

**ACADEMIC PERFORMANCE OF MENTALLY IMPAIRED
LEARNERS IN SOME SELECTED REGULAR PRIMARY
SCHOOLS IN KEGONGA DIVISION KURIA**

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**A SPECIAL STUDY PAPER
PRESENTED BY**

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**A RESEARCH SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR OF
EDUCATION IN SPECIAL NEEDS EDUCATION P
AT
KAMPALA INTERNATIONAL UNIVERSITY
KAMPALA - UGANDA**

MAY 2009

TABLE OF CONTENT

- i. Title page
- ii. Declaration
- iii. Dedication
- iv. Acknowledgement
- v. Table of contents
- vi. List of tables

CHAPTER ONE

- 1.0 INTRODUCTION /BACKGROUND OF THE STUDY
- 1.1 STATEMENT OF THE STUDY
- 1.2 PURPOSE OF THE STUDY
- 1.3 OBJECTIVES OF THE STUDY
- 1.4 SCOPE OF THE STUDY
 - 1.4.1 GEOGRAPHICAL SCOPE
 - 1.4.2 THE SCOPE
- 1.5 DEFINITION OF THE TERMS
 - 1.5.1 RESEARCH QUESTIONS
 - 1.5.2 SIGNIFICANT OF THE STUDY
 - 1.5.3 LIMITATION AND DELIMITATION

CHAPTER TWO

- 2.0 REVIEW OF THE RELATED LITERATURE
- 2.1 CATEGORY OF LEARNERS WITH SPECIAL NEEDS
- 2.2 MENTAL RETARDED CHILDREN
 - 2.2.1 PREVALENCE
 - 2.2.2 CAUSE OF MENTAL RETARDATION
 - 2.2.3 EFFECT OF MENTAL RETARDATION
 - 2.2.4 SPECIAL EDUCATION

CHAPTER THREE

METHODOLOGY

INTRODUCTION

- 3.0 RESEARCH DESIGN
- 3.1 RESEARCH ENVIRONMENT
- 3.2 RESEARCH SAMPLE SIZE AND SELECTION
- 3.3 DATA COLLECTION
- 3.4 RESEARCH REQUIREMENTS
- 3.5 PROCEDURE OF THE STUDY
- 3.6 DATA ANALYSIS
- 3.6.1 STATISTICAL TREATMENT OF DATA

CHAPTER FOUR

- 4.0 DATA PRESENTATION INTERPRETATION AND ANALYSIS
- 4.1 TOOLS QUESTIONNAIRES

CHAPTER FIVE

- 5.0 SUMMARY DISCUSSION CONCLUSION
- 5.1 RECOMMENDATION
- 5.2 REFERENCE
- 5.3 APPENDICES

LIST OF TABLES

PAGE

Title page	
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of contents	v
List of table	vi

CHAPTER ONE

1.0	Introduction / background of the study	2
1.1	Statement of the study	
1.2	Purpose of the study	
1.3	Objectives of the study	
1.4	Scope of the study	
1.4.1	Geographical scope	3
1.4.2	The scope	
1.5	Definition of the terms	
1.5.1	Research questions	
1.5.2	Significant of the study	4
1.5.3	Limitation and delimitation	5-6

CHAPTER TWO

2.0	Review of the related literature	7
2.1	Category of learners with special needs	
2.2	Mental retarded children	
2.2.1	Prevalence	8
2.2.2	Causes of the mental retardation	9
2.2.3	Effect of mental retardation	10
2.2.4	Special education	11-14

CHAPTER THREE

PAGE

METHODOLOGY

Introduction	15
3.0 Research design	
"	
3.1 Research environment	
"	
3.2 Sample size and selection	
"	
3.3 Data collection	
17	
3.4 Research requirements	
"	
3.5 Procedure of the study	16-17
"	
3.6 Data analysis	
"	
3.6.1 Statistical treatment of the data	18
3.7 Anticipation limitation of the study	

CHAPTER FOUR

4.0 Data presentation interpretation and analysis	18- 25
---	--------

CHAPTER FIVE

5.0 Summary, discussion, conclusion	26-32
Recommendation	
References	33-34
Appendices	35

APPROVAL

This research work has been under my supervision as a University Supervisor and now it is ready for presentation

Sign:.....

Name: MRS. WAMBOKO

Date:.....

DECLARATION

I Atieno Roseline Awiti, Admission number BED/SNE/14950/62/DF hereby declare that this special study is my own original work and that no any other person has taken the advantage of duplicating for award of degree or diploma in any other institution of higher learning for the award of degree or diploma.

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

Signed:.......... Date: 19-08-2009.....

DEDICATION

The research dedicates her work to her family and specially to my dear husband Ben Ochieng Owino, her sons, Whirose Odhiambo, Surname, Omondi, Vale Ochieng and Eugene Ochieng for the their support and understanding throughout the research period.

ACKNOWLEDGEMENT

I wish to thank first and foremost Mr. Laki and Mrs. Wamboko for their sincere concern towards my success in this special study paper. I will not forget to thank Mr. Jonny Owanja and other colleagues who shared with me their experience. These are the people who guided me in organizing, correcting and editing my work with a lot of concern and care.

ABSTRACT

The Kenya government policy regard education as a human right and therefore, the government tries to provide to all Kenyan citizens including those with special need education for all (A.F.A.) in the year 2015. The policy created an opportunity to the mentally disable children who were perceived incapable academically to go to school, so the researcher's interest was to investigate the academic performance of these mentally challenged learners, in some selected regular primary school in Kegonga Division, Kuria District.

During the research, she formulated her objectives and prepared the questionnaires for the headteachers, where she sent then to seven schools that the research was to be carried out. After collecting the data she interpreted and did some analysis where she found that the mentally challenged learner had low performance as compared to the ordinary learners and could not learn up to STD 5. The researcher also gathered more information on what other researchers had written on the same area, and she recommended on more research to be done on the same area of academic performance of the mentally challenged learners.

CHAPTER ONE

BACKGROUND

INTRODUCTION

This chapter deals with the introduction, objectives of the study, research questions, significance of the study and purpose of the study.

1. BACKGROUND OF THE STUDY

The Kenyan government policy regards education to all Kenyan citizens including those with special need. In line with this the Kenyan government has a goal to providing universal primary education for all (E.F.A.) by year 2015.

The goals of the education are among other things concerned with equality in as far as provision of education policy is concerned. Due to free primary education policy in Kenya, there has been high enrolment in primary schools and the number of learners with special needs has increased. The population with impairments is estimated at 10% of the total population in Kenya. An enrolment level for children with impairments of both primary and secondary has generally remained low over the years.

Lately, people with special learning needs are received a lot and more attention than previously; thanks to the efforts of lobby groups which have more attentively advocated the right to education or the social magnetized. This has led also to more recognition of learners with special need in the society.

1.1 STATEMENT OF THE PROBLEM

The mentally disabled children have been perceived as incapable of achieving academically. Indeed, world over they have been labeled as non-performance and worthless being to the society at large. They have therefore ^{been} reduced to the level of sympathy seekers incapable of engaging in any gain full deed. The

parents, siblings and the victims have been stigmatized to an extent of the mentally being denied the opportunity to explore their potentials, academic ability on the list, so the researcher will find out why these learners are referred to as non performers.

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1.2 PURPOSED OF THE STUDY

The purpose of the study is mostly to investigate on the academic performance of the mentally impaired learners and also find out possible solutions for the problems.

The researcher will provide information to the policy makers in the ministry on education, administration of schools teachers, parents and other stake holders to enable them make improvement in education policy whereby education needs of all learners should be addressed, and sensitization should be done to the society at large.

1.3 OBJECTIVES OF THE STUDY

1.3.1 General: the general objectives of the study are to identify the academic performance of the mentally impaired learners in Kegonga East District.

1.3.2 **Specific:** the study seeks to,

- Investigate on the academic performance of the learners in some selected primary schools.
- Identify the teacher's attitudes towards the mentally impaired learners.
- Find out the solutions to the problems faced by the mentally impaired learners.

1.4 SCOPE OF THE STUDY

The research will investigate the academic performance of mentally retard learners. The study will cover Kegonga Division; Kuria East office will be requested to respond to the questionnaires and interviews of the study. 1.4.1

1.4.1 GEOGRAPHICAL SCOPE

The research also found that the area of the study is rather

hilly the people in this area majority are farmers and minor pastoralist.

1.4.2 THE SCOPE

The study will be carried out during the period of may August 2009.

1.5 DEFINITION

Regular schools refers to the mainstream school which follows the curriculum that is prepared for the average ability learners.

Mentally impaired learners: refers to the learners whose mentally abilities deviate from the normal and couldn't benefit it from the regular curriculum.

Interview: refers to method of data collection involves a face-to face interview or conversation between the researcher and the data provider (respondent).

Questionnaire: it's a technique of data collection comprises of numbers of written questions which has to be answered also in writing by the participant or respondent.

Qualitative research method: it's research method whereby the data collection is mainly described in words rather than in numerals.

Qualitative research method: refers to research approach that involves the use of numerical data to explore traits and situation.

Piloting schools: refer to some few selected schools where the researcher will carry out the pre- testing of the research objectives.

Pre- testing: refers to the prior testing of the assessment instruments /tools e.g questionnaire in some few selected schools to Identify the strength and weakness of the questionnaire before carrying out the actual research.

Population: refers to a large group of people to be studied in given area.

1.5.4 RESEARCH QUESTIONS.

- What are the teacher's attitudes towards the mentally impaired learners?
- What are the effects of mentally impairments on the performance of the learners ?
- What is the difference between the performance of the impaired learner and the rest of the pupils?
- What is the society's attitude towards the education of the Mentally impaired learners and its effect to their performance?.
- What are the some of the solutions that should be done to improve the mentally challenged learners performance?

1.5.2 SIGNIFICANCY OF THE STUDY

- This study will benefit the following disciplines
- Will provide information to policy maker's in the education ministry, administration of schools; teachers parents and others stakeholders.
- To enable them make improvement in education by allocating schools in performance friendly environment.
- The study will provide information that will be used by future researchers.

1.5.3 LIMITATION

In the course of carrying out research, the researcher is faced with quite tight schedule in considering that she had some normal duties to attend in school, especially STD 8 that was an examination class that required a lot of dedication and attention, so the research has to organized her own time of sending the questionnaires to the headteachers and headmistress while some of the questionnaire were to be taken to the respondent face to face for quick response. The researcher also encountered a lot of problems since the data collection was done at the period when there was tribal conflicts amongst

the indigenous tribes within the Division, so it was not that easy to get some of the questionnaires back since so many schools within Kegonga Division were closed and these really interfered with the data collection resulting to late completion of the research.

1.5.4 DELIMITATION

The researcher carried out her research within the Division where she was familiar and so enjoyed co-operation among colleagues.

Quite a number of scholars had carried out research within the Division so the researcher never experienced any problem with the respondents in filling in the questionnaires. The weather condition was also favorable during the research since there was no plenty of rainfall and also the research could move on foot.

CHAPTER TWO

LITERATURE REVIEW

2.0 REVIEW OF RELATED LITERATURE

Different forms of impairment affect learning in different ways.

Depending on the disability the learners' cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory perception, motor abilities, psychosocial behaviour, physical functions, information processing, visual perception and speech may be affected to varying degrees.

2.1 CATEGORIES OF LEARNERS WITH SPECIAL NEEDS

There are many categories of learners with special needs among which the following have been identified in Kenya for purposes of addressing their needs.

- The visually impaired,
- The Hearing impaired,
- Those with developmental delays
- The emotionally disturbed
- The gifted and talented
- The mentally retarded
- Those with multiple disabilities
- Those with speech or language impairment
- Orthopedic and other health impairments.

MENTALLY RETARDED CHILDREN

The American Association on Mental Deficiency (AAMD) 1973.

Purposed that mental retardation should refer to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period Crossman 1973 p11.

Herber (1958,1961) defined retardation as "sub-average general

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intellectual functioning associated with impairments in adaptive behaviour”

He further stated that to be classified as mentally retarded the child has

To exhibit greater than one standard deviation below the normal distribution curve.

According to AAMD Educationally mentally, retarded children are

classified into three categories, namely, educable mentally retarded

(EMR) trained mentally retarded (TMR) and severely / profoundly retarded.

Klein et al (1979) stated the (EMR) children generally fall under the

term mild retardation and (TMR), children under moderately and

severely retarded the children who were once more known as

dependent retarded fall under the term severely retarded while these

who are sometimes called life- supported fall under profoundly

mentally retarded Robson and Robson (1976) stated. That children with

the lowest IQs are ones known as custodial mentally retarded.

The term is not used by some professional and educational

programmes possibly because it implied that the children didn't

need education but rather custodial care.

PREVALENCE

The 3% prevalence using the 1973 AAMD definition of mental retardation

is the most accepted. This prevalence is lower than the 1959 and 1961

AAMD definition which include borderline retardation 1973 AAMD

definition requires that for a child to be considered mentally retarded, he

needs to measure intelligence of 1 Q 52-67 with adaptive behaviour

skills concurrently impaired.

Using the 3% prevalence, Ndurum (1980) estimated that in Kenya

there was a mental retarded population of 551,850 of whom 136,950

were school age children between 4 and 15 years of age.

Unknown prenatal influence that refers to abnormalities which occur prior to birth pregnancy including the cerebral malformation of both the head and face.

Metabolism or nutrition

Mental retardation can also be referred to as metabolic, nutritional, endocrine or growth dysfunction. Specifically, they include neurotropic lipid storage diseases such as Tay-Sachs' disease: carbohydrate disorders which interfere with brain metabolism, amino acid disorders such as phenylketonuria (PKU) and mineral disorders. Grossman (1973) stated that hypothyroidism is the most common endocrine disorder, resulting in congenital cretinism.

Chromosomal abnormality i.e. Down syndrome being one of the known causes of mental retardation. Children with Down syndrome have for a long time been referred to as mongoloids.

Gestational disorder

Gestation means the period of pregnancy. Some causes of mental retardation due to gestational disorders including prematurity, low birth weight and post maturity.

Following psychiatric disorder.

According to the AAMD 1973 manual (p.67) this category includes retardation resulting from psychosis or other psychiatric disorder when there is no evidence of cerebral pathology.

Environmental influence

If disorder in the child then adverse environmental influences may be the cause of mental retardation.

The 1984 Nairobi declaration of the initiative against avoidable disablement (IMPACT) however stated that the number of the mentally retarded in Kenya is unknown.

CAUSES OF MENTAL RETARDATION

Infections and intoxication cause mental retardation whether prenatal or post- natal infection occurring during the first trimester of pregnancy due to German measles or rubella produces abnormalities in 50% of developing foetues

Another infection is **syphilis a sexually transmitted disease** the infection causes blindness and deafness a part from mental retardation. Suran and Rizzo (1979) state that syphilis is amenable to treatment through a dministration of penicillin, viral, bacterial and parasitic infections can all cause mental retardation in a growing child. Mental retardation due to intoxicants occur either pre-natal or post-natal. Pregnant mother who drink alcohol or smoke have high risks of having mentally retarded children.

Trauma or physical agent

Trauma means accident fall or injury. Mental retardation resulting from trauma or physical agent is caused by factors outside the mother's control i.e delivery, breech delivery the use of forceps to bring the head out of the birth canal or the wrapping of the umbilical cord around the baby's neck may occur.

Gross Brain Disease

According to Suram and Rizzo (1979 p. 217) this category includes hereditary disorders that are not yet understood. One of these is Huntington's' cholera which is associated with "seizures" spasmodic movements.

EFFECTS ON MENTAL RETARDATION

Intellectual functioning

Robinson and Robinson (1976p. 3 71)

Stated that mildly retarded children have a "rate of intellectual development (which) is commonly one-half to one third that of average children "it should be stressed that a child may have a mental age far below that of this counterparts of the same chromonal age.

Education functioning

The reduced capacity of the retarded to retain and recall information within short time and in long memory is pronounced especially with regard to abstract material compounded with this is the fact that the mentally retarded learner slowly hence significant education problems.

As started previously the mentally retarded are classified into the educable mentally retarded (EMR) who are technically mildly retarded; the trainable mentally retarded (TMR) who are moderately and severely retarded; and the profoundly retarded whose intellectual functioning is so low that they are referred to as a custodially retarded.

The education mentally retarded constitute between 75% and 80% making them the largest group (payne 1Q s of 55-69 (SD=15) OR 52-67 SD=16 .They constitute 2. 14% using the AADM definition.

The educational retarded have below identified by several researchers. China et al (19750 started that the educable mentally retarded can be expected to reach between second and fifth grade in academic achievement. Sura and Rizzo (1979) put their academic achievements a bit higher at between third and sixth grade and further stated that they are able read write and use basic arithmetic.

According to Robinson and Robinson (19966) the educable mentally retarded are expected to manage time to the sixth grade and further stated that they are able to read, write, and do basic computations.

Kirk (1972) observed that educable mentally retarded children when they enter school at the age of six are not ready for writing, spelling or arithmetic he state that these children do not acquire these academic skills until they are between 8 and 11 years of age.

In the relentless efforts of the Kenyan government according to this world view, under the ministry of education has put up a number of special units in order to fulfill the desires of these children.

Kristen, R. etal (1987) highlighted the need to set up approaches and suitable agendas for the mentally handicapped and development disabilities. In order to meet the educational needs of the mentally retarded children an appropriate educational program is inherent.

It was also found out by Rusalem and Rusalem (1980,p 145-146) that mental retardation is a global challenge special educational programs should be put in place in an effort to provide the mentally disadvantaged children with an opportunity to enjoy equitable chances in the academic world.

These education placement programs for mentally exceptional children include:-

Residential schools like city primary unit, day schools, resource rooms, itinerant services and self contained special classes the researcher's center of interest.

Each programme has its advantage and disadvantages in assisting the learning of these mentally handicapped children due to their various levels and diversified needs. Just to mention, in the residential program the children are confined in an institution for full time placement. This program is both expensive and difficult to establish the different programs for the different types of mental retardation. The day school program offers full time placements whereby the children remain with their families and commute to the school. The advantage of such a program is that it centralizes the community's resources and personnel.

The disadvantage is that the mental disabilities are treated like of homogeneous nature unless the arrangement includes the provision of more than one classroom teacher for the individualized educational plans and instructions.

The self-contained classes, resources rooms and itinerant services often solve both the administrative and maintaining problems experienced in residential and day schools.

The special classes' placed allows for the children to be integrated with the non-handicapped counterparts in selected subjects such as physical education and art and school ceremonies assemblies. The resource room on the other hand is a room provide by a regular school . This rooms is used by the fully integrated children for additional help and intervention. Finally the itinerants service, provide and itinerant teachers who visits several schools within his jurisdiction to teach and monitor the progress of the children integrated in regular schools.

Ndurumo (1993) appreciates the government of Kenya's effort to overcome this global problem. It however argues that a lot is still wanting in as far meeting the academic needs of the mentally handicapped children as reflected in their dismal academic performance.

2.1 SPECIAL EDUCATION

Mwangi, D.P (1989) observed the need to create special education for the mentally handicapped children in Kenya. This would manage, administer and design a mental retardation oriented program in an attempt to reach the needs of mentally disabled children.

Traditionally special education meant accepting children who were considered unfit for regular school programmes (Ndurumo1993). He further observed that special education programs is well utilized can benefit both the mentally handicapped and able children.

Further more it serves as workshop and laboratory for developing specialized teaching aids and tools that are utilized to favor mentally retarded and non- retarded children.

Through special education has gain grounds in Kenya and globally where both intergration and inclusion and programs are being offered in many pre-primary and primary institutions, the field is still below the expected mark.

It is still confronted with some unsettled controversies of homogenous nature; Ndurumo further argues.

Otiata (2002) highlight various ways a teacher in an inclusion class can manage behaviors in the classrooms. These include. Organizing space and time, establishing set of rules and presenting classroom procedures to ensure.

Learning and to create interest of the mentally retarded among the ordinary children.

According to a recent survey by the ministry of education department of special education program in Kenya a special learning paper has been tabled with great emphasis laid on remedial steps to fulfill most of the mentally disabled concerns. (Publication: Daily Nation February 2006)

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter deals with research methodology. The elements of the concerns include:-

Research design environment, instrument, population, data collection procedure and statistical treatment of data.

3.0 RESEARCH DESIGN

Will be survey where the researcher will develop ideas and have intensive knowledge about "single case" or of a small number of related cases. The research will specify which among the above strategies he/she will use to collect data.

3.1 RESEARCH ENVIRONMENT.

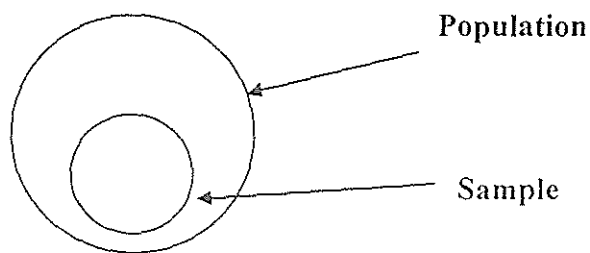
The research study will be carried out in Kegonga Division Kuria East District, Kenya sample size of regular primary schools supplementary information will be sought from the education office and community involvement.

3.2 SAMPLE SIZE AND SELECTION

PROCEDURE:

POPULATION: This is a large group to be studies in a given area.

The research will use a small group to represent the large group (population) in a given area. The same is a representative of the population as shown below.



3.3 DATA COLLECTION

For instance in Kegonga Division there are 14 primary schools so the research will use simple random sampling whereby the names of the 14 primary schools will be written down in alphabetical order then she will decide on the starting point for example if chosen the first school with the first alphabetical order she will skip the second and choose the third and from the third school to the fifth as shown below .

(A) B (C) D (E) F-----etc.

After that the researcher would use the selected schools to represent the 14 schools in Division during the research and the information that will be collected will be generalized to whole Division.

3.4 RESEARCH REQUIREMENTS.

The researcher will use a questionnaire as one of the suitable research instruments for collecting necessary information (data) from the respondents. However, interview guide may also be used where applicable.

3.5 PROCEDURE OF THE STUDY.

The research will be involved in the preparation of the questionnaire suitable for the data collection .Before sending them for the actual research study, the researcher will do pre-testing in some piloting schools to prove its validity and consistency.

After the approval of the tool, the researcher will then send the questionnaires to the sample schools in the frame, where by in this respondents will be the headteachers.

Immediately the questionnaires had been filled, the researcher will gather all the information from them and put them down in a tabular form for interpretation.

3.6 DATA ANALYSIS.

Information collected from the questionnaires (raw data) may be arranged properly for easier interpretation either by using frequency distribution table or bar graphs (Quantitative method).

3.6.1 STATICAL TREATMENT OF DATA

After collecting the raw data, the researcher will verify that all questions have been responded to. The data would be recorded and tabulated into the form of frequency. The data infrequency will be converted into percentage for easy representation and interpretation. The researcher will analyze the data using statistical representation like histograms and pie-charts.

CHAPTER 4

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

EXAMINATION

Q1. How many teachers in this school have had the basic training in special needs education (SNE)

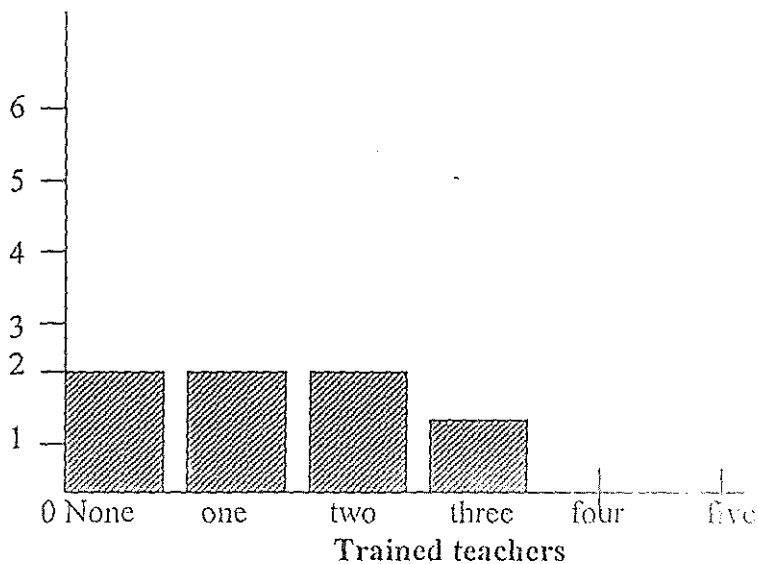
TABLE 1 (a)

CATEGORY	TALLY	FREQUENCY
NONE	II	2
ONE	II	2
TWO	II	2
THREE	I	1

TABLE 1 (b)

Basic training in special needs education (SNE) in category frequency and percentage.

Category	Frequency	Percentage
Trained	-	-
None	2	28.37
1	2	28.37
2	2	28.37
3	1	14.19



$\frac{12}{10}$

From the table shown above the researcher had realized that few teachers had acquired the basic training in special education needs. This information can be seen by the given percentage i.e. approximately 28% had undergone the basic training in SNE.

Q.2. Children with mental problem learning in the same way as the ordinary children.

TABLE 2. (a)

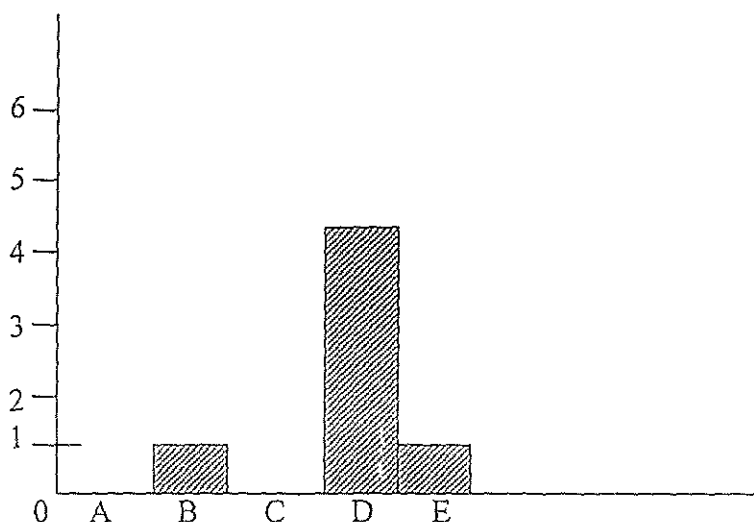
Category	Tally	Frequency
A	-	-
B	1	1
C	-	-
D	1 1 1 1	5
E	1	1

TABLE 2(b)

	CATEGORY	FREQUENCY	PERCENTAGE
A	Strongly agreed	None	-
B	Agreed	1	14.19
C	Not sure	None	-
D	Disagreed	5	70.83
E	Strongly disagreed	1	14.17

From the table above the researcher realized that many respondents disagreed that these mentally challenged learners could learn in the same way as the ordinary learners.

Table 2 (c)



The same information can further be represented as shown in the table above where none of the respondent agreed that they could learn in the same environment with the ordinary learners.

Q3. Teachers have played better role in identifying the mentally impaired learners and giving appropriate provision for them.

Table 3 (a)

Category	Tally	Frequency
F	II	2
G	II	2
H	I	1
I	I	1
J	I	1

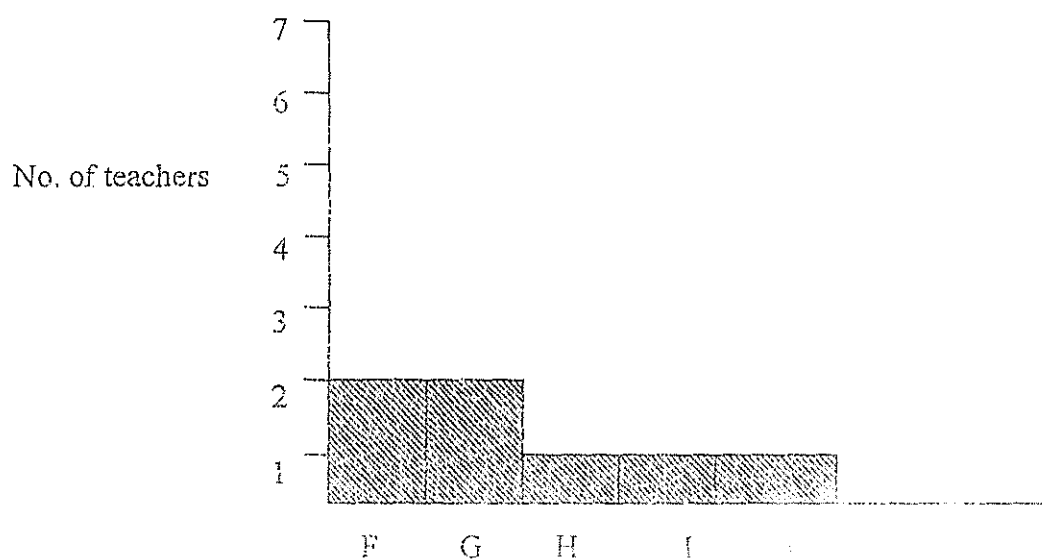
Table 3 (b)

Category	Tally	Percentage
F Strongly agreed	2	28.37
G Agreed	2	28.37
H Not sure	1	14.19
I Disagree	1	14.19
J Strongly disagreed	1	14.19

From the table the researcher noticed that teachers play an important role in identifying the mentally challenged learners and possibly provide appropriate provision for them. This was so because she realized that the minority of teachers had undergone the basic training in special education needs.

3 (c)

The information can further represented in a bar graph as shown below.



The graph showed that among the seven selected schools with in kegonga division only four respondents agreed that some teachers could play better role in identifying challenged learners in a given set – up.

Q 4. Are there educational resources for mentally impaired children to enhance their learning?

YES ☐ NO ☐

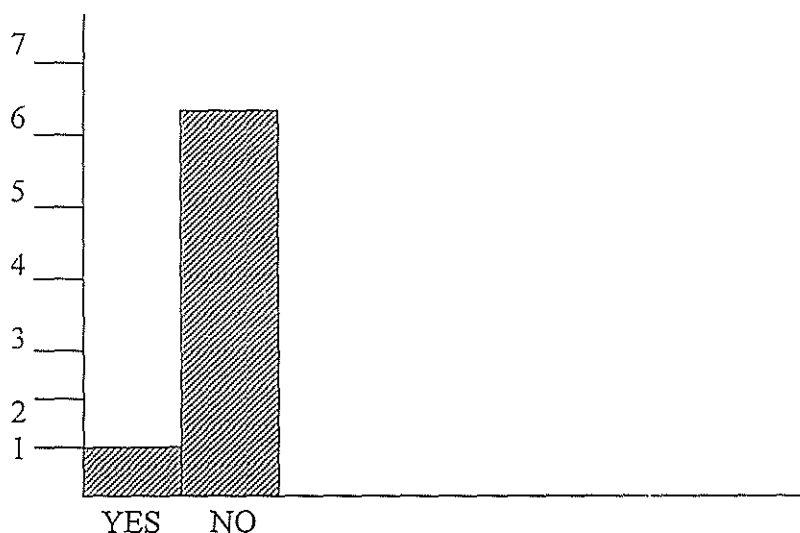
TABLE 4 (A)

Category	tally	Frequency
Yes	1	1
no	1	6

from the table the researcher realized that among the seven selected schools with in the division, six schools disagreed that there were no educational resources for the mentally challenged to enhance their learning within Kegonga division while only a school agreed that there are some resource in use.

The same information could as well be represented in the bar graph as shown below.

TABLE 4 (B)



Q 5. To adapt curriculum in use to suit the needs of the challenged children.

TABLE 5 (A)

Category	Tally	Frequency
Yes	 1	6
no	1	1

From the table above the researcher noticed that from seven selected schools that the questionnaires were sent to six schools within the division agreed that there was need to adapt the curriculum to suit the needs of the mentally challenged learners while just a school disagreed.

The information could as well be represented in percentage as shown below.

TABLE 5 (B)

Category	Frequency	Percentage
Yes	6	85.19
no	1	14.19

From the table the researcher that 85% supported the need for adaptation of the new curriculum while 14% disagreed.

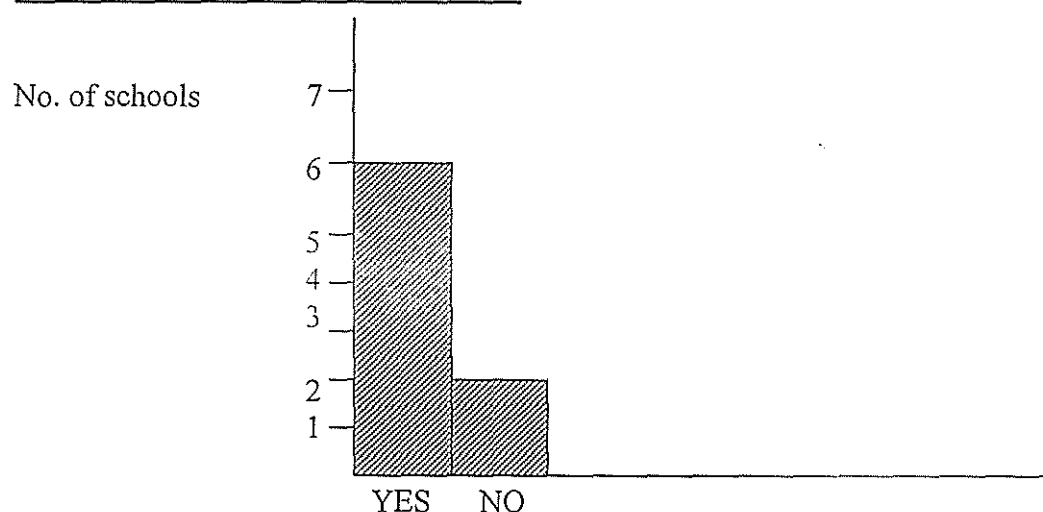
Q. 6 curriculum in use carter for the mentally challenged children in the current education system.

TABLE 6 (A)

Category	Tally	Frequency
Yes	11	2
no	 1	5

From the analysis, the researcher noticed that from the seven selected schools within the division, five schools disagreed that the curriculum in use never carters for the mentally retarded challenged children while some respondent from the two schools agreed.

TABLE 6 (B)
Adaptation of the curriculum in use.



The bar graph shown stated that teachers from the five schools within the division supported the need for the adaptation of the curriculum to cater for the mentally challenged learners while teachers from two schools within the division disagreed.

The same information could be as well presented in a percentage.

TABLE 6 (C)

Category	Frequency	Percentage
Yes	2	28.57
no	5	70

The table stated that 71% of the respondents supported for the adaptation of the curriculum while 28% disagreed.

Q.7 (a) category of mentally retarded learners in your class and their number.

Table 7 (A)

Class	Mild	Moderate	severe	Frequency
1	IIII IIII IIII III	IIII II	II	28
2	IIII IIII	IIII	-	14
3	IIII I	IIII	I	11
4	II	II	-	4
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-

Table 7 (b)

Category of mentally retarded learners

Category		Frequency			Percentage
class	Mild	Moderate	Severe & proffered		
1	18	8	2	28	
				14	
2	10	4	-		
3	6	4	1	11	
4	2	-	-	7	
5	-	-	-		
6	-	-	-		
7	-	-	-		
8	-	-	-		

From the table shown above the researcher realized that from the seven schools in the division, the number of the mentally challenged learners was high in std. 1 as the year past by, the number that were promoted to the next class reduced from time to time. she also noticed that these category of learners could not go beyond std 4 .

Q 10 parents/ teachers involvement had been found to be successful approaches to teaching of children with mental impairment.

TABLE 8 (A)

Category	Tally	Frequency
K	11	2
L	11	2
M	1	1
O	11	2

TABLE 8. (B)

	Category	Frequency	Percentage
K	Strongly believed	2	28.37
L	Agreed	2	28.37
M	Not sure	1	14.17
O	Strongly disagreed	2	28.37

From the table above the researcher noticed from the respondents that the following were the outcome:-

28.37% strongly believed.
28.37% agreed
14.17% not sure
28.37% strongly disagreed.

In conclusion the researcher concluded that at least awareness had been created to both teachers and parents about the approaches to the teaching children with mental impairments, so the researcher should appeal for more awareness campaigns to be launched in the division.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Summary

The Kenyan government passed a policy regarded education as a human right to all her citizen regardless of the colour religion ethnicity wealth, area of special needs e.t.c. This policy was enacted and implemented from 2000 to 2015.

Due to free primary education policy in Kenya there had been high enrolment in regular primary schools same to the number of learners with special needs ranging to 10% of the total population in Kenya. Among the categories with special needs the mentally challenged learners had been undermined and perceived as in capable of achieving academically and world wide they had been labeled as non-performance and worthless being in the society at large. The parents, siblings of the victims had been stigmatized so they had been denied the opportunity to go to school. Since disability is not an inability various researchers like **Kristen R. etal (1987)** had enlighten the need to set up approaches and suitable agendas for the mental handicapped in hide paper handed to the common wealth Association for mentally handicapped and development disability.

Rusalem and Rusalem (1980) also found that mental retardation was a global challenge special education program. I being a teacher of special need education I developed an interest in finding the performance of mental challenged learners in some few selected regular primary schools in Kegonga Division. I stated the problem, the purpose of the study, the objective, the scope, research questions, significance of the study and the research methods to be used.

The research design was survey where the research developed idea and have intensive knowledge about a "single case" or small number of cases. The research was carried out in Kegonga Division that had 14 schools, so the researcher used a sample size of the population where he used a sample of 7

regular primary schools to represent 14 schools within the division.

The researcher later used the research instruments in collecting data that she later arranged the information infrequency tables, bar graphs and pie-charts for easier interpretation and come up with her findings.

DISCUSSION

On the statistic of the teachers who had undergone the basic training in special need education ref: table 1, the researcher realized that few teachers had acquired the basic training in special education needs, when the information was changed into percentage she noticed that approximately 28% of teachers had undergone the training, so from their researcher analysis, she realized that teachers still had negative attitudes towards the mentally impaired learners and so many had no interest in joining special needs education and that was why these mentally challenged children could not perform in the regular schools within the division. A researcher by the name **Kristen R.etal (1987)** highlighted the need to set up approaches and suitable agenda for the mentally handicapped in his paper handed to the Common Wealth Association for the mentally handicapped and development abilities. As a researcher, I therefore suggest that more campaigns should be launched to sensitize teachers to undergo training in special needs education, so that there would be enough personnel within the division to carter for the mentally challenge learners in regular schools, as the number of personnel would increase, the would be effective management and teaching that would promote academic performance of the mentally handicapped.

According to Q. 2 in the questionnaires stating that the mentally challenged learners could learn in the same way as ordinary learners, had strongly been disapprove by the respondents. This was clearly stated in the table 2 where the researcher collected the data presented in tabulation form, percentage, bar graph and analyzed the information that 85% disagreed th mentally

challenged learners could not learn in the same way as the ordinary learners while 14% which was a very small number agreed.

Rusalem and Rusalem (1980, p. 14- 146) stated that mentally retardation was a global challenged special education program should be put in place in an effort to provide the mentally disadvantaged children with an opportunity to enjoy equitable chance in the academic world the researcher appreciated for the modification of the environment, personal teaching and learning resource, units adaptation of the curriculum so that the disadvantaged children such as the mentally challenged could also enjoy learning as well as ordinary child.

According to the researcher's findings she also found that mentally retarded learners could not learn in the same way as the ordinary learners for their growth and development differed from the ordinary children so the researcher suggested for the modification of the learning environment, provision for more learning and teaching resources, special teachers, adaptation of the curriculum to cater for their needs. If all these would be put in place there would be improvement in the academic performance of the mentally challenged learners.

With reference Q. 3, on the teachers role in identifying the mentally impaired learners, from the presentation of the information in the table, the researcher realized that 54% of the respondents agreed that teachers had played a better role in identifying and providing better provision for the mentally challenged learners, 28% of the respondents disagreed with the information while 14% of the respondents were not sure.

Mwangi D.P (1989) observed the need to create special education, where there would be need to have special curriculum, special teachers that would meet the challenges of the mentally retarded children in the current education system.

In the same field of the research from the analysis I realized that the Ministry of Education should provide enough remuneration for teachers to increase their

number in special education to meet the challenges facing the academic performance of the mentally challenged learners in the U.S., regular schools and special schools.

On suggestion of the need to adapt the curriculum in use to suit the needs of the children table 5, the researcher, realized that among the 7 regular schools that the research questionnaires were taken, 6 headmasters of the 6 selected schools agreed and supported the need to adapt the curriculum in use to suit the mentally challenged learners while the head of a school never saw the need for the adaptation. From the researcher analysis 85% heads of different institutions supported the adaptation while 14% never supported. **Mwangi D.P (1989)** stated that he observed the need to create special education. I also supported the remark.

On the question addressing the curriculum in use whether catered for the mentally challenged children, the researcher from table 6, that from the 7 selected schools within the Division 5 headmasters disagreed that current curriculum never catered for the mentally challenged learners whereby the researcher changed the number to percentage, she found that approximately 71% disagreed while the 2 heads that agreed when changed to percentage she found only 28% agreed.

According to mentally retarded child **MC, GRAW HILL SERIES PSYCHOLOGY, BENOIT (1959)**

Stated the challenges facing the mentally challenged learners, I also as a researcher who was doing research on the same field felt that the current curriculum never cater for the mentally challenge learners, so the Government

and the Ministry of Education should see into it, for it had affected the academic performance of the learners. The researcher found that the current curriculum only catered for the ordinary /average learners.

On the question categories of mentally retarded learners in various classes and the number of enrolment per class, the researcher found that from the 7 schools in the Division the number of mentally challenged learners was high in STD 1, as the year past by the number that were promoted to the next class reduced from time to time as shown in the table 7.

The researcher also noticed that this categories of learners could not go beyond STD 4 ref **Michael Ndurumo, Exapntional Children** .

I as a researcher on the same line realized that this categories of mentally retarded learners (EMR) could be as well be referred the mild retardation, these learners could learn upto STD 4 with support. (TMR) could be as well as referred to moderate, these category could at the same time be known as dependent retarded fall under the severely retarded while those who were sometime called life- supported fall under profoundly mentally retardation.

On the parent / learners involvement have been found to be successful approaches to the teaching of the children with mentally impairment, the researcher came out with different answers from the respondents as shown in table 8 ie 28.37% of the respondents strongly believed the idea, 28.37% agreed, 14.17% of the respondents were not sure and 28.37% strongly disagreed that parent / teachers had not been involved in the successful approaches to teaching of these children.

According to **Warrant** (1968, cited by payne 1975,also contributed on same line where he stated his report on identification, intervention report by Suran and Rizzo (1979) education intervention by Robinson and Robinson (1976), behaviour modification report by Dunn (1973). I would also contribute to the point that awareness campaigns should be launched by the Ministry of education

to educate both parents / teachers on the identification, causes, medical intervention and education and intervention measures for the mentally retarded learner to develop the society attitudes towards these children

CONCLUSION

The researcher did her level best on the selected topic. She gathered more information on what had been written by others, interpreted, analysed and recommended for more research to be done on the same area of academic performance of mentally retarded learners.

RECOMMENDATIONS

The researcher felt that for the education of the mentally challenged learners to improve, the Government should take initiative of training more personnel that could promote the attitude, knowledge and skills in coping with specific category of learners.

The curriculum planners i.e the Kenya Institute of Education (K.I.E) should modify the curriculum that caters for the needs of the mentally challenged in the current education system.

The Ministry of Education should provide good allocation for the purchasing of the relevant educational resources that would facilitate adequate learning of the mentally challenged learners in the units and private institutions especially for the severe and profound learners.

The researcher also suggested for the intensified efforts on awareness campaigns on special educational needs from grassroot to national level. The researcher also appealed for better remuneration

for special teachers, these could motivate more teachers to join the training leading to enough personnel to curb the challenges faced by the special need learners in the current education system.

The researcher believed that if such recommendations are implemented then we would move some steps forward for the betterments of the special needs education (mentally retarded)

The researcher would like to call upon the churches in spear heading the moral part of equality of human beings before the Almighty, God. If the moral teaching is effectively done then it would foster a positive impact among the Christian. This is because all human beings are created by the Almighty. Christians are once reminded to assist the unfortunately.

The Ministry of Education should set-up a committee at least in the divisional level that in most cases represent the District level. The committee should consist of special need teachers EARC, local member of parliament, churches and Non- Governmental Organizations (NGOS').

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APPENDICES

QUESTIONNAIRE FOR THE HEADTEACHER

INSTRUCTION

Go through the questions carefully, confidentiality of any information given is highly guaranteed. Please be as brief as possible.

Name of the school

Division

Zone.....

1. How many teachers in this school have had the basic training in special needs education (SNE)?

2. Children with mental problem can learn in the same way as the ordinary children.

A. Strong agreed

B. Agreed

C. Not sure

D. Disagreed

E. Strongly disagreed

3. Teachers have played better role in identifying the mentally impaired learners and giving appropriate provision for them.

F. Strongly agreed

G. Agreed

H. Not sure

I. Disagreed

J. Strongly agreed

4. a) Are there educational resources for mentally impaired children to enhance their learning? Yes ☐ No ☐

b) If yes please state some of them.....

5. a) Is there any need to adapt the curriculum in use to suit the needs of the challenged children? Yes ☐ No ☐

b) If yes how can the content of the curriculum be adapted to suit the needs of the mentally impaired learners?

6. Does the curriculum in use cater for the mentally regarded children in the current education system? Yes ☐ No ☐

7. Suggest ways of improving education of mentally regarded children
.....

8. What environmental barriers do you realize to be affecting the performance of the mentally regarded learners?.....
.....
.....

9. Tick category of mentally regarded learners in your class and their number.

Category/class	1	2	3	4	5	6	7	8
Mild								
Moderate								
Severe and profound								

10. Parent/teachers involvement have found to be successful approach to the teaching children with mental impairment.

K. Strongly believed

L. Agreed

M. Not sure

N. Strongly disagreed.



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Office of the Director

.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. ROSELINE A. AMITTI

REG. #. BED/SNE/14950/62/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:

ACADEMIC PERFORMANCE OF MENTALLY
IMPAIRED LEARNERS IN SOME SELECTED
REGULAR PRIMARY SCHOOLS IN KEGONGA
DIVISION - KURIA

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

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

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE