

**CHALLENGES FACED BY TEACHERS OF INTELLECTUALLY
CHALLENGED LEARNERS IN NDITHINI ZONE,
MACHAKOS DISTRICT KENYA.**

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DECLARATION

I, Kinyua Francis Mbando, ADM. No. BED/13224/61/DF, hereby declare that, this special study paper is my own original work and not a duplication of similarly published work of any scholar for academic purpose as partial requirement of any college or otherwise. It has therefore never been submitted to any other institution of higher learning for the award of a Certificate, Diploma or Degree in Early childhood and Primary Education.

I further declare that, all materials cited in this paper fully acknowledged.

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APPROVAL

This research has been submitted with my approval as the student's University supervisor

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DEDICATION

I hereby dedicate this special study paper to my dear wife Jane Kanini and my two children Charity Kagio and Kennedy Kinyua for the assistance they offered me during the research.

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OPERATIONAL DEFINITION OF TERMS

Mental Challenge	:	Refers to a significantly below average of general intellectual functioning of a person.
Handicap	:	A long term condition which affects a person's ability to perform or achieve the expected goal.
Attitude	:	A psychological state that predisposes how a person feel, think or behave towards the action or state.
Integrated	:	Refers to mixing of learners in a school or class both the "normal" and those with special needs.
Limitations	:	These are the factors affected the researcher when conducting the research.
Problems	:	Any hindrance that may cause ineffectiveness in carrying out an operation or exercise.

ABSTRACT

The study is to investigate the challenges faced by teachers of the intellectually challenged learners integrated in regular schools in Ndithini Zone of Machakos District. Survey research design was used for the study.

Questionnaires were used to collect data from the respondents. Data was analyzed and presented in form of tables. The researcher found that most regular teachers in the zone find it difficult in including the intellectually challenged learners in regular schools due to a number of factors; lack of training in special need education, overloading teachers, lack of materials and facilities to handle the intellectually challenged learners, large classes and negative attitude among others.

Recommendation after the study were that, seminars and workshops to teachers on handling of the intellectually challenged learners, more provision of facilities and materials in regular schools to enhance learning of intellectually challenged learners, the teacher learner ratio and the teaching work load should be lowered

CHAPTER ONE

1.0 INTRODUCTION

Mental retardation can be traced back 18th Century when scientists studied the intelligence of human beings. These famous scientists tested mental capacity and came up with different analysis. In 1846, Edourd published a book for mental retardation. He received acknowledgement letter from the pope. In 1876, Seiguin was elected the first president of the association of American Institutions of idiotic and feeble (weak) minded persons

In African countries, mental retardation can also be traced. Most African communities believed the children with mental retardation were bother to the society and useless sources. In Uganda, Asians started the provision of education for children who are mentally challenged. They established Victoria Nile Primary School in Jinja which only catered for Asian children.

In Kenya, cases of mental challenge could still be noted and this brought about the formation of Kenya Society for Mentally Handicapped in 1960.

In 1866, a one year training course at St. Nicholas, now Jacaranda Special school for teachers to handle the intellectually challenged learners. Since then, quite a number of special schools and special units have been stated in Kenya.

Our District Machakos is not exceptional about mentally challenged case. This has led to the establishment of more than twenty special units to handle learners who are intellectually challenged. In Ndithini Zone, there are three special units to handle the mentally challenged learners. These units are:- Katulye special unit for the mentally challenged, Tumutumu special unit and Mananja Special Units in Mananja Primary School. Due to the distance between these units, several learners who are intellectually are enrolled in regular classes. This has brought the need to investigate the problems faced by the teachers handling in regular schools/classes in Ndithini Zone.

1.1 STATEMENT OF THE PROBLEM

Intellectually challenged learners have very low self-esteem due to the negative attitude shown to them right from home by parents. This then extended to the siblings, peers, teachers and the community at large. Learners with intellectual challenge differ from their peers cognition, language, behaviour and social skills. They are unable to perceive and process information properly. This has caused a lot of problems to teachers which has led the researcher to investigate challenges faced by teachers of the intellectually challenged integrated in regular schools.

1.2 PURPOSE OF THE STUDY

The researcher has therefore decided to carry out an investigation to identify problems facing teachers in their endeavor in handling learners who are intellectually challenged integrated in regular schools in Ndithini Zone, Machakos District.

1.3 OBJECTIVES OF THE STUDY

The researcher's specific objectives were:-

1. To find out the problems teachers face in handling intellectually challenged learners in regular schools.
2. To find out the attitude of parents, teachers and the "normal" learners towards education of the intellectually challenged learners.
3. To find out the number of teachers trained in special need education in the zone.
4. To find out the methods of teaching used by teachers in handling the intellectually challenged learners in regular schools.

1.4 RESEARCH QUESTIONS.

The study aimed at answering the following questions:

- What problems do teachers face in handling learners who are intellectually challenged in regular school?
- What is the attitude of teachers, parents and the "normal" learners towards the education of the intellectually challenged learners?
- How many teachers are trained in special need education?
- Which methods do teachers use in teaching learners who are intellectually challenged in regular schools?

1.5 SIGNIFICANCE OF THE STUDY

The study will help:-

- To minimize the problems facing teachers in handling mentally challenged learners in regular schools.
- To create awareness to parents, teachers and the society of the need to educate the intellectually challenged children.
- To enable the zone improve the standards of education.
- To increase the knowledge of teachers in handling the intellectually challenged learners.
- Helps the government to plan a head and budget for the intellectually challenged learners in terms of education and training more teachers.
- To form the basis for the further research.

1.6 LIMITATION

The researcher encountered some hardships in the course of the research. Among them was time factor since the researcher had to get permission to go out of the working station to collect research information. Due to understaffing, the researcher has to teach many lessons per day and mark pupils books. This made the researcher not to have adequate time for the research.

1.7 DELIMINATION

The researcher had an advantage of dealing with literate people. This is because teachers could read the questionnaires and understand them.

Since the research was done within the researcher's locality, the respondents were familiar people.

The researcher had an advantage of the environment since he knows the geographical set up of the area. Therefore, movement from one place to the other was easy.

CHAPTER TWO: LITERATURE REVIEW.

2.0 INTRODUCTION

People of different communities all over the world have valid views and attitudes towards the intellectually challenged individuals. This has been so for a very long period just like any other disability. Intellectually challenged persons were isolated and their needs are not adequate especially in terms of education and human rights. In the regular school setting, the intellectually challenged learners have been subjected to a lot of frustrations by teachers and their peers due to their poor performance in academic, these frustrations include the use of names which are abusive, derogative and dehumanizing. Some of these names are moron, idiot, slow learners and mentally retarded among others. These learners can be trained and achieve something that can be of great help to them in life.

2.1 DEFINITIONS OF MENTAL RETARDATION

According to Orlansky and Heward (1980), they describe mental retardation as a label. It is a term used to identify an observed performance deficit due to failure to demonstrate age appropriate behaviour. Mental retardation has been defined from many different perspectives. A definition given by a professional within a given discipline may be functional only if you are using that particular perspective. A definition of mental retardation based on biological or medical criteria while useful to doctors and nurses would not be functional for a teacher or psychologist.

The 1961 American Association on mental Deficiency (AAMD) definition states that: Mental retardation refers to sub-average general intellectual functioning which oriented during developmental period and is associated with impairment in adaptive behaviour (Heber, Not in ref 1961, p, 3). Twelve years later, the AAMD definition was revised to read: mental retardation refers to significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the development period (Grossman 1973 P.II).

The two definitions may seem the same, they use the same terminology and similar order of words. However there are two important differences between the two:-

1. According to AAMD (1961) was equated with "sub-average general intellectual functioning," associated with adaptive behaviour impairment. According to the

revised definition, and individual must be well below average in both intellectual functioning and adaptive behaviour. This means that intellectual functioning is no longer to sole defining criteria.

2. A second important change is the degree of sub-average intellectual functioning that must be demonstrated before a person is called mentally retarded. The word "significantly" in the 1973 definition refers to a score of test AAMD (1961) definition required a score of only one standard deviation below the mean.

While the (1973) AAMD definition of mental retardation dominates in the field, not every one with it. The debate over the definition of mental retardation is likely to continue. In the mean time, all the major professional organization who serve the mentally retarded employ the AAMD definition and advocated its continued use because it promotes universal standards and communication to a greater degree than other definitions.

Generally almost all definitions of mental retardation leave a lot to be desired as they mostly use derogatory words towards the retarded persons. Most of them belittle these persons subjecting them to appear like objects which are useless, dependant, less human and even tend to imply that these person cannot in anyway learn anything. According to the researcher intellectual challenge can be defined as sub-average general intellectual functioning noted during the development period and existing concurrently with defect in adaptive behaviour. That is, the person takes longer time to develop skills than the peers. In this, the person can learn like any other child and acquire the necessary skills provided the person is taught according to his/her pace and mental ability.

2.2 PREVELENCE OF CHILDREN WITH DEVELOPMENTAL DISABILITY.

There are no proper statistics of persons with developmental disability in Kenya. It is however, estimated that about 3% of the population may be having developmental disability. going by 1999 national census of 28.7 million, the Kenya had about 863,000 persons with developmental disabilities of whom, about 215,000 (about 25%) are school age children between 4 – 15 years of age.

2.3 HISTORY OF MENTAL RETARDATION

According to Ingals (1986), mental retardation in various forms has existed as long as man has lived and that there is evident of equivalent of mental retardation in animals in animals. Before 1800, there was no special treatment or training was done. The handicapped were retained by the noble men for entertainment and in other places they were thought to be close to god and were treated with special reverence. Early people especially the protestant felt that people with mental retardation were possessed by the devil and many were victims of persecution.

However, in most parts people with mental retardation were tolerated. They were given basic care by their families and helped with the work wherever they could but no special provisions were made for them. In the late eighteenth and nineteenth centuries, there developed a wide spread concern in western Europe and Africa for the previously neglected people such as slaves, prisoners and the insane. This made a number of people to take interest in the mentally retarded persons. Itard, a Frenchman physician made a major contribution in changing the altitude of the society towards retarded people when he trained a mute boy aged between eleven and twelve years for five years in social skills. People like Itard, Seguin and Howe were able to demonstrate that with human treatment and proper education, it was possible to train mentally retarded far beyond the level that most people thought was possible and these three people along with other individuals initiated a widespread movement during the nineteenth century for a fair treatment of the retarded.

Development in science also had numerous positive effects on the treatment of the retarded. Among the important development in the nineteenth century was the recognition that mental retarded was distinguished from mental illness. In 1859, a school for mentally handicapped was stated which was by then called school for idiots.

In 1961, President Kennedy established a special committee called the president's panel on mental retardation with a mandate to prepare a nation plan to combat mental retardation. The panel's plan submitted in the 1962 made some of the following proposals.

1. Improving the prenatal and postnatal care for infants in high risk areas.
2. Improving genetic counseling for parents.
3. Developing mental retardation research centers at universities and institutions.
4. Making Special Education for everybody who need is available.
5. Establishing a legal protection service for the retarded to protect their legal rights.
6. Expanding federal programmes for vocational rehabilitation to include more retarded persons.
7. Increasing efforts to encourage employers to higher retarded people.
8. Development of public awareness programmes to educate their public mental retardation.

2.4 GROWTH OF SPECIAL EDUCATION IN KENYA

Ndurumo (1990) states that the ministry of education in a report of 1976 gives great credit to churches and other non-governmental organization for starting the establishment of special education in Kenya. The first schools for the handicapped were started by churches organizations such as the catholic mission, the Salvation Army, the Presbyterian church of East African, the Methodist Church of Kenya, the African Inland Mission and the church of the province of Kenya.

The already started work by the churches was completed by the societies for each handicap area such as Kenya society for the blind, the Kenya society for the Deaf children, the association of the physically disabled of Kenya and Kenya society for the mentally handicapped. Apart from churches, civic organizations and foundation were also involved particularly in 1964.

In 1964, the Kenya Education Commission investigated among others things how national educational policies were to be formulated and implemented considering the available monetary and human resources. The commission also decided to address itself to the needs of the handicapped children as well.

The Kenya Education Commission noted that:-

1. There was need for education and training of handicapped children.
2. there was need for education and training for children with a mild to moderate degree of impairment.
3. there was a need to give education and training to children with severe to profound degree of impairments as well.
4. The mildly and moderately disabled children should be educated and trained in regular schools.
5. Handicapped persons experience psychological and emotional problems arising from their handicaps as a result of their attempt to adjust to society.
6. Regular teachers training colleges should offer an introductory course on special education to enable their graduates acquire a basic knowledge of how to manage handicapped children.

The efforts or recommendations of the Kenya Education commission on special education have had far reaching impact on the education of special education. They also have made Kenya forge ahead in Africa as a leading advocate of education of exceptional children. It leads Eastern and Southern Africa in the number of programme and children served.

2.4.2 EDUCATION OF THE INTELLECTUALLY CHALLENGED.

The history of special education in Kenya started in 1940's after the Second World War when government bodies and other non-government organizations established rehabilitation programmes, these services started at Nairobi and were mainly given to the mentally retarded persons and the mentally ill. In the year 1948, two schools for the mentally handicapped were established. These schools were; St. Nicholas and Agakhan special school. In 1968, the two schools for the mentally handicapped. Namely, city primary units for the mentally handicapped and Race Course Road unit for the mentally handicapped were started in Nairobi. still in 1968, the Kenya Association for the mentally handicapped was formed with the aim of "caring for, treating, educating and rehabilitating" the mentally handicapped (ministry of basic education, 1981, p27). In 1970, other schools for the mentally handicapped were established, namely, Karatina and

Meru. In 1971, Mombasa Agakhan Special School was established. Late 1970, Nakuru special School was established and in 1981, Eldoret special school was established.

2.5 EDUCATIONAL RESOURCES FOR LEARNERS WITH INTELLECTUAL DIFFICULTIES.

It is true to say that one of the problems teachers face when handling the intellectually challenged learners is the selection of appropriate educational resources. Hiuhu (2002) states that when selecting educational resources for learners with intellectual difficulties you should consider the developmental levels of individual learners. Most of these resources can be selected from general classroom resources. They should aim at promoting the following developmental areas; motor, social, cognition, language and basic skills of concentration, attention, listening, turn taking instructions and general skills among others.

Educational resources for the curriculum areas should also be considered if learners with intellectual difficulties have to benefit from educational programme of the school. The most ideal areas are: Pre-number skills, pre-language skills, pre-reading skills, pre-writing skills, concentration skills, cognitive skills, motor skills, activities of daily living, social and cultural activities.

Some of the educational materials which can be used when teaching learners with intellectual difficulties are:-

- Those help in pre-number skills are such as simple abacus, jigsaw puzzle, counting tray, pegboards, sorting board, matching objects, pictures patterns.
- To help in pre-language skills, such like puppets, alphabet puzzle, communication boards, picture matching, words and pictures may be used.
- Resources those that help in pre-reading skills include: picture word matching, drawing simple patterns, picture book, word picture wheel, shapes and colours and early reading books.
- Those to help in cognitive skills, like body jigsaw, a doll, finger puppet, reading tree, matching objects, missing parts weighing scale, staking toys.
- Those that would help in motor skills are like balls, different games, beans and other cereals for sorting, music and dance activities, threading beads and modeling material.

- Those that would help in activities of daily living such as water, basins, soap, clothes, comb, toothbrush and brooms.
- Activities that would help in social skills like singing are drama, story telling, dance, role-play and sharing activities.
- Those that would help in cultural activities: like drums, musical instruments and models of domestic animals.

2.6 SPECIAL TEACHERS TRAINING.

According to Randiki (2002) teachers for children with special needs were sent abroad for training for a very long time. This was through initiatives of various societies or association for children with special needs. This was found to be expensive and the government had to consider training teachers locally. The training of teachers was categorized and took place in various training institutions.

In 1964, a one year certificate training course for teachers of the hearing impaired was started locally at central teachers college, currently Kenya Institute of Education, this targeted p4,p3,p2 and p1 teachers. In 1969, it was moved to Kenyatta College (Present Kenyatta University). In 1972, course was moved to Siriba Teachers College (now Maseno University) because the former was to be made a University.

In 1973, the first two year course was started. The course was then moved to Kamwenja Teachers College in 1977 before finally moving to Kenya Institute of special Education (KISE) in 1986, the course was upgraded to diploma level. It targeted P1 teachers with 'A' level. Teachers for mentally handicapped (intellectually challenged) were trained for a one year course at St. Nicholas now Jacaranda Special School in 1966. The training College in 1969, the course was later moved to KISE in 1986 and was upgraded to diploma leveling 1987. Training of teachers for the physical handicapped children was started in 1987 at Kenya Institute of Special Education. However, job training was going on for teachers in programme of children with physical handicaps.



In all the training programmes before 1987, the curriculum was confined to a particular area of disability. It was not until 1987 in KISE that a broad based curriculum was put in place. All trainers cover interdisciplinary components that cut across all disabilities in this first year of training and specialize in the second year.

2.7 INCLUSIVE EDUCATION

This refers to the philosophy of ensuring that the learner needs are addressed within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life. The learners need to be included in all aspects of life. It also mean identifying, reducing or removing barriers within and around the school that may hinder learning. For this to take place, teachers, schools and systems need to modify the physical and social environment so that they can full accommodate the diversity or pupils learning needs.

According to Randiki (2002) inclusive education is slowly taking roots in Kenya. Kenya has adapted a systematic approach in formulating policy and implementing inclusive education. Currently, the ministry of education, science and technology is developing on inclusive education policy. This will help the implementation and safeguard inclusive education in terms of financial allocation, staff deployment, assessment and placement opportunities.

Policy is important in that:-

- Parents will have their children admitted to schools of their choice.
- Parents will have a say in the programme offered to their children.
- Parents will be able to see the cases of infringement of discrimination.
- Learners will access education programmes of their choice in their local communities.

Training of professionals in Kenya has also taken a change with a bias towards inclusive education. Training of teachers at Kenya institute of Special Education, Kenyatta University and Maseno University is emphasizing the elimination of barriers of learning as opposed to disability.

It has also been recommended that regular schools teacher trainee be given more content on children with special needs of learners in their classrooms. Children are very special being and should be taken seriously at the training level. There are many units which integrate learners with special needs yet these do not in essence qualify as inclusive schools. The major reason being that, they focus on diversity hence the need for the learner to adjust the setting as opposed to the call for the school to be responsive to the requirements of learners regardless of their needs. To ensure that included children have access to quality education in regular schools, KISE in the year 2002 embarked on aggressive national wide distance learning and training programmes for primary school teacher and those working with children with special needs. It is hoped that by the year 2015, every school in Kenya will have at least one trained teacher in special needs. The teacher will be a resource person for regular teachers and learners with special needs.

CHAPTER THREE

3.0. METHODOLOGY

This chapter gives outline of the methods and procedures the researcher used to collect data related to the study of various problems faced by teachers of the intellectually challenged learners integrated in regular schools in Ndithini Zone of Machakos District.

3.1. RESEARCH APPROACH

The research used quantitative approach method in which numerical data was obtained. The researcher used this method because it is easy to analyze.

3.2 RESEARCH DESIGN

The researcher used survey method to collect information. Questionnaires were sent out for the respondents to fill. This method was good because the population covered occupies a large area and the respondents could fill the questionnaires at their own time and then sent them back to the researcher.

3.3 POPULATION

Target population of this study was all the teachers in Ndithini zone of Machakos District. The zone has 21 schools namely; Mathengeta, Tumutumu, Katulye, Ndela, Mulifarm, Manguli, Kivani, Milaani, Ndithini, Kamiji, Kaani, Makutano, Sofia, Kithimani, Rukanga, Green Hill, Gikoba, Ndoroini, kiambaa, Kambiti and Makuyu

3.4 SAMPLE

The researcher used questionnaires which he sent out to all 21 regular primary school teachers in Ndithini Zone. The researcher used three schools out of twenty one schools in the zone to collect data. The sampling was convenient as the population comprises of the regular teachers of these school. The selection was carefully done considering the researcher's reach. Gender sensitivity was also put into consideration, that is sameness in gender, marital status, age as well as academic qualifications. Teachers with the same Academic qualifications were sampled out as the respondent.

3.5. SAMPLING PROCEDURE

- The researcher used purposive procedure to select the three schools in the zone. This was on the basis of their accessibility from the main road.
- Five teachers from each of the three schools were randomly sampled. Among the five teachers sampled three were from upper primary classes and two from lower primary classes.

3.6. INSTRUMENTS /TOOLS USED

The instruments used by the researcher were questionnaires with questions aimed at finding out challenges faced by regular teachers in teaching intellectually challenged learners, attitude of teachers and “normal” learners towards who are intellectually challenged and also availability of resource materials used to teach the intellectually challenged learners. The researcher used questionnaires because they are time saving and could use agents to deliver them to the respondents.

3.7. PROCEDURE OF DATA COLLECTION

The researcher used the consent letter from Kampala International University (KIU) which he carried with him to zonal inspector’s office. The researcher introduced himself and explained him about the study. The zonal inspector permitted the researcher to go ahead with the study. The researcher visited each of the sampled schools head teacher with the consent letter and introduced himself. After a brief explanation the researcher sampled five teachers who were then called together by the headteacher. The researcher briefed them about the study and issued the questionnaires which they agreed with the researcher to collect them after four days in each of three sampled school.

CHAPTER FOUR

4.0 DATA PRESENTATION ANALYSIS AND DISCUSSION.

The researcher used tables to analyze the data. This is because, it is easy to analyze using tables to tallying the results and finding out the percentages.

4.1 RESPONSE TO THE QUESTIONNAIRES

The regular school teachers to whom the questionnaires were sent responded positively in filling the questionnaires out of the fifteen questionnaires which were sent out fourteen were returned. The response was 93%.

Are there intellectually challenged learners in your class?

TABLE 1:

Response	Frequency	Percentage
None	1	7.1%
A few	8	57.2%
Many	4	28.6%
Very many	1	7.1 %
TOTAL	14	100%

The response indicate the 7.1% of the respondents have not seen any intellectually challenged in their class while 57.2% indicates that there are a few intellectually challenged learners in their classes. 28.6% of the respondents indicate that there were many intellectually challenged learners in their classes. In short, this indicates that there are a few intellectually challenged learners in their classes. In short; this indicates that there are a few intellectually challenged learners in regular classes.

QUESTION 2

Are there any intellectually challenged children in your area who do not attend school?

TABLE 2

Response	Frequency	Percentage
None	1	7.1%
A few	13	92.9%
Many	0	0%
TOTAL	14	100%

According to the data analysis most of areas have a few mentally challenged children who do not attend school. This is represented by 92.9%. A few areas represented by 7.1% have none of the intellectually challenged learners who do not attend school.

QUESTION 3

Is it easy to handle the intellectually challenged learners in the regular classroom?

TABLE 3

Response	Frequency	Percentage
Extremely	0	0%
Difficult	12	85.8%
Easy	1	7.1%
Very difficult	1	7.1%
TOTAL	14	100%

85.5% of the respondents which is more than a half feel that it is difficult to handle intellectually challenged learners in regular class rooms. 7.1% feels that it is easy and 7.1% feels that it is very difficult to handle intellectually challenged learners in regular class rooms.

QUESTIONS 4

Are you trained in special need education?

TABLE 4

Response	Frequency	Percentage
Yes	2	14.2%
No	12	85.5%
TOTAL	14	100%

Out of 14 respondents 2 which is 14.2% are trained and 12 which is 85.8% are not trained. If no, would you like to be trained?

TABLE 1

Response	Frequency	Percentage
Yes	11	91.7%
No	1	8.3%
TOTAL	14	100%

According to response, 91.7% of the respondents would like to be trained and only 8.3% of the respondents who would not like to be trained.

QUESTION 5

What problems do teachers face in handling learners who are intellectually challenged in your school?

TABLE 5

Response	Frequency	Percentage
Teaching materials	4	28.6%
Teaching methods	7	50%
Teachers/learner ratio	3	21.4%
None of the above	0	0%
TOTAL	14	100%

According to the response, it shows that the problems encountered by teachers in handling intellectually challenged learners in regular schools:- teaching materials, teaching methods and teacher/learners ratio. 28.6% feels that teaching materials are a problem. 50% which is a half feels that the teaching methods are a problem and 21.4% feels that the problem is high teacher/learner ratio.

QUESTION 6

What is the attitude of other teachers towards the intellectually challenged learners.

TABLE 6:

Response	Frequency	Percentage
Negative	9	64.3%
Very negative	2	14.3%
Positive	3	21.4%
TOTAL	14	100%

Majority of the regular teachers represented by 64.3% have negative attitude towards the intellectually learners. 14.3% of the teachers have very negative attitude towards the intellectually challenged learners and 21.4% have positive attitude.

QUESTION 7

What is the attitude of the "normal" learners towards education of the intellectually challenged learners?

TABLE 7

Response	Frequency	Percentage
Positive	4	28.6%

Negative	10	71.4%
TOTAL	14	100%

The data analysis shows that 28.6% of the “normal” learners have positive attitude towards intellectually challenged learners , while 71.4% have negative attitude.

QUESTION 8

Who can best handle intellectually learners?

TABLE 8

Response	Frequency	Percentage
Any teacher	1	7.1%
Teachers with special education training	13	92.9%
Teachers with no special education training	0	0%
TOTAL	14	100%

According to the analysis , only 7.1% of the respondents who feel that any teacher can handle intellectually challenged learner, while 92.9% feel that intellectually challenged learners can best be handled by teachers with special needs education training.

QUESTION 9

Can the intellectually challenged learners learn like the “normal” learners?

TABLE 9

Response	Frequency	Percentage
No	9	64.3%
Yes	5	35.7%
TOTAL	14	100%

Out of 14 respondents 9 which is 64.3% feels that intellectually challenged learners cannot learn like the “normal” learners, with reasons such as , their abilities are not the same , it is hard to give them individual attention, they require more time, they need special attention and because they are challenged by the “normal” learners. 5 out of the respondents which is 35.7% feels that intellectually challenged learners can learn

like the "normal" learners if their needs are understood and catered for, if teachers have positive attitude towards them, if materials are provided and intellectually challenged learners are handled by concerned teachers.

QUESTION 10:

Where do you think intellectually challenged learners can learn better?

TABLE 10

Response	Frequency	Percentage
At home	0	0%
In a special unit	10	71.5%
In a special School	3	21.4%
Very difficult	1	7.1%
TOTAL	14	100%

71.5% of the respondents feels that intellectually challenged learners can learn better in a special unit, 21.4% feels that intellectually challenged learners can learn better in a special school and only 7.1% feels that intellectually challenged learners can learn in an integrated school.

QUESTION 11

What is the attitude of the parents towards the education of the intellectually challenged children?

TABLE 11

Response	Frequency	Percentage
Positive	3	21.4%
Negative	11	78.6%
TOTAL	14	100%

The data analysis shows that 21.4% of the parents have positive attitude towards the education of the intellectually challenged children while 78.6% which is more than a half negative attitude.

Do you use any special strategy when handling intellectually challenged learners.

TABLE 12

Response	Frequency	Percentage
Yes	2	14.3%
No	12	85.8%
TOTAL	14	100%

According to the data analysis a few of the teachers of about 14.3% use special strategy when handling intellectually challenged learners but majority of the regular teachers represented by 85.7% do use any special strategy.

QUESTION 13.

In your opinion what suggestion can you put forward to assist alleviate the problems faced by regular teachers in handling the intellectually challenged learners?

The respondents gave a variety of suggestion to assist alleviate the problems faced by regular teachers teaching intellectually challenged learners.

The following are the suggestions:-

- Training regular teachers in special need education, attending seminars, in service courses and workshops.
- Establishments of special units where intellectually challenged learners can get help.
- Teachers should handle smaller classes where they can give individual attention.
- Teachers to develop positive attitude towards intellectually challenged learners.
- Provision of equipment materials by the government or by the stakeholder.

CHAPTER FIVE

5.0 SUMMARY , DISCUSSION, CONCLUSION AND RECOMMENDATIONS

As far as the study is concerned, the research has found it important to highlight some of the major important findings.

5.1 SUMMARY

From the introduction and background information, it is evident that teachers of the intellectually challenged learners face a lot of challenges as they try to integrate them in regular schools. The intellectual challenge problem is characterized by brain damage which affects the learner's memory. This affects their ability to problem

solving, retention hand association. Most teachers feels that intellectually challenged learners can learn better in special units and special schools. One of the reasons given by regular teachers being that; they have large classes:- this makes it difficult for teachers to handle the intellectually challenged learners due to their learning styles. Intellectually challenged learners can perform skills perfectly after learning and practicing them.

Negative attitude towards education of intellectually challenged learners has also been a barrier. This has been portrayed by teachers, parents and "normal" learners. Negative attitudes in teachers seem to have been caused by lack of knowledge and skills. This calls for the government to train more teachers in special need education.

5.2 DISCUSSION

According to the information collected and analyzed all the respondents were teachers of regular primary schools in Ndithini Zone in Machakos District. It has been found that there are a number of intellectually challenged who do not attend schools. This is evident in Table 2. This is indicated by 92.9% of the respondents who said there are a few.

It is evident that since time immemorial, persons with disabilities were not accepted. In 17th Century, people with disabilities were not easily accepted. They were neglected and rejected.

Table 4 The data analysis shows clearly that most of the teachers in the regular schools in Ndithini Zone have not received training in special need education. Out of the 14 respondents only 2 who are trained in special need education. This is just 14.2% while 85.8% have not received any training. It is due to lack of training in special education that makes regular to have problems in handling learners who are intellectually challenged.

Table 5: Indicates that teachers encounter problems due to lack of teaching materials skill in handling such learners, high teacher/learner ratio and negative attitude from some teachers towards the intellectually challenged learner. This is indicated by 28.6%, 50%, 21.4% and 78.6% respectively.

Further analysis as in Table 9: implies that most regular teacher feel that the intellectually challenged learners cannot learn like the "normal" learners. This is

indicated by 64.3% while 35.7% feels that the intellectually challenged learners can learn like “normal” learners. The greater percentage is opposed to the idea of intellectually challenged learners learning like “normal” learners. This gives a true picture that intellectual challenge is characterized by brain damage which affects memory.

Table 7,7,11 show clearly that negative attitude is a major hindrance in the education of the intellectually challenged learners. This is portrayed by parents, the “normal” learners and the teachers as well. According to the data collected, this is clearly indicated by 78.6%, 71.45 and 64.3% respectively.

5.3 CONCLUSION

As far as the study is concerned, there are few teachers who are trained in special need education. This can be clearly seen from the response where 12 of the respondents are not trained only 2 respondents out of 14 who are trained. It has also been noted that teachers face a lot of challenges when handling intellectually challenged learners. This is clearly seen in table 5 where 7 out of the 14 respondents have problems of teaching methods, 4 out of 14 respondents have problems of teaching materials and 3 out of 14 have problems caused by teacher/learner ratio. Negative attitudes on the other side have been discovered in parents, teachers and the peers as well. This hinders the learning of intellectually challenged learners. In conclusion, teachers who handle the intellectually challenged learners encounter many challenges. To help alleviate these problems, teachers need to be well equipped with knowledge, skills and materials needed to enhance learning of the intellectually challenged learners.

5.4. RECOMMENDATION

The researcher would like to give the following recommendations:-

- There should be more provision of facilities in the regular school to help enhance learning of the intellectually challenged learners.
- More regular teachers should be trained in special needs education so as to be able to handle children with special need in education.
- Teachers in the regular schools and the “normal” learners should change their attitude towards learners who are intellectually challenged.
- The number of learners in the regular classrooms should be made small so as to enable the teachers to cater for learners individual needs.

- Personnel in the assessment centre and the special education teachers should create awareness to the public about the need to educate intellectually challenged children.
- A vocational training centre to cater for intellectually challenged children Grouping mentally challenged learners separately.
- Regular schools to be given each a special education trained teachers to help in handling of intellectually challenged learners.
- Teachers training colleges include a component of special need education in their curriculum so as produce teachers who are able to handle learners with special needs
- should be established at zonal level.

The teaching approach used should aim at overcoming barriers to learning and development in learning.

According to Otiato (2000), one of the approach holistic which emphasis looking at the child as a total human being and not just focusing on the area of special need or the academics. This requires the teacher to consider social aspects, emotional aspects, physical aspects, intellectual aspects, personality and communication skills when planning to teach. This method is child-centered and focuses on the learners potentials as well as special needs.

The teacher should appreciate the child's strengths and use them to overcome the challenges. The strengths become foundation on which teaching is built. Therefore, it's the teacher's role to look for talents in learning with special needs and amplify them. This will build the child's self-esteem and give the feeling and give the feeling, "despite my area of special need, I too can do it". As the children recognize the ability of the child with special needs, they will change their attitude and begin to appreciate and respect that child.

Thematic approach should be applied and especially to the intellectually challenged learners because activities are integrated into a theme or topic that is then developed into a number of lessons. Learning is integrated and subjects cross barriers in this approach. Learners find it easy to link what is learnt in one subject to its solution in another subject. Thematic approach aims at removing confusion as it enables the learner to see contents learnt as a whole entity hence generalization.

Teachers should enrich centres of interest to make thematic method succeed. Centres of interest such as “the shop” or the “post office” have several elements of learning that can be achieved. Thematic approach is important in that basic skills are learnt in the next that is meaningful to the learner.

Task analysis is another effective method of teaching learners with special needs in an inclusive setting. This is the process of breaking down a task to be learnt into smaller steps to be presented to the pupils in sequence from the easiest to hardest. In this method, the teacher should.

- Identify the skills to be taught based on the need and the ability of the learner.
- Established the sequence of instruction.
- Define pre-requisites skills needed to master the task.
- Record the performance and pin point errors.
- Understand difficulties associated with the task when the learners fail to perform as expected.
- Individualize the instructions to meet the learner’s ability level.

Direct method of teaching has been found effective in mastering of contents in an inclusive setting. This method involves arranging teaching activities in a way that provides systematic instruction to teach a task. Then teacher should establish the objective of the lesson, review pre-requisite skills, introduce content in discrete steps, give clear explanation and relevant examples and provide enough time for active and guided practice. Team-teaching is another co-operative method. It is based on the understanding that a good teacher does not teach alone. In a team teaching, a group of teachers takes responsibility for the learning of a large group of learners.

The teaching tasks are shared between the members of a team of teacher so that the qualification and qualities of each teacher are used in the best possible manner to benefit all learners in an inclusive setting.

The responsibilities for teaching a particular skill should be shared according to the nature of the topics, composition of the learners, available educational resources and expertise of the teachers.

To make learning real and meaningful teachers should make use of the available resources. These should include real learning resources and made educational

resources. Above all teachers should learn to improvise in order to compensate for resources that are not easy to get.

In conclusion , teachers who handle intellectually challenged learners encounter many challenges both socially and economically. In addition most intellectually challenged learners have health problems. Teachers also face problems in acquiring teaching materials and also the teaching methods since most of them are not trained in special needs education. The image classes in regular schools also makes it very difficulty for the teachers to cater for learners individual needs.

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APPENDIX I

QUESTIONNAIRE FOR TEACHERS.

Please answer all the questions. Put a tick in the boxes provided. Your co-operation and sincere response will be of great help to researcher. Don't write your name.

1. Are there intellectually learners in your class?
None ☐
A few ☐
Many ☐
Very many ☐
2. Are there any intellectually challenged children in your area who do not attend school?
None ☐
A few ☐
Many ☐
3. It is easy to handle the intellectually challenged learners in the regular classroom
Easy ☐
Very easy ☐
Difficult ☐
Very difficult ☐
4. Are you trained in special?
Yes ☐
No ☐
If NO, would like to be trained?
Yes ☐ No. ☐
5. What problems do teachers have in handling learners who are intellectually challenged in your school?
Teaching materials ☐ Teaching methods ☐
Teacher learners ratio ☐ None of the above ☐
6. What is the attitude of other teachers towards the intellectually challenged learners?
Negative ☐ Very Negative ☐ Positive ☐
7. What is the attitudes of the "normal" learners towards education of the intellectually challenged learners?

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

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR . KINYUA . FRANCIS

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree In Education.

He/She wishes to carry out a research in your Organization on:

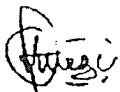
CHALLENGES FACED BY TEACHERS OF THE INTELLECTUALLY
CHALLENGED LEARNERS IN NDITHINI ZONE MACHAKOS DISTRICT KENYA

Case Study: . . . NDITHINI . . . ZONE

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

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

Yours faithfully,



MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

