

**CHALLENGES FACED AND ACADEMIC PERFORMANCE OF
INTELLECTUALLY CHALLENGED LEARNERS IN
INCLUSIVE SETTINGS NAIROBI KENYA.**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE
OF OPEN AND DISTANCE LEARNING KAMPALA
INTERNATIONAL UNIVERSITY.**

**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE
AWARD OF DEGREE OF BACHELOR OF EDUCATION
IN SPECIAL NEEDS EDUCATION**

BY:-

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DECLARATION

I Faith W. Njoroge, Registration Number BED/13322/61/DF hereby declare that, to the best of my knowledge, this Research report on "Challenges faced and Academic Performance of Intellectually Challenged Learners In Inclusive Settings In Nairobi, Kenya", is my own original work as a result of my Independent research and that it has never been submitted to any other institution of higher learning for the award of a certificate, diploma or degree in Special Needs Education.

I further declare that, all the materials cited in this paper which are not my own, have been duly acknowledged and that I take the responsibility for any errors and inconsistency made.

Signature.....

Date.....

APPROVAL

This is to certify that this research report has been submitted in partial fulfilment of the requirements for the award of the degree in Bachelor of Education with my approval as University supervisor.

Signed 

Date 21/08/08

ARINATWE ANTHONY HENRY

DEDICATION

This work is dedicated to my beloved husband Samuel Njoroge and my Beloved children William, Obadiah and Naomi for their support, patience, encouragement and prayers during the two years study at Kampala International University in Kampala Uganda.

May the Almighty God shower his blessings unto them.

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Coming up with such a piece of work like this research report is not an easy task. It cannot be an individual's effort but a joint venture from different perspectives. Therefore I'm grateful to all those who made it possible for me to complete this study.

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Let the Researcher also at this juncture thank local advisor Mr Jeff Machunia for his support and guidance during the data collection process. Not forgetting to thank also Mercy Njenga for proof reading some of the work during the period of data collection.

The co-operation of all the respondents and all those who took part in providing information which forms the basis for this study is registered. To them the researcher says, 'thank you very much, and let's all work together towards the betterment of Education of learners with special needs in Education".

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ABSTRACT

Learners with mental retardation do not benefit from normal learning due to the challenges that they encounter. This study critically focused on these challenges and their academic performance in inclusive settings in Nairobi Kenya.

The researcher adopted the quantitative approach of data collection from the target population. Teachers from public Primary schools were involved as respondents. Thirty teachers drawn from different primary schools responded to the questionnaires. Purposive sampling procedure was used to select the schools and the teachers. The researcher used questionnaires as data collection tools since all the respondents were literate.

The respondents revealed that they face various challenges including lack of resource rooms, lack of reference materials and negative attitudes; these are caused by lack of funds, inadequate training of teachers, unmotivated teachers and learners.

The researcher concluded the study by advocating for the working together of all the stakeholders in solving the problems faced by the teachers, in addition recommendations were made. They included: teachers handling learners with mental retardation getting training, availing of educational resources in all Schools and curriculum review and adaptation.

All the intervention strategies laid out were meant to minimize the challenges faced teachers and learners.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presented the Background to the study, the statement of the problem, purpose of the study, the research objectives, the research questions, the scope of the study, limitations and delimitations, the theoretical framework and the operational definition of terms and concepts.

1.2 Background of the Study

Learners with intellectual challenges are in the category of the disabled persons in the society. The phrase "mentally handicapped" is a phrase found objectionable because it depersonalizes and whites them off by implying that, that is their identity. The mentally handicapped is understood to be a small section of society, quite distinct from the public at large, dependent creatures which are recognized as socially different from the normal people.

The intellectually challenged learners show a wide variation in the way they develop. Some walk and talk at relatively early ages while others delay. The development of different types of mental functions is un-even. This makes them fall behind at school, their social life is restricted and they are left behind in a competitive world. The severe mental cases are never accepted as normal members on the society. The names used for them imply permanent impairment in their intellect, sufficiently severe to prejudice normal existence in the community. Intellectual challenge is a social as well as a medical and psychological concept. It reflects lack of intelligence and the complexity of the society in which these individuals live.

1.3 Statement of the Problem

Children who are intellectually challenged have been facing challenges since time immemorial. All along the universal society have had very negative perceptions towards the mentally challenged. Many derogatory terms have been used to describe them for example insane, idiots, Morons, imbeciles,

mental sub normality, and suffering mental illness. These negative perceptions have made the lives of the intellectually challenged to be demeaned. They are seen as inadequate, deficient and lacking completeness. They have been viewed as a liability to the society and they have been held with low expectations.

The researcher has some experience in research since she had carried out research for the award of the diploma in special needs Education. The researcher has been in the teaching profession for seventeen years and has noticed the relation between challenges and academic performance of learners who are intellectually challenged.

1.4 Purpose of the Study

The purpose of the study was to investigate the Challenges faced and Academic Performance of Intellectually Challenged learners in inclusive settings in Nairobi, Kenya.

1.5 Objectives

General: The general objective of the study was to determine the Challenges Faced and Academic Performance of learners who are Intellectually Challenged in inclusive settings in Nairobi, Kenya.

Specific: This study sought to:

1. Determine the profile of the respondents as to:

Socio demographic data;

- age
- gender
- qualifications

2. Identify the challenges of the intellectually challenged in terms of;

- educational resources
- teachers' qualification

- teaching methodologies
- classroom management

3. Find the level of academic performance of intellectually challenged learners.

4. Find out the relationship between the challenges faced and the academic performance of intellectually challenged learners in inclusive settings in Nairobi, Kenya.

1.6 Research Questions

1. What is the profile of the respondents as to social demographic data; age gender and qualifications?
2. What are the challenges faced by the intellectually challenged learners in terms of educational resources, teachers qualifications, teaching methodologies and classroom management?
3. What is the level of academic performance of intellectually challenged learners?
4. What is the relationship between the challenges faced and the academic performance of intellectually challenged learners in inclusive settings?

1.7 Scope of the study

The study was carried out, on the Challenges Faced and Academic Performance of Intellectually Challenged learners in inclusive settings in Nairobi. The schools are located in Nairobi which is the capital city of the republic of Kenya. Nairobi borders Central province to the North, Eastern province to the East and Rift valley to the south and West.

1.8 Limitations and Delimitations

1.8.1 Limitations

The researcher had other duties to perform for example teaching and domestic chores. The researcher had to work extra hours in order to accomplish all these, she was fatigued by these duties and this could affect her judgement of the research findings. The time of conducting the research was short and squeezed with a lot of activities.

1.8.2 Delimitations

The researcher had the advantage of being well known in the area of study by the virtue of sharing the same linguistic and cultural background with the respondents. The roads leading to the schools are tarmacked and access to the institutions was easy using the public transport system.

1.9 Significance of the study

This study will benefit the following disciplines.

The ministry of education will be able to train teachers on special needs Education.

The district supervisors will be able to motivate teachers so as to assist the children who are intellectually challenged.

The teachers will be able to develop positive attitudes towards learners who are intellectually challenged so that children can attain to their maximum potentials.

The parents will be able to support their children who are intellectually challenged while at home. This will in turn make the teachers work easier.

The pupils will be able to appreciate the efforts put by the ministry, parents and teachers towards making them achieve their maximum potentials. This will make children work hard to achieve their best level in academics.

1.10 Theoretical framework

This study is based on the theory of Damodar Mohapatra (1995) which states that,

'During primitive days the disabled children were treated as burden on parents, families and societies at large. The nature of the society was warfare at that time. The people of most of the society used to change their establishment from place to place frequently due to search of food. Even sometimes they quarrelled among themselves during sharing of food.'

As the disabled children were not considered as productive members of the society as regarded to food collection and provide protection so they were thrown away from the hills of the mountains or into the rivers. Gradually the nature of the society changed from warfare to welfare and people became interested to settle once for all after considering the fertility of the land and facility of water supply instead of migrated life forever.

So gradually people made up their minds to take responsibility of those children instead of killing them, a symbol of sin. He further adds that during 18th century AD, different special educational institutions were developed to meet the needs of the different categories of disabled children with a view to facilitating their learning of daily living skills and vocational skills in a systematic way although the concept had been emerged prior to that in meaningful manner.

Mohapatra states further that during the 20th century the educationist had developed a second thought for integrating the disabled with the normal children in regular educational institutions. The concept of the mainstreaming emerged due to the following reasons.

- a. Special school service increased the distance between the disabled children and the children who are in the mainstream as a regard to the adoption of social skills.
- b. It creates inferiority complex among the disabled children which leads to the development of negative self concept.
- c. The enrolment of mild and moderately handicapped children in the special school resulted in antisocial therapy as it drags the children into another world of gestures and postures rather than towards the normal and natural behaviours of the children.

Due to the above facts special schools are developed for severely handicapped children and attempts have been made to enrol the mild and the moderately disabled children in regular school. This concept is known as mainstreaming and the policy decision in practice is known as intergraded education for disabled children. In Kenya, this is what is called inclusive education. The rational behind the concept is that if a child who is partially blind can be educated in the normal classroom with the normal children with the general teachers with the help of a pair of spectacles then it is not necessary for sending him to a special school.

Mainstreaming is done for the purpose of bringing disabled children to the general schools. In every system of education, a child is considered as the pivot in teaching learning situation. Some attention should be paid to the disabled children who are considered as the main component of mainstreaming.

Teachers are involved in the process of mainstreaming for facilitating the learning of the disabled children. In any educational system, teachers act as one of the major components for teaching and learning process. That's why such stress is given to resource teacher who is specially trained for the purpose. However the whole of general teachers are also equally important as

general teachers teach the disabled children with the assistance of the resource teacher. The teacher is the real man who facilitates the process of mainstreaming. Besides the teacher there are some other characters. Children spend more time with their parents at home so the parents must be trained to assist their disabled children at home properly.

Parents' counselling is required for parents to have faith on disabled children and their education. Psychologists and doctors are also important. They utilise their expertise to assess the children for their placement. Overall awareness of the community measures regarding disabled children is also important.

The function of the mainstreaming programme is related to the curriculum, the methods of teaching and the supportive services. By taking into consideration the degree of disabilities, the curriculum and methods of teaching as per the degree of disabilities, sufficient support should be given to the disabled children for their education. For specific disability, specific aids and appliances are required to meet the special needs of disabled children. Some financial benefit should also be given to such children to meet their special needs.

The infrastructure is also an important component of mainstreaming. The school environment should be suitable for all children. The resource-room facilities should be available for them.

1.11 Definition of terms

For the purpose of this study the following terms are defined operationally:

Inclusion refers to recognising individual difficulties thereby enabling those individuals to obtain a good quality of life in their natural environment.

Inclusive Education refers to the process of addressing the learners within the mainstream of education using all the available resources thus creating opportunities for learning in preparing them for life.

Learning refers to a relative permanent change of behaviour due to experience.

Intelligence: Good at thinking clearly and quickly at understanding difficult ideas and subjects and at gaining.

Mental retardation: This is interference in intellectual functioning which occurs during development.

Retardation: It is a delay or slowness in a child's mental development.

Orientation: Information or training that one is given before starting a new activity.

Perception: The ability to notice something by seeing, hearing and smelling.

Physiotherapist: Someone who gives treatment of injuries using special physical exercises.

Psychologist: Someone who studies how people's minds work and how this affect their behaviour.

Rehabilitation: To help someone to be independent and useful in life.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Overview

In this section the researcher made an effort of reviewing related literature to the theme "challenges faced and academic performance of intellectually challenged learners. The researcher analyzed areas of children with intellectual challenge, its definition, causes and classification. The researcher also discussed what teachers of intellectually challenged learners should understand and the historical overview of the intellectually challenged in Kenya. The researcher also contributed by airing own life experiences and views in supporting or differing with other writers and researchers in varied areas.

2.2 Definition of Intellectual Challenge (mental retardation)

According to Werner (1996) mental retardation is a delay or slowness in a child's mental development. The child learns things more slowly than other children of his age. He may be late at the beginning to move, smile, show interest in things, sit, walk, speak and understand, or he may develop some of these skills more quickly but be slower in others.

The researcher is in agreement and from experience has observed that learners with intellectual challenges do not develop in childhood as quickly as other children nor attain the full mental capacities of a normal adult. The handicap may be slight or severe, in most severe cases; development does not progress even in adult life. These views are also supported by Farant (2002) who stated that like other physical qualities, intelligence is influenced by both heredity and environment. It is affected by our state of health and emotional balance.

Definition based on intelligence test score shows that intelligence tests were specifically designed to establish children who could not benefit from regular school curriculum. Some scholars defined mental retardation solely in terms of performance on standardized tests (intelligence tests). That is if an individual

scores below the mean score or show more than standard deviation below the mean score or normal distribution curves, he/she is mentally retarded.

The above definition shows that the retarded person cannot be able to lead an independent life on reaching adulthood.

2.3 Causes of Mental Retardation

There are many factors, which may cause mental retardation. The most common causes originate from damage of the child's brain. This can happen before birth, at birth, or after birth. Infections may occur to the mother during pregnancy; it may even occur to the developing embryo and cause mental retardation. Infections and intoxication cause mental retardation whether pre-natally or post-natally. Infection occurring during the first trimester of pregnancy due to German measles (rubella) produces abnormalities in 50% of developing foetuses. Ndurumo (1993)

Mental retardation resulting from trauma or physical agent is self produced or caused by factors outside the control of the mother. During childbirth complications such as difficult delivery, breach delivery, the use of forceps to bring the head out of the birth canal, or the wrapping of the umbilical cord round the baby's neck may occur.

Trauma refers to accidents or injuries that may occur during prenatal, perinatal and postnatal periods and may cause mental retardation. Injuries may occur due to physical punishment instilled by parents, caregivers, ranging from battering, burning, and even to an extent of bone breaking. Ndurumo (1993)

Intoxication may cause disorders when they enter into the system of the foetus. This may be during prenatal or postnatal period. These foreign substances include nicotine, alcohol, carbon monoxide, drugs, mercury and lead; they may bring about mental retardation depending on the amount of intoxicant introduced into the body system.

2.4 Classification of Mental Retardation

The most widely used classification of mental retardation is the one provided by the American Association of Mental Deficiency of 1973. The classification delineates four levels of retardation namely: mild, moderate, severe and profound. The classification takes into consideration the results of measured intelligence using intelligence tests. The intelligence test may be that of standard Binet scale or Wechsler Scale.

According to David Werner (1997) mental retardation in children can be mild, moderate or severe. Some children never learn to speak, others to talk (and often love talk). Many can learn to read and write. Most of these boys and girls are very friendly and affectionate and behave well with people who treat them well. Even those who are more severely retarded, with the help of good teaching usually learn to take care of their basic needs, and to help out with simple work. They can live fairly normally with their families and communities.

Educationally, mentally retarded children are classified into three categories. These are educable mentally retarded, trainable mentally retarded, severely / profoundly retarded. Children with mental handicap have sub-average general intellectually functioning. Such children score below average in class work and they also fail to meet standards of independence and social responsibility expected of their age. Mentally handicapped children are classified into three categories namely; children with mild mental handicap, children with moderate mental handicap and children with severe and profound mental handicap.

Children who are mildly handicapped have delayed mental development. These children can benefit from academic work and can socially adjust to the point at which they can eventually become independent in the community. It is difficult to identify these children before they are in school, but when this learning ability becomes an important part of social expectations the condition is then noted. In most instances there are no obvious conditions to account for the mild retardation.

Sometimes you may find a child who has a mental handicap but is able to learn academic skills for functional purposes and achieve some degree of social responsibility. The child may also attain partial vocational adjustments with assistance. Such children are said to have a moderate mental handicap.

There are other mentally retarded children whose mental handicap is severe and who also have other physical conditions such as cerebral palsy. It is difficult to cater for children with severe mental handicap in ordinary schools. The best placement for them is in special schools.

A child who suffers from a handicap is doubly disadvantaged because he/she has not only to bear his handicap but also the prejudices that most societies express towards those who are different. This can be acutely painful for the child and can lead to complicated feelings of loneliness, rejection and frustration. Farrant (2002).

Many handicapped children suffer from conditions that cannot be cured but they can still enjoy education in a normal school. In some cases, special teaching materials may be advisable, in others, special methods of teaching. But handicapped children can only be helped by teachers who are alert to needs of individual children and are willing to take time and trouble to assist each child to enjoy a better life. Farrant (2002)

A child who is mentally retarded does not develop in childhood as quickly as other children nor attain the full mental capacities of a normal adult. The handicap may be slight or severe. In most severe cases development does not progress even in adult life beyond the mental capacity of a young child. Such severe handicap is much less common than milder degrees of handicap covering a wide spectrum ranging up to and merging into the "normal".

Mentally handicapped individuals have difficulty in understanding and in adapting themselves to new situations. They may find it difficult to communicate or establish relationships with more than a few people, but they are generally affectionate and respond to affectionate treatment as children do. Many of these with severe mental handicap have physical handicaps as well, which are often severe; they find it more difficult than other people to compensate for even a minor physical handicap. Some of the mentally handicapped also suffer from mental illness or personality disorders. But often mental handicap entails no more than slow and restricted development uncomplicated by any other serious disability.

Mentally retarded individuals display a wide range of characteristics, which are tailored around intellectual functioning, physical development and in adaptive behaviour. Therefore some will have unusual physical appearance like Down syndrome who has the following traits; Speckling of Iris, thickened and furrowed tongue, wide space between second toe, stubby fingers, thick eyelids and flat broad face and nose. Ndurumo (1993).

2.5 Historical overview of Education of the intellectually challenged in Kenya

Historically society's response towards the handicapped has covered virtually the entire range of human reactions and emotions from extermination, superstition, ridicule, pity and exclusion to service, scientific study and respect as human beings came first and handicapped person second. Orlansky (1988).

Kenya first addressed special education as charity and non governmental. It was pioneered by non – governmental organizations who were the sponsors of special education. The first Schools of the intellectually challenged were established in 1948, St. Nicholas and the Agakhan respectively. The two were later merged. In 1968 they were moved to Kileleshwa (Nairobi). In the same year city primary unit for the mentally handicapped and Nile road unit for the mentally challenged were started. The aim of establishing these Schools was caring for, educating and rehabilitating the mentally handicapped. Ministry of Education, (1981).

Karatina School for the mentally handicapped was started in 1970 and the Nakuru Hills special Mombasa Aga Khan special School was started in 1971. Many others came up after 1980 which was declared the year of the disabled in Kenya. According to Ndurumo (1990) the teacher training programmes for the mentally handicapped grew in number between 1968 and 1980 as compared to other handicaps. He gives a brief history of teacher training programmes. The first was established at Jacaranda special School between 1966 – 1967 by Miss Hall. This was later moved to High ridge teachers College in 1969. In 1986 the programme was moved to Kenya institute of special education at Kasarani Nairobi which trains teachers for special needs.

The Kamunge report (1988) recommended that Kenya institute of special education undertake research to design various types of equipment and materials that can be produced by the local Industry. Kenya institute of

special education is now offering training through distance learning, in-service courses to reach more teachers as special education grew from the preposition that all children can reach higher level of their potential given opportunity, effective teaching and proper resources because of this belief in the power of education, special education has indeed become an integral part of contemporary education.

Over the past decades, it has become clear that the similarities between regular education and special education are greater than their differences. Gone is the suspicion that the techniques, materials and technology of special education cannot be used in other areas of education. Regular classroom teachers can no longer disregard the role and contributions of their colleagues in special education. Similarly special education cannot isolate itself from the mainstream education. It is clear that the same principles and procedures, with some modifications can be used in the instruction of all children.

According to the Koech report (1999) the curriculum for institutions of the mentally handicapped learners should be standardized and follow special education curriculum model of adopted, adapted, specialized or specialist curriculum to suit individual needs of learners. It recommended that the mentally handicapped be internally examined. Kenya institute of education should develop guidelines for teachers to assist learners with mental handicaps in regular classroom settings (inclusive Education).

2.6 What teachers of the intellectually challenged should understand

Teachers of the intellectually challenged should understand is that in addition to the general guidance offered by the total education process, each teacher must be ready to accept a more direct and personal role as both guide and counselor using the term guidance to cover the activities designed to direct and promote development progress in a general way and counseling to cover activities which offer more personal help to individuals.

Although all teachers of children of all ages have the guidance and counselling responsibility, the circumstances and emphasis may vary at different levels. In the early school years, their main concern is likely to be with difficulties of social and emotional adjustment to school and to other children which some of their pupils have. After the initial anxiety that most children feel at going to school for the first time, most settle down happily. Some however find it difficult and their teacher must be on the look out not only for the shy, fearful and lonely individuals, but also for the one who shows his lack of social skills by bullying and aggressive behaviour. Hendrikz (1986)

The teachers' role is that of guiding and counselling, by arranging the class activities so that everyone is involved and has a chance to practice, good group and co-operative behaviour and by quietly drawing the reluctant ones in, while restraining the aggressors. Hendrikz (1986).

A teacher needs to have sound knowledge of how his/her pupil's intellectual or cognitive process work in order to be able to use them to the best advantage. Firstly he/she need to know the intellectual skill to expect from his/her pupils and how they are likely to change and mature as they grow older and gain more experience of school and their own environment. Secondly he needs to know in what ways the intellectual abilities of his pupils are likely to differ from each others. With this knowledge he will be better

able to cater for individual differences ensuring that each learner has the best opportunity to succeed in his learning. Thirdly he needs to know as much as possible about the outside influences, environmental experiences and learning activities which can affect the development of efficient cognitive process.

Fourthly, he needs to know whether it is possible to measure the intellectual ability that his pupils pass and if it is how to do it and how far he can rely on the results. Sound knowledge in these areas will have an important influence on how he approaches his work as a teacher. Heandrikz (1986),

A backward child finds it difficult in acquiring skills and grasping concepts. His mental perception is normal but his ability to comprehend what he perceives i.e. cognitive ability may be weak. If this is so, he won't establish strong memory traces and will quickly forget. In every school there are children who are slow, backward, and dull or for some reason, seem unable to keep up with the rest of the class. There are many reasons for learning slowness. The most common one is low intelligence. However one should investigate other possible reasons when dealing with a slow learner e.g. physical deficiencies, health and home conditions. A mentally slow child cannot keep up with the rest of the class they need more individual tuition.

In rare cases, a child may be born with a hereditary disease preventing the normal growth and functioning of the brain. Brain damage can occur from disease or accident. Individuals with brain deficiencies are extremely limited in their learning ability and require treatment, care and attention which can only be given in special institutions. Wilkins (1975).

Teachers are inadequately prepared by college education. Recent studies prepared to address individual differences in learning abilities within classroom setting. Special Educators themselves do not possess sufficient

content and knowledge to address the language and reading needs of the children with mental retardation. Teachers have a tendency of referring children for special assistance because they feel ill equipped to provide the necessary services,(Freiberg 1999)

Teachers should have patience and do not expect immediate results since children who are intellectually challenged learn slowly. It is not easy to recognize children with special needs, sometimes the diagnosis is very obvious and clear at or just after birth. For some children and their families it may be many months or even years before a diagnosis can be made.

When a special need is recognized in a child the parents inevitably need time to understand, adapt and accept. They need time to adjust and learn about their child as an individual with her own personality and potential often, the only information parents have about certain conditions is affected by the prejudice of society. Their own experience may be very limited. Dare et al (1997)

Many parents will go through different emotional stages associated with bereavement- grieving for their apparently 'lost' child- before they are able to accept, adjust and take pleasure in her; such reactions are seen across all cultures and social classes. Typically parents experience the following: Shock, grief, numbness and confusion, inability to come to terms or fully comprehend and take in what has happened., denial of any long term disability condition feeling their child 'will of it' or 'catch up later' of an older child they may say she's 'just lazy' or 'shy', feeling of guilt and apportioning blame, particularly if the child has an inherited condition or the mother smoked or drank heavily during pregnancy. Anger and blame may be directed at the doctor for not recognizing or preventing the special need prenatally or at birth

.Parents may blame themselves or each other if their child is disabled following an accident or serious illness, gradual orientation, acceptance and adjustment. Parents become able to relate to their child as an individual with her own personality and potential., there is no time limit to this process of

acceptance and adjustment; it may take up to several years. Parents work through the stages in their own time. Dare et al (1997)

In spite of the sadness and the stress they feel, most parents learn to love their child and are aware of the greater degree of dependency and responsibility there is always going to be. Their protective instincts are usually heightened sometimes to the point of over protection. Adjusting to the implications that their child will not get better and striving to provide the care, opportunity and stimulation required by the child (Often despite the attitudes of society) can be a challenging process. Some parents find it difficult to cope and may never reach this stage of adjustment. They may be reluctant to share their anxieties either with family or a professional carer.

The following are some specialists who are likely to be involved when educating the intellectually challenged Psychologists, Audiologist, Physiotherapist, Speech therapist, Occupational therapist, and Social worker.

According to the researcher, there is a scarcity of the above specialists in Kenya and they are very much needed so as to render assistance to the children who are intellectually challenged.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Overview

In this chapter the researcher explains how the study was carried out in step-by-step logical sequence, methods and procedures employed in such areas as the research design, the population, sampling procedure among others.

3.2 Research Design

The study employed the descriptive survey method to determine the Challenges faced by intellectually challenged learners in learning in an inclusive setting in Nairobi, Kenya.

3.3 Target Population According to Peil (1995) population refers to all the cases or individuals that fit a certain specification. The population of this study will comprise of teachers of learners with intellectual challenges in inclusive settings.

3.4 Sample Population

Mugenda and Mugenda (1999) stresses that sample population is a small group (population) in a given study area. The researcher could not visit all the schools. She visited a few schools in every division. The teachers who responded to the questionnaires represented the entire population of those teaching learners with intellectual challenges. The sample population totalled forty teacher.

3.5 Sampling Procedure

Mugenda and Mugenda (1999) define sampling as the selection of a part to represent the whole. The researcher used purposive sampling whereby the respondents selected filled the criteria of having the experience in teaching learners with intellectual challenges. The researcher arrived at fifty teachers

3.6 Environment

The study was conducted in inclusive settings in Nairobi. These schools are found in different locations in Nairobi Town.

3.7 Respondents

This study involved teachers of selected schools in Nairobi primary schools. 50 teachers were targeted to fill the questionnaires.

3.8 Instruments / Tools

This study utilised a researcher devise instrument which is a questionnaire. The researcher decided to use a questionnaire because the tool is easier and cheaper to use as compared to other tools. Mugenda and Mugenda (1999).

3.9 Validity and Reliability of the Materials

To establish the reliability of the questionnaires, the researcher used the method of expert judgment, which is recommended by Gay (1992) as the best method for reliability. To effect this, after constructing the questionnaire, the researcher contacted two experts to ensure the reliability and validity of the research instruments. After the consultations, the researcher made the necessary adjustment, to ensure that the questionnaire was made to the advice of the experts. That is, it was made more clear, relevant, specific and logically arranged.

In addition, a pre-test was conducted in order to test and improve on the reliability of the questionnaire. To prove the validity of the data collection instrument (the questionnaire), the number of relevant questions were divided by the total number of questions, and the outcome was above optimal. The following scale was used. (Adopted from Dr. Chandy, 2007)

$$V = \frac{RQ}{TQ} = \frac{16}{20} = 0.8$$

Where by, V= Validity

RQ=Relevant questions

TQ=Total number of questions.

The above expression, indicates that, the number of relevant questions from the total number of questions on the questionnaire, were above the required 0.5 scales. Hence, the instrument used was valid.

3.10 Data Collection Procedures

Letters were presented to the Head Teachers asking permission to carry out research in their schools on challenges faced and academic performance of intellectually challenged learners in inclusive settings. After collecting the data, the researcher presented the data in Tables, charts and graphs then analysed it.

3.11 Statistical Treatment of Data

Tables of frequency and percentages were used to determine the age, gender qualification of the respondents among other related aspects.

Formula: frequency count = $f/n \times 100$

f – Frequency

n – Number of respondents

100 – Total number of respondents

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

4.1 Overview

While the previous chapter presented the methodology of the study, this chapter provides presentation, interpretation and analysis of data.

Presentation and analysis of the collected data was computed by using percentages in order to show the distribution of the respondents on the various question items. Tables, pie charts and graphs were used in the presentation of data.

The percentage (%) was obtained using the formula; $(\%) = \frac{n}{N} \times 100$

Where n = number of respondents

N = Total population

As earlier on noted in chapter three of this work the information for this study was provided by the teachers. Fifty teachers were targeted but (40) teachers returned the questionnaires and provided the following information.

Table 1: Profile of the teachers.

Category	Frequency	Percentage (%)
Age (in years)		
21-30	10	25
31-40	15	37.5
41-50	9	22.5
51-60	6	15
Total	40	100
Gender		
Male	16	40
Female	24	60
Total	40	100
Qualification		
Degree	10	25
Diploma	12	30
Certificate	18	45
Total	40	100

Source: Field Data.

The table above shows that majority of the teachers fall between the ages of 31-40 years (37.5%). Female teachers (60%) are the majority as compared to their male counterparts (40%). As far as the qualifications are concerned majority of the teachers (45%) have certificates in primary teaching.

4.2 Teacher's relationship with learners with Mental retardation

Table 2: You show objectivity and fairness to the opinions expressed by learners with mental retardation

Responses	Frequency	Percentage (%)
Strongly Agree	10	25
Agree	3	7.5
Disagree	20	50
Strongly disagree	7	17.5
Total	40	100

Source: Field Data.

From the above table, it is evident that teachers do not show objectivity and fairness to the opinions expressed by learners; majority of them 67.5% disagreed that they do it only 32.5% of the teachers agreed to doing this.

Table 3: You show concern and build up with learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	3	7.5
Agree	12	30
Disagree	15	37.5
Strongly disagree	10	25
Total	40	100

Source: Field Data.

62.5% of the respondents disagreed that they show concern and build up with learners and only 37.5% agreed. This portrays negative attitude

Table 4: You help learners with mental retardation attain their maximum potential

Responses	Frequency	Percentage (%)
Strongly Agree	8	20
Agree	5	12.5
Disagree	13	32.5
Strongly disagree	14	35
Total	40	100

Source: Field Data.

As regards helping learners attain their maximum potential 67.5% disagreed to this and 32.5% agreed. It implies that majority of the teachers do not help Learners with mental retardation attain their maximum potential

Table 5: You inspire other pupils to invite the learners with mental retardation to different activities.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	6	15
Disagree	20	50
Strongly disagree	14	35
Total	40	100

Source: Field Data.

Majority of the teachers (85%) disagreed that they inspire other pupils to invite the learners with mental retardation. Only a small percentage (15%) agreed. This depicts negative attitudes towards learners with mental retardation

Table 6: You help learners with mental retardation to improve academically through remedial teaching.

Responses	Frequency	Percentage (%)
Strongly Agree	3	7.5
Agree	15	37.5
Disagree	18	45
Strongly disagree	4	10
Total	40	100

Source: Field Data.

When it comes to helping learners with mental retardation improve academically through remedial teaching, majority of the teachers (55%) disagreed that they do this; only 45% agreed that they do it. The findings indicate that most teachers do not see the need of assisting learners with mental retardation in academic work.

Table 7: You are positive and encourage free interaction between learners with mental retardation and those without disabilities.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	2	5
Disagree	29	72.5
Strongly disagree	9	22.5
Total	40	100

Source: Field Data.

Majority of the teachers disagreed with the idea that they are positive and encourage free interaction free between learners with mental retardation and those without disabilities. 22.5% strongly disagreed while 72.5% disagreed. Only 5% agreed with this idea. This clearly indicates that most teachers are not positive and do not encourage free interaction between learners with mental retardation and those without difficulties. These negative attitudes are detrimental to learners and contribute to poor academic achievement.

4.3 Classroom management

Table 8: You assist learners with mental retardation in learning daily living skills in the class session.

Responses	Frequency	Percentage (%)
Strongly Agree	4	10
Agree	16	40
Disagree	10	25
Strongly disagree	10	25
Total	40	100

Source: Field Data.

From table (8) above half of the respondents (50%) assist learners with mental retardation in learning daily living skills in the class session. The other half (50%) don't.

This is very unfortunate since activities of daily living are very essential for these learners.

Table 9: You view learners with mental retardation as a bother since they learn slowly and require a lot of attention. They should be placed in special schools with specially trained teachers.

Responses	Frequency	Percentage (%)
Strongly Agree	34	85
Agree	5	12.5
Disagree	1	2.5
Strongly disagree	0	0
Total	40	100

Source: Field Data.

Majority of the respondents (97.5%) agreed that they view learners with mental retardation as a bother since they learn slowly and require a lot of attention and that they should be placed in special schools with specially trained teachers. Only a small percentage (2.5%) refuted this. Here the

implication is that teachers have very negative attitudes towards these learners.

Table 10: You encourage learners with mental retardation to participate in different co-curricular activities.

Responses	Frequency	Percentage (%)
Strongly Agree	2	5
Agree	2	5
Disagree	32	80
Strongly disagree	4	10
Total	40	100

Source: Field Data.

From table 10. Majority of the teachers (90%) do not encourage learners with mental retardation to participate in different co-curricular activities. Only a few 10% do.

4.4 Methods of teaching

Table 11: The teachers employ varied teaching strategies to cater for learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	6	15
Agree	4	10
Disagree	20	50
Strongly disagree	10	25
Total	40	100

Source: Field Data.

Majority of the teachers disagreed that they employ varied teaching methods, 75% disagreed. Only 25% agreed with this statement. This clearly shows that teachers do not vary their teaching method from time to time and hence may not cater for needs of learners with mental retardation

Table 12: The teachers adapt different activities to suit the needs of learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	5	12.5
Agree	7	17.5
Disagree	18	45
Strongly disagree	10	25
Total	40	100

Source: Field Data.

Most teachers disagreed with the statement they adapt different activities to suit the needs of learners with mental retardation, 70% disagreed. Only 30% agreed with the statement. The implication here is that teachers do not consider learners interest nor do they adopt activities to suit learners.

Table 13: The teachers present the lesson in clearly understandable and organised manner to help the pupils as well as those with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	5	12.5
Agree	13	32.5
Disagree	15	37.5
Strongly disagree	7	17.5
Total	40	100

Source: Field Data.

The table (13) and Chart (2) above indicate that Majority of the teachers refuted that they present the lesson clearly understandably and in an organized manner to cater for their needs, 55% refuted. Only 45% agreed. This implies that teachers do not plan their lessons well and do not have the interest of these learners at heart.

4.5 Education resources

Table 14: The school has a well equipped resource room which is accessible to learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	0	0
Disagree	8	20
Strongly disagree	32	80
Total	40	100

Source: Field Data.

It is clear from the table (14) above that all the teachers either disagreed (20%) or strongly disagreed (80%) that the schools have well equipped resource rooms which are accessible to learners with mental retardation. None of them (0%) agreed that resource rooms are available.

Table 15: There are many challenges faced by learners with mental retardation and if lessened they can perform better than they do presently in academics

Responses	Frequency	Percentage (%)
Strongly Agree	28	70
Agree	10	25
Disagree	2	5
Strongly disagree	0	0
Total	40	100

Source: Field Data.

Majority (95%) agreed that there are many challenges faced by learners with mental retardation and if lessened they can perform better than they do presently in academics, only a few (5%) disagreed. This clearly shows that with intervention these learners can improve in academics.

Table16: There are enough textbooks in class for all children to use during the lesson.

Responses	Frequency	Percentage (%)
Strongly Agree	7	17.5
Agree	8	20
Disagree	15	37.5
Strongly disagree	10	25
Total	40	100

Source: Field Data.

It is clear from table that there is not enough text books for all children use during the lesson. 37.5% disagreed while 25% strongly disagreed. Only 37.5% agreed that they have enough text books. This clearly indicates that learners lack these necessary learning aids.

Table 17: The class room environment conducive for teaching and learning and caters for learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	5	12.5
Disagree	7	17.5
Strongly disagree	28	70
Total	40	100

Source; Field Data

Majority of the teachers disagreed that the classroom environment is conducive for teaching and learning process. 87.5% disagreed while only 12.5% agreed. This is a clear indication that the facilities in the schools are inadequate and learners are subjected to un-conducive environment in the classroom hence hindering effective learning.

Table 18: The teacher provides enough learning materials and equipment for learners with mental retardation.

Responses	Frequency	Percentage (%)
Strongly Agree	0	0
Agree	4	10
Disagree	15	37.5
Strongly disagree	21	52.5
Total	40	100

Source: Field Data

The table above shows that majority of the teachers disagreed that they provide learners with enough materials and equipment, 90% disagreed and only 10% agreed. This implies that teaching and learning materials are inadequately availed to the learners and hence ineffective learning.

4.6 Academic performance of learners with mental retardation

Table 19: Learners with mental retardation performance is wanting compared to their non handicapped peers.

Responses	Frequency	Percentage (%)
Strongly Agree	34	85
Agree	6	15
Disagree	0	0
Strongly disagree	0	0
Total	40	100

Source: Field Data

The table (19) above depict that Learners with mental retardation perform poorly in academics than their peers without this condition. An overwhelming 85% strongly agreed to this and 15% agreed none of them disagreed. This is a clear indication of the needs of these learners that are not met in school by both the teachers and the administration as evidenced by teachers' response in other tables of this chapter.

Table 20: Learners with mental retardation who are able to cope with their disability perform better than those who have adjustment problems.

Responses	Frequency	Percentage (%)
Strongly Agree	35	87.5
Agree	4	10
Disagree	1	2.5
Strongly disagree	0	0
Total	40	100

Source: Field Data

Regarding whether Learners with mental retardation who are able to cope with their disability perform better than those who have adjustment problems, 97.5% agreed and only 2.5% agreed. This means that if these learners are helped to cope and adjust by lessening challenges they face, they can perform better academically than they do presently.

Table 21: Learners with mental retardation who have mild degree perform better academically

Responses	Frequency	Percentage (%)
Strongly Agree	20	50
Agree	13	32.5
Disagree	4	10
Strongly disagree	3	7.5
Total	40	100

Source: Field Data

The table above depict that, Learners with mental retardation who have mild degree perform better academically, 82.5% of the respondents agreed with this and only 17.5% disagreed.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATION

5.1 Overview

The study aimed at investigating challenges faced and academic performance of intellectually challenged learners in inclusive settings in Nairobi. The study was guided by the research objectives. The main purpose of this chapter, therefore, is to discuss the research findings as presented. Following the discussions, conclusion and recommendations will follow. Finally suggestions for further research will be made.

5.2 Discussion of the Findings on profile of the respondents

In order to determine the profile of the respondents, the researcher considered the respondents socio-demographic data of age, gender and academic qualifications. Table (1) in chapter four indicate that majority of the teachers (37.5%) fall between the ages of 31-40 years meaning that they were at their most productive age. At this age the teachers are active and if well inducted can be of good help to learners with mental retardation. As far as gender is concerned female teachers are the majority (60%) as compared to their male counterparts, this is an indication that these teachers can effectively teach these learners activities of daily living with ease.

Majority (45%) of the teachers have certificates in primary teaching. Those with degrees and diplomas are the most qualified to work with learners with special needs in Education. The teachers of Nairobi require more training in order to effectively instruct learners with special needs in education.

These views are supported by Freiberg (1999) in chapter two (2.6) who said that teachers are inadequately prepared by college education. He also lamented that Special Educators themselves do not possess sufficient content and knowledge to address the language and reading needs of the children with mental retardation. Teachers have a tendency of referring children for special assistance because they feel ill equipped to provide the necessary services.

5.3 Discussion of the Findings on challenges faced by teachers

In this aspect, the researcher discusses the findings on various challenges faced by teachers of Nairobi, basing on the information they have provided. It is imperative to note that the challenges cited lead to poor teaching methods and hence poor academic performance by learners, looking at tables 16, 14 and 9 these challenges include; lack of enough text books, lack of resource rooms and negative attitudes from fellow teachers. This is probably why majority of the teachers in table 9 agreed that they view learners with mental retardation as a bother since they learn slowly and require a lot of attention and they should be placed in special schools with specially trained teachers.

Teachers should understand very well about the degrees of mental retardation and placement. It is only severe and profound cases that should necessitate placement of the child in special schools, the mild and moderate cases should be retained in regular schools. In agreement with this Wilkins (1975) in chapter two said that, in rare cases, a child may be born with a hereditary disease preventing the normal growth and functioning of the brain. Brain damage can occur from disease or accident. Individuals with brain deficiencies are extremely limited in their learning ability and require treatment, care and attention which can only be given in special institutions

5.4 Discussion of the Findings on challenges faced by learners

The data collected in most of the tables in chapter four indicate that learners with mental retardation face a myriad of challenges in addition to those imposed to them by the disability. These challenges in turn make them perform poorly in academics. The researcher discusses these challenges in terms of teaching methodologies, Educational resources, and classroom management in line with research objective number two.

Challenges faced by learners in terms of teaching methodologies

In table 11, Majority of the teachers (75%) disagreed that they employ varied teaching methods. In Table 12 most teachers (70%) disagreed with the statement that they adapt different activities to suit the needs of learners with mental retardation, table (13) indicate that Majority of the teachers (55%) do not present the lesson clearly understandably and in an organized manner to cater for learner's needs. In table 2 it is evident that majority of the teachers (67.5) do not show objectivity and fairness to the opinions expressed by learners. In Table 3, (62.5%) of the respondents disagreed that they show concern and build up with learners.

In table 4, as regards helping learners attain their maximum potential 67.5% disagreed implying that majority do not help Learners with mental retardation attain their maximum potential. Table 5 show that Majority of the teachers (85%) disagreed that they inspire other pupils to invite the learners with mental retardation. This depicts negative attitudes towards learners with mental retardation.

Table 6: When it comes to helping learners with mental retardation improve academically through remedial teaching, majority of the teachers (55%) disagreed that they do this and in Table 7, majority of the teachers disagreed with the idea that they are positive and encourage free interaction between learners with mental retardation and those without disabilities, clearly indicating that most teachers have negative attitudes towards these learners.

These trends by teachers evidenced by the above findings depicting poor pedagogical approaches which are detrimental to learners and contribute to poor academic achievement; this is a big challenge to these learners.

Heandrikz (1986) in 2.6 had an advice for teachers and said that, they need to know whether it is possible to measure the intellectual ability that pupils pass, how to do it and how far they can rely on the results. Sound knowledge in these areas will have an important influence on how they approach their work as teachers.

Challenges faced by learners in terms of Educational resources

The findings about Educational resources indicated that they are inadequate and pose a big challenge to learners with mental retardation as depicted by the following tables.

It is clear from the table (14) that all the teachers (100%) disagreed that the schools have well equipped resource rooms which are accessible to learners with mental retardation.

Table 16 clearly show that there is not enough text books for all children use during the lesson 37.5% disagreed while 25% strongly disagreed that the books are enough. Lacks of books mean ineffective learning.

Table 17 show that Majority of the teachers disagreed that the classroom environment is conducive for teaching and learning process. 87.5% disagreed while only 12.5% agreed. This is a clear indication that the facilities in the schools are inadequate and learners are subjected to un-conducive environment in the classroom hence hindering effective learning.

Table 18 shows that majority of the teachers disagreed that they provide learners with enough materials and equipment, 90% disagreed and only 10% agreed. This implies that teaching and learning materials are inadequately availed to the learners and hence ineffective learning.

Educational materials are very important in facilitating learning and that is why in 2.5 the Kamunge report (1988) recommended that Kenya institute of special education undertake research to design various types of equipment and materials that can be produced by the local Industry.

Challenges faced by learners in terms of Class room Management

Classroom management is a very important aspect in ensuring effective teaching and learning. Teachers are required to be good classroom managers by portraying positive attitudes towards all learners, making classroom conducive to learning, encouraging learners to participate in different activities among other related aspects.

Learners with mental retardation require a conducive environment that is responsive to their needs. In agreement with this Farrant (2002) in 2.4 argued that many handicapped children suffer from conditions that cannot be cured but they can still enjoy education in a normal school. In some cases, special teaching materials may be advisable, in others, special methods of teaching. But handicapped children can only be helped by teachers who are alert to needs of individual children and are willing to take time and trouble to assist each child to enjoy a better life.

The findings of this study portray some challenges that are brought about by poor classroom management. In Table 17, majority of the teachers disagreed that the classroom environment is conducive for teaching and learning process. 87.5% disagreed while only 12.5% agreed. This is a clear indication that the facilities in the schools are inadequate and learners are subjected to un-conducive environment in the classroom hence hindering effective learning.

From table (8) half of the respondents (50%) assist learners with mental retardation in learning daily living skills in the class session. The other half (50%) don't. This is very unfortunate since activities of daily living are very essential for these learners.

In Table 9, Majority of the respondents (97.5%) agreed that they view learners with mental retardation as a bother since they learn slowly and require a lot of attention and that they should be placed in special schools with specially trained teachers. Only a small percentage (2.5%) refuted this. Here the implication is that teachers have very negative attitudes towards

these learners. In Table 10, majority of the teachers (90%) do not encourage learners with mental retardation to participate in different co-curricular activities. Only a few 10% do. However the teachers were frank enough and in Table 15 majority (95%) agreed that there are many challenges faced by learners with mental retardation and if lessened they can perform better than they do presently in academics, only a few (5%) disagreed. This clearly shows that with intervention these learners can improve in academics.

5.5 Discussion of the Findings on Academic performance of learners with Mental Retardation

The table (19) depict that Learners with mental retardation perform poorly in academics than their peers without this condition. An overwhelming 85% strongly agreed to this and 15% agreed none of them disagreed. This is a clear indication of the needs of these learners that are not met in school by both the teachers and the administration as evidenced by teachers' response in other tables of this chapter.

In table 20, regarding whether Learners with mental retardation who are able to cope with their disability perform better than those who have adjustment problems, 97.5% agreed and only 2.5% disagreed. This means that if these learners are helped to cope and adjust by lessening challenges they face, they can perform better academically than they do presently.

Table 21 depict that, Learners with mental retardation who have mild degree perform better academically, 82.5% of the respondents agreed with this and only 17.5% disagreed.

The situation is further aggravated by the belief that these learners cannot perform well by teachers. In agreement Ogonda and Njuki (2000) in 2.5 stated that teachers often compare the performance of learners with mental retardation with that of their peers and describe them as lazy, not serious, and inconsistent. These sentiments are unfortunate and should not be used as an excuse for neglecting these learners.

It is important for teachers to understand what Werner (1997) in 2.4 said, that mental retardation in children can be mild, moderate or severe. Some children never learn to speak, others to talk but many can learn to read and write. Most of these boys and girls are very friendly and affectionate and behave well with people who treat them well. Even those who are more severely retarded, with the help of good teaching usually learn to take care of their basic needs, and to help out with simple work. They can live fairly normally with their families and communities.

5.6 Conclusion

It is obvious from the data analysed that there is a significant relationship between challenges and academic performance of learners with mental retardation and more needs to be done as far as training of teachers is concerned as majority of them needs training in special needs education. The learner's poor academic performance seems to stem from a combination of factors beyond their comprehension. Majority of the teachers display negative attitudes towards these learners, classrooms are not conducive, and the curriculum is inadequate and does not cater for their specific needs. Resources should be availed and there is need for all the stake holders to come together and uplift the welfare of learners with mental retardation. The curriculum developers also have a duty of coming up with a curriculum that is inclusive and will cater for all the specific needs of these learners.

5.7 Recommendations

Personnel resource training and induction

Inadequate training and induction of teachers dealing with learners with mental retardation was noted to be a major set back. There is need for the government of Kenya through the Ministry of Education Science and Technology and all the trainers to address this issue seriously as this is the only way of arresting the situation.

Curriculum adaptation and review

It is very important for the curriculum developers to adapt the curriculum of learners with mental retardation and do constant review to suit the specific needs of the learners. This should facilitate the infusion the most appropriate methods and inclusion of daily living skills.

Proper Funding

Proper and adequate funding will provide the schools with the finance needed and facilitating seminars and workshops for teachers on regular basis and purchase of learning resources.

Provision of educational materials

Learners with mental retardation need learning and training aids like jigsaw puzzles, coloured blocks, cut out letters and a friendly learning environment. The stakeholders should ensure that all these are provided for learners to learn effectively and improve on academic performance.

5.8 Further Research

The researcher recommends further research and baseline study on appropriate methods suitable for learners with mental retardation. This will help the stakeholders such as the government, educators, curriculum developers among others in planning and improving the quality of education and academic performance of learners with mental retardation.

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APPENDICES

Appendix A

Questionnaire for teachers

Section A

Dear teacher,

You are kindly requested to help the researcher by providing information regarding the questions below. You are requested to respond by filling the questionnaires on the theme "Challenges faced and academic performance of intellectually challenged learners". The information given will be treated with confidentiality and your cooperation and contribution to this study will highly be appreciated. Thanks in advance for your cooperation.

Profile of the respondent (Tick where applicable)

- a) Name (optional) _____
- b) Age of respondent: years
- c) Gender: Male ☐ Female ☐
- d) Qualification: degree ☐ diploma ☐ certificate ☐
- Others

Section B

Use **numbers** to fill the spaces appropriately.

5 Strongly agreed__means you agree with the statement without any doubt.

4 Agreed ____means you agree with some doubt.

3 Disagreed ____means you disagree with some doubt.

2 Strongly disagreed__means you disagree without any doubt.

Teacher's relationship with learners with Mental retardation

Q1.____You show objectivity and fairness to the opinions expressed by learners with mental retardation

Q2.____You show concern and build up with learners with mental retardation.

Q3.____You help learners with mental retardation attain their maximum potential

Q4.__You inspire other pupils to invite the learners with mental retardation to different activities.

Q5.____You help learners with mental retardation to improve academically through remedial teaching.

Q6. __You are positive and encourage free interaction between learners with mental retardation and those without disabilities.

Classroom management

Q7.____You assist the learners with mental retardation in learning daily living skills in the class session.

Q8. __You view learners with mental retardation as a bother since they learn slowly and require a lot of attention. They should be placed in special schools with specially trained teachers.

Q9.____You encourage learners with mental retardation to participate in different co-curricular activities.

Methods of teaching

Q10.____The teachers employ varied teaching strategies to cater for learners with mental retardation.

Q11.____The teachers adapt different activities to suit the needs of learners with mental retardation.

Q12.__The teachers present the lesson clearly understandable and organised manner to help the pupils as well those with mental retardation.

Education resources

Q13.____The school has a well equipped resource room which is accessible to learners with mental retardation.

Q14.____There are many challenges faced by learners with mental retardation and if lessened they can perform better than they do presently in academics.

Q15.____There are enough textbooks in class for all children to use during lesson.

Q16.____The class room environment conducive for teaching and learning and caters for learners with mental retardation.

Q17.____The teacher provides enough learning materials and equipment for learners with mental retardation.

Academic performance of learners with mental retardation

Q18.____ Learners with mental retardation performance is wanting compared to their non handicapped peers.

Q19.____ Learners with mental retardation who are able to cope with their disability perform better than those who have adjustment problems.

Q20.____ Learners with mental retardation who have mild degree perform better academically.

Appendix B

Curriculum vitae

PERSONAL BACKGROUND

Name: Faith W. Njoroge
Reg. No.: BED / 13322 / 61 / DF
Age: 42 years
Gender: female
Civil status: Teacher
Date of birth: 1965

EDUCATIONAL BACKGROUND

College:-

Kenya Institute of Special Education – Diploma in special needs education

Kigali Teachers' Collage – Certificate in Primary School Teaching

Secondary:-

Gatanga girls High School – form one to form four

Elementary:

Ndutumi Primary School – class one to class seven

RESEARCH EXPERIENCE

Course: Diploma in Special Needs Education

Research title: challenges faced by learners with specific learning difficulties in Thika District Kenya