

**TEACHING STRATEGIES AND ACADEMIC PERFORMANCE
OF THE MENTALLY RETARDED PUPILS IN AN
INCLUSIVE SETTING IN MARA DIVISION
NAROK DISTRICT KENYA**

BY

PETER SAITOTI

BED/15658/71/DF

**A RESEARCH PROPOSAL SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING (IODL) IN PARTIAL FULFILLMENT FOR THE
AWARD OF BACHELORS OF EDUCATION DEGREE OF
KAMPALA INTERNATIONAL UNIVERSITY (KIU)**

NOVEMBER 2009

DECLARATION

I PETER SAITOTI hereby declare that this research report is my original work and not a duplication of similarly published work of any scholar has never been submitted to any other institution of higher learning for the award of a Certificate, Diploma or Degree in Special Needs Education. I further declare that, all materials cited in this report which are not my own have been duly acknowledged.

Signature 

PETER SAITOTI

Date 

APPROVAL

This research project has been submitted for examination by my approval as a supervisor.

Signature


.....

Date. 26/08/2009

MR.NAKIBINGE EMK

DEDICATION

I dedicate this work to My Wife Jane, daughters Telvin and Judy my brothers, sisters and my dear parents who taught me the value of hard work at an early age. Special thanks to

ACKNOWLEDGEMENTS

I owe big thanks to the following people who helped me with advice and general assistance, Ms Kyolaba on her guidance on how to write a research proposal and report, Mr. Nakibinge Immanuel for his guidance throughout the research project.

I also owe a huge debt to my wife, Jane and my greatest friend Eunice, who have always supported me during my struggles in academics.

Special thanks too for my college teachers led by the head teacher Mr. Nkanee for their patience and assistance. I appreciate the efforts of my supporting brother, Mr. Tallam and all my course mates at KIU for their support and courage.

GOD BLESSES YOU ALL.

TABLE OF CONTENT

DECLARATION..... i

APPROVAL ii

DEDICATION..... iii

ACKNOWLEDGEMENTS iv

TABLE OF CONTENT..... v

ABSTRACT..... vii

CHAPTER ONE 1

INTRODUCTION..... 1

1.0 OVERVIEW..... 1

1.1 BACKGROUND 1

STATEMENT OF THE PROBLEM 3

PURPOSE OF THE STUDY 3

OBJECTIVES OF THE STUDY..... 3

RESEARCH QUESTIONS..... 4

SIGNIFICANCE OF THE STUDY 4

SCOPE OF THE STUDY..... 4

CHAPTER TWO 6

LITERATURE REVIEW 6

2.0 INTRODUCTION..... 6

2.1 DEFINITION OF MENTAL RETARDATION. 6

Genetic conditions 7

CHAPTER THREE..... 13

RESEARCH METHODOLOGY	13
1.0 INTRODUCTION	13
3.1 RESEARCH DESIGN	13
3.2 POPULATION TARGET	13
3.3 SAMPLE AND SAMPLING PROCEDURE	13
3.4 RESEARCH INSTRUMENTS	14
3.5 DATA COLLECTION PROCEDURE	14
CHAPTER FOUR	15
DATA PRESENTATION AND ANALYSIS	15
4.0 INTRODUCTION	15
CHAPTER FIVE	23
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS	23
5.0 INTRODUCTION	23
5.1 SUMMARY	23
5.2 CONCLUSIONS	24
5.3 RECOMMENDATION	25
REFERENCES	27
APPENDIX A	28
TIME FRAME	28
APPENDIX B:	29
QUESTIONNAIRE FOR HEAD TEACHERS OR TEACHERS	29
APPENDIX C	32
QUESTIONNAIRE FOR PARENTS	32

ABSTRACT

This study intended to establish a relationship between the teaching strategy and the academic performance of the mentally retarded pupils studying in an inclusive setting in Mara Division Narok District Kenya. The objectives of the study were: to find out the behavioral characteristics portrayed by the intellectually challenged learners in an inclusive setting; to find out the challenges faced by the intellectually challenged learners in regular schools and society at large; to find out the regular teachers attitudes towards the intellectually challenged learners, and to obtain information from regular teachers on teaching strategies and performance of the intellectually challenged learner in an inclusive setting. The study took a descriptive survey design and made use of the questionnaire to collect data. The findings of the study revealed that; most teachers were aware of the existence of the mentally retarded children in their respective classes as well as the philosophy of inclusive education; and most teachers in the division had a positive attitude towards the mentally retarded children; generally the study established and concluded that the strategies employed by the teachers affect the learning and performance of the mentally retarded learners in Mara Division.. Basing on the findings the study recommended teacher to keep a positive attitude towards the mentally retarded and also to give them special attention as they are teaching. Joint efforts by all stakeholders was also called for in formulating better teaching strategies for the mentally retarded children

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

This chapter presents the background, statement of the problem, purpose or aim, objectives, significance or justification and scope of the research.

1.1 BACKGROUND

Attempts to help slow learners began less than 200 years ago with Jean hard, a French psychologist who tried to educate a young boy wondering in the worlds outside every one. Although Hard felt that his attempts to teach the boy had failed, one of his students Edwin Sequin developed Hard's approaches much further and become an acknowledged leader for the movement which tried to help the intellectually challenged children. Sequin went to the United States in 1948 because of political turmoil in Europe. United States efforts to provide education to the intellectually challenged were enhanced by Sequin's work, care and education of the intellectually challenged children in the United States was moved gradually from the large states institutions to special class provisions in the public schools then, to the current philosophy of integrating the intellectually challenged children as much as possible into the society. This is the last restrictive environment policy according to Kirt and Gallagher (1975)

In African countries it is the people's belief that intellectual challenges on people or children are caused by curses on people or children, punishment, witchcraft or health that, this is a contagious condition and would therefore not wanted to be associated with the

intellectually challenged children or people. Such children are usually considered as unproductive, a burden to the family and society as well as being an embarrassment to the community at large.

In Kenya, education is meant to prepare for the development of individual talents and personality. The Kenya Government has continued to give education an upper hand as far as funding is concerned. Special Education has also enjoyed considered support from the Ministry of Education through implementation of inclusive education in primary schools. The society needs to be sensitized about the causes of intellectually challenged so that such learners would be accepted in an inclusive setting, on the other hand teachers should be trained and equipped with the relevant skills on how to hand intellectually challenged learners in an inclusive setting.

The Kenya Government has established various programmes in order to meet the education needs of the intellectually challenged and other forms of handicaps. Teachers are being trained to diploma, degree or higher level and employed by the government to cater for the handicapped children in the society. This study is an investigation of the challenges faced by teachers who work with children with mental handicap in primary schools in Kenya. The information gathered will require combined efforts by stakeholders to seek technical ways in alleviating the key identified challenges. When these challenges are addressed squarely then, quality education for learners with mental handicap and other learners with special needs will be guaranteed in future.

STATEMENT OF THE PROBLEM

For any curriculum to be effectively implemented there has to be adequate provision of physical facilities, learning materials and learning strategies. These important needs seem to be lacking in our programmes for the intellectually challenged learners in Narok District Kenya. This state of affair has resulted into a continued decline in the academic performance of the intellectually challenged learner in Mara division some thing that has become a concern to the entire community and all education stake holders calling for an urgent effort to address the state of affair. While there could be several causal factors to the poor performance of the mentally challenged children in Mara division, teaching strategies may have played a key role hence this study to determine the effect the teaching strategies may have on the performance of the mentally retarded children.

PURPOSE OF THE STUDY

The purpose of the study was to find out the effects of teaching strategies on academic performance of the mentally retarded pupils in an inclusive setting in Mara District, Narok District Kenya.

OBJECTIVES OF THE STUDY

To find out the behavioral characteristics portrayed by the intellectually challenged learners in an inclusive setting.

To find out the challenges faced by the intellectually challenged learners in regular schools and society at large.

To find out the regular teachers attitudes towards the intellectually challenged learners.

To obtain information from regular teachers on teaching strategies and performance of the intellectually challenged learner in an inclusive setting.

RESEARCH QUESTIONS

What are some of the behavioral characteristics portrayed by the intellectually challenged learners in an inclusive setting?

What are the challenges faced by the intellectually challenged learners in an inclusive setting?

What are the regular teacher's attitudes towards the intellectually challenged learners?

What are the teaching strategies used by the regular teaching in an inclusive setting?

SCOPE OF THE STUDY

The research was carried out in Mara Division, Siana zone of Narok District. The respondents included the teaching staff, stakeholders, learners and parents. The researcher identified the teaching strategies and their effect on the academic performance of the mentally retarded pupil in the schools of Mara division.

SIGNIFICANCE OF THE STUDY

The result of this study is to give parents, teachers and the community at large information on the causes of intellectual challenge and how to handle and cope with such individuals.

The result will also make the regular teachers knowledgeable on the ways of handling the intellectually challenged learners in an inclusive setting. The study findings will come up with solutions to the challenges faced in educating the intellectually challenged learners in an inclusive setting.

The research will also be of great importance to educators and curriculum developers and will act as a ref while developing teaching strategies which can be used by regular teachers in an inclusive setting and also to improve the performance of the intellectually challenged learners in school.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter presents a review of literature on the variable under study. The review took an analysis of the views of different scholar in the field of education and mental retardation

2.1 MENTAL RETARDATION.

According to Clifford and Hardman (2000), the field of mental retarded has a clear link to ethical issues. People with mental retardation are in high- risk category with respect to the ethical vulnerability. They are among those who need special consideration and protection. This position places great responsibility on professionals working in the field as researchers and care providers.

According to Kirk and Gallagher (1979) F. Randiki (1974), Westling Lenderman (1488) intellectual challenge refer to significantly sub-average general intellectually functioning existing co-currently with deficit in adoption behavior and is manifested during the development period.

England and Wales Mental Health Act (1983) defined “Mental Impairment” as a state of arrested or incomplete development of mind which includes significant or severe impairment of intelligence and social functioning and is associated with abnormally aggressive or serious irresponsible conduct on the part of the person concerned.

2.2 CAUSES OF MENTAL RETARDATION

Many causes of Mental retardation are not known. However the known causes are found to be very complex (Onyango 1992). Any condition that interferes with child's development before birth or in early childhood can give rise to intellectually challenged individuals.

Down syndrome, fetal alcohol syndrome and fragile syndrome are the three most common in born causes. However, doctors have found many others causes. The most common are:

Genetic conditions

Sometimes disability is caused by abnormal genes combine or other reasons. The most prevalent genetic condition include Down syndrome Klinefelter's syndrome, fragile X syndrome, Neurofibromatosis, Congenital hypothyroidism William's syndrome, Phenylketonia (PKL) and Prader- willi syndrome. The rarest of causes, abnormalities with the X or Y chromosome may also cause disability 48XXXXX cases and 49XXXXXX Syndrome affect a small number of girls world wide, while boys may be affected by 47 XYY, 49 XXXXY or 49XYYYYY. This is from Wikipedia, the free encyclopedia (2008)

Problems during pregnancy

Mental disability can result when the fetus does not develop inside the mother properly. For example there may be a problem with the way the foetus cells divide as it grows. A

woman who drinks alcohol or gets an infection like Rubella during pregnancy may also have a baby with mental disability.

Iodine Deficiency

This is affecting approximately 2 billion people world wide is the leading preventable causing of mental disability in areas of the developing world where iodine deficiency is endemic. Iodine deficiency also causes goiter, an enlargement of the thyroid gland. All these causes are from Wikipedia, the free encyclopedia (2008)

Classification of the intellectually challenged (mental retardation)

There are many ways of classifying the intellectually challenged. They may be classified by the term, mild, moderate or severe as used by the American Association of Mental Deficiency (AAMD).

According to James Nayne S. and Jane .R. (1981) and the Kenya institute of special education (K.I.S.E) Bulletin (1998) they can also be classified as educable, trainable and severe or profound, intellectually challenged have been done using intelligence quotient (I.Q) tests. In Kenya, the method is not used, instead the children are grouped according to their ability and social level that they belong to the same school system as other children. Some children should be provided with specialized training outside the classroom.

Barriers to inclusive education

The following are the barriers currently facing the attempts for the implementation of the inclusive education policy

Lack of appropriate resources

Lack of community involvement

Lack of qualified teaching personnel

Negative cultural attitude towards the disabled

Lack of proper policy and legal framework to support the policy

Lack of proper support services

Inclusive is a goal that aims at the fact that all persons regardless of their racial, economic and physical or any other differences are not excluded from societal activities. This calls for equal opportunities and accessibility to all resources, services and responsibilities.

In most countries, Kenya included inclusion of persons with disabilities in school was done in segregated fashion. After the international year for the disabled in 1981, many organization “of” and for persons with disabilities organized themselves to become vocal on the quality of education to be provided.

Inclusion therefore calls for all persons with special needs to be fully involved in all aspects of life that is employment, consumer services and other social activities as well as being part of the decision. Making processes and gaining access to information that child familiarizes with and learnt at his or her own ability level. Systematic instruction in every area requires time and proper learning which is very essential in a special education programme for the mentally retarded. The mentally retarded seem to require more repetition of an experience or an association in order to retain it. Such children should be motivated towards greater efforts by reinforcement, variation in material presentation,

enthusiasm on the part of the teacher and minimal lengths of session. The number of concepts of presented to the learners at one given time should also be minimized.

This avoids confusion the learner, the learning process ought to be stepwise and the learner should not be made to learn too many things all at once.

2.3 INCLUSIVE EDUCATION

Inclusive Education is the process of addressing the mentally challenged learner's need within the mainstream of education using all the available resources thereby creating opportunities for learning and preparing for future life. According to Warungure (2002) may also mean identifying, reducing or removing barriers within and around the school that may hinder the learning process.

Principles

In an organization all members should be made to feel appreciated by being treated equally in all aspects of life therefore. Inclusive education should aim at overcoming barriers of learning and development; (Kurt 1994).The special needs children should be made feel on prevention, infections such as rubella, syphilis and herpes during pregnancy can cause severe damage to the foetus. This leads to intellectually challenges K.I.S.E Bulletin (2001)

An expectant mother should be examined early enough to check for infections. In case of infection, she should be treated before damage has been due to the developing foetus.

Pregnant mothers should stay away from polluted areas such as factory environment where air is contaminated. They should also avoid alcohol intake, smoking, self medication, radiation (ionizing) as well as the abuse other substances.

Immunization of babies against diseases such as measles, polio, mumps to prevent concephalities that is an inflammation of the brain tissues which may result to mental retardation challenge.

Education of the mentally retarded learners

According to Farrant J.S (1980) Western education originated from the Greeks. Education was to be free for man to enable him to achieve his full potential as an individual and a citizen, but this was any for a privileged few. Mentally retarded learners were considered unfit and incapable physically.

According to Randik. F. (1974), the mental retarded learners are that they do not learn as readily as others of their chronological age. They lack the ability to master abstract ideas and are unable to learn tasks incidentally without instructions as the average child does.

Instructions to the intellectually challenged need to be systematically presented without too much reliance on incidental learning. Learning should be programmed in a sequence and presented in a manner that the moderate mental retardation will require considerable supports in school at home, and in the community in order to participate fully. As adults they may live with their parent, in all supportive services to help them, for example, manage their finances. A person with more severe mental retardation will need more intensive support and supervision his or her entire life.

Prevention and general treatment of mentally retardation

By most definitions mental retardation is more accurately considered a disability rather than a disease. Mental retardation can be distinguished in many ways from mental illness, such as schizophrenia or depression. Currently, there is no “cure” for established disabilities though with appropriate support and teaching most individuals can learn to do many things (Kirk.A.1992)

Although there is no specific medication for mental retardation, there are specific programmes that people or learners with developmental disabilities can take part in wherein they learn basic life skills. These “goals” may take a much longer amount of time for them to accomplish, but the ultimate goal is independence in tooth brushing to an independent residence. People with developmental disabilities learn throughout their lives and can obtain many new skills even late in life with the help of their families, caregivers, clinicians and the people who co-ordinate the efforts of all of these people.

CHAPTER THREE

RESEARCH METHODOLOGY

1.0 INTRODUCTION

This chapter explains how the research was carried out in logical sequence and particularly the methods and techniques used.

3.1 RESEARCH DESIGN

The study employed a descriptive survey design to collect data on the effect of mental retardation on performance. The data were collected in a standard form from a group of teachers and pupils mainly by selecting samples of individuals from known population and then employing questionnaires to collect the data.

3.2 POPULATION

The population targeted included primary school regular teachers within Mara Division in Narok District. This was because most of the learners who are intellectually challenged are identified in schools.

3.3 SAMPLE AND SAMPLING PROCEDURE

The researcher used simple random sampling; to select the sample of 36 respondents who took part in the study. This is because the technique gives fair play and provides equal opportunity to all respondent.

3.4 RESEARCH INSTRUMENTS

The study made use of questionnaires to collect data from the selected respondents by way of giving their responses on given opinions on issues relating to mental retardation and students performance.

3.5 DATA ANALYSIS

The collected data were analyzed using descriptive type of analysis the involved the use of frequency table and the accompanying relative frequencies and means enhanced by interpretation according to observation of the frequency counts. The analyzed data were discussed in relation with the views of scholars in the field of study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 INTRODUCTION

This chapter gives a presentation and an analysis of the data collected from the field pertaining the variables of the study. The data is presented in form of tables with frequency count totals and means.

4.1. Regular teachers' background information.

Table 4.1 Gender of regular teachers

Gender	Frequency	Percentage (%)
Female	10	25%
Male	30	75%
Total	40	100%

The table 4.1 indicates that there are more Males than Females teachers in the regular schools in Mara Division. This can be due to the fact that most schools in Mara division are far from urban areas which make it hard for the female teachers to access them because of the long distance.

Table 4.2: Age of the Teachers

Age (Years)	Frequency	Percentage (%)
20-25	7	17.5%
26-30	23	57.5%
31-40	8	20%
Over 40	2	5%
Total	40	100%

Table 4.2 indicate that most teacher were in the range of 26-30 years of age (57.5%); followed by those between 31-40 who were eight (20%) while those between were seven (17. 5%) and only two were found to be over 40 years. This implies that most teachers in the zone are younger and energetic with the ability to handle the mentally challenged learners within an inclusive setting.

Table 4.3 Educational level of the Regular teachers

Level	Frequency	Percentage (%)
O- level	12	36%
A- level	16	40%
CPE/ KCPE	9	18%
K.J.S.E		
Any other	3	6%
Total		

Regarding the education level of the teachers table 4.3 indicate that majority of teachers are A- level certificate holders indicated by 40% response. Others are O- level represented by 36% response and few hold diploma and Bachelors in Education implying that teachers most teachers in the study area are lacking the required training to enable them adequately handle the mentally challenged learners in an inclusive setting.

Table 4.4 teacher's awareness of mental retardation in Mara division

Awareness of Mental Retardation	Yes	No
Frequency	33	3

Table 4.4 indicates, thirty-six questionnaires were answered. Thirty three out of the thirty six were aware of the term "Mental retardation" Three respondents filled "No" option this implies that a majority of respondents seemed to be aware the term "Mental retardation.

Table 4.5 Awareness of the philosophy of inclusive education by teachers

Category	Frequency	Percentage (%)
Yes	31	86.11%
No	5	13.89%
Total	36	100%

According to the findings of the study reflected in table 4.5 majority of the respondents thirty one out of thirty-six respondents are aware of the philosophy of inclusive education which was represented by 86.11% while a few (five) out of thirty six which is about

13.88% indicated that they are not aware of the philosophy of inclusive education. The study suggests that those who are not aware of the philosophy of inclusion may be as a result of ignorance.

Table 4.6 challenges faced by teachers who work with learners with mental handicap.

Category	Frequency	Percentage
Lack of enough personnel	8	22.22%
Inadequate Resources	18	50%
Rigid curriculum	3	8.33%
Others	7	19.44%
Total	36	100%

According to table 4.6 The majority of respondents (50%) believe that the challenges faced by teachers are lack of the respondents believe in challenges other than those indicated in the questionnaires; of these some don't know any challenges while others didn't respond towards this area of concern. 8.33% of the respondents feel that the challenges faced by teachers are; overloaded and rigid curriculum.

The table 4.6 Facilities aided by government funds in special schools

Category	Frequency	Percentage
Special unit	9	25%
Resource room	5	13.89%
Toilet or urinals	1	2.78%
Others	21	58.33%

The study findings in table 4.6 indicate that, majority of 58.33% of the respondents felt that government funds have not aided any facilities listed on the questionnaire of these, some believe that the facilities listed on the questionnaire of these, some believe that the facilities were donated by Non-governmental organizations or other service providers and some support that the government has aided in resource materials, 25% of respondents believe that the government has aided in putting up special unites.

Table 4.7 Degree of acceptance of mentally challenged by normal learners in the mainstream

Category	Frequency	Percentage (%)
Strongly agree	10	27.78%
Agree	21	58.33%
Don't agree	4	11.11%
Others	1	2.78%
Total	36	100

This study findings in table 4.7 show that majority of the respondents, that is, about twenty one out of thirty six (58.33%) agree that normal learners in the main stream also accept the mental, handicapped while only four out of the thirty six (11.11%) disagree that learners are mentally retarded are accepted by normal learners. Only one researcher did not respond to this specific area of concern. This study suggests that normal learners from the main stream should be sensitized on accepting their peers who are mentally handicapped as proposed by ministry of Education (2004)

Table 4.8 Attitudes of teachers towards learners who are mentally handicapped

Category	Frequency	Percentage (%)
Positive	31	86.11%
Negative	4	11.11%
Others	1	2.78
Total	36	100

The study indicates that majority of teachers have positive attitudes towards learners with special needs. However the study also indicates that a minority of teachers have negative attitudes towards learners who are mentally retarded.

The table 4.9: Sampled school pupil's enrollment

School	Pre-primary	Primary	Special unit	Total	Percentage
Siana	170	814	13	997	35.95%
Sekenani	179	1432	35	1646	59.36%
Naikarra	23	81	26	130	4.69%
Total	372	2327	74	2773	100%

Table 4.9 indicate that, 2327 out of 2773 (83.92%) represents the enrollment of main stream learner and minority 74 out of 2773 (2.67%) represents enrollment of learners with special needs in the study. findings from this study indicate that there are more learners in big centers. The study also shows that most learners with special needs are not exposed to education due to underlying negative factors cited in the literature review.

Table 4.10 Sampled staff establishment

Schools	Pre-primary	Primary	Special unit	Total	Percentage
Siana	1	5	3	9	11.84%
Sekenani	4	29	4	37	48.68%
Naikarra	4	21	5	30	39.47%
Total	9	55	12	76	100%

The table indicate that; fifty five (55) out of seventy six (76) represented by 72.37% are the teachers established in the main stream schools where as twelve (12) out of seventy six (76) represented by 15.79% are teachers in special units and nine (9) out of seventy six (76) represented by 11.84% teachers in pre-primary are. This study suggests that the

main stream is fairly equipped with teachers compared to special units and the pre-primary.

This may be contributed by both the parents and government not playing their expected roles in posting or employing adequate personnel which as a result is a stumbling block as far as education is concerned and also in agreement with the cited review.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter consists of summary of findings, conclusion and recommendation. The summary of findings is derived from data analysis and interpretation; conclusions are drawn and recommendation made from the findings and conclusions.

5.1 SUMMARY

The purpose of this study was to establish the relationship between teaching strategies and academic performance of the mentally challenged learners in regular schools in Mara Division, Narok District Rift valley province.

The researcher identified the schools from where the research work was to be carried out, distributed questionnaires, and then collected them at a later date for data presentation and analysis.

From the questionnaires the researcher wanted to establish the causes of intellectual challenges and to analyse the general attitudes of the regular teachers towards the inclusion of intellectually challenged learners to regular schools.

The researcher came up with a research approach and strategy. He acquired the necessary tools for the research to proceed smoothly without any major setbacks. He managed to come up with the limitations and delimitations encountered during the study. The data obtained was then presented on tables.

5.2 CONCLUSIONS

The researcher established that the major challenges faced by the intellectually challenged learners include inability to learn, read, write and spell. Others included poor attention and understanding of learning materials, stigmatization caused by fellow learners, lack of proper learning facilities and lack of special teachers.

In addition, the attitude of regular teachers towards the learners was found to affect the nature of learning of the intellectually challenged learners. Lack of enough funds towards their welfare also was found to have an impact on the performance of the learners. However, the general regular teacher's attitude towards them was found to be good as evidenced by the 56.7% response and indicate on improvement and encouragement to the compared to the past.

The major contributions of funds towards welfare of the intellectually challenged learners were found to be from non-governmental organizations. This was shown by the 53.3% response. Many of the regular teachers indicated that it was a good idea to include the intellectually challenged learners to regular schools. This can be seen by the 43.3% response, which is seen to encourage more learners with this condition to be enrolled to regular schools.

On major causes of the intellectual challenges in children before birth, pre-mature and post-mature births were found to be the major causes. This is shown by the 33.4% response.

Last but not least, the major causes of intellectual challenges in children after birth were found to be childhood accidents, severe mental illness, drug abuse, additions as well as child hood infections and intoxications.

5.3 RECOMMENDATION

The researcher contends that the negative attitude of teachers towards the intellectual challenged learners should change for the better. This is especially to the learners with these conditions so as to facilitate their successful integration and adaptation to the regular schools.

The education curriculum should be in such as a manner that it takes into consideration individuals with special needs. This should be done by the Kenyan government through the Ministry of Education.

Teachers, parents, well wishers and other professionals should work hand in hand in order to provide for the learners with their day to day requirements.

Pre-service and in-service training for all teachers should be put in place to familiarize them with the intellectually challenged learners and their educational needs. This should be done by the employer, teachers service commission (TSC)

The intellectually challenged learners should rest assured that they are loved. Their peers should be counseled by their teachers so as not to laugh at or ridicule them. This should be done by face to face conversation in class.

Since class teachers need favorable working conditions on order to offer adequate services to the intellectually challenged learners, factors such as smaller classes and size. Age of the child and degree of challenge ought to be put into consideration before the child is integrated to the regular school or classroom.

As the intellectually challenged learners benefit a lot when they are in regular classes, inclusive education should be more emphasized. Therefore, the government through the Ministry of Education should ensure that in every school, there is a special teacher to handle these children.

Public awareness should be raised. This should be done by the community, at large. Implementation of the above should be done through workshops and church services if need be.

REFERENCES

- Clifford, J.D, and Hardman, M.L. (2000) *Mental retardation life cycle Approach*: Baskerville, prentice Hall Inc.
- Hallan, etal (1991) *Exceptional children introduction to special needs Education* 5th Edition, New Jersey: Preventive Hall.
- Hiuhu. B. (2002) Educational Resources in an inclusive setting Distance learning programme, Nairobi, KISE.
- Ingalls. R.P (1986) *Mental retardation the changing out-look*, New Millian publishing company.
- Keshena. M.M and Mwerria, E.S. (2002) Educational Assessment and Intervention measures for children with special needs Distance learning programmes, Nairobi: KISE Publishers.
- Mwaura.S. and Wanyiera, S. (2002) Introduction to children with special needs in Education. Distance learning programme, Nairobi: KISE publishers.
- Ndurumo. M. (1993) *Expectional children development, Consequences and intervention*. Nairobi Longman Kenya limited.
- Skjotar (1997) Information for provision concepts in special education UNISE: Uganda,
- Waston, T.J. (1967) *The education of the mentally handicapped children* London University Press Limited.

APPENDIX A
TIME FRAME

Scheduled time	Writing the proposal
Dec 2008	Presenting the proposal for marking
April 2009	Piloting the teachers questionnaires
May 2009	Going to sample schools to correct questionnaires mistakes
May 2009	Correct questionnaires mistakes
May 2009	Going to sample schools for data collection
June- July 2009	Presenting and analyzing data
July – August 2009	Writing the report
August 2009	Taking the report for marking and correct
August 2009	Writing the final report
August 2009	Taking report for typing or printing
August 2009	Presenting the final report for marking

APPENDIX B:

QUESTIONNAIRE FOR HEAD TEACHERS OR TEACHERS

Dear respondents,

I'm glad to inform you that you have been selected to participate in the filling of these forms. Whatever you are going to answer will be treated with a lot of confidentiality, so feel free as you are filling these forms.

Instructions

Please fill in the questionnaire by ticking or entering data in the appropriate box.

1. Sex Female

 Male

2. Age (25-30) years (31-35) years

(36- 40) years (41-45) years

(46 and above)

3. Highest academic qualification

Primary

Diploma

Secondary

Degree

Others specify.....

4. The number of years in the teaching profession

Less than one year

1-3 years

More than 5 years

5. The term "Mental retardation" is closely related to the intellectually challenged persons.

Yes

No

Others specify.....

6. What is the current enrolment of pupils in your school?

a. Pre- primary

b. Primary

c. Special unit

7. How many teachers are there in your school?

a. Pre- primary

b. Primary

c. Special unit

8. Are there teachers who have undergone special needs education training?

Yes

No

9. What are the teacher's attitudes towards the mentally handicapped children in your school?

Negative

Positive

Others specify.....

10. Do "normal" children accept the mentally handicapped children?

Yes

No

11. Are you informed about the philosophy of inclusive education?

Yes

No

12. Have you constructed any facilities to assist the mentally challenged?

Yes

No

13. What are the major challenges faced by teachers who handle mentally challenged?

Lack of enough personal

Inadequate resources

Rigid and over loaded curriculum

Other specify.....

APPENDIX C

QUESTIONNAIRE FOR PARENTS

1. How many children do you have?

Boys

Girls

2. How many are mentally challenged?

Boys

Girls

3. Do mentally retarded learners go to school?

Yes

No

4. Do you keep his or her performance?

Yes

No

5. Do you provide any assistive devices for his or her studies?

Yes

No

Do you provide reading and writing materials?

Yes

No

Others specify.....

Do you pay fees for children?

Yes

No

How is the interaction between the child and other siblings at home?

Fair

Smooth

Hard

Others specify.....