BEHAVIOR PROBLEMS ON LEARNING OF THE MENTALLY HANDICAPED CHILDREN IN REHABILITATION SCHOOL; A SURVEY OF KAKAMEGA DISTRICT, KENYA

BY

ASIKO EVELYN
BED/SNE/10824/61/DF

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Behavior Problems on Learning of the Mentally Handicapped Children in Rehabilitation School; a survey of Kakamega District Kenya.

By Asiko Evelyn

BED/SNE/10824/61/DF

A research report submitted to the faculty of education in partial fulfillment of the requirement for the award of degree of bachelor of Arts in Education of Kampala International University.

August, 2008

DECLARATION

I Asiko Evelyn do here by declare that this research report is my own original work and has never been submitted to any institution of higher learning for the award of a degree.

Evelyn

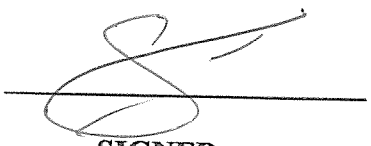
SIGNED

21/08/08

DATE

APPROVAL

This research report has been submitted for examination with my approval as the candidate's university supervisor.



SIGNED

MR. WOMUZUMBU MOSES
BA EDUC(HONS), MSC – EMD

21/08/2028

DATE

DEDICATION

For Denis Brian and Sharon for their continued encouragement and support, my brother Ezekiel and of course not forgetting Mr.Wakhisi Bitonye for his financial support during my study time.

May God bless them all.

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ABSTRACT

The research topic is on behaviour problem on learning of the mentally handicapped children in habilitation school.

The objectives of carrying out the study was to establish the techniques used by the teachers when handling mentally handicapped children with behaviour problems.

To establish the curriculum followed when teaching these children and also to establish the attitude of parents towards their children.

In methodology, the researcher has chosen on survey as an appropriate method when carrying out the study. The researcher also prepared questionnaires and administered it to the respondents in this case were the teachers handling these children. The collected data was analysed and presented on tabulation.

The area of study is rehabilitation school found in Kakamega District – Western Province Kenya.

The research findings indicates that there is only one school Western Province that deals with the rehabilitation of behaviour problems. It is also quite indicative that the school has few teachers compared to the number of learners.

The facilities are also not enough to cater for the interest of these children.

It was also clear that the facility caters for only boys and not girls.

The researcher has recommended that the government of Kenya should start other schools that will cater for the increasing number of the mentally handicapped with behaviour problems.

A school for girls with behaviour problems should be started. The government of Kenya should also organize for seminars for parents and teachers on techniques of managing children with behaviour problems.

More teachers should be trained and deployed in this school to assist in managing the unbecoming behaviour.

CHAPTER ONE (INTRODUCTION)

1.0 BACKGROUND OF THE STUDY

The mentally handicapped refer to significantly sub-average intellectual functioning existing concurrently with deficits in adaptive behavipiour and manifested during development period 0-18 years. Behaviour problem mean deviation from age appropriate behaviour which significantly interferes with the child's growth and development and the lives of others Kirk, (1972)

The study of the mentally handicapped children with behaviour problems has always aroused the interest of scientists and professionals in various fields of study. The nature of the problem poses a challenge which is alluring and intriguing .To unravel the mysteries of the problem and workout a solution is in the hope of every researcher ,parents, teachers and other professionals who have the interest to alleviate to alleviate ways and means of helping these individuals. Having both mental and behavioral deficits makes them become heterogeneous a group that is difficult to handle. This calls for further study in this field to equip professional with knowledge and skills when handling these individuals .

Some of behaviors exhibited by this group of children are aggression ,immaturity ,anxiety ,withdrawal and conduct disorders. Cole et al(1998) This affects their learning negativity as they cannot cope with the regular curriculum provided in schools. Aggression manifests itself in excess motoric activities that do not allow any concentration on a learning activity.

Mental retardation manifest itself in sub average performance that leads to one under performing in learning tasks ,sensory – motor self- help skills and socialization.

1.1 STATEMENT OF THE RESEARCH PROBLEM

The researcher has intention to investigate behaviour problems on learning of the mentally handicapped children and possible ways of correcting such behaviors. By the nature of the handicapping condition , the children seem to be very destructive in the community especially those who exhibit aggressiveness .They are quite destructive ,they can easily injure themselves and they have no time to settle down on learning tasks. The teacher finds it difficult to handle them and also parents experiences the same with these children.. The number of the mentally handicapped children with behaviour problems is also increasing tremendously hence there is need for scholars and researcher to come out with a possible solution to this problem. As much as these children with behaviour problems are isolated in the community, this has also been extended to their parents a thing that adds them a lot of discouragement yet they need a lot of encouragement and support.

The researcher therefore aims at finding out the methods used by teachers when handling these children ,come out with other new techniques than can be employed in correcting the children behaviour and also find how this affect the leaving of these children.

1.2 PURPOSE OF THE STUDY

The reason for the study is as follows:

i. The result of the study will enable the teachers to gain knowledge ,skills that would assist them in handling mentally handicapped children with behaviour

problems during learning situation by application of the new techniques in correcting their behaviour.

ii. The result of the study will establish the number of the mentally handicapped children with behaviour problems .This will help the Kenya Government to come up with enough facilities and enough manpower to support these children who seem to be catered for fully.

iii. The result of the study will establish the methods used by the teachers in correcting the behaviour of these children during learning sessions, advantage and disadvantages of the techniques used for example when using punishment as a corrective measure.

1.3 OBJECTIVES OF THE STUDY

i. To establish the techniques used by teachers in handling mentally handicapped children with behaviour problems during learning.

ii. To establish the curriculum followed by the teachers when handling mentally handicapped learners with behaviour problems and its effectiveness.

iii. To establish the attitude of the parents towards their children and how supportive they are towards the education of their children.

iv. To establish the number of the mentally handicapped children and the mode of placement whether appropriate or not.

1.4 SIGNIFICANCE /JUSTIFICATION OF THE STUDY

i. The findings of the study will hopefully open ways for all concerned with education of the mentally handicapped children with behaviour problems and the curriculum developers to do modifications particularly when planning and developing course materials and content that will be suitable for these children.

ii. The findings of the study will enlighten the teachers and educational personnel to come up with suitable and appropriate teaching approaches that can be effectively be used in educating and correcting the behavior of these children.

iii. The finding of the study will enlighten the government of Kenya to train more teachers on special needs education and also start other learning institutions that will cater for the increasing number of the mentally handicapped children with behaviour problems.

iv. It is hoped that the finding of the study will increase awareness to teachers ,parents and the public in general to develop positive attitude towards the education of the mentally handicapped with behaviour problems.

1.5 DEFINATION OF TERMS

Mental handicapped- The American Association on Mental Deficiency(AAMD) define it as significantly sub-average intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the development period as quoted by ingalls , (1978).

Behaviour Problems-Kerr and Nelson , (1990) states that an individual with behaviour problems is whom , due to his unbecoming characteristics is unable to mix with other

people freely .The individual is likely to exhibit some of these characteristics :immaturity ,aggressiveness withdrawal and hence can barely mix with peers.

Reinforcement- Sugarman ,(1993) states that this is the removal of an aversive stimulus which results in the target behaviour increasing .

Rehabilitation-O Brian T,(1998) states that this is bringing to function what seem not to be useful.

Behaviour modification-Yulle et al, (1984)states that this is a self approach where problems are clearly defined ,data gathered before ,during and after treatment and success and failure are made evident.

1.6 THE SCOPE

The Kakamega Rehabilitation School for the Mentally Handicapped Children with Behaviour problems is found Kakamega Municipality Division , Kakamega District ,Western Province in Kenya. The School was started by the government to rehabilitate children in various problems. The Kakamega Rehabilitation School for the Mentally Handicapped Children with Behaviour problems is located along the Kakamega – Webuye Highway opposite Masinde Muliro University of Science and Technology (MMUST) 2 Kilometers from Kakamega town.

1.7 LIMITATION OF THE STUDY

The study was carried out by a student who in this case is the researcher .Many limitations were evident throughout the research as follows:

- The study was carried out when Kenya experienced a hard time following the disputed presidential results that left the key respondents displaced as the researcher was use a lot money in search for them which was not quite easy.
- Some of the respondents were not willing to complete the questionnaire and they demanded for tokens in form of money before they completed.
- Some respondents pretended to be so busy that they needed to be persuaded in order to complete the questionnaire.
- Other respondents thought that the researcher was a spy hence they were not free until when they learnt of it that the researcher was a teacher like them.
- Others felt that the researcher only wanted them to complete the questionnaire only for he/her to make a fortune from it.

2. CHAPTER TWO: REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

The mentally handicapped children with behaviour problems can have their problems corrected when advance if the right steps are taken early enough –Kauffman and Hallaham ,(1991)Many a times they are viewed as social rejects ,a fact that makes them project their aggression towards the society in which they live. With intervention methods puts in place , these children can lead a ear to normal life.

Ayers et al ,(1998) states that intervention is planned systematic approach to behaviour change based on classical and operant conditioning, but it also draws on development of cognitive and social development. Behaviour change can be carried out to an individual learner or even the whole class during learning period. It can also be done in homes so parents are advised not to leave this task only to teachers alone. They should back up the teachers since learning takes place in many environments.

Below are some of the corrective strategies of behaviour problems on learning of the mentally handicapped children as sited by other scholars .

2.1 BEHAVIOUR MODIFICATION

This is self correcting approach where problems are clearly defined ,data gathered before, during and after some treatment and success or failure is made evident, Charlton and David ,(1994).Good behaviour exhibited by learners should always be encouraged to recur while the unbecoming behaviour should be discouraged or completely eliminated .Whenever any behaviour has to be modified, it must be defined in observable objective and measurable terms. In order to get these results ,severity and frequentness of its

occurrence must be observed. Besides these ,circumstances and events that set off the problem and also those that reinforce the maladaptive behaviour must be considered.

Ayers et al ,(1998) states that before carrying out behaviour modification strategy one must be aware of variables that must be considered if effective and efficient classroom transition must be established between the teacher and the learner.

2. 1.1 What to observe in behaviour modification

i. The individual or the group whose behaviour is being studied.

ii. The behaviour under consideration.

iii. The setting under which the behaviour occurs.

iv. The individual applying the intervention.

v. Self discipline.

Charlton and David , (1994) states that Self discipline is the major goal of behaviour modification for it attains control under one's personal behaviour in a variety of circumstances in association with many individuals and groups .

2.1.2 Consequence of behaviour

People to tend avoid situations where physical or mental pain is inflicted and they avoid associating with persons they do not like, but will receive pleasures from smiles ,positive comments , apart on the back and excellent grade in a course.

Kerr and Nelson,(1998) state that what one does in influence by the consequence that follow. The following methods are used encouraging or increasing behaviour.

2.1.3 Reinforcement

It can be done by use of reinforces Reinforcers are in two categories namely: Tangible or primary Reinforcers (food ,drinks ,tokens) and social or secondary rein forcers(praise ,smile and other signs of approval).Reinforcement can be positive or negative.

2.1.4 Positive Reinforcement

This is an event which when presented immediately following a behaviour ,causes the behaviour to increase infrequency –Martine and Pear ,(1998).The term positive reinforcer is roughly synonymous with the word reward and can effectively be used in classroom situation. A learner is made to know what acquisition of a positive rein forcer is contingent upon his/her performing the desired behaviour.

2.1.5 Negative Reinforcement

Martin and Pear ,(1998) states that this is the removal of an aversive stimulus or negative reinforcer which results in the target behaviour increasing. Positive reinforcement alone whether based on food or money does not make the world go round, negative reinforcement must also be used. In a classroom situation, a negative reinforcement occurs where a pupil performs a behaviour and as a result ,the teacher removes something the pupil dislikes .

A negative reinforcer has a disadvantage in that one may engage in escape or avoidance behaviour. In a school situation , a pupil may avoid certain subjects and give priority to others and ends up failing that subject.

2.1.6 Shaping

Dupin N.,(1998) define shaping as development of a new behaviour by the successive reinforcement of closer approximations and extinguishing of proceeding approximations of behaving .Martin and Sugarman ,(1993)further define shaping as systematic reinforcement of approximations of the target behaviour until the behaviour is established of occurs. During shaping process, the teacher reinforces only those responses that approximate to the desired behaviour ,the criterion will shift as the pupil gets closer and closer to the target behaviour. Shaping is used where the level of performance of behaviour is low .It can be of a disadvantage since it can be used in certain behaviour while it is not applicable to other ,it can take too long or too short to realize ,thus losing its meaning .

2.2.0 PUNISHMENT

Punishment is a common and often effective occurrence in our lives. Undeniably ,a versly of punishments are used in schools and home environment. These include order points, time –out from positive reinforcement, ignoring, sanctions ,loss of privileges and suspension .Nevertheless aspects of its use in the classroom have aroused some concern and debate. Charlton and David ,(1993) states that there is evidence available showing that behaviour in some classroom is controlled by preponderance of punishment as opposed to rewards opposing against the use of some punishments.

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2.2.1. Arguments about punishment

- Cooper p,(1999) argues that punishment often serves only to help prevent a behaviour occurring in future, by themselves they do not provide alternative acceptable behaviors which should be used.
- They can generate fears and harmful anxieties which may encourage avoidance behaviors. Examples pupils may avoid places where or people from whom punishment has been or given.
- Learners may generalize punishment to other areas of people ,subject ,teachers and even school.
- The application of punishment may serve unhealthy since it inflict pain to the person being administered.

2.2.2 Guidelines for punishment

- Clarinzo and Mc Coy ,(1983) states that students should be given a signal or warning prior to potential punishmen.This provides a degree of fairness where the punishment becomes inevitable. Example you warned.
- It is usually better to punish early than to delay until the problem has become magnified.
- Attempts should be made in the first place to remove rewards which elicit or sustain the misbehavior.
- It should be made quite clear why the punishment is being meted out.
- Punishment should not be given unfairly and injudiciously.

- It should be employed by teachers in a rational, systematic and mood free manner. It aims is to improve the pupil's present and future performance and not provide a cathartic experience for the teacher.
- It should not be too severe.
- Punishment should not take up an inordinate amount of the teachers time.
- Whenever possible ,related appropriate behaviour should be rewarded either side of the punishment of inappropriate behaviour ,thus we reprimand the child when off- task remembered to reward when on task.

2.3.0 POSITIVE APPROACHES

There are other positive approaches that can be used to correct the behaviour of the mentally handicapped learners during learning. Some of these approaches are discussed below:

2.3.1 The Curriculum

Kerr and Nelson,(1999) hold the view that many learners with social and emotional disorders require modification of the regular school curriculum .Prinlngle,(1973) linked violence and disruptive behaviour with a curriculum which placed too little emphasis on non-academic achievement and too much on completion's cited by Rutter et al, (1979) such schools gave an over emphasis to academic goals and neglect child's personal needs ,thus making more children to fail and become a problem in the school's eye.

From the above views ,it is crystal clear that children who are mentally handicapped with behaviour problems require curriculum adaptation to meet their individual needs so that they can work at the same level with their peers. but with adapted expectations and materials.

2.3.2 The Parents

Charlton and David ,(1994) gives two objectives of working with parents in helping children who are mentally handicapped with behaviour problems:

I. Parents education

There is need for the teachers and parents to work together because in the past parents have learnt to expect teachers to deal directly with their children and consequently may be less prone to let the teacher help them .This relationship can be a difficult one. Nevertheless some professionals still hold the view that parents ate the cause of their children's behaviour and interactions with the school personnel tend to be negative ,they may react to interaction with teachers as a aversive.

II Parental support of classroom goals

If parents are supportive of classroom goals, they should have an input in identifying target behaviour and interventions. It also require a school-home communication system ,for parents can hardly be expected to support the objective

of the behaviour change programme if they do not understand them or have little access to information regarding the child's progress.

2.3.3 School Discipline

Charlton and David ,(1994) Argue that modeling is an important way in which the mentally handicapped with behaviour problems children learn. From a classroom management, perspective , modeling theory has much to offer children. In addition to that which they learn from the formal curriculum in school ,learn much from observing their teachers and peers. A long similar lines, Stolt,(1978) makes a pertinent comment that a small number of learners in each class seem to set their either of studiousness. It is common knowledge that they always find it easier to learn behaviour which they see practiced rather than only being explained to them. They will tend to do even better when they too see and do. It is important that teachers believe in class in ways that they wish their learners to adopt.

2.3.4 Teacher Training

Cooper ,(1998) advocates for the use of behaviour support teacher or a Co-ordinator responsible for developing team approaches to disruption within an education authority .It may be more economic to have behaviour support teacher than to establish units for Mentally handicapped children with behaviour problems even though this may be attached to schools.

According to Rennie ,(1993) as cited by Martin and Pear ,(1993) ,behaviour support teacher should perform the following activities:-

- Advertising other members of the teaching staff on class management.
- He can support individual children by guiding and counseling them.
- He can advice other teachers on the use of appropriate behaviour management programmes since behaviour difficulties should be handled in regard to the needs of each individual child.
- He can advice by withdrawing problematic students to a seclusion for further counseling.

2.3.5 CONCLUSION

There are many other methods that the teacher can use when correcting the behaviour of the mentally handicapped children with behaviour problems during learning .Some of these strategies are Mediation, token economy, teacher mediated strategies ,Psychoanalytic approach depending on the behaviour exhibited by the learner.

3.0 CHAPTER THREE: METHODOLOGY

This chapter outlines the methods and procedures which were used to obtain data pertaining to the study of the behaviour problems on learning of the mentally handicapped children in rehabilitation school ,Kakamega District ,Kenya. The chapter contains the research design ,area and population of study ,sample selection and size ,instrument /tools for data collection.

3.1 Research Design

A survey method seems to be a preferred method in carrying out the study. Survey means an examination of something to see how good or bad the condition is.

Survey method was preferred in finding out the behavior problems on learning of the mentally handicapped children in Rehabilitation school Kakamega District. This would the facilitate the easy way of reaching the respondent subjects and making head in finding solution to the questions at hand. The researcher therefore, would use questionnaires to obtain the correct data from the respondents in this case the teachers handling this children in Kakamega Rehabilitation School.

3.2 Area of Study

The researcher conveniently selected a special school that deals with behavior problems and mentally handicapped. The school is found in the Western region of Kenya and situated in Kakamega District, Western Province ,Kenya. The school

is well known for its good work of rehabilitating mentally handicapped children with behaviour problems.

The reason for choosing on this school is that it is the only one of its kind in the Western Kenya Region and is easily reached by the researcher.

3.3 Sample population and size.

The sample population in this survey consists of teachers teaching in Kakamega Rehabilitations School for the mentally handicapped children with behaviour problems.

The researcher selected (8) teachers handling children in various classes. The Head teacher and his Deputy Head teacher were not left behind making the number of respondents to be ten (10).The sampling method used here is non-probability also known as convenient sampling. The researcher conveniently selected on the above mentioned respondents because they are the ones handling this children and understood better.

All the respondents are teachers who have served in the profession between five(5) to twenty (20) years of service.

3.4 THE INSTRUMENTS /Tools (questionnaire)

In this survey the researcher prepared a questionnaire which was typeset and photocopied in ten copies and administered them personally to the respondents (teachers) through hand delivery alongside the introductory letter The researcher put in consideration the validity and reliability before preparing and

administering it. The questions were closed ended so the respondents only needed to make a tick on the correct choice from the given choices. This was because many teachers seemed not to be cooperative to respond to open ended questions that need structuring sentences .

3.5 **Statistical treatment of data**

The collection data was analysed and presented in tabulation in reference to research objectives and information available on questionnaires. The frequency and percentage was used to determine the sample population

Formula used

$$\text{Percentage } \% = \frac{f}{n} \times 100$$

Where f is the number of respondents observed and n is the total number of respondents in the study.

The data was presented in a descriptive for above and was used to discuss the result of quantitative data.

3.6 **Validity and Reliability**

The research instruments used by researcher was valid and reliable because it was gender sensitive and could be used by another person to carry out research and the same results recording. The questions had clarity, precise and clearly stating the purpose of the study. The instrument was used by 10 respondents who are teachers in Kakamega Rehabilitation School.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION.

In this chapter the researcher has analyzed the data according to the research questions. The data is derived from ten (10) questioners received from respondents who were the teachers of the Rehabilitation School for mentally handicapped children with behaviour problems.

4.1 Name of the school, No. of child enrolment.

Name of School	No. of pupils	Gender	Percentage
Kakamega Rehabilitation Special School for the Mentally Handicapped Children with behaviour Problems	120	Male	100
Total	**120**		**100**

From the analyzed data the school has a high population of learners totaling to 120 and all are males. This is because it is the only one of its kind in Western and Nyanza region of Kenya dealing with the behaviour problems so there is need for other institutions of the same kind to be started to cater for the increasing number of learners with behaviour problems.

4.2 The number of teachers and their qualifications

Response	Frequency	Percentage
Specialized diploma teachers	4	40
Non specialized	5	50
Any other type of training (Social Services	1	10
Total	**10**	**100**

From the above analysis, the highest percentage of teachers 50% in this school do not have specials needs education training. The second largest number are specially trained teachers who represent 40% of the teachers in this school. Two of them are diploma holders while two are graduate teachers from Kenyatta University holding Bachelors of Education Special Needs. The remaining one teacher has undergone a workshop organized by social services and educational assessment centre.

4.3 The teachers' experience (years of service)

Response	Frequency	Percentage
5 – 9 years	4	40
10 -15 years	3	30
15 – 20 years	3	30
Total	**10**	**100**

From the above analysis the highest percentage of teacher experience is 40 this are teachers who have served for five (5) years. The second category of teacher experience is 30% this are teachers who have served this children for ten to fifteen (10-15) years. The last category of teachers have served this teachers for a period between fifteen – twenty (15-20) years. This indicates that teachers who serve these children are well experienced.

4.4 What kind of learners do you teach?

Response	Frequency	Percentage
Mentally Handicapped children with Behaviour Problems	10	100
Total	**10**	**100**

It is quite indicative from the above analysis that all learners handled in this school are mentally handicapped with behaviour problems.

4.5. What category of Handicapped does this children fall?

Response	Frequency	Percentage
Mild	30	25
Moderate	64	53.3
Severe	21	17.5
Profound	5	4.2
Total	**120**	**100**

From the above analyzed data, indicates that the moderate mentally handicapped learners with behaviour problems are the majority taking a percentage of 53.3% followed by mild handicapped accounting for 25% followed by severe accounting for 17.5% and lastly profound accounting for 4.2%. The school therefore caters for learners in all the four (4) categories.

4.6 How are the learners categorized?

Response	Frequency	Percentage
From the education assessment centres	92	76.7
From Teacher own observation	28	23.3
Total	**120**	**100**

From the above analysis indicate that the learners admitted in this school total to 76.7% only a small percentage of 23.3 admitted through teacher – parent observation. Example a learner who is aggressive can easily be identified by a teacher or a parent.

4.7 Which curriculum do you follow?

Response	Frequency	Percentage
Regular		
Adapted	10	100%
Specialist		
Total	**10**	**100**

The above analysis indicates that all the ten (10) teachers in Rehabilitation School use the adapted curriculum their instructions. This could be due to no specialist curriculum has been developed on the other hand the learners can not follow the regular condition due to their handicapping condition.

4.8 As a teacher in Rehabilitation School do you experience behaviour problems?

Response	Frequency	Percentage
Yes	10	100
No		
Total	**10**	**100**

It is crystal clear that the mentally handicapped learners in this school experience behaviour problems ranging from mild to profound.

4.9 What kind of Behaviour problems do you experience?

Response	Frequency	Percentage
Anxiety	22	18.33
Withdrawal	30	25
Immaturity	10	8.33
Aggressive	38	31.67
All of them	20	16.67
Total	**120**	**100**

From the data analyzed above, the children experiencing aggression takes the highest percentage of 31.67. They are followed closely by those who exhibit withdrawal that account for 25% of the population. Children who experience anxiety are third with a percentage 18.33% followed closely with those who exhibit all the above behaviour problems who account for 16.67% and finally those who exhibit immaturity who account for 8.33%.

4.10 Does the behaviour problems experience affect learning of these children in any way?

Response	**Frequency**	**Percentage**
Positive		
Negative	10	100
Total	**10**	**100**

From the analyzed data the behaviour problems experienced by these children affect their learning negatively. Some of behaviors experienced like aggressiveness makes the learner to have excess motor activities this means he can settle on a task for a long time and also becomes destructive. Another example of behaviour problem experienced is immaturity where a learner cannot talk well also cries easily and not able to answer any asked question by the teacher during learning. Behaviour problem affects learning of this children quite negatively. A simple task to be covered within a short time takes a longer period to be completed.

4.11 Which Behaviour management strategies do you use when handling these children during learning?

Response	Frequency	Percentage
Behaviour modification	2	20
Mediation	1	10
Punishment	6	60
Teacher mediated strategies	1	10
Total	**10**	**100**

From the analyzed data, the most commonly used in correcting the behaviour of these children is punishment that take 60% of total population followed by behaviour modification that account for 20% followed by mediation and teacher mediated strategies accounting for 10% each. It seems teachers use punishment more regularly than any other strategy in correcting behaviour. Punishment has more disadvantages than advantages so there is need for training on the use of other strategies.

4.12 Are parents helpful in behaviour management practices?

Response	Frequency	Percentage
Yes	5	50
No	5	50
Total	**10**	**100**

From the analyzed data half of the parents who accounts for 50% of the population are helpful in managing the behaviour their children while the other half do not participate in managing the behaviour and have left the burden to teachers who spent most the time with the children in the school. This could be due to negative attitudes they have towards their handicapped children as compared to the normal whom they support positively.



4.13 You as a teacher do you conduct any in-service on the management of behaviour problems.

Response	Frequency	Percentage
Yes		
No	10	100
Total	**10**	**100**

From the above analysis, teachers do not conduct any in-service to assist the parents to learn techniques of handling children with behaviour problems. These could be due to the fact that even the highest percentage of teachers are not trained on the techniques of managing behaviour problems. This have resulted in punishment which affect children negatively by inflicting pain to the children and also parents are not interested in learning these strategies due to their negative attitude towards the handicapped.

4.14 Does the school have enough facilities to cater for the interest of these children?

Response	Frequency	Percentage
Yes		
No	10	100
Total	**10**	**100**

From the analyzed data, the number of learners is higher this is because one teacher is handling more than ten learners and in the same class there is need for many classrooms to be put in place, enough boarding facilities, enough play materials like ball, swings, speech trainers that will help in curbing the behaviour of these learners. The play ground is slightly small to accommodate all of them.

4.15 Who provides the learning facilities?

Response	Frequency	Percentage
Government	10	100
Non- Governmental organizations		
Parents		
All the above		
Total	**10**	**100**

From the analyzed data the government has taken full charge of the school as it provides for the teachers, boarding facilities and support staff. There is need for other organization to come in and give full support to the facility that caters for these children who are handicapped. Parents should also come in to support their children fully.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

The purpose of the study is to find out behaviour problems on the learning of mentally handicapped children. According to the research finding, there is only one (1) school in Western Kenya serving Western and Nyanza Provinces. The school serves only boys and not girls as there is not another one of its kind serving mentally handicapped children who are girls as girls also experience the same problem.

From the research finding, the school seem to be having shortage of teacher ratio compared to the number of learners. Teachers are forced to handle large numbers of mentally handicapped children with behaviour problems who seem to be very hard to manage. Most teachers in this school are not specially trained so they do not know the most recent behaviour management techniques although they have experience of at least five (5) years and above.

According to the research finding all the learners in the school are mentally handicapped with behaviour problems and are well placed from the assessment centres and teacher own observation. The children fall between the category of mild and severely mentally handicapped children.

From the research findings the children are not able to follow a regular curriculum so an adapted curriculum is put in place to suit the interest of the learners. Also the most the most used behaviour management is punishment. This could be because teachers are not

specially trained in other techniques to use in managing behaviour. Children in this school exhibit anxiety, withdrawal, immaturity and aggression.

From the research findings the above behaviour exhibited by learners affect their learning negatively. Teachers in this school manage learners behaviour through behaviour modification, mediation, punishment, teacher mediated strategies although punishment takes the lead. Half of the parents are also helpful in managing children's behaviour as half of them are dormant. Teachers do not conduct seminars for these parents to enable them develop positive attitudes towards their children.

From the research findings the school does not have enough facilities these include:- enough classrooms, playground, boarding facilities and teaching learning materials so these can cause behaviour problems as learners are left idle.

RECOMMENDATIONS

1. Kakamega Rehabilitation School for Mentally handicapped is the only school that deals with behaviour problems in Western and Nyanza Provinces of Kenya so there is need for other schools to be started to cater for the large increasing number of learners with behaviour problems. These will lessen the burden of parents in traveling long distances in search of this facility.

2. The schools only cater for boys only while girls also experience behaviour problems. There is need for the government of Kenya to start other schools that will be catering for girls who have the same handicapping conditions.

3. Most teachers in school are not specially trained the government should ensure that teachers handling the handicapped children have undergone special needs education to equip them with the techniques of handling children who seem to be difficult to be handled by non-specialist teachers.

4. Other scholars should be invited in the school to offer demonstrations on how to handle these children. These will enable the teachers to learn other behaviour management techniques applied by other scholars.

5. The government should organize seminars for parents and teachers handling these children. This will enable them learn and share techniques and methods applied and also will the parents to develop positive attitude towards their children.

6. The government should supply the school with enough equipment such as swings, video tapes, ropes, play cards that will help to curbing the learners behaviour which may as a result of idleness for the equipment will keep them busy and minimize the reoccurrence of the unbecoming behaviour.

7. Teachers should also use other methods of correcting behaviour problems rather than punishment that is commonly used that leaves children more worse than they were.

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Questionnaire on Behaviour problems on learning of the mentally handicapped children in rehabilitation school ,Kakamega District

1. Name of school----------
2. Number of pupils----------
3. Sex Male ☐ Female ☐
4. Number of teachers----------
5. Number of specialized teachers----------
6. Number of non-specialized teachers----------
7. Any other type of training by teachers(Specify)----------
8. Teacher's experience(years of service in the school)----------
9. What kind of children do you teach in the school----------
10. What category of the handicap in No.9 do these children fall

    Mild☐ Moderate ☐ Severe☐ Profound ☐ Mixed☐

11. How are these children categorized?

    From Assessment ☐ Teachers own observation ☐

12. Which curriculum do you follow at school?

    Regular ☐ Adapted ☐ Specialist ☐

13. As a teacher do you experience behaviour problems with the learners?

    Yes ☐ No ☐

14. If yes, what kind of behaviour problems do you experience?

    Anxiety ☐ Withdrawal ☐ Immaturity ☐

    Aggression ☐ All of them ☐

15. Does the behaviour problem experienced interfere with the children's learning ?

Yes ☐ No ☐

16. Which behaviour management strategies do you use when handling these children?

Behaviour Modification ☐ Mediation ☐

Punishment ☐ Teacher mediated strategy ☐

17. Are parents helpful in behaviour management practices?

Yes ☐ No ☐

18. How do parents view their learners who are mentally handicapped with behaviour problems?

Positively ☐ Negatively ☐

19. You as a teacher, do you conduct any in-service for the parents on management of behaviour problems?

Yes ☐ No ☐

20. Does the school have enough facilities to cater for the interests of these children?

Yes ☐ No ☐

21. Who provides for the learning facilities of these children?

Government ☐ NGO's ☐ Parents ☐ All of the ☐

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 Tel: 0753142725

Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR.. EVELYN ASIKO

REG. # BED/SNE/10824/61/DF

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:

BEHAVIOR PROBLEMS ON LEARNING OF THE MENTALLY HANDICAPPED CHILDREN IN REHABILITATION SCHOOL, A SURVEY OF KAKAMEGA DISTRICT, KENYA.

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,

pp

MUHWEZI JOSEPH
HEAD, IN-SERVICE

