

**CHALLENGES FACED BY MENTALLY HANDICAPPED  
LEARNERS IN SELECTED SPECIAL SCHOOLS  
IN VIHIGA DIVISION OF VIHIGA  
DISTRICT, KENYA.**

**BY**

**STEVE ANAMBO**

**BED/13840/61/DF**

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Lastly I thank all people who may have assisted me in whatever way thus making the paper a success.

May god bless you all.

Steve, Anambo

August 2009.

K.I.U

**APPROVAL.**

I agree that Steve Anambo carried out the research under my supervision.

  
.....

Ms. Deborah Taligoola.

Date. 31/09/09.....

## DEDICATION.

Dedicated to my beloved mother Prisca Adhiambo late father Nathan Anambo. My dear brother Alex and my fiancée Ingadima Joyce. Not forgetting my supervisors, Ms. Deborah Taligoola and Deborah Muchilwa.

## TABLE OF CONTENTS.

<b>ACKNOWLEDGEMENT.....</b>	<b>i</b>
<b>DECLARATION. ....</b>	<b>ii</b>
<b>APPROVAL.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLES.....</b>	<b>vii</b>
<b>LIST OF FIGURES.....</b>	<b>viii</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>1.0 Introduction.....</b>	<b>1</b>
1.1 Background.....	1
1.2 Statement of the Problem.....	2
1.3 Purpose of Study.....	3
1.4 Objectives of the Study.....	3
1.5 Research Questions.....	3
1.6 Significance of the Study.....	3
1.7 Limitations.....	4
1.8 Operational Definition of Terms.....	5
<b>CHAPTER TWO.....</b>	<b>6</b>
<b>LITERATURE REVIEW.....</b>	<b>6</b>
2.0 Introduction.....	6
2.1 Definition.....	6
2.2 History of Education of the Mentally Handicapped in Kenya.....	6
<b>2.3 Language and Communication Problems.....</b>	<b>7</b>
2.4 Language Intervention.....	10
2.5 Attitude of Parents towards M.H or M.C.....	10
2.6 How Environmental Barriers Affect Academic Achievement.....	11
2.7 Curriculum Management.....	12
<b>CHAPTER THREE.....</b>	<b>14</b>
<b>3.0 Introduction.....</b>	<b>14</b>
3.1 Research Design.....	14
3.2 Population.....	14
3.3 Sample Size and Selection Techniques.....	14
3.4 Tools /Instruments.....	15
3.5 Reliability of the Instruments.....	15

3.6 Data Collection .....15

3.5 Procedure .....15

**CHAPTER FOUR.....16**

**DATA PRESENTATION, ANALYSIS AND INTERPRETATION. ....16**

4.0 Introduction.....16

4.1 Response from the Questionnaire for the Teachers.....16

4.1.1 Age of Teachers. ....19

4.1.2 Academic Qualification.....20

4.1.3 Professional Qualification. ....22

4.1.4 Teachers’ Experience. ....23

4.2 Problems Encountered. ....24

4.3 Facilitation of Equipments and Stationary.....27

4.4 Possible Solutions. ....29

**CHAPTER FIVE. ....31**

**SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND  
RECOMMENDATIONS.....31**

5.0 Introduction.....31

5.1 Summary of Findings and Discussions.....31

5.2 Conclusion. ....33

5.3 Recommendations.....33

**REFERENCES. ....36**

**APPENDICES.....37**

**APPENDIX II .....41**

**RECOMMENDATION LETTER.....41**

**APPENDIX III.....42**

**STUDY AREA MAP VIHIGA DIVISION ADMINISTRATIVE UNITS  
.....42**

## LIST OF TABLES.

Table 1 Presents Responses from the Questionnaires for Teachers. ....	17
4.1 Table 2 Presents Gender of Respondents.....	18
4.1.1 Table 3 : The Table presents Age of Teachers.....	19
4.1.2 Table 4 : Presents Academic Qualification. ....	21
4.1.3 Table 5: Presents Professional Qualification. ....	22
4.1.4 Table 6: Presents Teachers' Experience. ....	23
4.2.1 Table 7: Presents Problems Encountered.....	25

## LIST OF FIGURES.

<b>4.1 Figure 1 A Graph Showing the Responses from the Questionnaires for Teachers .....</b>	<b>18</b>
<b>4.1 Figure 2: A Graph Showing Responses from Female and Male Teachers. ....</b>	<b>19</b>
<b>4.1.1 Figure 3: A Graph Showing the Age of Teachers.....</b>	<b>20</b>
<b>4.1.2 Figure 4: A Graph Showing Academic Qualification. ....</b>	<b>21</b>
<b>4.1.3 Figure 5: A graph showing Professional Qualification. ....</b>	<b>23</b>
<b>4.1.4 Figure 6: Showing Teachers' Experience. ....</b>	<b>24</b>



## CHAPTER ONE.

### **1.0 Introduction.**

According to the Salamanca report it states that those with special needs must have access to special education and effective school for all. The Jomtien conference of the year (1990) also advocated for the education for all, it tends to show that there is need for children with special educational needs get access to education.

In Vihiga district were there are very few units and special schools for the intellectually challenged in acquiring education, for they are neglected both in regular schools and at home, as learners who can't acquire any skills, so they are not productive to the society.

The researcher tends to think that they are isolated by the society. This makes them to withdraw and have a low esteem, which depicts them as having intellectual deficits. There seems to be more attention given to academic learners than the mental disabled learners at home.

### **1.1 Background.**

*Vihiga division is found in the western region of Kenya. It is one of the four divisions of the larger. Vihiga district of western province. The other three divisions are; Emuhaya division, Hamisi division and Sabatia division.*

Vihiga and Emuhaya divisions are of people of different ethnical background. The people living here are of different ethnical background.

The people grow maize, beans and a bit of tea, which are their economical activity. They also keep some dairy animals. The schools are mainly regular with a few special units for the intellectually challenged. The medium of instructions is Kiswahili and English, Kiswahili is taken as mother tongue of in the catchment area due to the diversity of languages.

According to the Salamanca report (1994) it states that pupils with special needs must have access to special education and effective school for all. The Jometien conference of the year (1990) advocated the same. This shows clearly that children with special needs have to get access to education. Due to few special units in schools in Vihiga division. The researcher tends to feel that the learners with intellectual deficits have a problem in acquiring education in the division.

Therefore the researcher wants to study the challenges faced by mentally handicapped learners in acquiring education in Vihiga division.

### **1.2 Statement of the Problem.**

All the children are entitled to the education regardless of their differences, but mental disabilities have been isolated from education by their parents due to negative attitudes attributed to the handicapped. Cultural beliefs, ignorance and poverty contribute to the side lining of those learners. Therefore the researcher wants to find out challenges faced by mentally handicapped learners in acquiring education in Vihiga division and their performance.

### **1.3 Purpose of Study.**

It is aimed at examining the barriers hindering the learning of learners with mental disabilities in class setup, school home and society to critically assess the barrier and come up with possible remedies to them so as to improve the learning of the learners with mental disabilities in Vihiga division. The researcher's findings will serve as a guide to educational planners in the division as regards the special needs education in the division

### **1.4 Objectives of the Study.**

1. To identify problems encountered by learners with mental disabilities
2. To state how the problems encountered by learners with mental disabilities have been managed.
3. To put across possible solutions to barriers expressed by learners with mental disabilities in acquiring education in Vihiga division.

### **1.5 Research Questions.**

- a) What are the problems faced by the learners with mental disabilities in Vihiga division?
- b) How have these problems been managed?
- c) What are the possible solutions to the environmental barriers affecting the learners with mental disabilities in acquiring education in Vihiga Division?

### **1.6 Significance of the Study.**

The researcher intends to come up with relevant information that can be utilized by educators of the learners with mental disabilities so as to enhance their learning. The information may be used by educational officers to plan

for appropriate curriculum for the mentally handicapped learners and also may be used when planning for what type of educational resources to be used and approaches appropriate in the teaching the learners with mental disabilities.

### **1.7 Limitations.**

Most of the rivers in the area have no bridges. This inconvenienced the researcher when trying to reach some parts of the division.

The researcher experienced limited time for the research because it was done during school days and also he needs to teach.

During the rainy season the roads were impassable. It created a problem in getting means of transport to various schools in the division.

The researcher experienced financial problems for transportation when moving in schools collecting information.

The researcher did not get the relevant information because some teachers may shy off.

### **Delimitations.**

The research could communicate in vernacular Kiswahili and English

The researcher knew the area well and therefore had humble time in handling the residence.

The media of communication was Kiswahili so it would be easy to communicate to the residence and top the relevant information.

## **1.8 Operational Definition of Terms.**

Handicap - it is a disadvantage caused by disabilities that limit individual's fulfillment of role that is normal depending on sex, age, cultural and social factors.

Disability - lack of ability to perform task like other normal persons.

Mental disabilities - a person who intellectually challenged or inability to acquire concepts quickly like other normal persons.

Educational resources - things that enhance the learning to learners.

The education was managed by churches and non governmental organizations like Salvation Army and Lutheran, Voluntary and non governmental organizations like the Rotary Club, Kenya Red Cross and individuals started special needs education. They provided medical care food recreational and rehabilitation homes. These homes changed into special schools for visual impaired, physical impaired, hearing impaired and mentally impaired. St. Nicholas Special School (now Jacaranda for mentally handicapped was established in 1948 by Rotary Club in Nairobi. City Primary Special Unit for Mentally Handicapped was established in 1968 and Race Course Special Unit the same year by the Rotary Club.

## **2.3 Language and Communication Problems.**

### **2.3.1 Reading Problems.**

According to Oganda (2002), children with mental deficit will have difficulties in changing written language to speech (reading). They have reading comprehension problems.

- Mechanical reading with little or no understanding of the passage
- Failure to answer comprehension questions.
- Listening to comprehension.
- Failure to follow instruction or direction
- Inability to identify various speech sounds in a word.

### **2.3.2 Basic Reading Skills.**

- Poor oral reading including difficulty in reading little words like “on”, “egg”
- Tendency to read letters, words backwards or upside down (reversal or inversions)

### **i) Development Pattern.**

An intellectually challenged person goes through the same developmental stages that a “Normal” person does but the former goes through the stages more slowly and does not reach the same level (Ingalls 1978). This is in reference to the cognitive development stages of Jean Piaget. The lag in development milestone leads to lack of insight. It also has implications for the appearance of behaviour problems like tantrums.

### **ii) Language Development.**

It is important to note that the intellectually challenged children acquire language skills essentially the same way as do the “normal” children through at a slower rate. Behaviour characteristics that will be exhibited as a result of the slow rate include;

- Learners have language deficits like poor articulation, poor receptive and expressive skills and poor fluency.
- There is delayed immature language pattern and the child tends to have lower language age than mental age.
- There is no language development after age 14, while that of the “normal” child continues up to age 17.

- There is greater variance in language skills for example at a given developmental level one is likely to find a relatively wide range of verbal abilities. The rate of language acquisition correlates such as fine motor co-ordination.
- The child gets difficulty in acquiring the more complicated grammatical role such as the rules of inflection.

### **iii) Educational Academic Tasks.**

Ingall (1978), cites the following behaviour characteristics in learners who are intellectually challenged as far as academic tasks are concerned.

- There is reduced ability to learn that is poor cognitive abilities are exhibited.
- The child will have expectancy of failure.
- There is a tendency of show less abstract kind of learning.
- The child will have problems with both short and long term memory.
- There will be lack of concentration or short attention span.
- The child may evade academic task or completely refuse to carry team out.
- The child may lack interest in most activities.
- Truancy may be displayed.

### **2.3.3 Writing Problems.**

The child or learners will have a problem in illegible handwriting putting ideas on paper, remembering what to write letters not intended to and not able to copy accurately.



In spellings the learner will not be able to remember the sequences of letters in words, reversing of letters and words for example writing “d” for “b” or “pot” for “top”.

#### **2.4 Language Intervention.**

The learners experience difficulty in language skills of reading, the following interventions can be done for remediation Oganda (2002) expose a variety of reading materials to the learners. This will make him or her develop the interest in reading. It will enable him/her learn the relationship between words sounds and letters. Involve the parents to encourage the learners read and support them at home. Give the text book to the learners according to age level. The books should be with large prints good line spacing suitable line face, with good illustrations, good use of colors, and simple words that are easily understood. The use of pre-reading activities will also prompt sensory stimulation and perceptual motor training. They may include visual discrimination, auditory discrimination, discrimination of direction of objects in space and picture reading. The following methods will also enhance language intervention, phonic, sight words. Key word, language experience and multi- sensory verbalization will also encourage attention and thinking skill, hence developing the language skills vital for the learners.

#### **2.5 Attitude of Parents towards M.H or M.C.**

According to Randiki (2002), people with disabilities suffered neglect and rejection. The families and communities had negative attitudes. The

disability was regarded as a curse, punishment from God for the wrong done. It was also suspected as witch craft, demonic and contagious. The mentally handicapped was not an exception. They were considered as a burden to the family and community. This was because the family regards them as not productive to the society.

The negative attitude towards the person with disabilities has persisted throughout history of special needs education. This has made the families with children with special needs segregated. This negative response of the communities has resulted to parents having also negative attitude to the person with disabilities. The mentally handicapped due to their handicapped conditions have negative bearing on services at school and home. This makes the parents not provide for their needs as “normal” children. The care of M.H in homes is not quite conducive. The researcher tends to feel that the same affects the learners with M.H in acquiring education in Vihiga Division.

## **2.6 How Environmental Barriers Affect Academic Achievement.**

According to Oganda (2002) academic achievement shows that the learners lag behind academically. The learners experience difficulty in learning what the majority of children of his/her age. The child’s ability to learn is affected as she/he develops. The school work and adaptive skills are affected. The child cannot manipulate the environment effectively to the maximum learning. The child will have the following deficits in communication, self care, social skills and self direction. The child can’t acquire skills incidentally. This needs a lot of extra support and systematic structured

instruction for the learners. The researcher tends to agree with the writer basing on what he has also observed from the learners.

### **2.7 Curriculum Management.**

According to Otiato (2002), the curriculum should be adapted to suit the needs of individual learner's, ability and interest.

According to Koech report (1999) the Kenyan School Curriculum is inappropriate in that the following are observed;

Lack of clear policy guidelines and legal status on special needs education provisions.

Inadequate educational facilities equipments and service for children with disabilities and other S.N.E.

Inadequate trained personnel who use rigid teaching approaches which may only benefit the average learners.

Almost no provision for educating some groups of learners such as gifted and talented as well as those living in difficult circumstances.

Irrelevant and over loaded connected content and expensive curriculum.

Rigid assessment procedures based on mean score competition, which doesn't consider learners with S.N.E.

Failure of curriculum to address the specific subjects that would cater for special needs of learners for life long education.

Teacher's inability to communicate in a medium of instruction which the learner understands.

The researcher tends to agree with most of the views expressed by various writers as education of learners with mental disabilities. The challenges and the solutions encountered elsewhere in the world may also be affecting learners with mental disabilities in Vihiga Division. Early intervention with proper assessments and placement will help in employing proper educational strategies leading to proper performance in learning process.

The researcher feels that the government should put in place policies to protect the education of the S.N.E learners, train enough manpower with skills to handle special needs learners, provision of facilities to be responsibility of all stake holder including donors.

## **CHAPTER THREE.**

### **RESEARCH METHODOLOGY.**

#### **3.0 Introduction.**

In this chapter, the researcher is investigating, challenges faced by mentally handicapped learners in selected special schools. To be able to get the information on challenges faced by mentally, handicapped learners the collecting of data due to it's suitability in enabling him to find out the challenges faced by the learners with mental handicap. The approach is measurable and convenient hence make the researcher to be able to physically determine the burner.

#### **3.1 Research Design.**

The researcher shall use a descriptive research design. The researcher shall select a population from the selected special units and schools for mentally handicapped and employ questionnaires to collect the data. This will be suitable for the large population in the in the Vihiga division.

#### **3.2 Population.**

The population shall involve the teachers from four selected special units and special schools with learners with mentally handicapped to represent learners in the whole Vihiga Division.

#### **3.3 Sample Size and Selection Techniques.**

The researcher shall use random sampling for every teacher in special units with learners with mental handicap to get equal opportunity.

### **3.4 Tools /Instruments.**

There are many ways of collecting data. For instance interviews, observation and use of questionnaires and giving tests to individuals/groups. In this research the researcher will use questionnaires techniques to collect data. This is because it is easily to assess the sample population the questions will be opened and closed ended for specific answers.

### **3.5 Reliability of the Instruments.**

The researcher will take the questionnaire to selected special schools with the learners with M.H after random sampling the schools and then select the target special schools and units in each zone in the district. The researcher shall take the questionnaire, to the teachers in those units to fill them and collects them for analyzing.

### **3.6 Data Collection.**

The researcher used questionnaire formats to gather information and data from Vihiga Division in Vihiga District

The researcher used both open and closed ended questions.

The advantages of these methods are that they save time because the researcher sends questionnaires to the far off schools. This method was convenient to the respondents and they answered questions freely.

### **3.5 Procedure.**

The researcher has chosen to use quantitative approach because he used a questionnaire which is a standard tool for collecting data and the questions are directed to the research topic. The numerical data collection used to arrive at the conclusion.

## **CHAPTER FOUR.**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION.**

#### **4.0 Introduction.**

In this chapter, the researcher will be critically examining the objectives of the study, which are challenges facing the mentally handicapped. These objectives are;

- i) To identify problems encountered by learners with mental disabilities.
- ii) To state how the problems encountered by learners with mental disabilities have been managed.
- iii) To put across possible solutions to barriers expressed by learners with mental disabilities in acquiring education in Vihiga Division.

#### **4.1 Response from the Questionnaire for the Teachers.**

The researcher accepted the questionnaires were given to respondents. Twenty respondents were received which represented 100% of the population involved in the study. The researcher shows the implication of the study the researcher shows the implication study for development of education of intellectually challenged learners.

Analysis of responses from the questionnaire for teachers in the selected special schools or units.

#### 4.1 Table 1 Presents Responses from the Questionnaires for Teachers.

Name of Institution	Number of questionnaires given	Questionnaire returned	Percentage
Womulalu Special Unit	5	5	25%
Makongeni special school	5	5	25%
St. Elizabeth special school	5	5	25%
Kaloleni special unit	5	5	25%
<b>Total</b>	<b>20</b>	<b>20</b>	<b>100%</b>

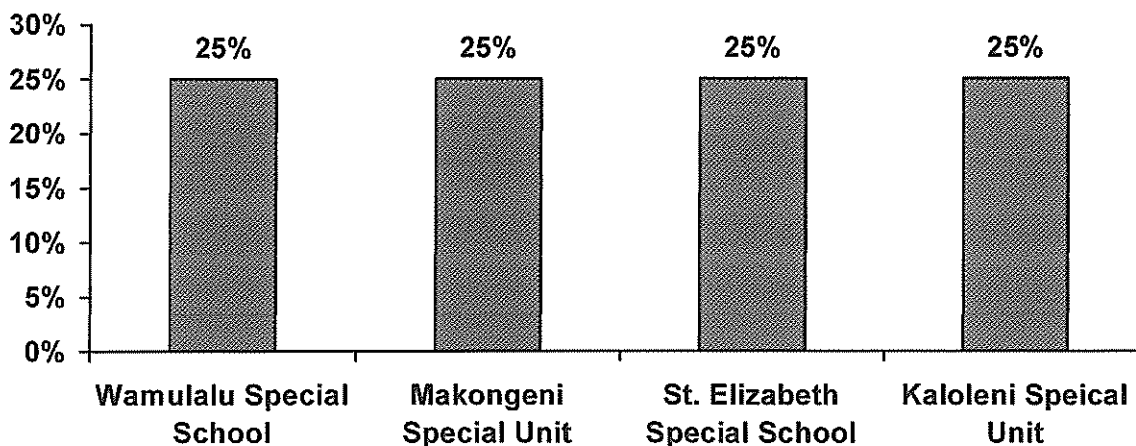
**Source: Field Data 2009.**

This information was obtained from questionnaires presented to the two special schools of St. Elizabeth and Makongeni and the two special units of Wamulalu and Kaloleni, which were duly answered by the respondents.

From the Table1, all the respondents from the four schools manage to return the questionnaire. So each school had a return of 25% a total of 100% questionnaires were returned.



#### 4.1 Figure 1 A Graph Showing the Responses from the Questionnaires for Teachers



#### 4.1 Gender of Respondents.

The researcher wanted to establish the ratio of male to female and vice versa, found in the special schools and units in order to determine the highest and lowest ratio and the reasons as to why it is so, and its implication to the challenges in the teaching and learning of the mentally handicapped.

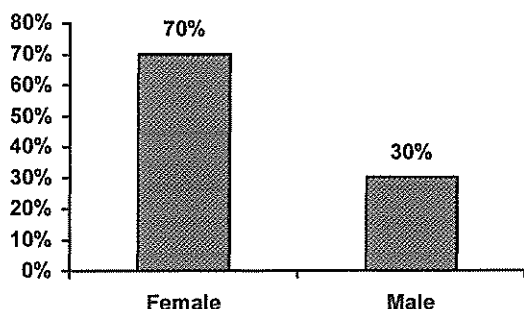
#### 4.1 Table 2 Presents Gender of Respondents.

Gender	Frequency	Percentage
Female	14	70%
Male	6	30%
<b>Total</b>	<b>20</b>	<b>100%</b>

Source: Field Data 2009.

The researcher got this information from both the male and female respondents who are teachers from the four selected schools and units hence came up with the above data.

#### 4.1 Figure 2: A Graph Showing Responses from Female and Male Teachers.



This table shows that majority of the respondents are female those 70%. This could be because most schools have female teachers who have joined their husbands. On the other hand the male teachers from 25% this shows that the number of male teachers is lower in most schools.

##### 4.1.1 Age of Teachers.

Age is an important factor in the teaching process, hence the researcher wanted to establish the age of the respondents who were teachers in these schools and try to see the relevance of age on performance as a challenge to the mentally handicapped education.

**4.1.1 Table 3 : The Table presents Age of Teachers.**

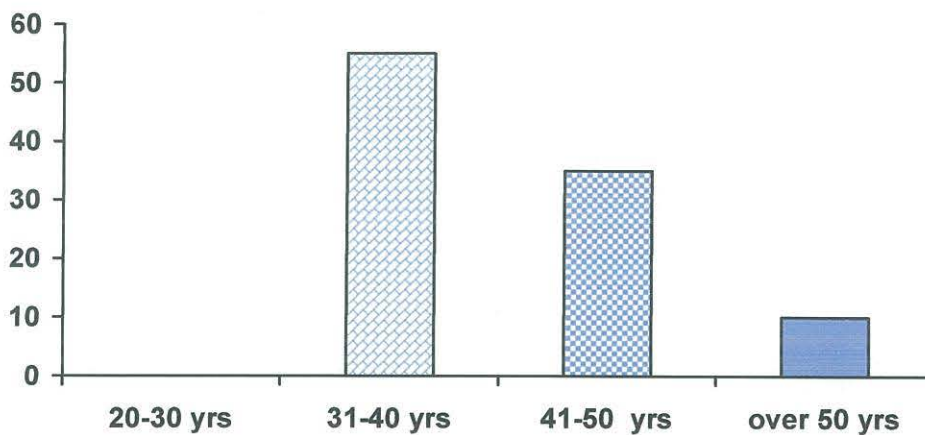
Age	Frequency	Percentage
20-30 years	0	0%
31-40 years	11	55%
41-50 years	7	35%
Over 50 years	2	10%
<b>Total</b>	<b>20</b>	<b>100%</b>

Source: Field data 2009.

The above information was drawn from the respondents of Wamulalu, St. Elizabeth, Kaloleni and Makongeni Special Schools. Also some of this data was from the Vihiga District Education Office which had the statistics of teachers' employment in general.

Table 3 shows that majority of the respondents are between 31-40 year that is 55%, 35% of them are between 41-50%, 10% are over 50 years. There are no teacher between the age of 20-30 could be because most teacher are not employed immediately from training collages Statement highest level of education before training

#### 4.1.1 Figure 3: A Graph Showing the Age of Teachers.



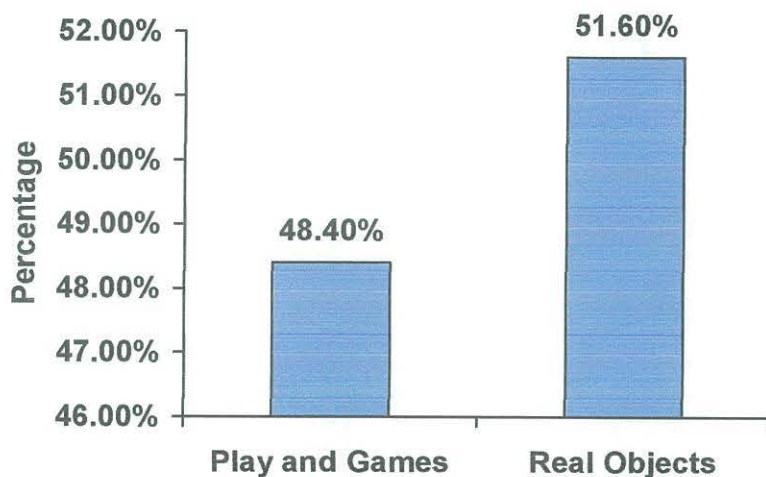
#### 4.1.2 Academic Qualification.

The Researcher intended to establish the relevance of the respondents' academic qualification on acquiring teaching qualification, without further professional qualification and how it affects the education of the mentally handicapped.

This information was provided by respondents of the four selected special schools and units; also the EARC office was consulted by the researcher and provided the necessary information because it basically assists in the sensitization and referral of such learners and their general welfare.

From the table 10, it was found out that real objects had the largest percentage of 51.6%, while play and games had 48.4%. This vividly indicates that for the improvement of the mentally challenged learners both play and games and real objects should be involved in their learning process, but more emphasis should be put on the real objects.

#### 4.4 A Graph Showing Possible Solutions.



## CHAPTER FIVE.

### SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.

#### **5.0 Introduction.**

In this chapter, the researcher will look at some of the challenges as discussed in chapter one and try to come up with possible suggestions as being solutions to the problems.

The government, policy maker's sponsor's community and stakeholders have a duty to ensure that learners with mental disabilities acquire education. The researcher carried out a study on the major challenges faced by learners with mental handicaps, in acquiring education.

#### **5.1 Summary of Findings and Discussions.**

Analyzed data, to find problems faced from questionnaires are as follows.

The response of the teachers from the units indicated that there is still negative attitude. This calls for sensitization of the parents, teachers, students, community and all stake holders to have positive attitude to this learners as part of the community.

From the data, it clearly indicated that the learners communicate orally in schools. This calls for the introduction of other approaches to enhance learning and retaining of the materials learnt for retrieval of materials learnt and for retrieval when need arises.

The data also indicates that the learners with mental disabilities have problems in communication skills. This may affect greatly the child's expressive and receptive communication which is vital in the receptive

communication which is vital in the learning process in class setup. The teacher can't assess if the learner is gaining nothing in the lessons taught.

The data indicates that these learners have a serious problem in reading. This means they can't interpret what is written. This due to deficit in the brain that needs the learners to be exposed to a lot of pictures and reading materials to stimulate and motive them to have the interest and curiosity that can enhance the learners to read words that make sentences.

The data also indicated that the government provides funds for buying equipment and stationary. This is a good gesture for the learners' with mental handicap need a lot of concrete materials that they touch and observe. This helps them to learn the concepts easily than the abstract. They learn by swelling and doing. This is as a result of the brain not processing the concept easily and stimulation by providing a lot of materials that requires funds.

The analysis shows that the learners have a problem in writing, this may be as a result of lack of fine motor training that are quite essential in holding the pen and poor training in prerequisite skills that are necessary in learning writing skills. Poor eye, hand co-ordination also affects the writing skills. This might be the reason for the problems in writing.

The teachers preferred to use real objectives to teach the learners with mental handicaps. Learner with mental disabilities enjoyed handling the real objects when learning. They comprehend the facts easily by seeing, touching and doing. It lessens the strain of thinking that bore them

This was evident from the greater percentage of teachers' preferring learner handling the real objects while learning.

## **5.2 Conclusion.**

The researcher conducted the study and the following challenges affects the learners with mental disabilities in acquiring education.

Negative attitude, communication barriers, reading problems, writing problems.

These factors affected the proper learning of children with mental disabilities. This requires a specific attention due to their special needs. The researcher revealed that there was negative attitude. This may be due communication difficulties leading to giving up and frustration. Those inadequacies of appropriate approaches to meet the special needs of the learners in writing and reading skills.

## **5.3 Recommendations.**

From the study carried out it is clear that learners with mental disabilities have problems in the area indicated above. These learners to acquire education needed, the researcher recommends the following measure to be taken:-

More teachers to be trained and equip them with approaches for handling learner who are intellectually challenged.

Guiding and counseling of other learners, teachers, parents and society not to get rid of children with mental disabilities.

Teaching and learning resources should be provided so that teachers can use them to enhance the learning of the mentally handicapped learners.

The government should keep on funding education of the learners with mental disabilities and appeal to donor for support.

The teachers to use multi-sensory channels in the language development. This will help mentally handicapped understand the concept taught during the lesson.

The learner should be provided with education programs to cater for their individual needs.

The learner should be exposed to reading materials and concrete materials to handle, so as to enhance learning and acquiring the skills in reading and writing.

The curriculum should be adapted so as to cater for the needs of the learners with mental disabilities.

The government should be able to enact the policies that will protect the learner with mental disabilities and cater for their educational needs without discrimination.

Proper assessment and placement of learners with mental disabilities to be done for early interventions.



Teaching learning materials should be concrete to facilitate the learning of these learners.

Early interventions are needed and the perquisite skills taught followed by remediation, individual educational programme for the learners to gain the communication skills, reading skills and writing skills.

The researcher therefore feels that in order for M.H to learn well the above issues be addressed promptly.

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## APPENDICES

### QUESTIONNAIRE FOR CHALLENGES FACED BY MENTALLY HANDICAPPED LEARNERS IN SELECTED SPECIAL SCHOOLS IN VIHIGA DIVISION OF VIHIGA DISTRICT, KENYA.

Please answer the following questions by ticking the most appropriate response in each case or explain precisely. This will help the researcher compile and give a comprehensive educational report on challenge faced by mentally handicapped learners.

#### A. PERSONAL INFORMATION.

1. Gender. Male  female

2. Age 20-30 years  31-40 years  41-50 years

over 50 years

3. Highest level of education (before training) 'A' level  'O' level

Other (specify).....

4. Professional qualification. Diploma  ATS  P.1

P.2

Teaching experience 1-5 years  6-10 years

11- 15 years

**B. NATURE OF PROBLEMS ENCOUNTERED.**

6. (a) In your school are there problems you encounter when teaching learners with mental disabilities or mentally handicapped.

Yes  No

(b) If your answer is yes, please explain.....  
.....  
.....  
.....  
.....  
.....

**C. COMMUNICATION.**

(a) Have you ever had communication problems with learners with mental disabilities in the school?

YES  NO

(b) If your answer is yes. How do you handle the situation please briefly explain

.....  
.....

8. (a) What do you think are the causes of mental disabilities or handicapped?

Diseases  Course from God  Witchcraft

Any other (specify).....

(c) What do you think are traditional beliefs about mental disabilities?

Punishment  curse

**D. READING PROBLEMS AND WRITING PROBLEMS.**

9. (a) In your experience as a teacher, have you ever come across mentally handicapped learners with reading problems in your class?

Yes  No

(b) As a special education teacher have you ever had /come across mentally handicapped learners with writing problems.

Yes  No

10. How do you handle /assist such children when teaching

(Please explain briefly)

.....  
.....  
.....  
.....

**E. PROBLEMS OF FUNDS.**

11. Who provides fund for buying equipment and stationary?

Parents  sponsor  donor  community

**F. IMPROVEMENT OF LEARNING OF THE MENTALLY HANDICAPPED.**

12.(a) In your opinion do you think that the mentally challenged education should be improved?

Yes  No

(b) How, please briefly explain

.....

.....

.....

.....

APPENDIX II  
RECOMMENDATION LETTER



Kampala International University  
Institute of Open and Distance Learning  
P O Box 20000 Kansanga, Kampala, Uganda  
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)  
e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

*Office of the Director*

I.O.D.L

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. Steve Araraba

REG. # BED/13840/51/DE

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

Challenges faced by Mentally handicapped Learners  
in Selected Special Schools in Vihiga division  
of Vihiga district.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH  
HEAD, IN-SERVICE

