI, reflecting a positive shift toward inclusive practices in schools. This level of understanding is encouraging because it creates a more supportive learning environment, which is essential for the effective implementation of the CBC. However, the presence of an extreme minority who reported low awareness highlights ongoing gaps in sensitization and inclusion efforts. These gaps suggest that while progress has been made, additional training, advocacy, and school-wide programs are still needed to ensure that all teachers and students are fully equipped to provide consistent support for learners with VI.

The finding aligns well with social constructivism theory, which emphasizes that learning is a socially mediated process shaped by interaction, collaboration, and

shared understanding. In this case, the growing awareness among teachers and students about supporting learners with VI reflects the creation of a supportive social environment where knowledge, skills, and attitudes are co-constructed.

When peers and teachers actively recognize and respond to the needs of visually impaired learners, they provide social scaffolding that enables these learners to participate meaningfully in the learning process. However, the extreme minority who reported limited awareness indicates that not all social interactions are yet inclusive, which could limit opportunities for collaborative learning. Thus, the result shows partial realization of social constructivist principles, highlighting the need for broader sensitization so that inclusive support becomes a collective norm in line with the theory.

The findings of this study concur with those of Yasmin et al. (2020), who highlighted that social and attitudinal barriers, including a lack of peer and teacher awareness, often exclude learners with VI from meaningful participation in mainstream education. Similarly, Kiomoka (2014) found that in Tanzanian inclusive schools, limited collaboration and inadequate awareness among teachers and peers hindered learners with VI from fully benefiting from the learning process.

The current study aligns with these findings by showing that while many teachers and learners in Rungwe District are increasingly aware of the need to support visually impaired learners, a significant extreme minority still lack sufficient awareness. This partial alignment indicates that although progress has been made in raising awareness, consistent with earlier studies, gaps remain that continue to

challenge the effective implementation of CBC in inclusive settings. In order to triangulate the information from the questionnaires, the researcher conducted semi-structured interviews with 1 DPPEO, 1 DPPSEO, 5 head teachers, and 7 VI learners. Also, the researcher employed the observation checklist to have access to the school classes and compounds.

The information obtained helped to get insight into the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The response from visually impaired learners and head teachers highlighted the challenges faced by teachers and learners in the availability of teaching and learning materials. Four VI learners and three head teachers commented as follows;

In the class, sometimes it gets hard for visually impaired learners to cope with other learners due to the scarcity of well-organized teaching and learning materials. many teaching and learning materials that exist at school are not keeping up with the current changes in science and technology.”

The data from the semi-structured interviews indicate that both head teachers and visually impaired learners perceive a significant challenge in the availability and adequacy of teaching and learning materials. The learners' responses suggest that the scarcity of updated and well-organized materials hinders their ability to keep pace with other students in the classroom. Similarly, the head teachers emphasized that existing resources are often outdated and not aligned with recent developments in science and technology, making it challenging to implement the CBC effectively. Overall, these qualitative insights complement the questionnaire findings, confirming that insufficient and outdated instructional resources remain a critical barrier to inclusive education for learners with VI.

The results indicate that the shortage and inadequacy of teaching and learning materials significantly impede the effective implementation of the CBC for learners with VI. Learners struggle to keep up with their peers due to limited access to updated and well-organized resources, while teachers face difficulties in delivering lessons that meet current educational standards. This situation highlights a persistent gap in instructional support, suggesting that resource limitations constrain both students' learning experiences and teachers' instructional effectiveness. Overall, the findings underscore the critical need for improving the availability, quality, and relevance of educational materials in inclusive classrooms.

The finding concurs with the study of Yasmin et al. (2020) and Sikanku (2018), which also highlighted that limited access to teaching and learning materials, such as Braille books, assistive devices, and audio resources, significantly hampers the participation and learning of students with VI. Similar to the current study, these earlier studies emphasized that resource shortages not only affect learners' ability to engage with the curriculum but also constrain teachers' capacity to adapt lessons effectively. The alignment suggests that despite contextual differences, resource inadequacy remains a persistent barrier in inclusive education settings, particularly in resource-constrained environments.

However, the current study provides a more localized perspective in Rungwe District, Tanzania, offering specific insights into how the lack of updated and organized materials affects both learners and teachers in implementing the CBC. The study's findings reflect both the intentions and the challenges of Tanzania's current education policies, particularly the Tanzania Education and Training Policy (2023)

and the National Strategy for Inclusive Education, which emphasize equitable access to quality education for all learners, including those with VI.

While the policies advocate for the provision of adapted teaching and learning materials, the study reveals that many schools still face shortages and inconsistencies in resources such as Braille books and assistive devices, limiting the effective implementation of the CBC. This gap between policy and practice highlights the need for increased resource allocation, infrastructure improvement, and systematic support to ensure that learners with VI can fully participate and benefit from IE. Overall, the findings underscore that, despite progressive policy frameworks, practical challenges remain in translating IE goals into classroom realities.

The study findings align with the observation checklist, which showed that while some adapted teaching materials were available, their quality and quantity were often average or below average. Classroom arrangements, the ratio of students with VI to specialized teachers, and the availability of specialized tools were also observed as inadequate. This finding confirms the questionnaire data, highlighting that inconsistencies in resources, classroom setup, and staffing remain significant barriers to effectively implementing the CBC for learners with VI. Also, the response from DPPEO and DPPSEO, visually impaired learners, and head teachers highlighted the challenges faced by teachers and learners in accessing the school infrastructure. DPPEO, Four VI learners, and two head teachers commented as follows;

“Some school infrastructure hinders learners with visual impairment from excelling in acquiring knowledge. The presence of poor infrastructure creates unfriendly conditions for learners with visual

impairments, hence leading to being unconfident.”

The field data indicate that school infrastructure poses a significant challenge for learners with VI. According to responses from the DPPEO, four visually impaired learners and two head teachers, inadequate or poorly designed facilities, such as classrooms, walkways, and toilets, create an unfriendly learning environment. These conditions hinder learners' ability to participate fully and confidently in classroom activities, limiting their academic performance and overall engagement. The findings highlight that without accessible and supportive infrastructure; the implementation of the CBC for learners with VI is constrained, affecting both learning outcomes and learner confidence.

The data suggest that inadequate school infrastructure significantly affects learners with visual impairment, creating barriers that limit their full participation and confidence in learning activities. Poorly designed classrooms, walkways, and other facilities make the learning environment less inclusive, which in turn hinders the effective implementation of the CBC. This finding indicates that even when curricula and teaching strategies are well-planned, structural challenges within schools can negatively impact learners' academic performance and overall engagement.

The findings from the field data regarding challenges in school infrastructure align closely with the observations captured through the checklist. The observation checklist assessed the availability and suitability of teaching and learning materials, classroom arrangements, the number of students with visual impairment, the availability of specialized teachers, and assistive devices for learners with visual

impairment. The field responses indicated that poor infrastructure, including inadequately arranged classrooms, insufficient specialized tools, and limited accessibility, creates unfriendly learning conditions that hinder learners with VI from participating fully and confidently. These qualitative insights confirm the checklist observations, highlighting that both structural and resource limitations negatively impact the effective implementation of the CBC for learners with VI in IPPS.

The finding concurs with the research of Sikanku (2018) and Kiomoka (2014), which also reported that inadequate school infrastructure, poorly arranged classrooms, and limited specialized resources significantly hindered learners with VI from fully participating in IE. Both studies emphasized that such infrastructural challenges reduce learners' confidence, limit engagement, and constrain teachers' ability to deliver effective instruction. Similarly, the current study in Rungwe District reveals that inadequate physical arrangements and insufficient assistive tools continue to create barriers, confirming that infrastructure remains a persistent challenge in implementing the CBC for learners with VI. This alignment underscores that, despite policy reforms and curriculum updates, structural limitations still impede the practical realization of IE goals.

4.5. Measures for Addressing the Challenges Faced By Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS

The researcher explored the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The data regarding this specific objective were collected using questionnaires and interviews. Interviews were held with 1 DPPEO, 1 DPPSEO, 5 head teachers, and 7

VI learners. Table 4.4 presents quantitative data collected from primary teachers specialized in special education with a Likert scale. The analysis and discussion of the findings are organized based on the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS.

Table 4.4: Questionnaire Responses from Primary Teachers Specialized in Special Education on the Measures for Addressing the Challenges Faced By Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS (n = 122)

Statement	1 (n, %)	2 (n, %)	3 (n, %)	4 (n, %)	5 (n, %)
More training is needed for teachers on delivering CBC for learners with VI.	62 (50.8%)	54 (44.4%)	-	2 (1.6%)	4 (3.2%)
There should be provision of adequate teaching and learning materials for learners with VI.	56 (45.9%)	60 (49.2%)	-	1 (0.8%)	5 (4.1%)
More special education teachers or assistants should be deployed in inclusive classrooms.	48 (39.3%)	61 (50%)	4 (3.2%)	6 (5%)	3 (2.5%)
School infrastructure should be improved to be accessible to learners with VI.	52 (42.6%)	48 (39.3%)	2 (1.6%)	12 (9.8%)	8 (6.7%)
Peer support systems (e.g., buddy systems) can help learners with VI participate more effectively.	38 (31%)	66 (54.1%)	3 (2.5%)	8 (6.7%)	7 (5.7%)
Regular monitoring and evaluation can help improve CBC implementation for learners with VI.	50 (40.9%)	57 (46.7%)	-	6 (5%)	9 (7.4%)

Key; 1= Agree, 2=Strongly agree, 3=Undecided, 4=Disagree and 5=Strongly Disagree.

Source: Field Data (2025).

Therefore, within the study, the researcher explored the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The field data reveal that an extreme majority of teachers emphasized the need for more training on delivering the CBC for learners with VI. Specifically, the extreme majority (95.2%) agreed and strongly agreed, showing recognition of training as a critical requirement. Only 4.8% disagreed and strongly disagreed, while none were undecided, highlighting a clear consensus. This indicates that teachers widely perceive existing training as inadequate, and they strongly

believe that additional professional development is essential for the effective implementation of the CBC in inclusive classrooms.

The results indicate that teachers overwhelmingly acknowledge the importance of additional training as a key measure to implement the CBC for learners with VI effectively. The near-unanimous agreement reflects a strong recognition that current professional development opportunities are insufficient to equip teachers with the specialized skills and strategies required in inclusive settings. This consensus underscores the need for continuous capacity-building programs, workshops, and refresher courses tailored to special education needs. The minimal disagreement shows that very few teachers feel adequately prepared, highlighting that without more training, the successful delivery of CBC for learners with VI may remain a challenge.

The findings of this study concur strongly with previous research, particularly that of Sikanku (2018) in Ghana and Yasmin, et al., (2020) in India, which both emphasized the lack of adequate teacher training as a significant barrier to effective inclusive education for learners with VI. Sikanku (2018) revealed that many teachers had limited pedagogical knowledge and skills to adapt lessons for learners with VI, reducing their ability to deliver the curriculum effectively. Similarly, Yasmin et al. (2020) highlighted that without targeted professional development, teachers struggled to overcome social and structural barriers in mainstream classrooms. In line with these findings, the current study also shows that teachers in Rungwe District perceive more training as essential for equipping them with relevant competencies to implement the CBC. This alignment suggests that inadequate

teacher training is a recurring challenge across different contexts, particularly in resource-constrained settings, and points to the urgent need for structured, ongoing professional development to ensure effective, inclusive practices.

The findings of this study align with Behaviourism theory, which emphasizes structured learning, reinforcement, and the role of the environment in shaping teaching and learning outcomes. The teachers' call for more training reflects the behaviourist idea that effective practice and repetition, supported by structured instruction, are necessary for mastering skills. In this case, additional training acts as a form of reinforcement, equipping teachers with strategies and techniques that they can repeatedly apply in classrooms until they become proficient in delivering the CBC for learners with VI. Just as behaviourism underscores the importance of guided practice and feedback in shaping behaviour, the findings highlight that continuous, well-organized training programs provide the necessary reinforcement for teachers to effectively adapt their instruction and create supportive learning environments for visually impaired learners.

Again, the researcher explored the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with visual impairment in inclusive primary education and the need to improve school infrastructure. The field data show that a great majority of teachers emphasized the need to improve school infrastructure to make it more accessible for learners with visual impairment. Specifically, the great majority, with 81.9% agreed and strongly agreed, indicating that improving infrastructure is considered a critical measure in supporting inclusive education. The extreme minorities, with 1.6%, were undecided,

while the extreme minority, with 16.5%, disagreed and strongly disagreed, suggesting that some teachers feel the current infrastructure is already adequate. Overall, the findings highlight that the majority of teachers view infrastructural improvement as essential to enhancing the effective implementation of the CBC for learners with VI.

The results suggest that most teachers believe inadequate infrastructure remains a key barrier to the successful implementation of the CBC for learners with VI. Their strong agreement on the need for improvement reflects widespread recognition that accessible classrooms, walkways, and facilities are crucial for fostering equal participation and reducing exclusion. The small proportion of teachers who disagreed may indicate that some schools already have relatively better infrastructure, but this does not reflect the general situation across the district. Overall, the findings emphasize that infrastructural enhancement is seen as a vital step toward creating a more inclusive and supportive learning environment.

The findings of this study align closely with previous research that has highlighted the role of infrastructure as a critical factor in promoting or hindering inclusive education for learners with VI. For example, Kiomoka (2014) in Tanzania found that unfavourable physical learning environments, including poorly designed classrooms and inadequate facilities, significantly limited the participation of visually impaired learners in inclusive schools. Similarly, Yasmin et al. (2020) reported that the lack of mobility-friendly infrastructure in India posed serious challenges to the effective inclusion of visually impaired learners, restricting their ability to move freely and participate fully in the learning process. The current study in Rungwe District

reinforces these findings by showing that teachers overwhelmingly recognize the importance of improving school infrastructure to support learners with VI, confirming that infrastructural barriers remain a consistent challenge across different contexts.

The study's findings emphasize the need to improve school infrastructure to support learners with VI, which directly relates to the goals of the currently implemented CBC in Tanzania. The CBC emphasizes learner-centered pedagogy, active participation, and inclusivity, where all learners, regardless of disability, are expected to engage fully in practical, collaborative, and competency-oriented learning activities. However, when school infrastructure is inaccessible, visually impaired learners are excluded from participating effectively in these learner-centered tasks, undermining the very principles of CBC. Therefore, the finding highlights a gap between the policy intentions of CBC and the realities on the ground, suggesting that without improving school infrastructure, the implementation of CBC for learners with VI will remain limited and inequitable.

Also, the researcher explored the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS in terms of monitoring and evaluation. The field data indicate that the great majority of primary teachers specialized in special education perceive regular monitoring and evaluation as a critical measure to improve the implementation of the CBC for students with VI. Specifically, the great majority, with 87.6% of teachers, agreed and strongly agreed with the statement, showing that a combined majority of respondents' views on monitoring and evaluation were positive. An extreme

minority with 12.4% disagreed and strongly disagreed, suggesting that a few teachers are either sceptical about its effectiveness or have experienced challenges with current monitoring practices. No teachers were undecided, indicating a clear consensus among respondents regarding the importance of consistent oversight in ensuring the successful delivery of CBC for learners with VI.

The results indicate that primary teachers strongly recognize the importance of regular monitoring and evaluation in enhancing the implementation of the CBC for learners with VI. The overwhelming agreement among teachers suggests that they view consistent oversight as essential for identifying gaps, improving teaching practices, and ensuring that learners' needs are adequately addressed. The small proportion of disagreement highlights that while most teachers support monitoring, some may have encountered limitations in its current execution, such as insufficient follow-up or inconsistent application. Overall, the findings suggest that effective monitoring and evaluation are perceived as key mechanisms for improving the quality and effectiveness of CBC implementation in inclusive classrooms.

The finding aligns with social constructivism theory, as the theory emphasizes learning as a social process, where knowledge is co-constructed through interaction, collaboration, and guided participation. In this context, regular monitoring and evaluation provide structured opportunities for teachers to reflect on their instructional practices, receive feedback, and collaboratively adjust teaching strategies to meet the needs of learners with VI. Such oversight facilitates a supportive learning environment where teachers and students actively engage with the curriculum, share experiences, and build understanding collectively, which is

consistent with Vygotsky's notion that social interaction and scaffolding are central to effective learning.

The study findings concur with previous research, particularly with the work of Yasmin et al. (2020) and Sikanku (2018), which emphasized that regular oversight, feedback, and collaborative support are crucial in enhancing IE for learners with VI. Yasmin et al. (2020) noted that monitoring and structured support help teachers adapt instructional methods to meet students' needs. Sikanku highlighted that continuous guidance and evaluation enable teachers to overcome challenges related to resource limitations and instructional strategies. Similarly, the current study shows that teachers perceive regular monitoring and evaluation as key measures for improving the implementation of the CBC, reinforcing the notion from earlier studies that structured support and collaboration are essential for effective IE.

Furthermore, the researcher explored the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS on the peer support systems. The data indicate that a substantial majority of primary teachers specialized in special education perceive peer support systems as beneficial for learners with VI. The great majority, with 85.1% of teachers, agreed and strongly agreed that buddy systems or similar peer support mechanisms can enhance participation and learning outcomes for these students. A very small portion of respondents, 2.5%, were undecided, reflecting some uncertainty or variability in teachers' experiences. Meanwhile, the extreme minority with 12.4% disagreed and strongly disagreed, indicating that only an extreme minority of teachers were skeptical about the effectiveness of peer support. Overall, the data suggest that peer

support systems are widely recognized among teachers as a valuable strategy to promote inclusive learning for learners with VI.

The interpretation of the data is that most teachers believe peer support systems, including buddy programs, play a crucial role in helping learners with VI participate more effectively in the classroom. This finding suggests that collaborative learning and social interaction are seen as important strategies for fostering inclusion and supporting the academic and social development of visually impaired students. The extreme minority of teachers who were undecided or disagreed highlights that while the approach is generally valued; its effectiveness may vary depending on classroom dynamics, teacher involvement, or the implementation quality of the peer support system. Overall, the findings indicate that structured peer support is a key enabler for inclusive IE.

This finding aligns with the newly implemented CBC, which the researcher reviewed during the documentary analysis. The CBC emphasizes IE, collaborative learning, and active participation of all learners, including those with special needs such as VI. The positive perception of peer support systems among teachers reflects the curriculum's focus on social interaction, cooperative learning, and learner-centered approaches, which are intended to enhance engagement, practical skill development, and equitable access to education. Therefore, the emphasis on buddy systems and peer collaboration directly supports the principles of the CBC, demonstrating consistency between teachers' perceptions and the policy objectives of the new curriculum.

The findings concur with previous studies that highlight the importance of social support and collaborative learning in inclusive education. For instance, Yasmin et al. (2020) emphasized that peer interactions and structured buddy systems significantly enhance participation and learning outcomes for students with VI. Similarly, Sikanku (2018) reported that learners with disabilities benefited from peer-assisted learning, which fostered inclusion and improved access to educational content. In line with these studies, the current research shows that teachers perceive peer support systems as effective measures for facilitating participation and engagement of learners with VI, confirming that social collaboration is a critical factor in the successful implementation of inclusive teaching practices.

For the researcher to triangulate the information from the questionnaires, semi-structured interviews were conducted with 1 DPPEO, 1 DPPSEO, 5 head teachers, and 7 VI learners. The information obtained helped to get insight into the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. The response from visually impaired learners and head teachers highlighted that improving the infrastructure; supply of enough teaching and learning materials, and enabling professional development should be the starting point for the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS. DPPEO, DPPSEO, and three head teachers commented as follows;

“For the betterment of the inclusive class and good acquisition of knowledge and skills among the visually impaired learners, there should be a priority given to the improvement of the infrastructure, supply of enough teaching and learning materials, and enabling professional development.”

The field data indicate that key stakeholders, including DPPEO, DPPSEO, head teachers, and learners with VI, perceive the improvement of school infrastructure, provision of adequate teaching and learning materials, and professional development for teachers as foundational measures to address the challenges in implementing the CBC. Their responses suggest that the current limitations in physical facilities, instructional resources, and teacher capacity hinder effective learning for visually impaired students. By prioritizing these areas, schools can create a more conducive learning environment, enhance access to educational content, and strengthen teachers' ability to deliver the curriculum effectively. Overall, the data reflect a consensus among stakeholders that targeted interventions in infrastructure, resources, and professional development are essential for improving IE outcomes.

The findings of this study concur with Yasmin et al. (2020), who highlighted that the lack of essential materials and supportive infrastructure hindered meaningful participation of learners with VI in mainstream classrooms. Similarly, Sikanku (2018) reported that limited access to assistive devices and inadequate pedagogical knowledge constrained teachers' ability to implement inclusive practices effectively. In alignment with these studies, the current research in Rungwe District shows that stakeholders view improvements in infrastructure, sufficient teaching and learning materials, and professional development as critical measures to address the challenges faced by teachers and learners in implementing the CBC. This data suggests a consistent pattern across contexts where resource provision and teacher support remain key determinants of successful IPE for learners with VI.

Also, the semi-structured interviews held with VI learners and head teachers yielded that improving the buddy system, and monitoring and evaluation would be the measures towards addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS; three VI learners and two head teachers commented as follows;

“The buddy system, whereby the learners are introduced to stay close to their fellows, is the best for the visually impaired learners to access the learning environment. and the regular monitoring and evaluation from the school, district, and regional leadership should be a routine to improve the implementation of CBC for vi in the inclusive primary education.”

The field data from the semi-structured interviews with visually impaired learners and head teachers revealed that strengthening peer support systems (buddy systems) and ensuring regular monitoring and evaluation are key measures to address challenges in implementing the CBC for learners with VI in IPPS. The respondents emphasized that the buddy system helps visually impaired learners adapt more easily to the learning environment by providing immediate peer assistance, guidance, and inclusion in classroom activities.

Additionally, they pointed out that consistent monitoring and evaluation from school, district, and regional leadership are crucial in identifying gaps, ensuring accountability, and providing timely support for both teachers and learners. This indicates that both interpersonal support mechanisms and structured institutional oversight are essential for improving the effective implementation of CBC for learners with VI. The results indicate that both learners with VI and head teachers recognize the importance of supportive systems and structured oversight in enhancing the implementation of the CBC. The emphasis on the buddy system

shows that peer-to-peer support plays a vital role in fostering inclusion, confidence, and active participation of visually impaired learners in the classroom. At the same time, the call for regular monitoring and evaluation reflects the need for consistent institutional follow-up to ensure that policies and practices are effectively applied. Together, these findings highlight that the successful implementation of CBC for learners with VI requires a combination of social support within the classroom and systematic oversight from education authorities.

The finding aligns well with social constructivism theory, which emphasizes that learning is a social process where knowledge is constructed through interaction and collaboration with others. The buddy system directly reflects this principle, as visually impaired learners benefit from peer support, shared experiences, and cooperative engagement, enabling them to access the learning environment more effectively. Similarly, regular monitoring and evaluation create structured opportunities for dialogue, feedback, and collaborative problem-solving among teachers, school leaders, and learners. These practices foster a supportive learning community where learners with VI are not isolated but actively involved in constructing knowledge through social interaction, consistent with the core ideas of social constructivism.

The findings of this study relate to Yasmin et al. (2020), who stressed the importance of social inclusion for learners with VI, noting that peer support and social acceptance are crucial in overcoming barriers to participation in IE. This aligns with the current study's finding that buddy systems help learners with VI adapt and engage more effectively in the learning process. Similarly, Sikanku (2018)

highlighted the role of institutional support and capacity building for teachers in addressing the challenges of inclusive classrooms, which resonates with the present finding that regular monitoring and evaluation by school and district leadership is necessary to strengthen CBC implementation. Together, these studies confirm that both peer-based strategies and systematic institutional support are vital measures for improving the educational experiences of learners with VI.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter five provides an overview of the summary, conclusions, and recommendations related to the objectives of this study, which is intended to investigate the implementation of CBC for learners with VI in IPPS in Rungwe District. This chapter is divided into four subsections. The first subsection provided an overview of the study, focusing on the purpose, objectives, literature review, and methodology used to collect and analyze the data. The second subsection presents a summary of the significant findings and implications of the study, while the third subsection presents the conclusion of the study. The fourth subsection presents recommendations based on the study findings.

5.2. Summary of the Study

The study investigated the implementation of CBC for learners with VI in IPPS in Rungwe District. The study was guided by three specific research objectives, which were:

- i. To assess teachers' perceptions of the implementation of CBC for learners with VI in IPPS.
- ii. To identify the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS.
- iii. To explore the measures for addressing the challenges faced by teachers and learners in the implementation of CBC for learners with VI in IPPS.

The study was guided by behaviorist theory, focusing on observable behaviors, emphasizing repetition, reinforcement, and structured instruction to shape learning. The theory emerged through the experiments and findings of researchers like Ivan Pavlov, Edward Thorndike, and B.F. Skinner during the late 18th and early 19th centuries. The theory is helpful in this study in the sense that CBC focuses on measurable competencies that align well with behaviorist strategies. Also, Social Constructivism, grounded in Vygotsky's 1978, guided the study. The theory emphasizes learning as a social process, where knowledge is co-constructed through interaction. Such that learners construct their own understanding through interaction and experience. The theory was helpful in this study since it emphasizes peer collaboration and group work.

By combining these two theories, behaviorism and social constructivism, a balanced CBC approach can be developed. Behaviorism ensures skill acquisition and mastery through structured, individualized instruction. Social Constructivism supports meaning-making, social interaction, and inclusive participation in the learning process. Together, these theories create an inclusive, competency-driven environment where VI students can thrive academically and socially.

The study reviewed both international and local literature to build a comprehensive understanding of three key aspects: teachers' perceptions of implementing the CBC for learners with VI in IPPS, the challenges faced by teachers and learners in this process, and the measures proposed to address these challenges. This study employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies within a convergent research design. This design enabled the

researcher to collect quantitative and qualitative data simultaneously, thereby mitigating the limitations of each approach while leveraging their respective strengths. This methodological combination enhanced the credibility and depth of the findings. The study involved a total of 136 respondents from the selected 5 schools. These included 122 teachers, 1 DPPEO, 1 DPPSEO, 5 Head Teachers, and 7 VI learners.

The qualitative data were collected through semi-structured interviews, an observation checklist that intended to record availability of learning materials, teaching materials, students, teachers, environment, and supportive materials in learning, and a documentary review that reviewed documents including the Education Training Policies 2014, directives, circulars, curriculum guides, lesson plans, and reports related to IE and the CBC in the selected schools. These data were analyzed using thematic analysis. Meanwhile, the quantitative data were gathered through questionnaires administered to teachers and analyzed using descriptive statistics with the aid of SPSS software. Percentages and tables were used to present the findings. Purposive sampling and stratified sampling techniques were employed in the study.

5.3 Summary of the Major Findings

5.3.1 Teachers' Perceptions for the Implementation of CBC for Learners with VI in IPPS

The study found that most teachers in inclusive primary schools in Rungwe District perceived the CBC as suitable and effective for learners with visual impairments. A great majority (82.8%) agreed that CBC is applicable in inclusive classrooms,

reflecting strong support for its learner-centered approach, although some expressed concerns about inadequate Braille materials, limited training, and insufficient resources. Similarly, 92% of teachers believed that CBC promotes practical skills and independence among visually impaired learners, indicating confidence in its potential to enhance life competencies. Most teachers (71.2%) also felt confident in their ability to implement CBC, though a minority highlighted the need for ongoing professional development. Additionally, 72.1% of teachers reported that schools provided adequate support for CBC implementation, despite noticeable disparities in infrastructure and teaching resources. The findings further emphasized that national trainings and workshops play a crucial role in enhancing teachers' capacity to effectively apply CBC in inclusive classrooms.

5.3.2. Challenges faced by Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS

The study identified several challenges affecting the implementation of the CBC for learners with visual impairments in inclusive primary schools in Rungwe District. The findings revealed that while 67.2% of teachers considered their training adequate for delivering CBC, a significant minority (28.7%) reported gaps in professional development, indicating inconsistencies in training access and quality. In terms of teaching and learning materials, 59.7% of teachers agreed that adapted resources were available, but 37.8% disagreed, showing that shortages and outdated materials remain a major constraint to effective teaching.

Similarly, 64.7% of respondents acknowledged that school infrastructure was accessible, though 34.5% disagreed, highlighting uneven accessibility that limits

participation and mobility for visually impaired learners. Furthermore, 76.1% of teachers agreed that awareness of supporting visually impaired learners was high, yet 23.9% reported otherwise, indicating that inclusive practices are not uniformly embraced. Qualitative data from interviews and observations supported these findings, revealing that inadequate and outdated materials, poor classroom arrangements and inaccessible facilities continue to hinder effective CBC implementation and reduce learner engagement and confidence in inclusive classrooms.

5.3.3 Measures for Addressing the Challenges faced by Teachers and Learners in the Implementation of CBC for Learners with VI in IPPS

The study identified several key measures for addressing the challenges faced by teachers and learners in implementing the Competency-Based for learners with visual impairments in inclusive primary schools in Rungwe District. The findings revealed that an overwhelming majority of teachers (95.2%) emphasized the need for additional training, indicating a strong consensus that existing professional development is inadequate and that continuous capacity-building is essential for effective inclusive teaching. Similarly, 81.9% of teachers agreed that improving school infrastructure such as classrooms, walkways, and facilities is critical to supporting visually impaired learners, though a small minority felt that current structures were sufficient.

The majority of respondents (87.6%) also highlighted the importance of regular monitoring and evaluation to identify gaps, enhance teaching practices, and ensure learner needs are effectively addressed. Furthermore, 85.1% of teachers agreed that peer or “buddy” systems are effective in promoting participation, inclusion, and

social interaction among visually impaired students. Qualitative data from interviews reinforced these findings, with education officers, head teachers, and learners emphasizing that improved infrastructure, adequate teaching and learning materials, and ongoing teacher training are foundational for successful CBC implementation. They also stressed that strengthening peer support and maintaining regular monitoring and evaluation are practical and sustainable strategies to enhance inclusion and improve learning outcomes for visually impaired learners.

5.4. Conclusions

The study drew three conclusions based on the findings presented according to research objectives. First, Teachers hold positive perceptions of the CBC for learners with VI, viewing it as suitable, effective, and supportive of practical skills and independence. They feel capable of delivering the curriculum and recognize school support, though gaps in skills, confidence, and resources remain. The findings underscore the need for ongoing professional development, adequate resources, and institutional backing to ensure consistent and effective implementation.

Secondly, the teachers and learners face several challenges in implementing the CBC for visually impaired learners, including gaps in professional development, shortages of adapted teaching and learning materials, and uneven accessibility of school infrastructure. While awareness of supporting learners with VI is generally high, some teachers and students still lack adequate understanding. The scarce and outdated resources, poor classroom arrangements, and inaccessible facilities reduce learners' confidence and participation, showing that these structural and resource-related limitations continue to hinder effective CBC implementation.

Thirdly, the effective implementation of CBC for learners with VI depends on continuous teacher training, improved infrastructure, adequate teaching and learning materials, regular monitoring and evaluation, and strong peer support systems. These measures, emphasized by both teachers and stakeholders, are essential to ensure accessibility, inclusion, and meaningful participation of visually impaired learners in inclusive classrooms.

5.5. Implications of the Study Findings

Based on the findings of this study, key implications arise for policymakers, educational leaders, and future researchers in the context of IE in Tanzania. The findings have significant implications for policymakers in Tanzania's education system. The positive teacher perceptions toward CBC demonstrate readiness for inclusive practices, but gaps in training, resources, and infrastructure highlight the need for policy reforms and strategic investment. Policymakers must allocate sufficient funds to develop accessible learning environments, ensure the production and distribution of adapted materials such as Braille books and assistive devices, and integrate IE priorities into national education policies.

Without such systemic support, the implementation of CBC for learners with VI will remain inconsistent and inequitable. For educational leaders, particularly those at school, district, and regional levels, the study underscores the importance of translating policies into effective practice. Leaders must strengthen institutional support by coordinating teacher professional development programs, fostering inclusive school cultures, and addressing gaps in infrastructure and resources. Their role in monitoring and evaluation is crucial to ensuring accountability, identifying

gaps early, and implementing timely interventions that directly benefit visually impaired learners. Strong leadership at these levels can bridge the gap between policy intentions and classroom realities.

The findings also have implications for teacher professional development. Teachers' confidence in implementing CBC, coupled with their call for more training, shows that professional growth must remain a continuous process rather than a one-time intervention. Pre-service and in-service training programs should be expanded to include practical strategies for inclusive pedagogy, the use of assistive technology, and adaptations for visually impaired learners. A systematic framework for professional development would not only strengthen teachers' competence and confidence but also improve the consistency and quality of CBC delivery in inclusive classrooms.

In terms of school-level practices, the study emphasizes the importance of creating supportive and inclusive learning environments. The recognition of peer support systems, such as buddy programs, suggests that inclusion goes beyond infrastructure and resources; it also relies on cultivating social and emotional support structures. Schools should institutionalize peer-support models and awareness programs to foster a culture of acceptance, collaboration, and participation, ensuring that learners with VI are not only academically supported but also socially integrated into school life.

Finally, the study highlights directions for future research in IE. Researchers can build on these findings by exploring innovative approaches such as integrating

digital assistive technologies, examining long-term outcomes of professional development programs, and evaluating community-based interventions that strengthen IE. Further studies could also investigate the perspectives of learners with different disabilities, providing comparative insights that inform broader policy and practice. By generating new evidence, researchers can continue to shape effective, evidence-based strategies that promote equity and accessibility in Tanzania's education system.

5.6. Recommendations of the Study

The study's results, discussions, and conclusions have led to the following recommendations.

5.6.1. Recommendation for Actions

Continuous professional development for teachers is critical to the successful implementation of the CBC for learners with VI. Policymakers and educational leaders should organize regular training sessions, workshops, and refresher courses that equip teachers with specialized skills and strategies for IE. Such capacity-building initiatives will ensure that teachers are confident, competent, and able to adapt the curriculum to meet the diverse needs of visually impaired learners. Improving school infrastructure is essential to creating accessible and supportive learning environments. Classrooms, walkways, toilets, and other facilities should be upgraded to accommodate the mobility and safety needs of visually impaired students. Alongside structural improvements, schools must be supplied with adequate teaching and learning materials, including Braille books, assistive devices, and other adapted resources, to ensure learners can actively participate and access

educational content effectively.

Strengthening monitoring and evaluation mechanisms will enhance accountability and quality in CBC implementation. Educational authorities at school, district, and regional levels should conduct regular oversight to identify gaps, provide feedback, and support teachers in addressing challenges. In parallel, peer support systems, such as buddy programs, should be promoted to foster social inclusion, collaborative learning, and confidence among visually impaired learners, enabling them to engage fully in classroom activities.

Finally, awareness and policy support are vital to sustaining IE practices. Sensitization programs for teachers, learners, and school communities can promote positive attitudes toward supporting visually impaired students. Policymakers should ensure adequate resource allocation, clear guidelines, and strategic planning to reinforce the principles of inclusion in Tanzania's education system, creating equitable opportunities for all learners in line with the goals of the CBC.

5.6.2. Recommendation for Further Studies

After providing suggestions for the implementation of CBC for learners with VI in IPPS in Tanzania, the study proposes the following recommendations for future studies;

The current study involved only 5 primary inclusive schools, in only one district, Rungwe, Mbeya region. Consequently, findings from other areas were not obtained. Therefore, similar future research could be conducted on a larger scale, involving both public and private, rural and urban primary schools across the country to

capture a more diverse representation of the education system.

This study only involved District Pre-Primary and Primary Education Officers, District Pre-Primary and Primary Special Education Officers, head teachers, and teachers specializing with special education and children with visual impairment. It would be valuable to conduct another similar study involving all teachers, parents, and government officials at the regional level to get comprehensive information on the influence of transformational leaders in improving the quality of early childhood education institutions.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

My name is Mwanga, Thomas Asseri. I am a student at the Open University of Tanzania pursuing a Master of Education in Curriculum Design and Development (MEDCDD). I am carrying out Research entitled **“Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania”**. You are kindly requested to respond to the following questions. Your responses will be treated with strict confidentiality and used solely for academic purposes. Please answer all questions honestly.

PART 1

Personal Profile: Please tick [✓] the correct response in the brackets provided.

1. What is your gender?
 - a) Male ()
 - b) Female ()
2. What is your age?
 - a) Below 25 ()
 - b) 25–34 ()
 - c) 35–44 ()
 - d) 45 and above ()
3. What is your highest level of Education?
 - a) Certificate ()
 - b) Diploma ()

c) Bachelor's Degree ()

d) Master's Degree ()

4. What is your Teaching experience?

a) Less than 5 years ()

b) 5–10 years ()

c) Over 10 years ()

PART 2

Section A: Teachers' Perceptions for the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

Please circle  number that you consider to be the best answer in one of the boxes provided below to indicate your agreement or disagreement with the statements by choosing: (1) Agree, (2) Strongly Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. Please fill in the gap in the appropriate space.

Statement	SCALE				
	1	2	3	4	5
The Competence-Based Curriculum is suitable for students with Visual Impairment in inclusive classrooms.					
The implementation of the Competence-Based Curriculum helps learners with Visual Impairment develop relevant life skills and competencies.					
Teachers are mastering the delivery of Competence-Based Curriculum lessons for students with Visual Impairment in an inclusive classroom.					
The school provides adequate support for the implementation of the Competence-Based Curriculum for students with Visual Impairment.					
There is collaboration between teachers when planning lessons for students with Visual Impairment.					

What are the other Teachers' Perceptions of the Implementation of a Competence-Based Curriculum for Learners with Visual Impairment in an Inclusive Public Primary School?

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Section B: The Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

Please circle the number that you consider to be the best answer in one of the boxes provided below to indicate your agreement or disagreement with the statements by choosing: (1) Agree, (2) Strongly Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. Please fill in the gap in the appropriate space.

Statement	SCALE				
	1	2	3	4	5
There is adequate training on delivering Competence-Based Curriculum for students with Visual Impairment in an inclusive classroom.					
There are enough teaching and learning materials adapted for students with Visual Impairment available at school.	1	2	3	4	5
The School infrastructure (e.g., classrooms, toilets, walkways) is accessible to students with Visual Impairment.	1	2	3	4	5
There is adequate support from special needs education specialists or resource personnel.	1	2	3	4	5
There is awareness among other teachers and students about supporting learners with visual impairment.	1	2	3	4	5

What are the other Challenges Faced by Teachers and Learners in the Implementation of a Competence-Based Curriculum for Learners with Visual Impairment in an Inclusive Public Primary School?

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Section C: The Measures for Addressing the Challenges Faced By Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

Please circle number that you consider to be the best answer in one of the boxes provided below to indicate your agreement or disagreement with the statements by choosing: (1) Agree, (2) Strongly Agree, (3) Undecided, (4) Disagree, and (5) Strongly Disagree. Please fill in the gap in the appropriate space.

Statement	SCALE				
More training is needed for teachers on delivering the Competence-Based Curriculum for learners with Visual Impairment.	1	2	3	4	5
There should be provision of adequate teaching and learning materials for students with Visual Impairment.	1	2	3	4	5
More special education teachers or assistants should be deployed in inclusive classrooms.	1	2	3	4	5
School infrastructure should be improved to be accessible to learners with Visual Impairment.	1	2	3	4	5
Peer support systems (e.g., buddy systems) can help learners with Visual Impairment participate more effectively.	1	2	3	4	5
Regular monitoring and evaluation can help improve the implementation of a competency-based curriculum for students with visual impairment.	1	2	3	4	5

What are the other Measures for Addressing the Challenges Faced by Teachers and Learners in the Implementation of a Competence-Based Curriculum for Learners with Visual Impairment in an Inclusive Public Primary School?

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Thank you

APPENDIX 2: INTERVIEW GUIDE FOR DPPEO AND DPPSEO

My name is Mwanga, Thomas Asseri. I am a student at the Open University of Tanzania pursuing a Master of Education in Curriculum Design and Development (MEDCDD). I am carrying out Research entitled “**Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania**”. You are kindly requested to respond to the following questions. Your responses will be treated with strict confidentiality and used solely for academic purposes. Please answer all questions honestly.

PART 1

Personal Profile: Please tick [✓] the correct response in the brackets provided.

1. What is your gender?

- a) Male ()
- b) Female ()

2. What is your age?

- a) Below 25 ()
- b) 25–34 ()
- c) 35–44 ()
- d) 45 and above ()

3. What is your highest level of Education?

- a) Certificate ()
- b) Diploma ()
- c) Bachelor’s Degree ()
- d) Master’s Degree ()

4. What is your Teaching experience?

- a) Less than 5 years ()
- b) 5–10 years ()
- c) Over 10 years ()

PART 2

Section A: Teachers' Perceptions for the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Primary Education.

1. How is Competence-Based Curriculum suitable for students with Visual Impairment in Inclusive Primary Education in Rungwe District?
2. How does the implementation of a Competence-Based Curriculum help learners with Visual Impairment develop relevant life skills and competencies?
3. What are the aspects that indicate that teachers are mastering the delivery of Competence-Based Curriculum lessons for students with Visual Impairment in an inclusive classroom?
4. How does the school provide adequate support for the implementation of the Competence-Based Curriculum for students with Visual Impairment?
5. How do you insist on collaboration between teachers when planning lessons for students with Visual Impairment?

Section B: The Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How do you organize adequate training on delivering Competence-Based Curriculum for students with Visual Impairment in an inclusive classroom?
2. How do you ensure the availability of teaching and learning materials adapted for students with Visual Impairment at school?
3. How do you ensure the accessibility of School infrastructure (e.g., classrooms, toilets, walkways) to students with Visual Impairment?
4. How do you motivate special needs education specialists or resource personnel?
5. How do you ensure awareness among teachers of supporting learners with visual impairment?

Section C: The Measures for Addressing the Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How will adequate training for teachers help the delivery of the Competence-Based Curriculum for learners with Visual Impairment?
2. How will the provision of adequate teaching and learning materials facilitate the implementation of the Competence-Based Curriculum for learners with Visual Impairment?
3. In what ways will the deployment of special education teachers in inclusive classrooms facilitate the implementation of competency-based curriculum for students with visual impairment?
4. How will Peer support systems (e.g., buddy systems) help learners with Visual Impairment participate more effectively?
5. In which ways will regular monitoring and evaluation help improve

Competence-Based Curriculum implementation for students with Visual Impairment?

Thank you

APPENDIX 3

INTERVIEW GUIDE FOR HEAD TEACHER

My name is Mwanga, Thomas Asseri. I am a student at the Open University of Tanzania pursuing a Master of Education in Curriculum Design and Development (MEDCDD). I am carrying out Research entitled **“Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania”**. You are kindly requested to respond to the following questions. Your responses will be treated with strict confidentiality and used solely for academic purposes. Please answer all questions honestly.

PART 1

Personal Profile: Please tick [✓] the correct response in the brackets provided.

1. What is your gender?

- a) Male ()
- b) Female ()

2. What is your age?

- a) Below 25 ()
- b) 25–34 ()
- c) 35–44 ()
- d) 45 and above ()

3. What is your highest level of Education?

- a) Certificate ()
- b) Diploma ()
- c) Bachelor’s Degree ()

d) Master's Degree ()

4. What is your Teaching experience?

- a) Less than 5 years ()
- b) 5–10 years ()
- c) Over 10 years ()

PART 2

Section A: Teachers' Perceptions for the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How is the Competence-Based Curriculum suitable for students with Visual Impairment in Inclusive Primary Education at your school?
2. How does the implementation of a Competence-Based Curriculum help learners with Visual Impairment develop relevant life skills and competencies?
3. What are the aspects that indicate that teachers are mastering the delivery of Competence-Based Curriculum lessons for students with Visual Impairment in an inclusive classroom?
4. How does the school provide adequate support for the implementation of the Competence-Based Curriculum for students with Visual Impairment?
5. How do you insist on collaboration between teachers when planning lessons for students with Visual Impairment?

Section B: Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School

1. How do you organize adequate training on delivering Competence-Based Curriculum for students with Visual Impairment in an inclusive classroom?
2. How do you ensure the availability of teaching and learning materials adapted for students with Visual Impairment at school?
3. How do you ensure the accessibility of School infrastructure (e.g., classrooms, toilets, walkways) to students with Visual Impairment?
4. How do you motivate special needs education specialists or resource personnel?
5. How do you ensure awareness among teachers of supporting learners with visual impairment?

Section C: Measures for Addressing the Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How will adequate training for teachers help the delivery of the Competence-Based Curriculum for learners with Visual Impairment?
2. How will the provision of adequate teaching and learning materials facilitate the implementation of the Competence-Based Curriculum for learners with Visual Impairment?
3. In what ways will the deployment of special education teachers in inclusive classrooms facilitate the implementation of competency-based curriculum for students with visual impairment?

4. How will Peer support systems (e.g., buddy systems) help learners with Visual Impairment participate more effectively?
5. In which ways does regular monitoring and evaluation help improve Competence-Based Curriculum implementation for learners with Visual Impairment?

Thank you

APPENDIX 4

INTERVIEW GUIDE FOR LEARNERS WITH VISUAL IMPAIRMENT

My name is Mwanga, Thomas Asseri. I am a student at the Open University of Tanzania pursuing a Master of Education in Curriculum Design and Development (MEDCDD). I am carrying out Research entitled **“Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania”**. You are kindly requested to respond to the following questions. Your responses will be treated with strict confidentiality and used solely for academic purposes. Please answer all questions honestly.

PART 1

Personal Profile: To tick [✓] the correct response in the brackets provided.

1. What is your gender?

- a) Male ()
- b) Female ()

1. What is your age?

- a) Below 6 ()
- b) 7-12 ()
- c) 13 and above ()

3. What class are you?

- a) 1-3 ()
- b) 4-5 ()
- c) 6-7 ()

PART 2

Section A: Teachers' Perceptions for the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How is Competence-Based Curriculum suitable for students with Visual Impairment in an Inclusive Public Primary School at your school?
2. How does the implementation of Competence-Based Curriculum help learners with Visual Impairment develop relevant life skills and competencies?
3. What are the aspects that indicate that learners have acquired the skills delivered from Competence-Based Curriculum lessons for students with Visual Impairment in an inclusive classroom?
4. How does the school provide adequate support for the implementation of the Competence-Based Curriculum for students with Visual Impairment?

Section B: The Challenges Faced by Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How does the availability of teaching and learning materials adapted for students with Visual Impairment affect learning at school?
2. How is the accessibility of school infrastructure (e.g., classrooms, toilets, walkways) for students with visual impairment?
3. In what ways do special needs education specialists or resource personnel help you?
4. How do other learners support learners with Visual Impairment?

Section C: The Measures for Addressing the Challenges Faced By Teachers and Learners in the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary School.

1. How will the provision of adequate teaching and learning materials facilitate the implementation of the Competence-Based Curriculum for learners with Visual Impairment?
2. In what ways will the deployment of special education teachers in inclusive classrooms facilitate the implementation of competency-based curriculum for students with visual impairment?
3. How will Peer support systems (e.g., buddy systems) help learners with Visual Impairment participate more effectively?

Thank you

APPENDIX 5
OBSERVATION CHECKLIST

School LABEL: _____

To circle the number that you consider to be the best answer in one of the boxes provided below to indicate the agreement or disagreement with the statements by choosing: (1) Good, (2) Very Good, (3) Average, (4) Below Average, and (5) Poor.

Nature of teaching and learning material in an inclusive class	SCALE				
	1	2	3	4	5
Available teaching and learning materials adapted for visually impaired learners	1	2	3	4	5
Desk arrangement in the classroom.	1	2	3	4	5
Number of students with VI in the classroom.	1	2	3	4	5
Number of specialized teachers for VI students.	1	2	3	4	5
Specialized tools or devices are available for students with VI.	1	2	3	4	5

APPENDIX 6

INFORMATION SHEET FOR PARTICIPANTS

Research Topic: *Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania.*

Dear Participant;

My name is Mwanga, Thomas Asseri. I am a student at the Open University of Tanzania pursuing a Master of Education in Curriculum Design and Development (MEDCDD). I am carrying out Research entitled **“Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania.”** The study is supervised by Dr Christopher Getera and Dr. Edger Nderego and has received ethical approval from the Open University of Tanzania.

Research Invitation

To investigate the implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools in Rungwe District. You were selected for participation because your views and experiences are valuable to the study. Your participation is voluntary, and you are encouraged to read the following information carefully before deciding whether or not to participate.

The Significance of the Research

The study provides valuable insights into the implementation of the Competence-Based Curriculum for learners with visual impairment, offering evidence to inform education policies and interventions that promote equity, accessibility, and quality in

inclusive education. It highlights teachers' perceptions and challenges, guiding targeted professional development and capacity-building programs to enhance teaching practices, foster inclusive learning environments, and address gaps in training, pedagogical approaches, and classroom management.

The research also emphasizes the importance of adequate teaching and learning materials, accessible infrastructure, and community and parental engagement to support learners with visual impairment. By providing guidance on resource allocation, infrastructural improvements, and inclusive practices, the study serves as an evidence-based foundation for policymakers, educational planners, and future researchers to improve access, equity, and quality in inclusive education while encouraging further exploration of Competence-Based Curriculum implementation in diverse contexts.

Requirements of the Participants

As a participant in this study, you will be asked to share your experiences and views on the Implementation of the Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools through a 30 to 60-minute interview, and your consent will be sought for note-taking.

Rights of the Participants

You have the option to participate in this study, and it is entirely voluntary. If you choose to take part, you can decide not to answer any of the questions, and you have the right to withdraw at any time if you prefer. You can also seek clarification on any aspect of the interview guide. For instance, you have the freedom to ask for the

destruction of any information you provide at any point during the study.

Benefits and Risks

This study has the potential to enhance our understanding of the Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools. As this research has obtained permission from relevant authorities to access the research site, it is considered a minimal-risk study. I will also get your informed consent and handle your information with the utmost confidentiality.

Confidentiality and Anonymity

All information that you will give will be confidential. If the results of this investigation are published in international journals or discussed at a conference, you will remain anonymous. Your information will be destroyed once it is no longer needed.

Thank you for reading this and agreeing to take part in this research

APPENDIX 7

CONSENT FORM FOR PARTICIPANTS

Please read the consent form, and if you agree to participate in this study, please sign it.

Research topic: *Implementation of Competence-Based Curriculum for Learners with Visual Impairment in Inclusive Public Primary Schools: A Case of Rungwe District, Tanzania.*

Researcher;

- ✓ I confirm that I have read and understood the participant information sheet, which outlines the purpose of this study, and I willingly consent to participate in it.
- ✓ I understand that I have the right to withdraw my participation from the research at any stage.
- ✓ I understand that my identity and results will be kept confidential, even if the information gained during the study is published.
- ✓ I understand that as part of the research procedures, I will participate in an interview, and the researcher will record the interview.
- ✓ I understand that my privacy will be respected, and the researcher will store the data in a password-protected hard drive.
- ✓ I understand that I may contact the researcher or the supervisor if I require further information about the research, and that I may contact the Research Ethical Coordinator of the Open University of Tanzania if I wish to make any complaint relating to my involvement in this study.

I have read and understood all the written information given to me about the

research, and I agree to participate in this research.

Signed (Research participant)

Position..... Date.....

Contact Details

**Thank you for considering and agreeing to participate in this study. Your
willingness to take part is greatly appreciated.**

APPENDIX 8

RESEARCH CLEARANCE LETTER



THE UNITED REPUBLIC OF TANZANIA
 MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
 THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG202000788
 District Executive Director (DED),
 Rungwe District Council,
 P.O. Box 148,
MBEYA.

17th May, 2025

Dear Director,
**RE: RESEARCH CLEARANCE FOR MR. THOMAS MWANGA ASSERI, REG NO:
PG202000788**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Thomas Mwanga Asseri, Reg.No: PG202000788**, pursuing **Masters of Education in Curriculum Design and Development (MEDCDD)**. We here by grant this clearance to conduct a research titled **“Implementation of Competence-Based Curriculum for Students with Visual Impairment in Inclusive Public Primary School: A Case of Rungwe District, Tanzania”**. He will collect his data at your area from 19th May to 30th June 2025.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Gwahula Raphael Kimamala
For: VICE CHANCELLOR

APPENDIX 9

RESEARCH PERMISSION LETTER



JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOZA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA RUNGWE



Simu: +2552552693
 Nukushi: +2552552586
 Barua Pepe: ded@rungwecd.go.tz
 Tovuti: www@rungwecd.go.tz

Unapo jibu tafadhali taja:-

Kumb. Na. RDC/S.5/73/82

Mkurugenzi Mtendaji,
 Halmashauri ya Wilaya Rungwe,
 2 Barabara ya Halmashauri,
 Tukuyu Sekondari,
 S. L. P. 148,
**53582 Rungwe,
MBEYA.**

Tarehe: 22/05/2025

Afisa Elimu ya Awali na Msingi (W),
 Halmashauri ya Wilaya ya Rungwe,
 S.L.P. 148,
TUKUYU.

Yah: KIBALI CHA KUFANYA UTAFITI MR. THOMAS MWANGA ASSERI

Tafadhali husika na kichwa cha habari hapo juu.

2. Ofisi ya Mkurugenzi Mtendaji Wilaya inapenda kumtambulisha kwako **Mr. Thomas Mwanga Asseri** ambaye anakujua kufanya utafiti kutoka Chuo Kikuu Huria Tanzania. Anayetarajia kufanya utafiti kuhusiana na "**Implementation of Competence-Based Curriculum for Students with Visual Impairment in Inclusive Public Primary School**". Aidha anatarajia kufanya utafiti kuanzia tarehe 19/05/2025 hadi 30/06/2025.
3. Hivyo, mpatie ushirikiano ili aweze kufanikisha kazi yake kama ilivyokusudiwa.
4. Nakutakia kazi njema.

[Signature]
Atubonekisye Mshani

KNY: MKURUGENZI MTENDAJI (W)
RUNGWE *or DISTRICT EXECUTIVE DIRECTOR
RUNGWE/TUKUYU*

Nakala: **Mkurugenzi Mtendaji (W)**
Rungwe – Aione kwenye jalada.

" Mkuu wa Chuo,
 Chuo Kikuu Huria cha Tanzania,
 S. L. P. 23409,
Dar es Salaam.