

**CHALLENGES FACED BY MENTALLY HANDICAPPED LEARNERS IN SCHOOLS;
A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN NYABURU ZONE, RONGO
DISTRICT KENYA**

BY

ANN NYAMBURA KABEREBE

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**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
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DECLARATION

I Ann Nyambura Kaberebe hereby declare that this research project entitled "CHALLENGES FACED BY MENTALLY HANDICAPPED LEARNERS IN SCHOOLS A CASE STUDY OF SELECTED PRIMARY SCHOOLS IN NYABURU ZONE, RONGO DISTRICT KENYA" is my own original work and has never been presented to any other university for any award of a degree.

Signature  Date 20/8/09

APPROVAL

I declare that this research has been under my supervision as the university supervisor

Signature Laaki

LAAKI SAMSON

Date 20/8/09

DEDICATION

This research is dedicated to my husband Mr. Muya and our two children Brian and Claris.

ACKNOWLEDGEMENT

I am indebted to several who assisted me in carrying out this research. First and foremost, I would like to appreciate the noble guidance of Mr. Laaki Samson who spent her precious time to guide me through the research period. Her commitment enabled me to carry out my research with ease.

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I would also wish to thank Mrs. Moturi who was selfless in helping me type this research report. My dear friend Terry and husband , you were simply marvelous. Guys thank you so much. My sincere gratitude extend to Mr. Omollo for his enormous contribution in the final editing, typesetting and printing this research report.

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ABSTRACT

The study investigated the challenges faced by the mentally handicapped in selected primary schools in Nyamburu zone of Rogo District, Kenya. The challenges which were extensively investigated included resource availability and the pupil teacher ratio among others.

The main objective was to investigate the challenges faced by mentally handicapped learners in Nyaburu zone Rongo district and the impact of free education on mentally handicapped learners.

Literature related to the study was reviewed and it became apparent that the mentally handicapped are still largely a marginalized lot. This provided not just the motivation but the urgency to investigate what is being done in our immediate neighborhood so that this problem can be intelligently interrogated

The design was Ex post facto as the variable being investigated had already taken place.

Stratified and purposeful sampling was used to select the study population. Questionnaires were the main data collection tools. The data generated were analyzed basic statistics in which frequencies, mode and percentages were calculated.

The main findings of the study were the schools were inadequately staffed in terms of people are trained to handle such categories of pupils. The problem has been worsened by free primary education that has led to an influx of all categories of pupils to our primary schools. The facilities that the mentally challenged need to use are grossly lacking

The conclusion was that mentally handicapped learners face various challenges but if all stakeholders work hand in hand, these challenges can be minimized.

Some of the recommendations made were that there is need to improve the teacher-pupil ratio, sensitize the various stakeholders on handling this category of pupils, creation of more units and provision of more funds by the ministry of education.

CHAPTER ONE

1.0. INTRODUCTION

This chapter gives background information about the study, the statement of the problem, the objectives of the study, the research questions and the significance of the study

1.1. BACKGROUND TO THE STUDY:

Before 17th Century, many people with disabilities were neglected and rejected by their families and community. They were considered socially and physically less capable. Randiki (2002). This was because families and communities had negative attitudes towards disability. They regarded disability to be caused by witchcraft, curses or punishment from God for wrongs done. It was considered contagious. Consequently, persons with disabilities were isolated and their needs were not adequately provided for in the communities.

In 1960's it was felt that special needs learners had to be within their own society. This process of releasing children with special needs from confinement into their local community started in Scandinavia and the U.S.A. In Kenya, they were placed in special classes within regular schools (Randiki 2002).

The society later started to see those with special needs as part of society. Integration of learners with special needs brought about some challenges. The challenges ranged from the need to sensitize teachers and pupils to accept the children with special needs and getting teachers who were willing to teach them.

According to Leyser, Kapperman and Keller (1994), the inclusion of individuals with disability in mainstream educational, occupational and societal framework has become an accepted concept in western countries like Britain and Israel.

According to Ngugi (2002), International policies and conventions which support special education were formulated. These policies aided long-term ideas to help learners with special needs. The universal Declaration of Human rights (1948), was meant to make all nations to treat their citizens equally and with dignity. It advocated for human right practices without violation, social progress and standard of life for all.

In Kenya, special needs education was started by volunteer groups of non-governmental organizations and individuals in the 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 physically challenged and Jacarada School for intellectually challenged

were established. Later on, the government saw the need for improving special needs education by appointing Gachathi commission. It advocated for the integrated policy in Education.

The Kamunge report of 1988 recommended that appropriate curriculum be developed for children with various special needs, Zandiki (2002). Not all these recommendations were implemented until the year 2003 when the National rainbow Coalition (N.A.R.C) government advocated for free primary Education for all. Due to this, there was an increase in enrolment by 1.3 million pupils. The number added to the already existing problems faced by learners with special needs. These include lack of basic learning materials, high teacher - pupil ratio, which hinders individual attention especially learners with special needs, lack of knowledge and skills on how to handle learners with special needs by most teachers among others. This has made learners with special needs to drop out of school.

1.2. STATEMENT OF THE PROBLEM

In 1964, the Kenyan Education commission was formed to investigate among other things, the formulation and implementation of national policies regarding the educational needs and capacities of children and the monetary and human resources required to service those needs (Ndurumo M.M. 1993).

The commission addressed needs for special education and training for special need children. This recommendation was taken up by the government and policies were enacted to implement the recommendation.

However, there has not been any follow up or review on the implementation of these policies to establish the success or failure of special education among the learners with special needs.

The researcher therefore, sought to assess the challenges faced by the mentally handicapped learners. This category of learners has a bigger challenge as their brains are affected and as such, anybody would be interested to find out how this special group of learners acquire knowledge, skills and attitudes and how this education has impacted on them.

1.3 PURPOSE OF THE STUDY

The purpose of this research study was to find out the challenges faced by mentally handicapped learners in Nyaburn Zone, Rongo District, Kenya.

1.4. RESEARCH OBJECTIVES

To identify the main challenges of mentally handicapped learners

To investigate how special needs education addresses identified

To assess the impact of free primary education on mentally handicapped learners

1.5 researcher questions

What are the main challenges facing mentally handicapped learners?

How does special needs education endeavor to address those particular challenges?

What is the impact of free primary education on mentally handicapped learners?

1.6 SCOPE OF THE STUDY

The study was confined to only six randomly selected public primary schools in Nyaburn educational Zone due to time and financial constraints. The study confined itself to challenges faced by mentally handicapped learners. The study was carried out within a scope of three months Nyaburu zone borders Rongo zone to the east Kuja zone to the west Apondo zone to the North and Awando zone to the South.

1.7 SIGNIFICATION OF THE STUDY

After the research as been disseminated, it will help to increase knowledge on teachers handling mentally handicapped learners. They will re-examin the approaches they use in handling challenges of this group of learners with the view of improving them. The society has always considered the mentally handicapped children as an enigma.

Some parents with such children have confined them to their little hope of guiding them through their normal lives. The parents of mentally handicapped learners will be able to set achievable goals for their children. They will stop comparing them with normal average learners. They will also use the right approaches and will accept them.

The learners themselves will enjoy learning since the parents will have understood them they will also learn in an environment which is modified and fits them

2.7. Learning characteristics of mentally handicapped learners.

Robinson and Robinson (1976) and Ndurumo M.M. (1993), identified learning characteristics of mentally handicapped learners as:

- i. They fail to take into account past experiences and their outcome.
- ii. They are often passive in utilizing their mental capacities to explore and solve problems.
- iii. They do not ask strategic questions to find specific answers or information needed.
- iv. They fail to differentiate relevant materials from irrelevant ones in order to develop discriminatory skills.
- v. They are easily distracted by environmental stimuli.
- vi. They are not alert to cues necessary for solving problems.

2.7.1 Other characteristics.

- i) Most of these learners have speech problem e.g. stuttering.
- ii) Most have other unreliable problems like epilepsy
- iii) Those who have cerebral palsy have poor gait and movement problems.
- iv) Most of these learners have motor and co-ordination difficulties.
- v) Drooling (salivating) is very common among those learners.
- vi) Chronological age differs a lot with their mental age.
- vii) Many of these learner also exhibit behaviour problems e.g. aggressiveness, brutality or extreme opposite of these.

2.8. Challenges faced by mentally handicapped learners.

i) Trained teachers

Teachers of mentally handicapped children need to be specially trained to handle the challenges. Today, in Kenya, special training is offered to teachers in Kenya Institute of special Education (KISE), Kenyatta University and other Universities offering degrees in special needs education. However, only a few teachers can afford to pay the fees. Hence, most teachers teaching these learners are not trained and end up labeling mentally handicapped learners. They see them as a black spot in class.

ii) Teacher- pupil ratio:

With free education in Kenya since 2003 when the National Rainbow Coalition (N.A.R.C.) declared free primary Education for all, there has been mass population. The enrollment of pupils exceeds the recommended number given by the Ministry of Education. Therefore, mentally handicapped learners lack individual attention from the teacher because of the number of learners who need to be attended to at the same time. This affects their performance.

iii) Resources:

The mode of learning of this group of learners requires a lot of materials. Most schools lack the necessary resources for teaching these learners. The learners are treated like average learners who to some extent can be taught minus teaching aids. The lack of resources is partly due to their enormous costs involved in acquiring them.

iv) Administration Difficulties:

Most schools are administered by untrained head teachers and educational officers in special needs education. These administrators don't understand the needs of these learners and may not even address their needs at administrative level.

v) Difficult parents.

Some parents who do not understand the condition of their children demand a lot from them. They expect quick reformation from their children. Others do not provide basic learning materials and basic needs.

vi) Negative attitude:

'The community, fellow pupils in regular classes and other teachers still have negative attitude towards these learners. "(Mercer, C.D. and Mercer, A.R.C. 1929.They segregate them and very few like associating with them. They are stigmatized due to the labeling done to them. This has serious impacts on their personal image and adversely affects their personality development. They feel rejected by the society at large.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 INTRODUCTION

This chapter focuses on presentation, analysis and interpretation of data gathered from the field to investigate challenges faced by mentally handicapped learners in public schools in Nyaburu Zone, Rongo District. This chapter seeks to answer the research questions spelt out in chapter one which acted as researchers guide in the study. The researcher sought to answer the following prevalent questions.

- a) What are the main challenges facing mentally handicapped learners?
- b) How special does needs education endeavor to address those particular challenges?
- c) What is the impact of free Primary education on mentally handicapped learners?

The first section of this chapter gives the report of the respondents' education, professional backgrounds and their working experience. It also gives the return rate of the questionnaires distributed. The second section gives the respondents' responses on the distribution of different categories of mentally handicapped learners. The third section, reports of the qualification of teachers handling mentally handicapped learners. The forth part report on the impact of free primary education on special needs education. The fifth section reports on special needs education supplies equipment and facilities. The sixth section gives district special needs education officers responses on special needs education learners. And finally, the seventh section gives report on how average learners relate with mentally handicapped learners.

4.1 General Information of the Respondents

Table 4:1 Distribution of respondents by gender

Gender	Pupils	%	Teachers	%	Head teachers	%	SNE Officers	%	Total
Female	25	50	8	40	2	40	3	60	47.5%
Male	25	50	12	60	3	60	2	60	52.5%

Source: Field

From table 4.2 above most of the respondents sampled were female and male pupils which is equivalent to 50% each. This was followed by male teachers which took 60% and female teachers followed with 40%. Male head teachers were fifth with 60%, followed by female

4.3 Professional Background

Table 4.3

Category of respondents	Graduate	%	Diploma	%	Certificate	%	Untrained	%
Teachers	1	6.7	3	20	10	66.7	1	6.6
Head teachers	1	33.3			2	66.7		
SNE Officers	1	25	3	75				
Total	3		6		12		1	

Source: Field

The table above indicates that only one respondent (teacher) was a graduate which was equivalent to 6.7% of the total number of respondent teachers. Three of them were diploma holders equivalent to 20% whereas 10 were certificate holder which was equivalent to 66.7%. The untrained teacher was only one equivalent to 6.6%, The graduate Head teachers were 33.3%. There was no diploma holder but the certificate holders were two equivalent to 66.7%. There was only one special education officer who was a graduate which was equivalent to 25%. Three were diploma holders which was equivalent to 75%. There was neither certificate holder nor untrained special needs education officer. This means that special education officers were trained in special needs education.

4.4. Distribution and return rates of Questionnaire

Table 4.4

Respondents	No. distr.	%	No. Returned	%
Teachers	20	100	15	75
Pupils	50	100	38	76
Head teachers	5	100	3	60
SNE Officers	5	100	4	80

Source: Field

From the table above, a total of 20 teachers were given questionnaire. 15 of them which was equivalent to 75% completed and returned the questionnaires. The rest 5 or 25% did not return their questionnaires. A total of 50 pupils were given the questionnaires to complete but only 38 which was equivalent to 76% fully completed the questionnaires and returned them. Twelve of them which were equivalent to 24% did not return their questionnaire. A total of 5 head teachers were given questionnaires. Three of them which was equivalent to

60% fully completed the questionnaires and returned them. Two neither completed the questionnaires nor returned them. This was equivalent to 40%. Five special education officers were given questionnaire. Four of them which was equivalent to 80% completed and returned the questionnaires. Only one of them which was equivalent to 20% did not return the questionnaire.

4.5 Learners' characteristics

Table 4. 5

Variables	Yes	%	No.	%
Delayed speech	10	66.7	5	33.3
Unique behavioral traits among those with autism	9	60	6	40
Delayed academic development	10	66.7	5	33.3
Delayed psychomotor development	4	26.7	11	73.3
Unique down syndrome among those with autism	6	60	9	40
Delayed motor development	5	33.3	10	66.7

Source: Field

The above table sought to know whether the schools had learners who are mentally handicapped. 66.7% had learners with delayed speech whereas those who did not have learners with this characteristic were 33.3%. Those with unique behavioral traits among those with autism were 60% whereas 40% did not have these kinds of learners. 66.7% had learners with delayed academic development but 33.3% didn't have. Those with learners who had delayed psychomotor development were 26.7% whereas 73.3% did not have this category of learners. 60% of the teachers had learners with unique down syndrome among those with autism while 40% did not have. Those with delayed motor development were 33.3% but 66.7% didn't have this is an evident that there are 10 mentally handicapped learners in these schools, but their levels differs and the profound ones are very rare.

4.6 Professional qualification of workers handling mentally handicapped learners

Table 4.6

Variables	1		2		3		Mode
	A	%	U	%	D	%	
My school has professionally trained teachers in SNE	4	26.7			11	73.3	3
My school has trained non-teaching staff in SNE	1	6.7	5	33.3	9	60	3
Teachers in my school frequently go for refresher course in SNE	6	40	1	6.7	8	53.3	3
Teachers in my school have the most recent skills in SNE	5	33.3	2	13.3	8	53.4	3
Mentally handicapped learners have been assigned to professionally trained SNE teacher teachers in my school work hand in hand with other stakeholders to assist mentally handicapped learners	3	20	1	6.7	11	73.3	3
Teachers in my school work hand in hand with other stakeholders to assist mentally handicapped learners	8	53.3	3	20	4	26.7	1

Source: Field

From table 4.6, 26.7 of the schools had special education trained teachers whereas 73.3 did not have trained special education teachers 6.7% of the respondents agreed that their schools had trained non-teaching staff in special education. 33.3 were undecided whereas 60% disagreed. Those who agreed that teachers in their school frequently go for refresher courses in special needs education were 40%, those who were undecided were 6.7% whereas those that disagreed were 53.3%. 33.3% of the respondents agreed that teachers in their skills in special needs education. 13.3% were undecided whereas 53.4% disagreed. Those who agreed that mentally handicapped learners have been assigned to professionally train special trained special education teachers were 20%, those who were undecided were 6.7% whereas those who were undecided were 73.3%. 53.3% of this total respondents agreed that teachers in their school worked hand in hand with other stakeholders to assist mentally handicapped learners.

From the table, all variables except variable six had a mode of three. This means that most of the respondent disagreed and hence we can conclude that most of the workers handling mentally handicapped learners are not professionally trained in special needs education.

4.7 Impact of free education on Special needs education

Table 4.7

Variables	1		2		3		MODE
	A	%	U	%	D	%	
My school admits mentally handicapped learners	3	100					1
Extra classes are constructed to cater for increased population	1	33.3			2	66.7	3
Extra staff were employed in my school to cater for increased population	2	66.74			1	33.3	1
My school receive special funds from the government for learners with special needs	2	66.74	1	33.3			1
My school environment has been modified to cater for mentally handicapped learners	1	33.3			2	66.7	3
Official in charge of special needs in my district do visit my school regularly	1	33.3	1		2	66.7	3
The community has provided learning materials to mentally handicapped learners			2	66.7	1	33.3	2
I am able to give special attention to learners with special needs	1	33.3			2	66.7	3

Source: Field

Table 4.7 sought to know the impact of free education on special needs learners. 100% of the respondents agreed that they do admit mentally handicapped learners in their schools. None of them was undecided and also none disagreed. 33.3 agreed that extra classes were constructed to cater for increased population due to free education. None were undecided but 66.7% disagreed. Those who agreed that extra staffs were employed in their schools to cater for increased population were 66.7%, none was undecided and 33.3% disagreed. In variable four, 66.7% of the respondents agreed that their schools receive special funds from the government for learners with special needs. 33.3% were undecided whereas none disagreed. 33.3% of the respondents agreed that their school environment had been modified to cater for mentally handicapped learners. None of them was undecided but 66.7% disagreed. Variable

respondents monitored the progress of mentally handicapped learners in integrated primary schools.

From the table above therefore, we can conclude that most special education officers did not work closely with the teachers to ensure that mentally handicapped learners received the right education.

4.10 Challenges faced by mentally handicapped learners

Table 4:

Variables	Yes	%	No	%
Do you have mentally handicapped learners in your class?	28	73.7	10	26.3
Do you play with mentally handicapped learners?	9	23.7	29	76.3
Do you share seats with mentally handicapped learners?	5	13.2	33	86.8
Are you grouped with mentally handicapped learners during group discussion sessions	3	7.9	35	92.1
Do you know how to use mentally handicapped learners play material and facilities like balls and toilets?	15	39.5	23	60.5
Do you know by mentally handicapped learners behave the way they do?	20	52.6	18	47.4

Source: Field

As shown from the table 4:10, 28 respondents acknowledged that they had mentally handicapped learners in their classes. This was equivalent to 73.7%. Ten respondents or 26.3% did not have mentally handicapped learners in their classes. 23.7% of the respondents played with mentally handicapped learners whereas 76.3% did not. Variable three had 13.2% sharing seats with mentally handicapped learners but 86.8% did not. As shown in variable four only 7.9% of the respondents were grouped with mentally handicapped learners during group discussion. A larger percentage of 92.1% were not grouped together. Fifteen learners which was equivalent to 39.5% knew how to use Mentally handicapped learners' play materials and facilities and hence could assist them. On the other hand 23 respondents which was equivalent to 60.5% had no idea on how to use the faculties and play materials. Finally, 47.4% of the respondent had no idea why mentally handicapped learners behave the way they do, but 52.6% did have an idea.

From the table above therefore, average learners did not socialize freely with mentally handicapped learners probably because they had ill formed opinion about them.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0. INTRODUCTION

This chapter concludes the research report. It gives a discussion of the findings, a summary of the findings and gives recommendations and suggestions to improve service delivery by stakeholders to mentally handicapped learners

5.1. DISCUSSION

The first section of the investigation found a detailed description of mentally handicapped learners. The literature review section also helps to analyze the mentally handicapped learner's characteristics. After analyzing the data in this section, it was realized that public primary schools in Rongo District had mentally handicapped learners exhibiting different characteristics. The profound ones were rare.

The first section in relation to research question one, sought to find the main challenges facing mentally handicapped learners. Various challenges were identified. It was realized that most of the workers handling these learners were not trained in special needs education and hence lacked skills in handling them. For those who were trained, rarely go for refresher courses to enlighten them more on how to assist mentally handicapped learners. This makes them to lack recent skills in special need education. New aids are introduced now and again and if these teachers are not trained on how to use them, the learners remain disadvantaged. The teacher did not work hand in hand with other stakeholders like parents and special needs education officers. If these stakeholders do not network, the teacher on her own cannot assist the learners.

When it comes to learning materials, most teachers do not use special materials for mentally handicapped learners. This means that learners are disadvantaged in understanding of the concept taught. They do not have special play materials and especially those with delayed motor development and cannot use ordinary materials. Hence, the education offered in these schools is not all round. For the few who have these materials, they use them on their own since most of their counterparts do not know how to use them.

There are no special exams purchased for mentally handicapped learners. Only a few number of teachers who set their own exams having in mind they are not trained. Hence there is a challenge on the side of the learners when it comes to measuring and evaluating. Due to teacher, learners ratio, which of late is increasing day by day most teachers are unable to give individual attention to mentally handicapped learners.

Finally, the learners also face stigmatization. Their fellow learners do not relate with them freely. They do not share seats freely. When it comes to group discussion, most of them are grouped on their own because they are termed as less capable. Other pupils do not understand why they behave the way they do and that's why most of them have not accepted them.

The second section in relation to question two sought to examine how special education endeavors to address these particular challenges. Results realized that special education is not fully implemented in public schools. The special needs officers rarely assess teachers handling mentally handicapped learners. At the same time they do not follow up teachers holding mentally handicapped learners. Also they do not follow up the progress of these learners so as to advise the teachers. They also do not work in hand with staffing officer to make sure these teachers trained in special needs are posted in schools in need. This means that some schools remain without these teachers and yet they have special needs learners. Most of them do not advise head teachers on how to manage funds allocated for special needs learners. Their environment needs to be modified which could be done using those funds but since most administrators lack knowledge on special needs education, those funds end up in other projects which benefits an average child.

The third section relation to question three sought to examine the impact of free education on mentally handicapped learners. Since 2003 when free education was implemented as per millennium goal of universal education for all, there has been an influx of learners in primary schools. The high enrollment did not go hand in hand with the employment of more workers. The teacher pupil ratio increased. Mentally handicapped learners require individual attention and hence they were disadvantaged though extra classes were constructed to cater for the increased population, learners had to be confined in few classes because there were few teachers. Not all schools receive special funds for special needs education. This means that the needs for special learners are not fully met. The community does not provide learning materials for these learners since they know education is free and the government is supposed to provide everything for their children to learn.

5.2 CONCLUSIONS

Mentally handicapped learners face various challenges. Those challenges can be minimized if all stakeholders work hand in hand to assist them. All stakeholders should be sensitized on how to handle and support these learners. The special education officers should organize for these programs may be per zone.

The government has not been very successful in offering free education for all schools mostly those without special units do not receive funds for special education.

Though more teachers are employed each year, the progress in minimizing pupil teacher ratio has been very slow. More special education officers should have been employed to monitor special learners and to assist their teacher.

5.3 RECOMMENDATIONS

In the view of the above the following recommendations are made

- Teacher pupils ratio need to be improved
- More teachers to be trained on special education
- All stakeholder should be sensitized on how to handle mentally handicapped learners
- More special units to be introduced in primary schools
- Ministry of education to provide more funds in each school for success for special education .
- All stakeholders to network so that each can know his/her role in assisting mentally handicapped learners .
- Staffing officers to work hand in hand with special education officers in posting teachers.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

The researcher recommends that, further research on the effects of free primary education on learners with special needs should be done in private schools in various districts to compare with those in public schools.

There is also a need to carry out the same research on special schools for learners with various challenges

Finally further research should be carried out in urban schools with learners and workers from different cultures.

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APPENDICES

APPENDIX A.

QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Ann Kaberere, a BED/SNE student at Kampala International University.

The purpose of this questionnaire is to collect information on “challenges faced by mentally handicapped learners.” The information will be used purely for scholarly purposes. Information given will be treated with strict confidentiality. Do not write your name for the purpose of anonymity.

Please be honest in giving your answers. Your co-operation in completing all sections of this questionnaire promptly and honestly will be deeply appreciated.

Yours Faithfully

ANN KABERERE

SECTION ONE:

GENERAL INFORMATION.

Please tick appropriately or supply the required information to the best of your knowledge.

1. Gender: Male () Female ()
2. Are you professionally trained teacher? Yes () No ()
3. Are you a qualified special education teacher? Yes () No ()
4. Which is your highest professional qualification?
Untrained..... P₁..... Graduate..... Diploma.....
5. How many years have you taught at Primary level?
Below 1() year 1 – 5 years () 6 – 10 years () More than 10 years()

INDICATORS OF MENTAL HANDICAPPNESS

(Tick the appropriate response)

Do you have learners in your class who have the following characteristics?

1. Delayed speech.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
2. Unique behavioral traits among those with autism.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
3. Delayed academic development.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
4. Delayed motor development.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
5. Delayed Psychomotor Development.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
6. Unique physical features among those with Down syndrome.	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>

APPENDIX B

QUESTIONNAIRE FOR SPECIAL NEEDS EDUCATION PERSONNEL

This questionnaire is intended to gather data about qualifications of personnel handling mentally handicapped learners. Read each item carefully and then determine your answer by encircling one of the three given choices.

The categories of responses are defined as follows:

1 = agree (A) 2= Undecided (U) 3= Disagree (D)

***SNE – SPECIAL NEED EDUCATION**

	A	U	D
1. My school has professionally trained teachers in SNE	1	2	3
2. My school has trained non-teaching staff in SNE	1	2	3
3. Teachers in my school frequently go for refresher courses in SNE	1	2	3
4. Teachers in my school have the most recent skills in SNE	1	2	3
5. Mentally handicapped learners have been assigned to Professionally trained SNE teachers	1	2	3
6. Teachers in my school work hand in hand with other Stake holders to assist learners with mental disabilities	1	2	3

APPENDIX C

QUESTIONNAIRE FOR HEAD TEACHERS

Free education and special needs education

Answer the questions below appropriately

	A	U	D
1. My school has admitted mentally handicapped learners	1	2	3
2. Extra classes were constructed to cater for Increased population	1	2	3
3. Extra staff employed in my school to cater For increased population	1	2	3
4. My school receive special funds from the Government for learners with SNE	1	2	3
5. My school environment has been modified to cater for mentally handicapped learners	1	2	3
6. Officials in charge of special needs in my district do Visit my school regularly	1	2	3
7. The community has provided learning materials to The mentally handicapped learners	1	2	3
8. I am able to give special attention to learners with Special	1	2	3

needs

SPECIAL NEEDS EDUCATION SUPPLIES EQUIPMENT AND FACILITIES:

	A	U	D
1. Mentally handicapped pupils in my school have Special textbooks	1	2	3
2. My school has sufficient play materials for mentally handicapped learners.	1	2	3
3. The ministry of education provides special learning materials for mentally handicapped learners	1	2	3
4. The school buildings in my school are modified to cater for mentally handicapped	1	2	3
5. There are special exams for mentally handicapped learners	1	2	3
6. The administrators consult the teachers before the purchase of learning materials.	1	2	3
7. There is a special unit for learners with special need in my school	1	2	3

APPENDIX D

QUESTIONNAIRE FOR SPECIAL EDUCATION OFFICERS

Tick where appropriate

- Do you visit primary schools to assess teachers handling mentally handicapped learners? YES ☐ NO ☐
- Do you organize for refresher courses for special education teachers?
YES ☐ NO ☐
- Do you monitor funds allocated to mentally handicapped learners in primary schools?
YES ☐ NO ☐
- Do you work hand in hand with staffing officer in your District when posting the teachers to balance special education teachers in various schools?
YES ☐ NO ☐
- Do you monitor the progress of mentally handicapped learners in integrated public primary schools? YES ☐ NO ☐

APPENDIX E

QUESTIONNAIRE FOR AVERAGE LEARNERS

Tick where appropriate

1. Do you have mentally handicapped learners in your school?
2. Do you play with mentally handicapped learners?
3. Do you share seats with mentally handicapped learners?
4. Are you grouped with mentally handicapped learners?
5. Do you know how to use mentally handicapped learners' play materials and facilities like balls and toilets?
6. Do you know why mentally handicapped; learners have the way they do?

APPENDIX F

List of public schools in Nyaburu zone.

1. Kamagambo Primary School
2. Pundo Kawiti Primary School
3. Tonye Primary school
4. Tonye Primary School
5. Marera Primary School
6. St. Dalamas Primary School
7. Nyaburu Primary School
8. Apondo Primary School
9. Miare Primary School
10. Winyo Primary School
11. Opapo Primary School
12. Nyag'ao Primary School
13. Kudho Primary School
14. Nyamuga Primary School