

**CHALLENGES TO EFFECTIVENESS OF TEACHERS IN SPECIAL
SCHOOLS FOR MENTALLY CHALLENGED LEARNERS IN
GATIMU DIVISION NYADAURA
DISTRICT, KENYA.**

**BY
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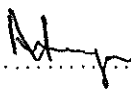
**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT FOR
THE REQUIREMENT FOR THE AWARD OF BACHELOR OF
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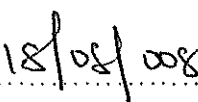
DECLARATION:

I Mungai Mary Ad. No. BED/10907/61/DF hereby declare that this research paper is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for the award of a certificate Diploma or Degree.

I further declare that all materials cited in this paper which are not my own have been duly acknowledged.

SIGNATURE 

MUNGAI N. MARY

DATE: 

APPROVAL

This is to satisfy that this research paper has been submitted for examination with my approval as the research supervisor.

Signature.....

MR. SEKAJUGO DERRICK
SUPERVISOR.

DATE.....19/08/08.....

DEDICATION

This work is specially dedicated to all learners with special needs and teachers teaching in special units and schools.

Disability is not inability

ACKNOWLEDGEMENT

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CHAPTER ONE:

INTRODUCTION.

1:1 Background Of The Study.

The trend in Kenya is already directed towards making it possible that by the year 2015 all teachers in the public schools will have received training in special needs education.. This will enable them assist the intellectually challenged learners in special schools, units and also in the mainstream. However it has been realized that teachers teaching in the intellectually challenged learners experience a number of problems or challenges. It is hoped that by addressing these challenges the special needs teachers will carry out their teaching duties more effectively and hence feel more motivated.

One of the major questions is whether such an advanced education system cater for the varied mental ability such a system should be consistent with a democratic philosophy that accords all children the opportunities to learn; whether average bright, dull retarded, delinquent, emotionally disturbed or otherwise limited or deviant in their learning capabilities.

Special need education has undergone a number of modifications since it was established in Kenya in the 1940's. A number of regular school programmes have been adopted to suit the needs, interests and capabilities of persons with disabilities and more so those with mental challenges. The latter who cant benefit substantially from the regular school programmes.

1:2 Purpose Of The Study.

The purpose of the study is to investigate into challenges facing teachers in special schools for the mentally challenged learners and how they affect their effectiveness Gatumi division, Nyandaura district in Kenya

1:3 General Objectives.

By the end of the research study the research should be able to identify challenges facing teachers teaching in special schools and effectiveness of their teaching.

1.3.1 Specific Objectives.

- (i) Verify some challenges facing teachers hence interfering with their teaching effectiveness.
- (ii) To investigate where the challenges emanate from
- (iii) Find ways and means of minimizing these challenges.

1.4 Significance Of The Study.

The research study is worth taking as by addressing the challenges faced by teachers in mentally challenged special units and schools will assist in minimizing the effects of these challenges.

The government will see the need to allocate more funds for building enough class rooms. It will also see the need of providing enough and relevant instructional materials. It will train more teachers in special needs education and post more who are already trained to the units, this will enable teachers to handle a manageable number of learners whom they can give individual attention.

The head teachers will see the need of buying learning resources for their special units other than deviating all to the regular learners.

Parents will change their attitudes towards the education of the mentally challenged learners as they will receive better results.

If these challenges are minimized teachers will be more productive in the course of their service delivery since they will be more motivated.

Learners will receive more effective education and hence be contained in the units until they are fully vocationally trained to be integrated into the community.

Finally the study results will give a ground for further researches as the core problems challenges have varied causes and effects.

1:5 Research Questions.

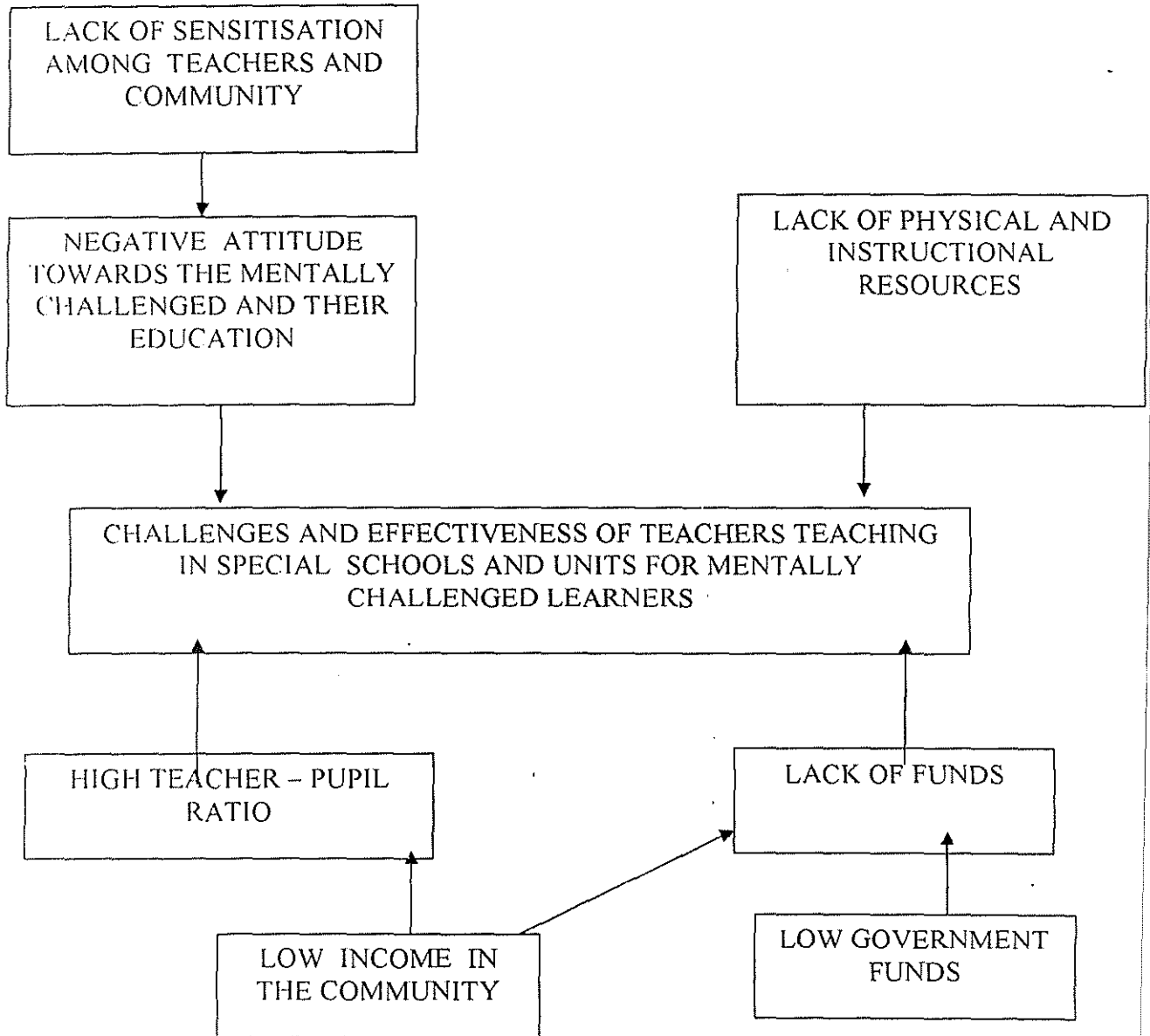
- i) Do you have enough teachers who are specially trained in your special schools?
- ii) Do you have enough resources for teaching learners with mental challenges?
- iii) What is the attitude of regular teachers and community towards learners with mental challenges?
- iv) What prevocational skills do your learners come out of school with?

1:6 Scope.

The research study covers the challenges facing teachers teaching in special schools and units for the mentally challenged and how much they hinder their effectiveness. The study will cover the five special schools for mental challenges in Gatimu division in Nyandaura district in Kenya.

1.7 Conceptual Framework

This is a scheme of variables or concepts which the researcher will operationalise in the study in order to achieve the set objectives. The researcher has presented it diagrammatically.



1.9 Operational Definition of terms.

Handicapped individual

A person significantly hindered to learning, social behavior or occupational performance as a result of a physical, mental, emotional or speech disability. A handicap may occur in either one or more areas of performance.

Special need education.

This is a system of education designed to meet the need of education children who are restricted in their ability to follow the normal curriculum due to the onset nature and severity of that particular disability.

Special school

This refers to a school for learners with similar disabilities only. Hence a special school for the mentally challenged learners.

Special unit.

Refers to classes or rooms for learners with disabilities attached to the regular classes in regular/ mainstream where non challenged learners learn.

Attitudes

These are learned behaviors. They are not innate nor are they as a result of constitutions development and maturation. Attitude is not vague but a specific response to a specific reference.

Educable mildly mentally retarded.

Refers to a sub group of retarded persons who are considered to have potentialities for development in an academic subjects but are unable to profit sufficiently from the regular class room programme.

Mental retardation.

This refers to significantly sub-average general intellectual functioning existing concurrently with deficits in an adaptive behavior and manifested during the developmental period.

Vocational /functional Education

This Refers to programs that impart specific occupational skills and knowledge required in the world of work either at home, engineering or scientific disciplines

1.10 Abstract

Special Needs Education has been an important instrument of addressing special difficulties found in Learners with special needs. Mentally handicapped Learners in particular have benefited a lot with this Education Programmes.

This research has been indicated to investigate the impact special needs Education has made in this area and especially the mentally handicapped.

The research used survey method and employed questionnaire as a technique to ask relevant questions. The answers provided were in quantitative form. Investigation was mainly centered on investigating challenges teachers encounter and how they affect their effectiveness in assisting learner with mental challenges.

Teachers of the five special unit and schools were the main respondents and were able to provide the needed information. There were total of ten teachers in the five schools.

The findings indicated that substantial impact has been made by special needs education on mentally handicapped learners. Various parameters showed success indices ranging from 40-80% success.

In conclusion, the researcher hails the good work done by the unit teachers and teacher aides in supporting mentally handicapped learners.

However the researcher recommends that more teachers be sent to the unit to collect the teacher-pupil ratio imbalance. Also there is needs to put more effort on occupational training and a follow-up programmes be set up to ensure that those learners who drop out or get integrated into the society are well prepared and placed.

CHAPTER TWO: RELATED LITERATURE

2.0 Overview

This chapter presents views of different scholars concerning education of the mentally challenged persons.

2.1 Kenyan Historical Background

According to Fannuel O. Radiki (2002)

Special education for the handicapped was started in Kenya by churches, interested individuals, voluntary and non- governmental organizations. It started with the education of the blind in the early 1940' to rehabilitate the victims of the World War II who had lost their sight during the war.

In the beginning the service were provided in form of custodial care using the model seen in Europe at the time. Soon there after, more interest development, not only to rehabilitate those with visual impairments but others such as the mentally handicapped and those with sensory and physical impairment as well.

The earliest schools for the handicapped were Thika Schools for the Blind started in 1954 (By the Salvation Army), Jacaranda School for the Mentally Handicapped (the St. Nicholas) started in 1947 by private individuals. Service for the deaf were started by Aga Khan Community in Nairobi and Mombasa in 1958. The earliest school for the physically handicapped was Joy Town in 1963 (by Salvation Army).

The Kenya Government got fully involved and assumed a leading role in the education for the handicapped persons after independency. To demonstrate her commitment to improve the general welfare of the disabled in 1964, a committee was appointed under the chairmanship of Hon.E.N. Mwendwa to look into ways means of improving the general welfare of the handicapped with term of reference like to make an assessment of numbers and type of disabled persons in Kenya. They were to investigate on the existing facilities for the education training and settlement of disabled. They were to formulate a broad programme for training and placement of the disabled and other terms.

Further commitment by Kenya Government was contained in sessions paper No. 10 of 1968 African Socialism and its application to planning in Kenya where its long term objective is stated as "to improve the general welfare of all the people" to ensure that the services were coordinated to benefit the handicapped. The ministry of education established special education section in 1977 with the following aims and objectives; the overall development of the individual, spiritually, mentally, socially and physically to the highest possible degree. The development of the potential productive and creative abilities of the individual so that he may be an asset to his society, the attainment of the individual to a fuller degree of independence in his life.

In order to achieve these objectives, Kenya has continued to provide special education in the general frame work of education system as an integral part of regular education. This is specially so because Kenya's children are designed to enlarge the child's knowledge, experience and imaginative understanding and thus his awareness of moral values and capacity for employment, to enable the child to enter the world after formal education is over as an active participant in the society and a contributor capable of achieving as much as possible. However, over the last close to twenty five year since independence, Kenya has made great strides in provision of special education and related services such as preventive, assessment, intervention and training services.

Emanating from the awareness created over many years and especially during the national and the international years for the disabled in 1980 and 1981 respectively, Kenya has emphasized the need to assume greater direct responsibilities for special education. Educational opportunity and the man power training schemes for disabled have been rapidly expanded by opening up institution for further training to meet the need.

The available services for the handicapped include, home based program, integration programs in the ordinary schools, and unit where the handicapped receive education in programs that are relevant to their disabilities.

Programs that operated include, vocational training for the deaf, where they are trained for self-employment, educational assessment and resource centers were introduced in 1984 with the help of DANIDA. As part of pre- institute activities orientation and mobility is a concept of training the blind to familiarize themselves with

the environment, peripatetic service offered in the ENT clinics in a number of Government hospitals (they are operated as diagnostics, assessment and intervention centers) like any other student, the handicapped participate and enjoy extra curricular activities like games and sports special Olympics for the mentally handicapped is an activity that has projected Kenya's image very positively and prominently in the world map.

Teacher training programme came up in Kenya. For example in 1964, training of teacher for the handicapped started. In 1980, High Ridge Teacher' College started in training the teachers for the blind. In 1987, the physically handicapped was also introduced. In 1986, all the courses were brought under one roof at Kenya Institute of Special Education. The institute was developed with fund from Danida and offer courses in diploma services.

The 8-4-4 curriculum developed for school specially designed to meet Kenya's national goals in the curriculum followed by special except for the minor modifications to suit different handicapped conditions. It is noteworthy that the Kenya education commission right at the beginning of the Kenya's independent history appears to have had such a clear view of the needs of exceptional children that it also saw the need to introduce a special education component in the regular teacher training programs such an enlightened position served as a guiding principle in Kenya's special education program and put Kenya in the forefront in the provision of special education in Africa.

2.2.0 Effects of Mental Retardation

2.2.1 Intellectual functioning of the mentally retarded

Kirk, SA (1972) stated that mildly retarded children have a "rate of commonly one-half to one third that of average children". It should be stressed that a child may have a mental age far below that of his counterparts of the same chronological age.

The mildly retarded adult, for example, has a mental age of child between 8 $\frac{1}{2}$ years and 10 years and 10 months. What this means is that a mentally retarded adult of, say 25 years of age, can think or process information that a normal child may be 8 $\frac{1}{2}$ years and approximately 11 years could undertake. The moderately retarded adult has a mental age of children aged between 6 years 1 month and 8 years 5 months, while the severely mentally retarded adults have a mental age normal children between 3 years 9

months and 6 years. Profoundly retarded adults have a mental age of 3 years and 9 months. Knowing the mental age of the mentally retarded persons helps professional to gauge their expected level of performance and in designing appropriate intervention programs.

2.2.2 Personality and Social Adjustment of the Mentally Challenged

Harrving, G.N (1974) agree that the mentally retarded have behaviour and social adjustment problems, so behavioral adequacy is one of the concurrent criteria in designating a child as mentally retarded. Kirk, S. A (1972) states that the mental retarded have a "low frustration tolerance and short attention span". Their low frustration tolerance makes them give up tasks easily. Low frustration, tolerance and the short attention span also causes the child to have not only educational problem but also personality and social development problems. They manifest temper tantrums as a result of perceiving themselves being forced to do impossible tasks. This leads to their competence being questioned and they find little pleasure in engaging themselves in non-rewarding activities. Suzan and Rizzo (1979) and Kirk, S.A (1972) noted that the educable or middle mentally retarded are capable of independent living. They are also able to take care of themselves socially so that after leaving school they are difficult to identify as mentally retarded

2.2.3 Educational Achievement of the Mentally Challenged Persons

According to Ndurumo (1993), he reduced capacity of the mentally retarded to retain and recall information both in short term and in the long term memory is pronounced especially with regard to abstract. Compounded with this is the fact that the mentally retarded learn slowly, hence they have significant education problems.

The mentally retarded are classified into the educable mentally retarded (EMR) who are technically mild retarded. The trainable mentally retarded (TMR) who are moderately and severely retarded, and the profound retarded whose intellectual functioning is so slow, that they are referred to as custodial retarded. The educable mentally retarded constitute between 75 and 80% making them the largest group.

Kirk, S.A (1972) observed that educable mentally retarded children when they enter school at age of six are not ready for writing, spelling or arithmetic. He stated that

these children do not even acquire these academic skills until they are between eight and eleven years old of age. According to Suzan Rizzo (1979) the trainable mentally retarded constitute of 0.13% of the mentally in the well – adjusted adult. Seventy five per cent were found to be living in the community, 16% were institutionalized, while 80% had died. This study seems to confirm the need for the curriculum a geared self help skills, leading t self care.

2.2.4 Educational Programming for Mentally Challenged Learners

Kenya’s ministry of basic education in a policy paper in 1981 stated that the educable mentally retarded should be educated in regular classes with some special education provisions on the other hand, the moderately retarded were to be educated in special classes or units, while the severely and profoundly mentally retarded were to be educated in special school. The ministry further emphasized that social contact both at home and in the community were to be arranged for severely and profoundly retarded. The profoundly retarded were seen also as needing instruction in hospitals on a short term and long term basis.

Depending on the learning abilities of the children, the ministry of the basic education (1981) recommended these as the age groups of the children.

1.	Home	0-2 years
2.	Nursery	2-6 years
3.	Pre – primary	6-9 years
4.	Primary	9-13 years
5.	Intermediate	13-16 years
6.	Vocational	over 16 years

The ministry recommended that nursery and pre-primary classes should not have more than four children in a class for the severely retarded. These children are moderately retarded with IQ ranging from 36 to 51 or 40 to 54. They can read and write to some extent and can be expected to achieve pre- primary education up to the third grade.

Robinson and Robinson (1976, P374) states that these children do not benefit from regular school instruction except in special cases and because of “their frequent physical problems; especially seizure, cerebral palsy and toilet difficulties, may have been totally

excluded from school, especially those living in small towns and residential areas and those presenting management problems, many times the only solution has been care at home or admission to a residential facility". The trend now, due to litigative actions, is to provide self contained education for these children, geared towards some measure of social or economical independence, though this may not be totally achievable objective. The social skill, aspects includes, communications skills, work habits, ability to follow directions and the essential factors of social participation.

Kirk, S.A (1972) stated that the trainable mentally retarded do not even learn to read at first grade levels. Their ability is limited to recognize their names and some words that are found in their school building and their aid in orientation and mobility such as danger stop, man, woman.

2.3 Attitudes towards Mentally Challenged Persons

According to MacMilan (1977); today's trend towards normalization and mainstreaming gives this question; will non- handicapped persons accept retarded person in the community and in regular classroom. The question is of theoretical interest in labeling controversy, critical practical importance as well. We believe that people's behaviour towards the retarded is basically consistent with the attitude they express toward them. The study of attitudes is also important because the public attitudes towards the retarded determine the extent to which the public supports programs and funding the programs. Residents of the community play a major role in determining whether the severely and moderately retarded can be placed in community and whether they will be accepted if they are. As mildly retarded children are returned to regular classes, the question is of theoretical interest in labeling controversy, critical practical importance as well. As mildly retarded children are returned to regular classes, the attitudes of regular class teachers and non- retarded peers will be crucial.

2.4 Learning Characteristics of the Mentally Challenged

Several general observations have been made regarding learning characteristics of mentally retarded children for example, Robinson and Robinson (1976) found that mentally retarded children:

- a. Are not alert to the cues necessary for solving problems
- b. Fail to differentiate relevant materials from irrelevant ones in order to develop discriminatory skills
- c. Do not ask strategic question to find specific answer or information needed
- d. Fail to take into account past experiences and their outcomes
- e. Are easily distracted by irrelevant environment stimuli thereby information
- f. Are passive in utilizing their mental capacities to explore or solve problems

However Robinson and Robinson (1976) stated that the litigative cases of the 1970s are resulting a some what different picture regarding the education provisions for these children for instance, some residential institution are initiating some formal training in the areas of verbal communication, behaviour management, motor skills and personal development. The point being traded as passive residential cases, efforts are now being made to keep them busy, enable them to communicate their needs or take minimal care of themselves.

2.4.1 Memory

Meyen L.E (1979) described memory as the ability to store or retrieve upon demand previously experienced sensations and perceptions even when the stimulus that originally evoked them is no longer present researcher; Robinson and Robinson (1976) states that memory in the mentally retarded has been one of the most researched areas.

Also stated that the mentally retarded have a problem with the short-term memory (T) rather than long term-memory (LTM)

The cause of short term memory deficit was attributed to the inability of the mentally retarded to employ the rehearsal strategies to aid in recalling the information that was learned recently say up to 30 seconds previously.

However, Learner W.J (1976) states that with progressive practice and repetition retarded learners are able to recall information but this is the long term memory. Because of the above findings, Ingals, R. (1987) provided the following guidelines to be used in learning;

- a. Use labeling and verbal association to enhance learning
- b. Repeat and practice skills to promote over learning
- c. Break task down into small steps and present small amount of information in sequence
- d. Select interesting and meaningful tasks so that learner will remain involved in the learning process.
- e. Teach the learner to use rehearsal strategies and practice them
- f. Provide opportunities for the learner to practice skills in many contents, through a multisensory approach and as an active process.
- g. Use auditory and visual for rehearsal strategies. Thus training in the use of rehearsal strategies, over learning, repetition, labeling, verbal association no constant use of the materials that have been learned, have been found useful in assisting children to retain and recall what they have learned.

2.4.2 Attention

Nestling, L.D (1986) stated the work of Learner, W. J (1976) has been instrumental in understanding how the mentally retarded attend to tasks. The results have shown that retarded learners have a problem selecting and attending to the relevant features of an object and are easily distracted by the irrelevant features of an object.

- a. Nestling, L.D (1986) conducted a study on attention in discrimination learning. They came up with a two- stage model of learning where in first stage the child orients himself to the features of the stimulus of objects, while in the 2nd stage identifies the relevant dimensions or features, thus being able to discriminate between relevant and irrelevant dimensions.
- b. Initial stimuli should vary on as free dimension as possible (large circles, red and blue or large and small circles, all red)
- c. Use of attention gaining techniques will help the child attend to desired dimensions. These techniques may include the use of verbal signals gestures, or as combination of these cues.
- d. A darkened room with light focused on the stimuli may enhance the child's attention.

- e. Placing work on different coloured background may enhance attention.
- f. The use of audiovisuals equipment such as overhead projectors will focus the child attention on the lighted stimuli in a darkened room.
- g. The use of the ball or buzzer may help focus the child attention
- h. Only selected stimuli should be present. Removal of extraneous stimuli should be present.
- i. Reward correct responses immediately.

2.5 Teachers training

According to Ndurumo, M.M (1993), it is widely recognized that regular educators are under increasing pressure to retard intellectually challenged children into their classrooms and retain those experiencing difficulties. At the same time, the demand for leadership and help from special education is reaching peak. On the other hand, Weldeab, C.J (2000), said that, "there must be massive efforts to work with regular teachers not just instruct them in the pedagogy of special education but to share in their feelings, to understand their fears, to provide them with assistance and materials and in short, to assure their successes. Special education service and training institutions are responding vigorously to the regular teacher need for help through variety of resources room, teachers consolation, laboratory experiential and in-service teaching programmes. As skills, techniques and experiences are shared with classroom teachers; positive attitude and relationship will develop.

According to Kirk, S.A (1972, pg.230), there are no special certificates for teachers of the trainable mentally retarded, but they should, apart from the general qualifications for teachers of the mentally retarded, have the following:

- a. Instruction in behaviour modification theory and practice because of its utility and importance in teaching self help skills.
- b. Instructions in characteristics of Down's syndrome and brain syndrome pupils while nearly two thirds have brain damage.
- c. skills in arts and craft, music, industrial arts, recreational games
- d. Course in child development

- e. A study of the goal, objectives and activities included in curriculum for the several retarded
- f. Instruction in giving special attention to parent' problems and methods of interviewing and counseling parents
- g. Be teachers who have patience and do not expect immediate results since mentally retarded children learn slowly
- h. Practical teaching or experience with the trainable retarded under supervision

These competences are similar to those incorporated in the two year diploma curriculum for training teachers of the mentally handicapped at Kenya Institute of Special Education. The curriculum includes the following components; educational psychology, learning disability and communication. These are taught to strength and broaden the students' horizons in non- retarded theories of learning, child development, motivation assessment, guidance and counseling. While the learning disability components cover specific learning disability and techniques used in their intervention. The speech language component aids in understanding theories, communication and the alternative methods which are used with other disability categories. These categories therefore, enhance a teacher's understanding of mental retardation.

2.6 Educational Goal Policies

The ministry of basic education in 1981 pg. 177, stated in a policy paper that the educable mentally retarded should follow an adapted curriculum which emphasizes pre-vocation education, social development, communication and self-help skill. The moderately and severely retarded, on the other hand, were to follow a specialized curriculum designed especially for them which emphasizes similar skills but the main aim of normalization.

Weldeab, C.J (2000), continued to make the following recommendations that stated that programmes for educable mentally retarded should;

Educate the children to get a long with their:

- a. Fellow men
- b. Train the children to participate in work for the purpose of earning their own living through pre-vocational and post training.

- c. Assist the children to develop emotional security and independence in school in the home through a good mental health programme
- d. Develop in children the habit of health and sanitation through a good programme of health education.
- e. Instill in the children the ability to occupy themselves in wholesome leisure time activities through educational programme that teaches them to enjoy recreational and leisure time activities
- f. Teach the children to become adequate members of the family and a home through an educational programme that emphasizes home membership as a function of the curriculum
- g. Teach the children to learn to become adequate members of the community through a school programme that emphasizes community participation

On the hand Kirk, S.A (1972) states that the aim of the programmes of the trainable mentally should be:

- a. To develop in the children self help skill such as dressing, undressing, bathing and following sleeping routines
- b. To develop in children social adjustment skills in the homes and the community such as moving about unassisted in their homes the immediate environment and the community
- c. To assist the children to become economically useful at home, school, or sheltered workshops, through curriculum that emphasizes activities such as cleaning rooms, cooking, setting tables and so on.

CHAPTER THREE:

METHODOLOGY.

3:0 Introductions

Research study adopted the following methodology in order to achieve the objectives of the research study.

3.1 Research approach.

The researcher used quantitative approach as it involved use of numerical data to interpret and analyze the information collected to give meaning to the study.

3.2 Research design.

The study used survey method to collect information using a standardized form from groups of teachers.

3.3 Target population.

The target population will be ten special needs teachers two from each special school for the mentally challenged learners in Gatimu division in Nyandarua District in Kenya.

3.4 Sample

Research will involve 10 teachers that is two teachers which will be two from each special unit or school. These will be either male or female.

3.5 Sampling procedure / techniques.

The researcher adopted purposive sampling method. This was based on their length teaching experience in their present working stations

3.6 Instruments/Tools

The study used questionnaires which comprised of written questions which were answered in writing by the respondents. The researchers was guided by the formulated

research questions and objectives of the study. The questions were of two types of responses or open ended or close ended. They will also be simple, clear and straight forward. The response format was yes or no and a brief explanation in few areas.

3.7 Procedure for collecting data

The researcher carried out a research study case. This is because she intended to investigate the challenges faced by special unit teachers. These challenges affect the effectiveness of these teachers in teaching and training learners with mental challenges.

The researcher gathered related literature from resourceful areas depending on the research problem/ title

She developed instruments or tools which were used in collecting data / information. Here she prepared questionnaires which consisted of written questions. The researcher collected the data herself by visiting the institutions and dispatching the questionnaire to the teachers.

The researcher got permission from the university to allow her to conduct the research in the various areas of study. The letter of introduction was presented to the school heads before dispatching the questionnaires to the teachers.

The researcher developed a research proposal which was a detailed written plan detailed written plan describing how the research project would be carried out.

3.8 Data analysis

The raw data collected was presented and organized to be presented and organized in tabular form. It was then analyzed and interpreted according to responses given in each question. This was done by following the answers given and tabulated frequency and drawn from the data to answer the research question. The researcher finally wrote and submitted the report

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

TABLE :1 Schools of study in the division

DIVISION	SCHOOL	MENTALITY CHALLENGE	NO.OF TEACHERS
	RURII SPECIAL UNIT	30	2
GATIMU DIVISION	KIMARU SPECIAL SCHOOL	85	4
	WEMA SPECIAL UNIT	20	2
	GATIMU SPECIAL UNIT	25	2
	MUTHENGERA SPECIAL SCHOOL	103	5

Source: From Special Unit Teachers in the sampled schools for the mentally challenged.

The table above shows the number of intellectually challenged learners against the number of their teachers in the division. From this table it is evident that there are two special schools in Gatimu division which have the majority of intellectually challenged learners (more than half) while the rest are distributed in the units all over the

Q:1 How long have you been teaching in the unit?

Table :2

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Less than 5yrs	6	60%
More than 5yrs	4	40%
Total	10	100

Source: From the ten sampled teachers in the schools for the mentally challenged learners..

From the above majority of teachers have been teaching in their unit/school for less than five years 40% said that they have been teaching more than five years.

Q2 Have you been specially trained to handle the intellectually challenged children?

Table 3

Responses	No of Responses	Percentage
Yes	11	40.74
No	16	59.26%
Total	27	100

Source: from the ten teachers forming the research sample.

According to the table above. It is evident that more than half of the teachers teaching in the special schools and units in Gatimu Division are not specially trained to handle the intellectually challenged children.

Q2b.If yes what qualification?

Table 4

RESPONSES	NO.OF RESPONSES	PERCENTAGE
certificate	13	48.15%
No. responses	6	6.22%
N/V	8	29.63%
TOTAL	27	100

Source: From the ten sampled teachers from schools for the mentally challenged.

According to table 5 the majority of the respondent (48.15%) accept that they have been specially trained at the certificate level.

Q3.Its clear that 29.6 are not trained while 6.22% did not respond. Are the children you teach friendly?

Table: FIVE

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Yes	25	92.59%
No	2	7.41%
Total	27	100

Source: From the ten sampled teachers in the special schools.

From the above responses on question (3) above,the majority (92.59%) said that the mental challenged children are friendly.

Q4.Is it necessary to educate the intellectually challenged children?

TABLE:6

RESPOSE	NO.OF RESPONSES	PERCENTAGE
Yes	27	100%
NO.	7	0%
Total	34	100

Source: from the ten sampled teachers in the special schools.

According to the above table it is evident that the respondents are for the education of the mentally challenged children.

TABLE:7

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Self independence	18	66.67%
No-response	2	7.41%
Every child has right to education	7	25.92%
Total	27	100

Source: From the ten sampled teachers from the special schools

According to the responses given by the respondents on question 4b;as shown on the table (7),most of the respondents felt that the mentally retarded children should be educated to be self independent.(66.6%).25.92% felt that every child had a right to education like the others,7.41% of the respondents did not respond.

Qn.:5, Do you think these children can learn and acquire skills like those children in regular schools.

TABLE:8

RESPONSES	NO. OF RESPONSES	PERCENTAGE
Yes	19	70.37%
No	8	29.63%
Total	27	100

Source: from the ten teachers in the units for the mentally challenged learners.

From the above table 70.37% of teacher agreed that the mentally retorted children can learn and acquire skills just like those children in school,while 29.63%of the teachers felt that they cannot learn and acquire skills like those children in regular schools.

Q6 (a) Do you think these children can benefit from normal education curriculum?

Table:8

RESPONSES	NO. OF RESPONSES	PERCENTAGE
Yes	4	14.81%
No	23	85.19%
Total	27	100

Source : From the ten sampled teachers in the units for the mentally challenged learners.

85.19% of the respondents said that the mentally retarded children cannot benefit from the normal education curriculum 14.81% were for the feeling that the normal curriculum can be adapted to suit them.

Qn:6(b). If not what kind of curriculum do you suggest for these children.

TABLE:9

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Special curriculum	20	74.07%
No responses	2	7.41%
Practical curriculum	5	18.52%
Total	27	100

Source: From the ten sampled teachers in the units for the mentally challenged learners.

According to the responses in table (1C) on question (6b) the majority of the respondents 74.07% advocate for a special curriculum to cater for the skills the retarded need,7.41% did not respond. Others 18.52% felt that they needed a practical curriculum.

Question 7. Do you think it is of any use to familiarize regular teachers with need of the handicapped? Yes/No?

TABLE :10

RESPONSES	NO. OF RESPONSE	PERCENTAGE
Yes	25	92.59%
No	2	7.41%
Total	27	100

92.59%,majority of teachers felt that there is need to familiarize regular

teachers with needs of the challenged children, while 7.41% had mixed feelings that the regular teachers may not be willing to familiarize them selves with needs of the handicapped children.

Qn:8 State the kind of problems you encounter in the process of teaching this mentally restarted children.

TABLE:11

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Health problem causes absenteeism	2	7.41%
Lack of concentration / poor memory	5	18.52%
Teachers lacking special skills	9	33.3%
Negative attitude from the community	2	7.41%

Lack of teaching facilities	6	22.22%
No.response	2	7.41%
Heavy work load	1	3.70%
Total	27	100

Source: From the ten sampled teachers in the units for the mentally challenged learners.

Most of the respondents said that they enter several problems when teaching these children,33.33% said that they lack special skills which will help them handling these children.22.22% argued that there are no teaching facilities.18.52%,said that it is not easy to make them understand a learning task that they have to continue doing a single item for the long time,7.41% said that they cannot be in school for a very long time because of health problem they don't get encouraged from the community because of the negative attitude from the community.

Qn:9 Can these children be prepared for job placement? Yes/No

TABLE:12

RESPONSE	NO.OF RESPONSE	PERCENTAGE
Yes	25	92.59%
No	2	7.41%
TOTAL	27	100

Source: From the ten sampled teachers in the units for the mentally challenged learners.

92.59% agreed that the mentally retarded children can be prepared for job placement while others 7.41 had mixed feelings that they cannot be fully prepared for job placement because of their conditions.

9(b) If Yes, What vacating

TABLE :13

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Vocation training to be self reliance	24	88.89%
According to their interests and capability	1	3.70%
No response	2	7.41%

Source: From the ten sampled teachers in the units for the mentally challenged learners.

Responses from the table 14 above has shown that the majority 88.89% of the respondents advocate for the mentally retorted to be trained vocation schools where they will acquire skills for the job placement so that they can be self reliant. Especially in and tailoring and dress making e.t.c.3.70% supported that the mentally retorted can be prepared for job placement according to their interests and capabilities.

Qn:10.Is there anything you think can be done to improve the present situation in special education reference to your unit/school? Yes or No

TABLE:14

RESPONSES	NO.OF RESPONSES	PERCENTAGE
Yes	26	96.30%
No	No response	3.70%
Total	26	100

Source: From the ten sampled teachers in the units for the mentally challenged learners.

96.30% agreed that there are a number of things which can be done to improve the present situation in special education in relation to their school /unit. While 3.70% had mixed feelings about what could be done to improve the present situation in their school/unit.

CHAPTER FIVE;

DISCUSS CONCLUSION AND RECOMMENDATIONS;

This chapter briefly gives discussion ,conclusion and recommendations of research study about the challenges faced by the teachers in schools and units of the intellectually challenged children in Gatimu Division. The results the researcher has come up within this study paper could pave way for future research work to help better the lives of the handicapped in our society.

Teachers in special schools and units should not feel tired, frustrated or guilty when these children don't succeed easily in certain tasks. These are exception children and with little patience they will be able to overcome them bit by bit. Teacher's positive attitude will help enhance feeling of the acceptance for the challenged in the school settings.

The research has shown in data analysis that teachers experience some problems when teaching the intellectually challenged children. Most of the problems encountered include those in the vocation training especially in workshops, since these children may not continue with further studies, adequate facilities and equipment for pre-vocational facilities and equipment for pre-vocational training are required. For the children to acquire vocation skills, there should be provision of workshops. In school and units, tools machines to be in those workshop there should be qualified personnel e.g. in wood-work-carpentry, tailoring an so on.

There should be training services to march the increasing number of special unit and special schools in the country. The government should initiate a net work of teacher training programmes so as to produce adequate number of qualified interventions to meet future needs of handicapped persons and their families.

Teaching the intellectually challenged children is a complex tax. The researcher has noted that there should be provision of facilities and teaching materials for effective learning to take place. The society's collective effort could help develop materials and equipment for effective learning; piaget (1952) in his theories of cognitive development emphasized the use of concrete materials foe stimulation and developing concepts. The materials should be good adequate, and relevant to the needs of these children.

The respondent felt that the intellectually challenged persons should learn in good rooms which are well arranged such that they will not strain, well ventilated, rooms which are spacious and not congested in a way that the teacher will not be able to cater for individual differences. The teachers in special education have shown they like their children and wouldn't mind working with them. Their problem was that they have poor memory such that go over and over again shown by the regular teacher who are never willing to give a hand even when they are absent from school.

Majority of respondent's view was that regular teachers should be offered in service courses to enable them gain knowledge on the needs of the intellectually challenged children

There is also need to educate parents concerning programmes and provisions available for their children, so that the children may benefit even when they are out of school as parents should viewed as partners in educational process.

Both teachers and parents should use positive reinforcement to encourage their children to go over their tasks and it's a big incentive in any learning process.

Literature reflects that there is need for a special education curriculum which should be designed for the mentally handicapped in every subject of relevance for them.

Hoping that such a curriculum will have been simplified, to reduce the burden of adapting the Kenyan 8-4-4 curriculum which need a lot of simplification and thus make it too cumbersome to the non-specialist or untrained teachers.

5.2 Recommendation

In view of this research on challenges faced by teacher in special school and unit in schools of intellectually challenged children in Gatimu Division the researcher recommends the following:

- I. The cost sharing for the disabled should be abolished and instead be free and quality education.
- II. Voluntary should be encouraged to intensify their participation contributing to the fund and in provision of facilities and equipment for special education.

- III. Media and national programs should be utilized more intensively to create awareness of the needs mentally of the challenged persons including their employment.
- IV. There should be provision of courses for all including those teachers handling the non- handicapped pupils. These courses include –in- service and pre-service courses. This is for teachers to familiarize themselves with handicapped children and their special educational needs. A appropriate training could include lecturers, films, group discussions, distance education and educational tours to place like Jacaranda special school where such pupils are productive self supporting.
- V. The curriculum for the intellectually challenged children need to emphasize some academic subjects self –help skills like Activities of Daily living and vocational skills.
- VI. Attractive terms of service for all those serving in special education in terms of salary, promotions, and other benefits as way of motivating and retaining them in the service.
- VII. Parents must be involved in both assessment and programmes planning and implementation to ensure co-operation and success.
- VIII. The concept of the least restrictive environment, when properly applied will effectively unite the skills of the regular education and the special educator, thus providing maximum assistance to the intellectually challenged pupils.
- IX. Favorable working, conditions for maximum results. This would include class size, child age, degree of the disability that is the mild should not be mixed with the profound or severe mentally retarded p
- X. pupils. However, it must understood by all that intellectually challenged child's well being is paramount. There is more hope for intellectually challenged people today than at any other time in history. As progress is made educationally and medically this hope will grow and much of it will be realized

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APPENDICES

APPENDIX A: TIME FRAME

	Scheduled Time	Activity
a	Dec.2007- April 2008	Writing proposals and submission for approval
b	May – June 2008	Collection of data
c	July 2008	Writing the research report
d	August 2008	Submitting the research report for approval

APPENDIX B: BUDGET

ITEMS	QUANTITY	COST-KSHS
Stationery	2 reams duplicating papers 3 pens, 2 pencils and others	1,000.00 500.00
Typing services	3 copies proposal 3 copies report	3,000.00 3,000.00
Photographing and map scanning services	5 photographs 3 maps	1,850.00
Saving the work in a CD	1 Compact Disk	500.00
Transport and subsistence	5 to and fro trips and meals	1,500.00
Miscellaneous	10% of the total cost	1,145.00
Grand Total		11,450.00

APPENDIX C: INSTRUMENTS

Dear respondent you are required to read this questionnaire and answer the questions that follows by circling the correct response fill in where necessary. This piece of work will be treated with confidentiality and for the purpose of research only.

QUESTIONS TO THE TEACHERS

1. How long have you been teaching in unit / school?

- (i) less than 5 years
- (ii) more than five years

2. Have you been specially trained to handle the intellectually challenge children?

- (i) Yes
- (ii) No

If yes, what qualifications?

- (i) Certificate
- (ii) Diploma
- (iii) Degree

3. Are the children you teach friendly?

- (i) Yes
- (ii) No

4. Is it necessary to educate the intellectually challenged children?

- (i) Yes
- (ii) No

If yes, say why-----

5. Do you think these children in regular schools?

(i) Yes

(ii) No

6. Do you think these children can benefit from the normal educational curriculum?

(i) Yes

(ii) No

If yes, what kind of curriculum do you suggest for these children?

7. Do you think it is of any use to familiarize regular teachers with needs of the handicapped children? Yes / No

8. State the kind of problems you encounter in the process of teaching this mentally retarded children,

9. Can these children be prepared for job placement? Yes / No.

If yes, what vocations

10. Is there anything you think can be done to improve the present situation in special education in reference to your unit / school?

(i) Yes

(ii) No

If yes, please give suggestions -----

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student in 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:

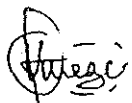
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Case Study:

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

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

Yours faithfully,



MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE