

**Teachers' attitudes and support towards teaching pupils with intellectual impairment in
Tanzania schools**

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In school situation, one can hardly talk of attitudes without relating it to support. Attitude is always associated with support; and in fact attitude is often used as a supportive measure, a means of enabling support. Three research objectives guided this study. These were first to examine teachers' attitudes towards teaching pupils with intellectual impairment, and second to investigate the kind of support that teachers actually need in teaching pupils with intellectual impairment. The third was to explore the kind of support the teachers actually got in teaching pupils with such impairment. A qualitative case study of descriptive nature was employed. The study was conducted in Kinondoni Municipality and included regular and special education teachers. Municipal and Ministry of Education and Vocational Training officers. Data were gathered through questionnaires, semi-structured interviews, non-participant observation and documentary reviews. The findings revealed that teachers had positive attitude towards children with intellectual disability. The children were learning communication skills, daily living skills, physical education, vocational skills and limited academics. Teachers were delayed in support and intervention. There were inadequate of teachers, finance, instructional resources and motivation to teachers. These may result in an increase of the number of dependent persons with intellectual disability in the country. The study recommended that; the government should provide special trained and qualified teachers for intellectual impaired children. In addition it should provide adequate funds for in service training, instructional resources, reliable transport and nurses to special education programme. Further teachers should be given incentives and motivation to teach impaired children. Lastly, there is need for further researches to investigate schools in other regions so as to come up with a broad picture on the implementation of special education and the impact of not supporting schools appropriately.