CHALLENGES FACED BY TEACHERS HANDLING INTELLECTUALLY CHALLENGED LEARNERS INTEGRATEDIN REGULAR SCHOOL IN GATANGA DIVISION THIKA DISTRICT, KENYA

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DECLARATION

I Joseph .M. Kinyua BED /13273/61/DF hereby declare that this report is my own

original work and to best of my knowledge has never been submitted to any learning

institution for any award I further declare that all material cited in this paper which are

not my own ,have been duly acknowledged

Sign ....⊖)...

Date ..22./2./0.8.........................

APPROVAL

This is to satisfy that this research report has been submitted in partial fulfillment of the requirement for the Degree in Bachelor of Education in Special Needs Education with my approval as a University Supervisor.

Sign:.................... Date:..28/08/08..

Miss Onego Roseline

DEDICATION

Glory and honour belong to God who has given me strength to complete this work .It was challenging but his willingness to assist has made it to happen.

ACKNOWLEDGEMENT

My sincere thanks go to Ms. Onego Roseline for her professionalism and guidance .she rendered to me during the writing of this piece of work.

Above all I thank the almighty father for according me health, strength and time to do this tedious work.

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CHAPTER ONE

INTRODUCTION

1.0   Introduction

One of the biggest problems that people with disabilities have to bear is to live with able group special education have brought a lot of development although problems have cropped in positive altitude to these groups should be evitable.

This is the only recipe that can salvage learners with intellectual impairments from the scorn of those who do not see them like other human beings

Therefore this special study paper will enlighten the people on who a learners with intellectual impairments is his potential and the type of education to be offered to them. It will also enlighten on the suggestion of overcoming the barriers to education provision for learners with intellectual impairments.

1.1   Background of the Study

It is the right of every individual to live irrespective of his race, colour, religion or tribe. In spite of people being equal, intellectually challenged learners have suffered some of the worst tribulations and degradations of mankind. Surprisingly even today in those supposedly enlightened era, prejudice against the learner with intellectual impairment is still widely spread.

In Kenya the constitution provides that no one should be discriminated against, and it sets criteria where upon it will intervene to protect an aggrieved citizen against discrimination. The constitution effect has brought about the idea of integration for these handicapped learners in ordinary schools. This has brought positive changes at the grass root level.

The different commissions of education in Kenya have backed the idea of integration. Through these commissions teachers' work is simplified through the different aspects it comes with. Among the commissions which had a significant effect on special needs education is the Ominde Commission of 1964 and the Gachathi Commission of 1976.

Integration is going on in Kenya practically though in some schools they do not practice it. In some schools where is being practiced, the teachers face a lot of challenges when handling learners who are intellectually challenged.

In the United States of America stain book(s) and Stain Boek W,(1985) noted that; due to the growing national concern for the education of all children with handicaps, the 1975 congress in USA passed a law (94-142). The law mandated a free and appropriate education for all students with handicaps in the least restrictive environment. This could enable the handicapped to become friends with 'normal' children. By doing this it meant that children with intellectual difficulties could be given a chance to explore their potential. They can have e voice among the other learners and when any step that is taken in any school setting, they are taken into consideration.

From the above law, intellectually challenged learners have been covered to an extent that they can now enjoy their freedom in all areas. These kinds of laws are needed in such an area so that those marginalized can have a platform on which to fight legal issues. According to Hegany (1981), integration has become a central focus of concern in special needs education in recent years. Despite the widespread advocacy of it, many educationists view the trend towards integration with ease. For it to be a success there is need to have a lot of work to be done to sensitize people on issues concerning integration. It will be a success when all the stakeholders join hands together and resolve to make it a success.

1.2   Statement of the Problem

Learners with intellectual impairments are viewed as uneducable and unproductive members of the society. The community also believes that this category is very difficult to handle and to integrate in the mainstream education. It is therefore deemed a waste of time and resources, education then. This clearly shows that suitable strategies have to be established in every school for training the child so that they fit in society and school environment. The teachers who tackle this group with special need must do it with core. In the process of dealing with then, it is believed that there are challenged encountered. This research aims at shedding more light on the scenario and come up with solutions that with assist in minimizing and where possible first lasting solution to these challenges.

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1.3 General Objectives

The purpose of the study is to find out challenges faced by teachers handling intellectually challenged learners integrated in regular school.

1.4 Specific Objectives

(i). To asses the challenges faced by teachers handling intellectually challenged learners.

(ii). To examine the school community's attitudes towards learners with special need in education.

(iii). To investigate appropriateness of educational provisions to learners who are intellectually challenged.

(iv). To come up with possible solutions to curb the problem

1.5 Research Questions

(i) What are the challenges faced by teachers handling intellectually challenged learners?

(ii) What is the community attitude towards learners with intellectual difficulties?

(iii) What are the effectiveness / appropriateness of the educational provision?

(iv) What can be done to solve the problems of intellectually challenged?

1.6 Scope of the Study

The researcher strictly followed the scope of the research as it has been defined. However, a few limitations were overseen and they interfered with the study as well as collection of data. Due to great shortage of teachers in the public schools the few who were there may be un-cooperative. They saw the researcher as time wasting and refuse to give the required information correctly. The means of transport to some schools was very poor. The researcher was not able to reach to those schools thus interfering with the collection of data.

1.7   Significance of the Study

This research study is meant to create awareness of special education and changes both the society and school community attitudes. It will also find challenges faced by learners with intellectual impairments in our schools and ways to overcome them.

The study will enlighten the society and the community and all education stakeholders that these learners have a right just like any other 'normal' learner and should be treated with content.

It will suggest ways of establishing more educational programmes to intellectually challenged learners in any inclusive setting.

The Ministry if education, science and technology will be able to organize and facilitate workshops, seminars and induction courses for the administrators and the teachers. It will lay a foundation for further research by other researchers in the same interest.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The field of mentally challenged has undergone a number of other exciting changes since the time Hungerford wrote. At one time, for example minority children who function poorly in school were almost automatically labeled mildly handicapped. The fact that they belonged to cultural sub-group had much to do with this labeling. The trend is to "de-label" such children. This can only happen by first changing ones attitude.

Much of these changes in attitude have come from changes in the definition of intellectually challenged. Under the Christian era, when the teaching of Jesus Christ his followers like St. Paul advocated to be aided, little was done for the handicapped.

Apostle Paul in his epistle to Thessalonians exhorted "to comfort, encourage the timid, help the weak, be patient with everyone, and see that no one pays back wrong for wrong, but at all times make it your aim to do good to one another and to all people (Good News Bible – chapter 5 verses 14-15). Paul advocated that we should do well every one despite their abilities.

When he talked about helping the weak, mentally challenged individuals were included. This is because their mental power is below that of an average person. Apparently few adopted this suggestion.

After this era, attitudes towards the challenged individuals softened. Formal and systematic teaching of the mentally handicapped can be said to have began in 1979 when Jean Itarad trained the wild boy of Avyon called Victor. He believed that the animal like creature was physiologically normal but essentially unfacted by civilization. Itarad and other personalities like Sequin and Howe were able to demonstrate that with human treatment and proper education, it was possible to train the mentally challenged individuals far beyond the level that most people thought was impossible. This is in line with proper handling of the mentally challenged.

The good work of Jean Itarad was met with resistance by the Eugenie's and social Darwinism movement. It advocated for selective breading for desired traits.

Inspired by Galton, Goddard and others, the Eugenicists proposed that the future generations will improve if those with low intelligence were not encouraged to reproduce while those with greatest mental abilities had many children. (Ingalls, 1989). All this was meant to lock out those who had challenges from the main stream social education and political system.

In Kenya special education was started by volunteer groups or non-governmental organizations and individuals. This was in 1940's. This was brought about by the effect of World War II which left many victims of various disabilities. Schools like Thika School for the blind, Joy town for the physically challenged and Jacarada school for the intellectually challenged were established.

Soon after attaining independence the Kenya Government set a commission under the chairmanship of Honorable E.N. Mwenda, then this minister of social services. The commission recommendations were generally on education training and placement of the challenged person especially in regards to employment.

Late on the Government saw the need of improving special education by appointing Gachathi commission. It advocated for the integration policy in education. It acted so positively that most of the mildly and moderate retarded children received their education in ordinary classes with modified programmes involving specialists teaching. It reduced the problem of isolating the retarded further development came in 1976 when Kenya government enacted a law establishing a section of Kenya Institute of Education. This section played a vital role in education standards. It developed materials for special need education learners. The materials made it a bit easier for teachers teaching challenged learners. The teachers found it a bit easier in delivering the content taught to learners. Learners also found it interesting to be in a classroom setting.

To enhance more on special needs education, the government came up with an idea of establishing a college which would train teachers in different areas in special need education. This came into being in 1986 when Kenya Institute if special education was established to cater for the growing need of teachers to cater for increasing number of schools and units for special education needs learners.

All these attainment were geared towards overcoming challenges to educational provision of learners with intellectual impairments.

Some learn more quickly than others and other children learn more slowly than their age mates. This result is difficult in adapting to the social demands placed on them. A good example of these children is those with intellectual impairments.

The main reason why the researcher is interested in this is to review the definitions of intellectual impairments, and challenges facing teachers handling intellectual challenged learners in an inclusive setting.

Banda (1954) and Trugloid (1937) based their definition of mental retardation on failure in social adjustment. It implied that a retarded person is one who on reaching adulthood is incapable of living independently and may be retarded on the environment but not in other areas.

Ndurumo (1993) highlights that the best and widely accepted definition is the Grossman's (1973) American Association of mental deficiency. It refers intellectual impairment as significantly sub-average general intellectual functioning existing concurrently with deficit in adaptive behaviour which is manifested during development. This means that for a person to be considered intellectually challenged, the following three criteria should be met, a person should at least score two of standard deviation below average on standard intelligence test, adaptive behaviour must be impaired and finally the deficit must occur during development period (Ingllas 1986).

The researcher in this study views that intellectual challenges refers to delayed intellectual growth and is manifested in immature reaction to environmental input and below average intellectual and social performance.

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2.2 Definition of Integration

Different writers define the term integration differently according to how one understands it case, (1993). Wrote that integration refers to the education of pupils with special needs in ordinary schools, ensuring that those with special need share the same opportunities as the rest of the society.

Hegarty, (1981) stated that integration is education of learners with special needs in ordinary schools. It provides a natural environment where pupils with special needs are placed with their peers and are freed from isolation that is characteristic of special school placement.

Ngugi, (2002), argued that integration is the participation of learners with special needs in education in regular education without demanding charges in the curriculum provision. Such children follow the school system as it is with some or no support to cater for those with special needs. Such children are expectd to adopt to the regular school arrangement.

2.3 The Concept of Integration

The concept if integration embraces educating the pupils with special needs in regular school as stated by Hegarty, (1981). It received legal backing from a law known as physical 94 – 142 on 29th November 1975, when then the president of United States of America Gerald Ford signed for enactment of this law. According to this law every handicapped person in the United States had a right to free public education.

Another researcher, Fish (1985) carried out a study and stated that the major trends away from which separation and isolation provisions for those deemded handicapped towards special arrangements with services common to all has been encapsulated in the concept of integration which become a major focus for discussion in the 1950's 1960's and 1970's.

2.4   Integration Movement

Starting from late 1970's placing educable intellectually challenged children in special schools or classes for the entire day had few defenders, and the majority of experts in special education advocated for a policy called mainstreaming.

This is integrating handicapped children into the main steam of the education process as much of the day as possible and giving them special attention in an integrated rather than a segregated setting.

In Britain, integration received its greatest advocate from Warnock committee report (1978) and the education Act (1981).

Although Kenya has accepted the philosophy of integration of the disabled in the regular schools, there is still no clear defined policy in integration.

Different commissions have been set-up by the government to look in the aspects of education in the country. They have recommended and supported the idea of integration.

The Gachathi commission (1976) suggested the integration for learners with special needs where special education and facilities are catered for.

Development plan, (1984 – 1988/89), emphasized the need to intensify the integration of children with disabilities into regular school system, peripatetic services and community based programmes with greater parent involvement.

The Kamunge report (1988) suggested that, those children who do well in the special units attached to integrated primary schools should be allowed to join regular classes and those in special units should be allowed to share facilities with other pupils as part of their rehabilitation and to facilitate the process of integration.

2.5   Integration of Intellectually Challenged Children in Ordinary Schools.

Education is the most important agent of social change as quoted by Oketh (1994). If we want to have people with intellectual challenges to have a better future, we have to

prepare them today through education. Efforts are being made to educate people within disabilities in ordinary schools. This approach is known as integration.

The word conference on special need education which was held in Salamnca, Spain from 7th – 10th June 1994, backed the integration of learners with special needs in regular schools. If recommended that those learners with special education needs must have access to regular schools which should accommodate them with a child centered pedagogy capable of meeting their needs.

Integration may also occur through bringing a group of children with special needs into a regular class during selected activities. The children with special need will in a way be "guests" in the regular class.

2.6   Causes of Intellectual Challenges

It is not possible to discuss causes of intellectual challenges adequately because not all cases on intellectual challenges have known causes.

For the purpose of this study, the researcher did not go into details about the known causes as this would require a chapter by itself but it would be good to just mention them in posing.

As explained by Nduruma, (1993), the known causes include:-

❖   Infection or physical agents

❖   Trauma or physical agents

❖   Metabolism and nutrition

❖   Gross post natal brain disease

❖   Chromosal abnormality

❖   Gestational disorders

❖   Environmental influence

❖   Unknown parental influence

❖   Psychiatric disorders

2.7 Characteristics of Intellectually Challenged Learners.

Hallahan and Kauffman, (1991) wrote that t=researchers use statements about the psychological and behavioral characteristics of mentally retarded children on research studies comparing groups of intellectually sub-average children with non—retarded children. There is great deal of variability in the behavior of retarded persons and researcher must consider each retarded persons as a unique and separate individual. In this section, the researcher will very briefly mention the cognitive and personality characteristics of retarded individuals.

2.8 Cognitive Characteristics

The most obvious characteristics of retardation are reduced ability to learn. There are a number of ways in which retarded persons are likely to have difficulties in at least three related to cognition. These areas are:-

❖   Attention abilities

❖   Memory

❖   Language development

Other characteristics of intellectually challenged learners include:-

❖   Personality characteristics

❖   Physical and health characteristics.

2.9 Effect of Intellectually Challenged On Academic Achievement

Runo (1993) says that intellectually challenged children do not well in school. Their distinguishing feature is that they fail in their school work

The academic performance of intellectually challenged children can lay by 2 to 5 or more classes particularly in language related subjects such as reading and language. They may also not perform well in mathematics. The delay in cognitive development is considered the primary cause of their academic difficulties.

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CHAPTER THREE

RESAERCH METHODOLOGY

3.0   Introductions

In this chapter the researcher describes the method he applied in the field in order to collect data on the topic of the study. The study was carried out to investigate the challenges faced by teachers handling intellectually challenged learners integrated in regular schools in Gatanga Division in Thika District. Four schools were selected out of twenty one schools in the division. The schools selected were Iganjo primary school, Gatundu primary school, Ndunyu Chege primary school and Kimandi primary school.

These schools were selected because they are near to the researcher and also are easy to get to.

3.1   Researcher Design

The researcher used survey design. The researcher used this method because he sampled respondents who are from various parts of the Division hence the method is appropriate for gathering information where large group of people are involved.

3.2   Sampling Procedure

In each of the four selected schools, random sampling was used. The head teacher provided the names of all teachers in upper primary separating from those in lower primary. All the names were written on pieces of paper which were then folded. They were mixed up in two boxes – one for upper primary and one for lower primary.
Two pieces were picked from each box to represent the entire population of teachers in each school.

3.3   Sample / Respondents

Since it is not possible to access all twenty one schools, the researcher sampled four schools. He then sampled four teachers from each school. In every school two teachers

were from upper primary and two from lower primary. These represented the total number of schools and teachers in the division.

3.4   Instruments

Questionnaires are the instruments to be used for study. The researcher prepared twenty questionnaires. In each of the four schools selected he gave four questionnaires to four teachers. The questions included 'Yes" and "No" items that established opinions, comments, explanation and suggestions on challenges faced by teachers handling intellectually challenged learners integrated in regular schools in Gatanga Division Thika District. The open ended questions are defined in order to permit the respondents to express themselves freely and give answers in detail. The advantage of selecting questionnaire as the instrument was to ensure that all respondents respond to the same question.

3.5   Data Analysis

Once the researcher had collected the row data he organized the data into tables. The table had three columns. Since presentation of data was done following the APA format, the researcher didn't include the tally part. Categories were "Yes or No". The frequency and the percentage presentation finally appeared as below.

	Frequency	Percentage (%)
Yes	12	75
No	4	25

Source: Field Work Data

3.6   Procedure

The researcher used questionnaire to gather his research information. The researcher delivered the questionnaires in person to the respondents. The researcher produced his introduction letter in all institution that he visited. Then the researcher briefly stated his interest and the area he want to research on. He then gave the head teacher the introduction letter.

After that he stated to the head teacher the procedure he wants to follow when selecting his population. The head teacher provided the necessary assistance. After completing this section he asked the staff members to co-operate and thank them in advance.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presents the findings of the study and their interpretation.

Table 1: Teachers who have come across intellectually challenged

	Frequency	Percentage
Yes	16	100%
No	0	0

Source: Field work data

The data above shows that 100% of the subjects have knowledge about who is an intellectually challenged learner. It shows that they all have come across them.

Being part of our society, we have to find ways of incorporating them in our society through education. This can be effective by reducing the challenges faced by teachers handling them.

Table 2: Availability of intellectually challenged learners in our schools

	Frequency	Percentage
Yes	15	93%
No	1	7%

Source: Field work data

The observation revealed that 93% sampled schools have intellectually challenged learners and only 7% which do not have.

They are in our schools, they have to be taught and those teaching them do face challenges.

We should come up with a way of teaching them and at the same time reducing the challenges faced by the teachers handling them.

Table 3: Sources of intellectually Challenged learners

Location	Frequency	Percentage
Home	9	60%
Special school / units	5	39%
No response	1	1%

Source: Field work data

Among the subjects those who said that they got them from home are nine, from special school and units are five and only one who didn't respond.

From the observation above it indicates that most of the parents are yet to be sensitized that there are institutions that offers special education to learners. It is also encouraging to note that 39% are aware of education services offered in special schools units 1% had no idea.

Table 4: Teachers who have special needs learners in their class

	Frequency	Percentage
Yes	11	69%
No	4	25%
No response	1	6%

Source: Field work data

The data above shows that 69% integrates the special need learners with other learners, 25% do not teach them in the same class. Only one respondent who did not respond. This indicates that a good number of teachers are willing to assist special need learners by integrating them in their classroom. Still we can see that 6% of the schools have got special units that caters for the needs of special education learner

Table 5: Intellectually challenged learners taught along side "normal peers"

	Frequency	Percentage
Yes	6	37%
No	10	63%
No response	0	0

Source: Field work data

The number of teachers who are advocating for special units is 63% and those who want the learners to be taught alongside 'normal' peers are 37%. This shows that teachers would be more comfortable is special units and schools are established so that they can cater for the learners. It is an indicator that many of them might be experiencing difficulties in teaching intellectually challenged learners.

Table 6: Performance in academic work

	Frequency	Percentage
Above average	0	0%
Average	1	6%
Below average	7	44%
Poor	5	31%
Very poor	3	19%

Source: Field work data

From the above tabulation, most of the intellectually challenged learners are below average. The few who are average should be encouraged to do the best they can in academic work. The majority below average should be taught by teachers who are fully qualified so that they can equip them with skills that will assist them in interact with others and environment.

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Table 7: How the current curriculum caters for intellectually challenged learners

	Frequency	Percentage
Yes	3	19%
No	13	81%

Source: Field work data

From the observation, the curriculum do not cater for the learners who are

Intellectually challenged 19% said yes while 81% said no.

There should be revising of the curriculum so that it can cater for the learners. Teachers handling the learners will also find it possible to deliver the content. Learners will also fit in the schools because they will be catered for fully.

Table 8: Areas not catered for by the current curriculum

	Frequency	Percentage
Time allocated for the subject on the time table is not enough	8	50
No teaching / learning aids provided	4	25
Examination style is poor	2	13
Curriculum is designed for 'normal' learners	2	12
	16	100

Source: Field work data

The table above shows that virtually all the core areas in education needs to be looked at. The time allocated on the timetable needs to be increased because it is the one affected most with 50%. The learning aids need to be provided fully because they are at 25%. Examination style should be adjusted to test all areas apart from academic work as they are at 13%. The curriculum should be revised to teach all aspects of life that will assist the learner to interact with both environment and people.

Table 9: Areas catered for by the curriculum

	Frequency	Percentage
Socializing	4	33.33
Retraining teachers	4	33.33
Providing special schools	4	33.33

Source: Field work data

The tabulation shows that socialization, retraining of teachers and provision of special schools and units as some of the areas that the current curriculum caters for. All this is not enough, there should be more efforts in other areas so that to make the special child capable of adjusting fully to the environment. All that is possible should be done so that all the stakeholders in the education system give the best education to the learners and the difficulties they encounter are minimized.

Table 10: How academic work benefits intellectually challenged learners

	Frequency	Percentage
Yes	12	75%
No	4	25%

Source: Field work data

The table above indicates that 75% of the respondents find it very important for the intellectually challenged learners to be taught. From the tabulation the learners benefit a lot from academic work. This is an encouragement to the stakeholders. They can see that their efforts are bearing fruits. 25% of the respondents do not find any benefit in academic work. This shows that there is more to be done on sensitizing so that all can see the benefit of teaching the learners.

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Table 11: Government contribution towards education of the intellectually challenged

	Frequency	Percentage
Yes	12	75%
No	4	25%

Source: Field work data

The government support is possible from the above table. 75% of the respondent supported that the government has the capability to support. 25% said that the government can't support this is a wake-up call for the government to fully take the responsibility and supports the intellectually challenged learners in regular schools.

Table 12: Factors the government can effect to promote effective integration

	Frequency	Percentage
Adaptive of curriculum	5	31.3
In service teachers on special needs of education	3	18.7
Creating of awareness to stakeholders	2	12.5
Teachers develop positive attitudes towards learners	2	12.5
Provision of teaching aids and materials	2	12.5
Class to have small enrolment	1	6.6

Source: Field work data

From the tabulation above it shows that the most effective way of making integration successful is by adapting the curriculum which is at 31.3%. This will make it possible for

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the intellectually challenged to have many skills to learn. Teachers handling the learners will also have less challenge while teaching.

In servicing of teachers is also needed to a certain extent so that they are taught on how to handle the learners once the curriculum is adopted. Creation of awareness, developing of positive attitude towards learners, provision of teaching aids which are all at 12.5% need to be addressed to a certain degree so that integration can be effective.

Table 13: Peers acceptance of intellectually challenged learners

	Frequency	Percentage
Yes	8	50
No	8	50

Source: Field work data

As per the table above 50% says yes and 50% says no. this indicates that a lot needs to be done for the 'normal' learners to accept the intellectually challenged. Once they are accepted, the classroom teacher will have few challenges while teaching.

Lack of acceptance makes integration to be ineffective. Instances where there is acceptance makes teachers work to be a bit easier and the learners are easily catered for well.

Table 14: Measures taken towards acceptability of intellectually challenged learners by peers

	Frequency	Percentage (%)
Creating awareness	10	63
Informing them in joint activities	5	31
Discipline intellectually challenged learners	1	6

Source: Field work data

The table above shows that 63% of the respondent prefers creating awareness among the school community so that intellectually challenged learners can be accepted. This is an area that needs a lot of effort to be put so that the idea of integration can be successful. It

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will also help the teachers while handling the learners. 31% preferred introducing them in joint activities. This will bring out the potential in them and they will feel they have got what it takes to compete with others. 6% advocated for discipline. This is a very small percentage and it shows that very few teachers advocated for such measure.

Table 15: Teachers who encounter problems while handling intellectually challenged learners

	Frequency	Percentage
Yes	16	100
No	0	0

Source: Field work data

As per the table above, 100% of the teacher encounter challenges while handling intellectually challenged learners both in class and outside the class. This calls for proper training so that the teacher will have diverse methods of coping with and every problem as it comes. Teachers should be fully equipped to take the challenges positively and dedicate their duty towards the well being of the learners.

Table 16: Problems encountered while handling intellectually challenged

	Frequency	Percentage
Academic work (English, reading, writing and number work)	8	50
Truancy	4	25
Aggressiveness	2	12.5
Poor concentration	2	12.5

Source: Field work data

From the above tabulation, academic work as a problem is most encountered by teachers handling intellectually challenged learners with 50%. Truancy is not a very big problem because it consisted of only 25% and aggressiveness and poor concentration each had a minimal percentage of 12.5%

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All this indicates that a lot of effort needs to be put in academic work area. Ways of delivering the content should be found so that academic work will not be a big problem. This can be controlled with proper co-operation from the parents. Aggressiveness and poor concentration can be catered for by the teacher as he can use different teaching methods to curb that.

Table 17: Teachers suggested solutions to problems faced while teaching intellectually challenged learners

	Frequency	Percentage
Reduce work to be done	4	25
Group them in mixed ability groupings	4	25
Teach them according to their pace	2	12.5
Give them separate work	2	12.5
Encourage full participation	2	12.5
Guidance and counseling	2	12.5

Source: Field work data

From the tabulation above, reducing the work load and grouping them in mixed ability groupings which are both at 50% seems to be the most effective way of overcoming challenges faced by teachers handling intellectually challenged learners.

Teaching them according to their pace, giving them separate work, encouraging full participation and guidance and counseling which had 12.5% each are also ways of overcoming challenges but not to a great extent. All these factors can be combined to reduce the extent of challenges encountered by the teachers.

Table 18: Community support

	Frequency	Percentage
Yes	12	75
No	4	25

Source: Field work data

From the above tabulation it shows that 75% of the community members support the intellectually challenged learners while 25% do not. This can be used as an advantage and rally the community towards total support of the learners. This can make a big difference as community members have the capability bring drastic changes.

Community support is needed because they owe the learners and if the learners benefit, the community will also benefit.

Table 19: Action taken in supporting the learners

	Frequency	Percentage
Holding awareness meeting	2	50%
Exposing the learners ability in the community	1	25%
Guidance and counseling	1	25%

Source: Field work data

Among the respondents 50% of them advocated for holding of awareness meetings which will make the community aware of whom the intellectually challenged learners are. The other two groups advocated for exposing the learners ability and guidance and counseling. All these are geared towards creating awareness.

It is one of the greatest aspects that results to positive change. This comes once the community members accept each other regardless of special need in education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This research sought to find out of the challenges faced by teachers handling intellectually challenged learners integrated in regular schools.

According to the findings all the respondents have an idea of whom intellectually challenged learners are. From the finding, the respondents who are teachers are aware that the intellectually challenged should be integrated in the regular school. But the tall order that is accompanied by integrating the learners is turning out to be a big problem to education stake holders.

The teachers handling learners with intellectual difficulties find it difficult to get the learners from their respective homes. Most of the community members are not aware that their children are educable; they prefer keeping them at home. Most of the respondents teach the learners together with other learners. For integration to be effective, a lot of awareness in school among both teachers and learners should be there. The community should be made aware of the education provision available for the intellectually challenged.

All stakeholders should be part of the whole process. They should come up with possible solutions towards curbing the problems.

According to the study, the current curriculum needs to be adjusted to cater for all learners. The current curriculum caters for only learners who perform well nm academic activities, overlooking other areas which an intellectually challenged learners can excel in. in academic work, intellectually challenged learners poses a great challenges to teachers.

As stipulated in the current syllabus, every subject is allocated a given amount of minutes. On the other hand, instances where learners have been integrated, the time is not enough to cater for all learners differences. Teachers' ends up not attaining their objectives still on the issue of teaching, there are no enough learning and teaching materials that can fully cater for the learners. Educational needs, when curriculum is not

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adjusted to cater for individual differences, the examination set also do not cater for individual differences. It only examines academic work which disadvantages the intellectually challenged.

According to the study most of the respondents would prefer another way of teaching the intellectually challenged learners rather than integrate them. The government should increase its funding towards special education. This is as per the finding. Most of the respondents felt that more effort from the government is needed for there to be any success.

To overcome some of the academic work most of the respondents felt that it is better to reduce the work load and group learners in mixed ability groupings. These will boost learners' performance.

5.2   Conclusion

The field of special need education is a field which most people do not find any potential in teaching learners and making education of intellectually challenged better than the way it is.

According to the finding, the community is for much behind on issues related to learners in this category. There need to be sensitizing of all stakeholders.

Academic work is not the only area the intellectually challenged can excel in, there should be wide and broad area under which the intellectually challenged can be tested on. In all the findings, challenged faced teachers handling intellectually challenged learners can first be streamlined by accepting that learners are there, and find ways and means of integrating them both at school and the society. At the end of all this, a lot of awareness will have been created. This will improve and lead to reduction of the challenges.

5.3 Recommendation

In the course of the research, the researcher could not have exhausted all the area in his study. The recommendation he came up with are as follows.

To the government

(i).   Adjustment of the curriculum to create space for testing not only academic work but other areas in which the intellectually challenged can be tested on.

(ii).   Government should encourage integration because most of the schools are integrating learners.

(iii). Through the ministry of education the government should adjust the time allocated for subjects in the time table because the content is not fully taught.

(iv).   The government should increase the subject content.

(v).   Training of more teachers to adequately cater for intellectually challenged learners.

(vi).   Fund intellectually challenged learners.

(vii). Motivate teachers who handle intellectually challenged learners.

(viii). Design teaching approaches that will make it easy for teachers to deliver contents and achieve the objective.

The non governmental organizations

(ix).   Helping creating awareness about courses, prevention and acceptance of intellectually challenged learners.

(x).   Fund some of the projects that will assist intellectually challenged learners and teachers to overcome some of the challenges they face.

(xi).   Sensitize the teachers on the need to teach intellectually challenged learners daily living skills instead of dwelling on academic work.

(xii). Provide guidance and counseling services to teachers, learners and community members so that they can al accept the learners.

To the community

(xiii). Take part in creating awareness among its members so as to build positive attitude towards intellectually challenged learners.

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(xiv). Avoiding labeling the learners, take them to school and seek medical intervention where necessary.

(xv). Make follow up of their learners performance in school. This will supplement teachers' effort reducing the challenges they face.

(xvi). Give the intellectually challenged learners a chance just like any other child.

(xvii). Supplement the budgetary allocation.

It is important for education ministry and all stakeholders to hold hands together and implement the recommendation so as to have a lasting solution to the problems facing teachers.

The researcher have not fully exhausted the area of study, there are questions that are yet to be answered for example, why has it taken all that long for the society to change its attitude and many more. The number of respondents is minimal and there is still a wide area for any one willing to research can research on.

If the government, the community and all stakeholders put into practice the recommendation, the issue of challenges facing teachers handling intellectually challenged learners will be minimized.

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APPENDIX II

QUESTIONNAIRE

Tick where appropriate:

Male ☐   Female ☐

Age: 20-25 ☐   25-30 ☐   30-35 ☐

35-45 ☐   45 and above ☐

Academic qualification:

P1 ☐   ATIV ☐   diploma ☐

Graduate ☐

Tick yes or no or write where necessary.

1. In your own experience, have you ever come across a learner who is intellectually challenged?

        Yes ☐   No ☐   No Response ☐

2. Do you have intellectually challenged learners in your school?

        Yes ☐   No ☐   No Response ☐

3. If yes in number 2 above, where did you get them from?

        Home ☐   Special school ☐   No Response ☐

4. You as the class teacher, do you teach the special need learner in the same class with other learners?

   Yes ☐ No ☐

5. To your opinion, should learners who are intellectually challenged be taught alongside normal peers?

   Yes ☐ No ☐ No response ☐

6. How do they fair on with the academic work?

   Above average ☐   average ☐   below average ☐

   Poor ☐   very poor ☐

7. Do you think the current curriculum caters for learners who are intellectually challenged?

8. If 'No' for number seven above, specify the area(s) which it doesn't cater for

Time allocated for the subject on the time table ☐

No teaching / learning aids provided ☐

Examination style is poor ☐

Curriculum is designed for 'normal' learners ☐

9. If 'yes' specify or state the area(s) which it caters for

Socializing ☐ Retraining teachers ☐ providing special schools ☐

10. Do you think intellectually challenged learners benefit from academic work?

Yes ☐ No ☐

11. In your opinion, is it possible for the government to cater for intellectually challenged learners in regular schools?

Yes ☐ No ☐

12. If yes in the above question, give two main factors for effective integration

Adaptive of curriculum ☐ In servicing teachers ☐

13. Are learners who are intellectually challenged well accepted by their peers?

Yes ☐ No ☐

14. If 'No' for number '13', what are you doing so that the learners can be accepted?

Creating awareness ☐

Introducing them in joint activities ☐

Disciplining intellectually challenged learners ☐

15. Do you encounter problems while handling intellectually challenged learners inside and outside the class?

Yes ☐ No ☐

16. If 'yes' for number 15 above, what problem? Specify?

Academic work (English, reading, writing, number work) ☐

Truancy ☐

Aggressiveness ☐

Poor concentration ☐

17. As a teacher what are you doing to overcome these problems?

Reduce work to be done ☐

☐

Group them in mixed ability groupings

Teach them according to their pace   ☐

Give them separate work   ☐

Encourage full participation   ☐

Guidance and counseling   ☐

18.   Does the community served by your school support the learners?

Yes   ☐   No   ☐

19.   If 'No' for number 18 above, what are you doing to make them support these learners?

Holding awareness meeting   ☐

Exposing the learners ability in the community   ☐

Guidance and counseling   ☐

APPENDIX III

TIME FRAME

TIME	ACTIVITY
December 2007	Certification of the title by the supervisor
January March 2008	Proposal writing
April 2008	Proposal supervision by supervisor
May 2008	Access to study site and piloting of instruments
June 2008	Data collection and organization
July 1st-20th 2008	Interpretation and analysis of data
July 21st-31st 2008	Writing of final report
August 2008	Submission of final report to the university