

**FACTORS AFFECTING INTEGRATION OF LEARNERS WITH
INTELLECTUAL CHALLENGES IN PRIMARY SCHOOLS;
A CASE OF THEGENGE ZONE –
NYERI SOUTH DISTRICT**

BY:

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DECLARATION.

I Jackson W. Kahuho do hereby declare that "FACTORS AFFECTING INTEGRATION OF LEARNERS WITH MENTAL CHALLENGES IN PRIMARY SCHOOLS – A CASE OF THEGENGE ZONE NYERI- SOUTH DISTRICT" is entirely my own original work except where acknowledged, and that it has not been submitted before to any other University or Institution of higher learning for the award of a degree.

SIGNED



DATE 30/6/08

APPROVAL.

This research report has been submitted for examination with my approval as the
candidates University Supervisor.

SIGNED 

NAME OF SUPERVISOR..... K. MUZUMBU MOSES

DATE:..... 13/10/2008

DEDICATION

This research study is dedicated to all teachers caring for learners with intellectual challenges in Thegege Zone-Nyeri South District.

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TABLE OF CONTENTS	PAGE
Title page.....	i
Declaration	ii
Approval.....	iii
Dedication	iv
Acknowledgement.....	v
Table of contents	vi
List of tables	ix
List of figures	x
Abstract	xi
CHAPTER 1: INTRODUCTION	1
1.0 Overview	1
1.1Background	1
1.2 Statement of the problems.....	3
1.3 Purpose.....	3
1.4 Objectives.....	4
1.5 Scope	5
1.6 Significance	5
1.7Review.....	6
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	7
2.0 Overview	7
2.1 Mental Retardation: Definitions.....	7
2.2 Classifications	8
2.3 Causes of Mental Retardation	10

2.4 Pre – Valence	11
2.5 Education Development for children with intellectual challenges.....	12
2.6 Integration	12
2.7 Barriers to effective integration.....	13
2.8 Teaching and learning strategies in the integration of learners with mental challenges.	16
2.9 Review.....	18
CHAPTER 3:METHOLOGY	19
1.0 Overview.....	19
3.1Research Design	19
3.2 Sampling Procedure	19
3.3 The Sample.....	20
3.4 Instruments	21
3.5 Procedure.....	22
3.6Data Analysis	23
3.7 Review.....	23
CHAPTER 4: FINDINGS	24
4.0 Overview	24
4.1 Answers to the research questions	24
4.2 Review.....	33
CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATION	34
5.0 Overview.....	34
5.1Discussion	34

5.2 Conclusions.....	37
5.3 Recommendation.....	38
5.4 Review.....	40
REFERENCES.....	xiii
APPENDIX A-INSTRUMENTS	xiv
APPENDIX B-ETHIC DOCUMENTS.....	xvii
APPENDIX C-RAW DATA (News paper)	xviii

LIST OF TABLES	PAGE
3.1-Teachers population of the respondents.....	20
3.2-Sample of the respondent per school.....	20
3.3 -Age distribution of the respondent.....	21
3.4-Acedemic qualification of the respondent.....	21
4.1-Returned and non –returned question.....	24
4.2-Age distribution of the respondent.....	24
4.3-Academic levels of the respondent.....	25.
4.4 - 4.18-Responses of the question 1-15 of questionnaires.....	25-32

LIST OF FIGURES	PAGE
4.1- Age distribution-graph.....	25
4.2-Teaching experience.....	26
4.3-Displines of special needs education majored in –pie chart.....	27
4.4-Altitude of respondent toward education of intellectual challenged.....	28
4.5-Reccomeded age group of the teacher.....	28
4.6-Barrirs to effective integration.....	30
4.7-Establishment of unit of learner with intellectual challenged.....	31
4.8-Teachers reaction on appointment.....	32
4.9-Co-peration and collaboration between teachers.....	33

ABSTRACT

This research study was on “Factors Affecting Integration of Learners with intellectual challenges in Primary schools; A case of Thegeenge zone Nyeri South District”.

The objectives were:

To find out if teachers in Thegeenge Zone were aware of forms of integration for learners with intellectual challenges;

To identify the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge Zone;

To examine the teachers attitude towards the education of children with intellectual challenges;

And to find out whether teachers were for or against the establishment of special units for intellectual challenged children in the zone.

The research questions to guide in the study were:

How do teachers integrate learners with intellectual challenges in Thegeenge Zone?

What are the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge Zone?

What is the teachers’ attitude towards the education of children with intellectual challenges in Thegeenge Zone?

Are teachers in Thegeenge Zone for or against the establishment of special units for learners with intellectual challenges in the Zone?

The study area was mainly on learners with intellectual challenges in Thegeenge Zone.

This is one of the many education zones in Nyeri South District.

Data collection tools included a series fifteen questions in form of a questionnaire, which was based on the objectives, and research questions that were set out to guide in the study.

The major findings from the study carried out showed that many teachers in the zone were not familiar with the various forms of integration for learners with intellectual challenges in regular primary schools. Secondly, several factors that hinder integration of such learners included poor teacher/pupil ratio; poor schools infrastructure, lack of adequate financial support by the Government and Inadequate relevant training for teachers on the area of special needs education. Thirdly, teachers were not in favour for the integration of learners with intellectual challenges in their regular primary schools. They were not aware of forms of integration of such learners and this was mainly due to lack of adequate training in special needs education. Teachers recommended establishment of special units in public primary though many of them were unwilling to be put in charge of such units.

The researcher recommended that more teachers be trained on the area of special needs education, the Government to increase funding in regular primary schools to improve on infrastructure and educational resources that are key to the education of learners with intellectual challenges. The curriculum should also be overhauled to address the needs of learners with special needs in education. More units for learners with intellectual challenges should be opened in regular public primary schools to enhance integration and consequent inclusion of such learners. In conclusion, the researcher noted that there was need for more research studies to be carried out on integration and inclusion of learners with intellectual challenges in education. This would ensure that provision of education for all is guaranteed.

CHAPTER ONE: INTRODUCTION

1.0 OVERVIEW:

This chapter deals with background of the research study, statement of the problem, purpose, research objectives, scope, and significance of the research report. It concludes with a review of all sub-sections discussed in the chapter.

1.1 BACKGROUND OF THE STUDY

Persons with disabilities have for a very long time been discriminated in the society. This was even more pronounced before the 17th century.

They were regarded as socially and physically incapable and many people thought that disability was a curse from God. They were consequently neglected (Randiki 2002).

In the 18th century a few individuals began private tuition for the disabled, for instance St John Berkeley in America. Later on in the 19th century institutions for persons with disabilities were established to protect them from neglect.

The development of education for persons with disabilities has realized tremendous progress. It has been shown that they learn better when integrated in regular schools than putting them in special learning facilities away from the mainstream society. Several international and national commissions and research undertakings have underscored the essence of this approach to realize the full potential of these learners (Ngugi, 2002).

The Ominde commission (Government of Kenya 1964) urged teachers to empathize with and not sympathize with persons with disabilities in education. Such education should be of good quality and is beneficial to the individual and the society. Hence the need to find out to what extent regular schools benefit the child with sub-average intellectual functioning.

The universal Declaration of human rights (1948) focused on all spheres of human dignity and rights for all men and women. It advocated for human rights practices without violation, and progress and standards of life for all. The declaration identified basic human rights to

clude education, health, protection, food, recognition and equality. All aspects of this noble declaration did not discriminate persons with special needs.

According to Ngugi (2002) education as a basic human right was clearly stipulated in article 26 of the U.N. declaration.

It emphasized that every one has a right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. The second part of article 26 stipulates that education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms (UN, 1948). These standards rules give parents the prerogative to choose the kind of education to be given to their children.

A world conference on Education For All (EFA) 1990 held in Jomtien Thailand affirmed that the principles that every child has a right to education. The conference highlighted the range of differences which are present in today's societies and stated that many groups are excluded from mainstream education. Among them are children with intellectual deficits. It indicated the need to look at general education reforms and to address issues of access and equality for children.

In line with the current world order Kenya has set some benchmarks to be achieved. By 2015 EFA goals should be achieved. To realize this noble goal, inclusive education is something that ought to be practiced now. This is the philosophy of ensuring that schools, centers of learning and educational systems are open to all children. (Ngugi, 2002). For this to happen teachers, schools and systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupils may have.

Inclusive integration is a key prerequisite to realize sound inclusion. Integration indicates the participation of learners with special educational needs in regular education without demanding special resources in curriculum provision. They follow the school system as it is with some or no support to meet for their special needs. They adapt to the regular schools arrangement.

Currently the Nyeri south district has 4 divisions namely Municipality, Tetu, Othaya and Mukurwe-ini. Thegeenge zone is in Tetu Division. Though this zone has two special schools for the mentally handicapped it has no special units. Indeed even majority of the children enrolled in the schools come from the other divisions of the district and outside the district. This is a matter of concern as it shows that there is little or no integration programmes taking place in this educational zone. Research needed to be done to determine the underlying causes of this ugly scenario. Further the researcher intended to find out how integration programmes could be improved and sustained to enhance the education of children with mental challenges.

STATEMENT OF THE PROBLEM.

It was obvious that children with intellectual challenges in Thegeenge Zone had not realized their potential in integrated educational programmes. Without a single special unit in the zone and without poor co-operation between the teachers in regular schools and those in the two main special schools, there was urgent need to address the negative trends and find out ways to reverse the situation to better educational opportunities for learners with intellectual challenges. Without proper integration programmes the goals of full inclusion and therefore education for all as discussed earlier could not be achieved by 2015 in Kenya.

PURPOSE OF THE STUDY

The study aimed at determining the main causes of poor integration of learners with mental disabilities with a view of improving this noble education approach or strategy for such children. The study would enable the teachers to realize the potential in this category of children and therefore welcome them into regular Primary Schools in the zone. This study also aimed at identifying factors that contributed to the poor integration programmes and establish affirmative measures for all concerned in the education of this disadvantaged group of learners. One way to achieve this was to enhance improved cooperation and collaboration between the teachers in the

regular schools and those from the two special institutions in Thegeenge Zone. Ngugi (2002) notes that establishment of special units in regular schools would help to meet the goals of integration and the ultimate goal of inclusive education. Integrated children at school also enjoy social integration in the society. It is usually a less restrictive environment as they interact with others without special need in education.

The researcher was guided by the following research questions in course of the study:

Research Questions

1. How do teachers integrate learners with intellectual challenges in Thegeenge Zone?
2. What are the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge Zone?
3. What is the teacher's attitude towards the education of children with intellectual challenges in Thegeenge Zone?
4. Are teachers in Thegeenge Zone for or against the establishment of special units for learners with intellectual challenges in the zone?

RESEARCH OBJECTIVES

To find out if teachers in Thegeenge Zone are aware of forms of integration for learners with intellectual challenges.

To identify the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge Zone.

To examine the teachers attitude towards the education of children with intellectual challenges in Thegeenge Zone.

To find out whether teachers are ^{or against} ready for the establishment of special units for the intellectually challenged in Thegeenge Zone.

5 SCOPE OF THE STUDY

The research study was carried out in Thegeenge Zone. This education Zone is in Tetu Division, one of the four divisions of Nyeri South District. Thegeenge Zone borders Othaya Zone to the South, Gaki Zone to the East, Municipality Zone to the North, and Muhoyas zone to the West.

Situated within the central highland areas of Kenya, the zone experiences wet and cool climatic conditions throughout the year. Soils are generally rich in crop nutrients and therefore mainly agricultural. Main economic activities include Coffee farming, Tea farming and Dairy cattle rearing.

The study dwelt on integration of learners with intellectual challenges in regular Primary school within Thegeenge Education Zone in Nyeri South district. It examined barriers to effective integration of such learners and ways to improve on this noble philosophy or educational approaches.

5 SIGNIFICANCE OF THE STUDY:

The study aimed at realising the following:

Ensure that children with intellectual challenges benefited through integration programmes so as to develop their emotional, psychomotor, communication, academic and social skills.

Encouraging other learners in the regular school system to accept and understand the needs of the learners with intellectual challenges.

It would sensitise teachers in the mainstream schools to develop positive attitude towards learners with intellectual challenges.

It would sensitise the government on the need to revive and establish special units for learners with intellectual challenges in various primary schools in Thegeenge Zone.

It would help to increase the educational achievements for learners with intellectual challenges.

6. The study would enhance educational administrators focus and drive towards the goals of inclusive education and education for all.

1.7 REVIEW

This first chapter of the report has highlighted a brief history of special needs education dating back to 17th century to the current and modern philosophy of inclusion. The statement of the problem was set out and the purpose of the study with the guiding research question were set out. Four research objectives formulated to guide the study as well as the scope of the study were also featured and discussed in the foregoing sub-sections. Finally the researcher showed the significance of the study.

The Next chapter reviews the related literature as guided by the set out research objectives and questions discussed in this first chapter.

APTER TWO

VIEW OF RELATED LITERATURE

OVERVIEW

In this second chapter the researcher looked into the definitions of mentally handicapped children, categories, various causes of mental retardation and general indicators of the disability. The researcher further discussed historic development of special needs education in Kenya laying basis on the education of learners with intellectual challenges. Forms of integration were discussed as a basic prerequisite to inclusive education. The main barriers or challenges to effective integration of learners with intellectual challenges were also discussed.

MENTAL RETARDATIONS

DEFINITIONS

Over the years mental retardation or more currently, intellectual challenges, has received a wide range of varied definitions. According to the American Association of Mental Retardation (AAMR), mental retardation refers to substantial limitations in present functioning and is characterized by significant sub-average intellectual functioning existing concurrently with related cognitive and behavior deficits usually manifested during developmental stages (Hardman 1999). This current definition has additions from previous ones and focuses on the intensity of supports needed to assist people with mental retardation in accessing, adapting to and participating in home, school and community settings. Hardman (1999) identifies the following ten adaptive skills as essential for independent living:

Communication	Self care
Community use	Home living
Direction	Social skills
Health and Safety	Leisure
Personal academics	Work

making his discussion farther, Hardman (1999) stipulates a variety of ways in which the individual portrays competence in the areas cited above. For Example Self-care is manifested in the individual's ability in toileting, hygiene, dressing and in general grooming. Socially, the child is expected to initiate and terminate interactions, recognize feelings and foster friendships while solving problems and demonstrating self-advocacy. Following schedules and completing tasks portrays self-direction. Functional academics include abilities and skills related to learning in school that also have direct application in life. According to Mwaura (2002) a child with intellectual challenges will experience serious problems which will hold back his /her learning and adapting to the environment and society.

2 CLASSIFICATIONS:

Classification systems provide a frame of reference for studying,, understanding and providing supports and services to people with mental retardations (Hardman 1999). Each classification method reflects an attempt by a particular discipline to better understand and respond to the needs of the individual with mental retardation. The four forms of classifying individuals with mental retardation are:

1. According to the severity of the condition.
2. Educability expectations.
3. Medical descriptors.
4. Type and extent of needed support.

For the purpose of this research study, the researcher only discussed the first form of classification according to the severity of the condition.

According to the severity of the condition:

The extent to which a person's intellectual capabilities and adaptive skills deviate from what is considered normal, can be described by using terms such as mild, moderate, severe and profound.

(Iwaura (2002), in his book, "Introduction to children with special needs" discusses these various categories of learners with mental retardation to explain their degree of severity as follows:

(a).Mild mentally retarded.

These deviate to a relatively minor degree. They are not often suspected until they enter school. They can easily be educated within the regular school system. These children can easily adjust socially and can be independent in the community. They can also attain occupational and vocational skills to enable them be self-supporting either partially or totally at the adult life. They are usually referred to as **educable mentally retarded**.

(b).Moderately retarded children.

These children tend to be very slow in learning. They demonstrate developmental delays in such skills as sitting, crawling, walking and in language. They may not begin to talk or walk until two or more years after the usual age. Such signs occur very early in life but may not be recognized by suspecting parents. During school years, they show extreme difficulties in academic subjects and usually cannot progress beyond standard two.

They can however learn:

- Self-help skills (Activities of Daily living) e.g. bathing, dressing, washing, simple food preparation and ironing.
- Social adjustments in the family and neighbourhood e.g. sharing things and ideas.
- Economic usefulness at home or in the daily chores in the family or do routine jobs under supervision. Educators generally refer to these children as **trainable mentally retarded**.

(c). Children with severe mental retardation.

They show marked deficits in adaptive behavior, Severe retardation is usually evident from birth. Most of these children have genetic disorders and severe sensory and emotional problems. They also have pronounced difficulties in the areas of motor, social, speech and language skills. With

proper training those of school going age can develop minimal communication skills and learn basic self-help skills.

1). Children with profound Mental Retardation.

These children are identified at birth or within a few weeks from birth. The value and degree of their handicap is so great that they need intensive care and therapy to exhibit some adaptations. Many are confined to bed. They are unable to move about on their own. They cannot survive on their own and need almost complete care and supervision throughout their lives. They are referred to as **Custodial Mentally Retarded**.

3 CAUSES OF MENTAL RETARDATION

Hardman (1999) analyses the various causes of mental retardation into three broad areas namely:

- a. Pre – Natal Causes
- b. Peri – Natal causes
- c. Post – Natal Causes

Pre-natal conditions occur before birth, Peri-natal at birth or during delivery while post-natal notes those that occur after birth

Pre-natal causes:

During pregnancy mother may experience the following problems that may lead to mental retardation in the un-born child:

- Poor Nutrition.
- Suffer venereal diseases.
- Abuse drugs.
- Blood incompatibility (Rhesus factor)

Peri-natal causes:

At birth a mother may suffer from:

- .. Prolonged labour.

2. Umbilical cord may strangulate the foetus that may lead to anoxia-lack of oxygen in the brain.
3. Premature birth.
4. Breach birth.
5. Foetal injury during forced delivery using the forceps.
6. Neonatal jaundice and unhygienic conditions.
7. Forced delivery using the forceps.
8. Neonatal jaundice.
9. Unhygienic conditions.

Post-natal causes.

Postnatal causes include:

- Poor Nutrition.
- High fever with fits.
- Accidents especially on head and brain.
- Diseases such as Meningitis.
- Drug Abuse.
- Brain Tumors.

PRE-VALENCE

The U.S census of 1998 established that approximately 14% of all students with disabilities between the ages of 6 and 21 years have mental retardation. Hardman (1999), further notes that 1% of the total U.S. population has mental retardation. Mwaura (2002) gives similar figures for Kenyan population. The Daily Nation of 23rd May 2008 noted that out of 1.5 million people with disabilities in Kenya, 3% suffer from mental retardation. More men than women suffer from mental retardation.

5 EDUCATION DEVELOPMENT FOR CHILDREN WITH INTELLECTUAL CHALLENGES IN KENYA.

In his book "Historic Development of Special Needs Education", Randiki (2002) indicates that special needs education started in Kenya way back in 1945 during the Second World War. It was proposed to rehabilitate army officers who returned with injuries from the war. Mainly voluntary and non-governmental organizations such as Kenya Red Cross and the Rotary Club played a leading role in the establishment of such rehabilitation centers. The earliest schools for learners with intellectual challenges in Kenya include Jacaranda Special School (1948), City Primary School Special Unit (1968) and Race Course (1968).

Parents of persons with disability and friends formed movements to raise awareness on disability as a human rights issue. The Kenya Society for the Mentally Handicapped (K.S.M.H.) started in 1950, was one such movement, which advocated for the rights of persons with intellectual challenges. Currently, Kenya Institute of Special Education (K.I.S.E) train teachers and other personnel involved in the education and rehabilitation of persons with special needs in education. As discussed earlier, Kenya is a signatory of many International and National Chapters on the rights of the child including the U.N. declaration of Human Rights and Education for all (EFA) 1990. The provision of free primary and secondary education in Kenya today caters for all learners including those with Intellectual challenges. (Randiki 2002).

INTEGRATION

Randiki (2002) describes integration as the provision of educational services to children with special needs within the regular school system. It is a philosophy, which comes from the principle of normalization sometimes referred to as mainstreaming. Integration involves the movement of children with special needs from special schools to regular schools and from special classes to regular classes. Mainly integration is conducted in the following forms discussed below.

(a).Functional Integration

This is the placement of learners with Special needs in Education (SNE) in the regular class with support of the teacher and other learners. Such a learner is sometimes taken out to the resource room to be given modified instructions by the resource/ Special teacher in the area of special need. This is the best form of integration (Randiki 2002)

(b).Locational Integration

The placement of a learner with SNE in a special unit located in the regular school is referred to as locational integration. Such learners have no interactions with those in the regular school and only mix with them during break time. This form of integration is indeed physical or locational.

(c). Social integration.

In social integration, the learner with intellectual deficits is placed in a special unit for learning purposes but joins the peers in regular class for social activities such as P.E, Music and other co-curricular activities. Integration for learners with intellectual deficits promotes interaction between learners and relatives. It provides the least restrictive environment (LRE) for such learners. The non-disabled get a chance to support their less privileged peers. Integration allows a learner to be included in academic learning. It lessens labeling and stigmatization if good arrangement is made. Regular teachers also get an opportunity to interact with learners with intellectual challenges.

BARRIERS TO EFFECTIVE INTEGRATION.

Effective integration is hampered by a host of factors more so for learners with intellectual challenges. According to Ngugi (2002), children with mental retardation are viewed as a major problem and with all kind of needs that are difficult to meet. She highlights the following as major barriers to the integration of learners with intellectual challenges.

Negative attitudes

In the discourse to the background of this study, the researcher noted that many African countries viewed disability as a bad omen resulting from Gods punishment for some wrongs

one to the ancestors (Ndurumo 1993). The intellectually challenged are considered to be possessed by spirits that haunt them with a host of curses. These superstitions make parents want to hide children who deviate from the normal access to education and prioritize only the education of their children without disabilities. Also many of these children with mental disorders suffer from certain conditions such as epilepsy and other healthy ailments that are considered as infectious in the society. Education therefore refuses to admit these learners into regular classrooms for fear that such diseases would infect other learners at school and in their classes. Besides this, the intellectually challenged have low academic attainments that would result in low mean grades for their institutions. School inspectors confess that they don't understand the "special world" and hardly visit special schools for the intellectually challenged. At certain extremes many ignorant persons in the community argue that educating children with mental challenges is a sheer waste of resources as they have no future economic value. Ndurumo (1993).

Curriculum Barriers

The Koech Report (1999) was explicit on the inadequacy of the educational curriculum to meet the needs of learners with intellectual challenges. It lacked clear policy guidelines, was irrelevant, overloaded and failed to address key areas of adaptive skills required by children with intellectual challenges such as lessons on independent living skills, orientation and mobility as well as psychotherapy exercises which are paramount to cater for the unique needs of these learners. Njiru (2002) further notes that this inappropriate curriculum encourages teachers to shift focus to the average learner and to ignore those with mental deficits due to the mean-score syndrome. It encourages their repetitions in classes as classes and schools compete against each other. Lack of teacher training courses makes teachers to continue using archaic teaching methods that don't address individual differences in the learners.

) Insufficient Human and Material Resources

Adequate and appropriate human and material resources are key to successful education for learners with intellectual challenges. Hiuhi (2002) citing the Oxford Advanced Learners Dictionary of 1995 describes a resource as anything that can be turned to for help, support or consolation when needed. They include the following

- i. Human Resources
- ii. Teaching and Learning Materials
- iii. Compensatory Devices
- iv. Educational Resources

) Human Resources

Intellectually challenged learners require a wide range of human support to effectively learn in an integrated system. They include teacher aides, speech therapists, educational psychologists and physiotherapists (Huihu 2002).

) Teaching and learning materials.

These include books, blackboards, chairs, desks, tables, plants, charts and many others that make learning easy for a learner in an inclusive or integrated setting.

) Compensatory devices

These enhance functioning of the body. They are also referred to as assistive devices. Among them are wheel chairs, boots and calipers, walking bars, toilet seats and cut out desks.

General Educational Resources

These include overhead projectors, slides, posters, photographs and computers among others.

TEACHING AND LEARNING STRATEGIES IN THE INTEGRATION OF LEARNERS WITH MENTAL CHALLENGES.

Otiato, (2002) describes learning as a relative change in behavior due to experiences and practice.

He further defines teaching as an interaction in which the learner, the material, the environment and the teacher participate in the facilitation of learning. A teacher manipulates the environment to cater for the learner's diversity.

Teachers therefore should demonstrate good communication, knowledge and skills, be a good classroom manager and collaborate with all concerned in the learning process to realize positive result in the teaching and learning process.

Good communication ensures that the teacher and the learner understand each other to avoid communication breakdown. Points are clearly stated for the learner to respond as expected. Language used is at the level of the learner.

Knowledge and skills in the teaching of intellectually challenged are extremely necessary. Otiato (2002) indicates that the teachers should understand barriers within and without the child that may hinder learning. He/she should be familiar with the learning process, learning approaches, support use of assistive and adaptive educational devices all of which enhances concept acquisition for learner with intellectual diversity.

The teacher should develop and cultivate a positive attitude towards learners with intellectual challenges. These children require love and understanding in almost all areas of learning (Mumukshu 1993). This is achieved by using a clear friendly voice, simple language, praising, encouraging, calling them by their names and smiling at them.

In classroom management, the teacher must be "with-it-ness." This means that the teacher knows what is going on in every part of the classroom (Otiato 2002).

Cooperation is working together towards a common goal. The teacher should collaborate with parents, local artisans other teachers, parents, pupils, social workers, administrator and any stakeholder in the education of a child with intellectual deficits. The reduced capacity of the

mentally retarded to retain and recall information both in the short term and long term memory is pronounced, especially with regard to abstract material. (Ndurumo 1993). They learn slowly hence they have significant educational problems. The Educable Mentally, Retarded (EMR) constitute between 75% and 80% of all learners with mental retardation (Payne et al 1977). Chin et al (1975) stated that educable mentally retarded could be expected to reach between second and fifth grade academic achievements. Surran and Rizzo (1979) put their academic achievements a bit higher, between the third and sixth grade, and further stated that they are able to read, write and use basic arithmetic. Kirk (1972) observed that educable mentally retarded attain writing, spelling and arithmetic skills while they are between 8 and 11 years of age.

Trainable mentally retarded (TMR) who constitute 0.13% of the mentally retarded children can read and write to some extent and be expected to achieve pre-primary education up to the third grade (Surran and Rizzo, 1979)

Payne et al (1979) provided the following guidelines to be used in teaching learners with intellectual challenges:

- Use labeling and association to enhance learning.
- Break tasks down into small steps and present small amounts sequentially.
- Select interesting and meaningful tasks to sustain learners involvement.
- Repeat and practice skills to promote over learning.
- Use rehearsal strategies.
- Use a multi-sensory approach.
- Use auditory and visual stimuli for rehearsal strategies.

The challenge of integrating learners with intellectual challenges in regular primary school is enormous to the teachers, it is however surmountable. As noted earlier, integration offers a better learning environment for such children that is least restrictive and one that prepares them for more active community participation.

2.9 REVIEW:

This chapter reviewed related literature to the study. It dwelt on definitions of mental retardation, classifications, causes of mental retardations, prevalence and educational developments for learners with mental retardation in Kenya and various forms of integration. The researcher also discussed barriers to effective integration for learners with intellectual challenges as well as the teaching and learning strategies for such learners. The next chapter is on methodology and discusses approaches used to realize the objectives of the research study.

CHAPTER 3: METHODOLOGY

3.0 OVERVIEW

In this third chapter, the researcher explained how research study was carried out. The research designs, sampling procedures and the sample population were accounted for. The instruments used and the procedures used in the study also explained and finally a review of the whole chapter given.

3.1 RESEARCH DESIGN

The researcher used a quantitative approach to capture and present the data. A series of 15 questions based on the objectives and research questions for the study was presented to the respondents in form of a questionnaire. The respondents were expected to answer the questions as individuals giving frank responses on all matters in questions.

Krug (2002) explains quantitative research approaches as a method that uses numerical data to explore traits and situations. The data is then analyzed to give meaning to the study. Standardized tests such as specially prepared questionnaires are directed to a selected sample. Tabulations and analysis of the data captured help to arrive at valid and sound generalization that meet specific needs of the research.

Quantitative methods include survey, correlation, developmental and experimental methods.

SAMPLING PROCEDURE

The researcher used simple random sampling method. The researcher visited various schools of the target zone at random and presented questionnaires to the first five teachers that he approached who accepted to participate in the study. The researcher targeted five teachers from every school because many of these schools had at least 10 teachers in their staff enrolment. This therefore was a suitable number to represent the teacher population in the zone, which therefore could give a suitable and valid generalization during the analysis. It is important to note that teachers from all special schools in the zone were also included in the study since they are more familiar

th learners that are intellectually challenged. The researcher selected 10 out of the 15 public schools in Thegeenge zone to ensure that the data collected could reflect on the majority of the teachers in the zone.

3 THE SAMPLE

The sample comprised of male and female teachers from Thegeenge Education Zone. They came from 10 out of the 15 public schools visited at random by the researcher. 32 female teachers and 18 male teachers were issued with the set of questionnaires to participate in the study. This made a total of 50 teachers from the zone. 6 of these teachers however did not return the forms and only 44 therefore had their data captured by the researcher and used to give the findings of the study. The table below illustrates the teacher population used as respondents.

Table 3.1

RESPONDENTS	FORMS ISSUED	FORMS RETURNED	FORMS NOT RETURNED
Males	18	16	2
Females	32	28	4
Total	50	44	6

The next table identifies the schools to which the forms were taken, the teacher population and the forms returned.

Table 3.2

SCHOOLS	FORMS ISSUED	FORMS RETURNED	FORMS NOT RETURNED
Mwathi	5	4	1
Nagana	5	5	0
Nutiga	5	5	0
Nakwa-ini	5	4	1
Njira	5	3	2
Njandi	5	5	0
Nguini	5	5	0
Nuthi	5	3	2
Numbi Special	5	5	0
Nano Special	5	5	0
TOTAL	50	44	6

The next table analyses the age distribution of the respondents. It was noted that many of the teachers were between 30 and 50 years of age. Many of these schools had no young teachers while many of those above 50 years did not participate in the study.

Table 3.3

Age Distribution.

RESPONDENT	14-18 YRS	19-25 YRS	26-35 YRS	36& ABOVE	TOTAL
Males	-	3	4	9	16
Females	-	5	10	13	28
Total	-	8	14	22	44

The next table analyses the academic qualifications of the respondents. Majority of the respondents were at certificate level and only 16 out of the 44 had a diploma and above.

Table 3.4

Academic Qualifications

RESPONDENTS	CERTIFICATE	DIPLOMA	DEGREE	TOTAL
MALES	18	6	4	28
FEMALES	10	4	2	16
TOTAL	28	10	6	44

INSTRUMENTS

The researcher used questionnaires to capture data from the respondents. There was a set of 15 questions based on the objectives and research questions of the study. Though particular questions targeted to answer specific questions of the study, many however cut across the research questions. The questions had short responses and the respondent was expected to tick against his/her most appropriate choice from the options given. The respondents were to remain anonymous and were not to write their names on the questionnaires. A brief statement was used to introduce the researcher to the respondents. The first part of the questionnaire was used to capture the bio data, which included age distribution, gender and academic qualifications. On gender one was expected to tick male or female. Age distribution was from 14 years but had no upper limit. The last option in the age distribution was 35 years and above. Academic levels were certificate; Diploma and Degree. The questions 1-15 were distributed as follows:

3 questions enquired on the teachers teaching experience, training in special needs education and areas of specialization.

4,5 and 6 enquired on teacher's altitude towards education of the children with intellectual challenges.

7 and 8 enquired on forms of integration used in Thegeenge zone for learners with intellectual challenges.

9 and 10 enquired on barriers that hinder effective integration of learners with intellectual challenges.

11, 12 and 13 enquired on the teacher's readiness for the establishment of units for learners with intellectual challenges in their schools.

14 and 15 enquired on co-operation and collaboration between regular primary school teachers and those teaching in special schools.

PROCEDURE:

Initially, The researcher set out a time frame for the whole research study. The study was expected to start in March 2008 and end in June 2008.

The research topic was presented to the university administration in March for approval. There after the researcher embarked on the writing of the research proposal, which was presented to the university administration in April 2008. The proposal write up involved collection of relevant literature review and surveying of the geographical area of the study. This was important in order to identify possible limitations in course of the study.

After the approval of the proposal, the researcher proceeded to write a research dissertation. This involved detailing the proposal material especially on literature review as well as in data collection. The EARS center in Nyeri and Kenya Institute of Special Education (KISE) helped in getting the needed literature review materials. A questionnaire (see appendix) of 15 questions was used to capture the needed data. Piloting was done within the neighboring institutions to test the ability and validity of the sample questions. The researcher then proceeded to capture data from the various public primary schools and special schools in Thegeenge Zone.

at the school, the researcher sought permission from school administration before approaching the teachers. Agreement was made on when to collect the questionnaires. The researcher collected back 44 questionnaires out of the 50 distributed. After the data collection, the researcher proceeded to tabulate and analyze the data in form of diagrams, bar graphs and pie charts as shown in chapter on findings. After organizing and analyzing the data, the researcher proceeded to write chapter 4 and 5 of the research report. A completed report was expected to be submitted to the college by the end of June 2008.

6 DATA ANALYSIS

The researcher tabulated and analyzed the data collected to provide answers to the research questions guiding the study. Tabulation of the numerical data was done in various ways, which included Diagrams/Tables, Pie charts and bar graphs. This gave a visual presentation of the responses collected that helped to make valid generalization based on the questions posed in the study. The researcher's duty was to correlate the available data and therefore find out whether it agreed or contradicted the literature review material on the factors barring effective integration of learners with intellectual challenges, the attitude of teachers towards such children, forms of integration and the stand of teachers on the establishment of special units for the intellectually challenged to aid in effective integration. Chapter 4 on findings shows the various forms of data tabulation and analysis as discussed in this section.

REVIEW

This chapter covered methods used in this research study. It explained the research design, sampling procedure, the sample, Instruments, the procedure and finally the data analysis. The contents of the next chapter are on findings of the research study.

CHAPTER 4: PRESENTATIONS OF THE FINDINGS

4.0 OVERVIEW

In this fourth chapter, the data received from the respondents was tabulated and analyzed. It was then presented in various techniques, which included tables, bar graphs, and Pie charts to aid in providing answers to the research questions set out to guide the study. These were just factual presentations without explanations or discussions, which would later be done, in the last chapter of the study.

4.1 ANSWERS TO THE RESEARCH QUESTIONS

(a). Gender (figure 1)
The table below showed the number of male and female teachers who participated in answering the questionnaires and later gave back the completed forms.

Figure 1

RESPONDENTS	NO RETURNED	% RETURNED
females	16	36.4%
males	28	63.6%
TOTAL	44	100%

(b). Age (Figure 2)
The next table showed age distribution of the teacher who participated in the study.

Figure 2

CATEGORY	MALES	FEMALES	TOTAL	%
18 YRS	-	-	-	0%
25 YRS	3	5	8	18%
35 YRS	4	10	14	32%
45 & OVER	9	13	22	50%
TOTAL	16	28	44	100%

A graphical presentation of the data was provided as below.

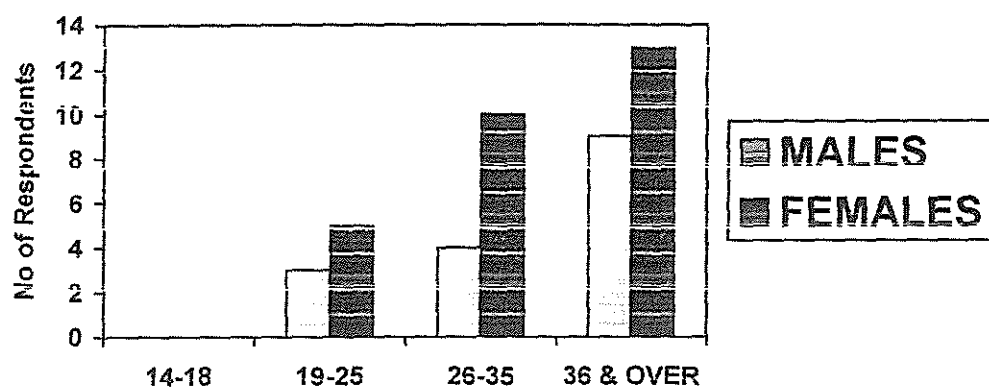


Fig 4.1 Males and Females in age distribution

(c). Academic Level

Table 4.3

QUALIFICATION	MALES	FEMALES	TOTAL	%
Certificate	10	16	26	59%
Diploma	4	8	12	27%
Degree	2	4	6	14%
Total	16	28	44	100%

Question analysis as 1-15

1 For how long have you been in the teaching profession?

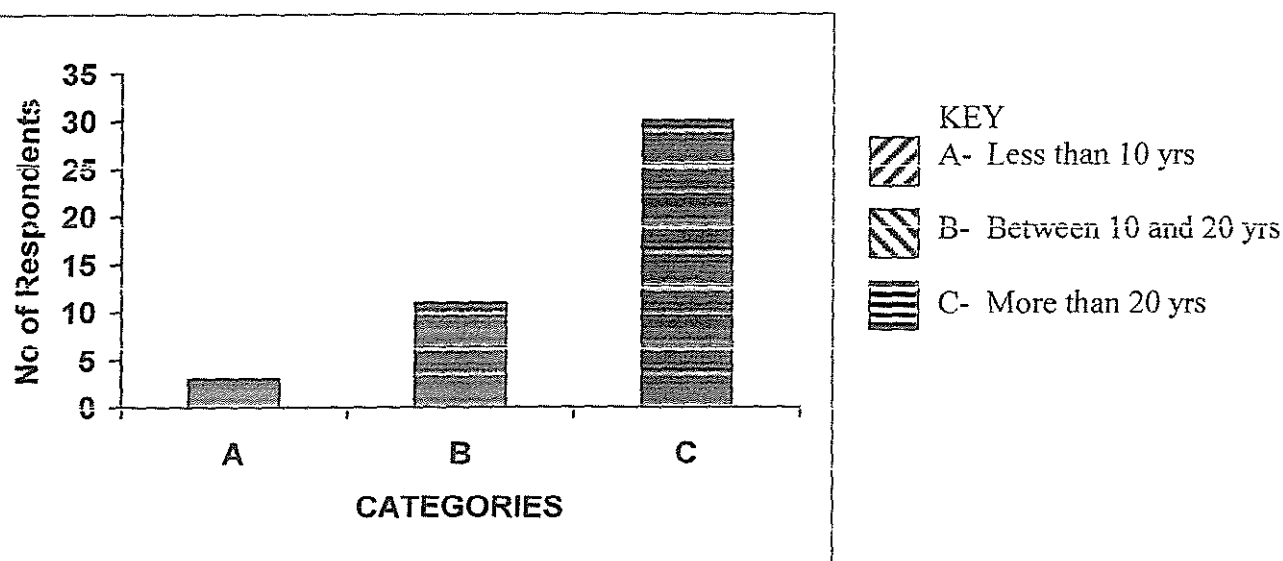
The following were the responses on the teaching experiences.

Table 4.4

Teaching experiences

CATEGORY	MALES	FEMALES	TOTAL	%
Less than 10 yrs	1	2	3	7%
Between 10 & 20 yrs	5	6	11	25%
More than 20 yrs	10	20	30	68%
TOTAL	16	28	44	100%

Figure 4.2 gives a graphical presentation of the information received above. (Both Male and Female)



4.2. Teaching experiences

2. Are you trained in the area of special needs education?

Responses were as shown in Table 4.5-Training in S. N. E.

SPONSES	MALES	FEMALES	TOTAL	%
Yes	6	8	14	32%
No	10	20	30	68%
TOTAL	16	28	44	100%

If yes, which discipline did you major in?
The following were the teachers' responses.

Table 4.6- Disciplines majored in.

Disciplines	Males	Females	Total	%
Physically challenged	7	10	17	39 %
Deaf	-	1	1	2 %
Blind	-	1	1	2 %
Physically handicapped	1	1	2	5%
None	8	15	23	52%
TOTAL	16	28	44	100%

the Pie Chart below the above Responses.

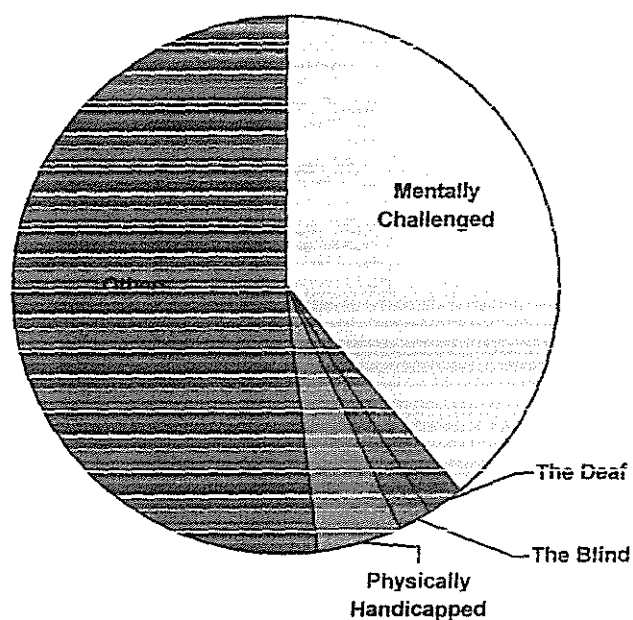


Figure 4.3- Disciplines majored in during training

How do you view teachers handling children with mental retardation either in a special or a special school?

Table 4.7-attitude towards teachers handling learners with intellectual challenges.

Responses	Males	Females	Total	%
A. Doing a worthwhile job	12	18	30	68%
A. As wasted manpower	2	2	4	10%
C. Have no comments	2	8	10	22%
Total	16	28	44	100%

The Pie Chart below illustrates the data tabulated above.

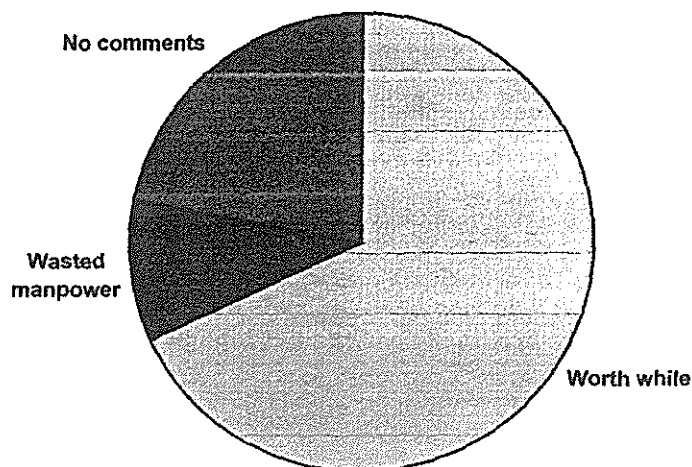


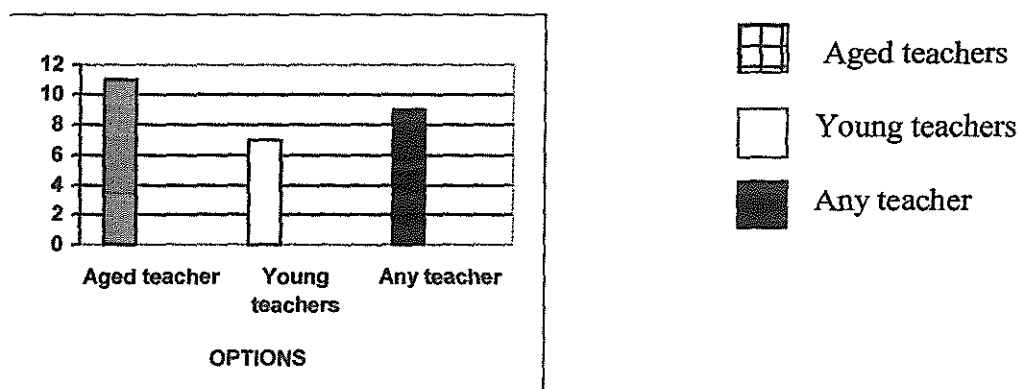
Fig 4.4- Attitude towards teachers handling learners with intellectual challenges

4.5 Which category of teachers would you recommend to handle learners with mental retardation?
The following responses were registered.

Table 4.8 suitable teachers for learners with M. R

	MALE	FEMALE	T	%
Aged teachers	2	3	5	11%
Young teachers	-	3	3	7%
Any teacher	-	4	4	9%
Teachers train in SNE	14	18	32	73%
Total	16	28	44	100%

Figure 4.5 illustrates the data tabulation above graphically.



4.5 – Recommended age – groups of the teachers

Q.6 How should a teacher handle a child with mental retardation in his/her class?

The following Responses were registered.

Table 4.9

	MALES	FEMALES	TOTAL	%
A Treat just like other children	4	8	12	27%
B Give extra attention to the child	4	6	10	23%
C Transfer to special school	8	14	22	50%

Q.7 Do you integrate learners with mental challenges in your school?

Responses registered:

Table 4.10

OPTIONS	MALES	FEMALES	TOTAL	%
YES	6	8	14	32%
NO	6	10	16	36%
NOT SURE	4	10	14	32%

Q.8 If yes, what form of integration do you use in your school?

Responses registered:

Table 4.11

	MALES	FEMALES	TOTAL	%
Functional integration	2	4	6	14%
Local integration	3	6	9	20%
Social integration	2	4	6	14%
None	3	6	9	20%
cannot identify	6	8	14	32%

Q.9 Listed below are the factors that can hinder effective integration. Please tick the one you agree with the most.

The following responses were registered.

Table 4.12

OPTIONS	MALES	FEMALES	TOTAL	%
Inadequate trained personnel	4	6	10	23%
Inadequate government support	4	8	12	27%
Poor Teacher/Pupil ratio	2	6	8	18%
All the above	6	8	14	32%

The Pie Chart below illustrated the data tabulated above.

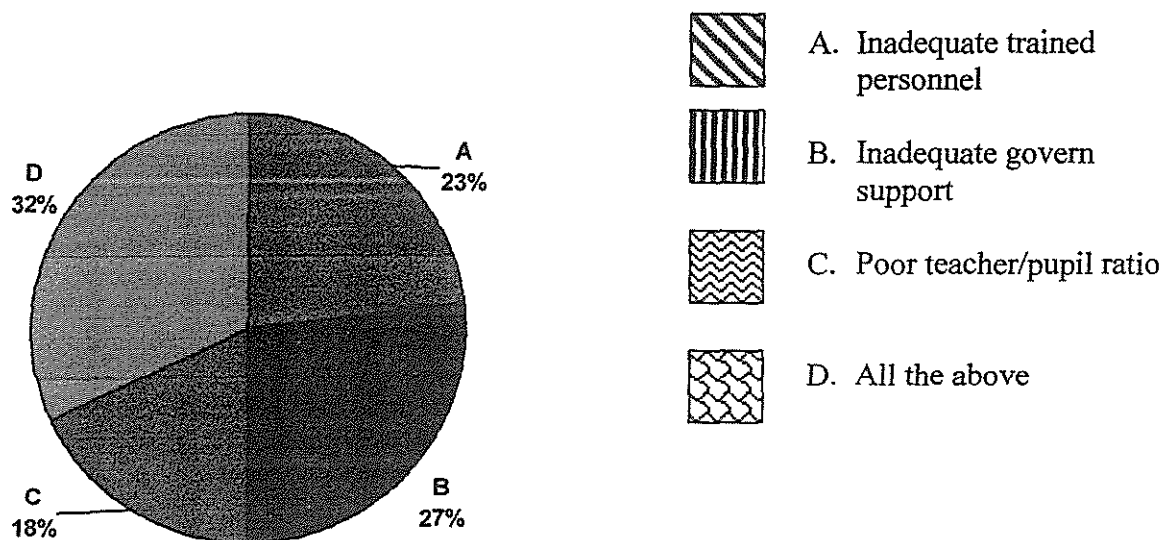


Fig 4.6 Barriers to effective integration

10 How do you think integration of learners with intellectual challenges can be improved?

Responses registered.

Table 4.13

OPTIONS	MALES	FEMALES	TOTAL	%
Train teachers in S.N.E.	8	10	18	42%
More Govt. Funding	2	8	10	21%
Improve on education policies	-	2	2	5%
All the above	6	8	8	32%

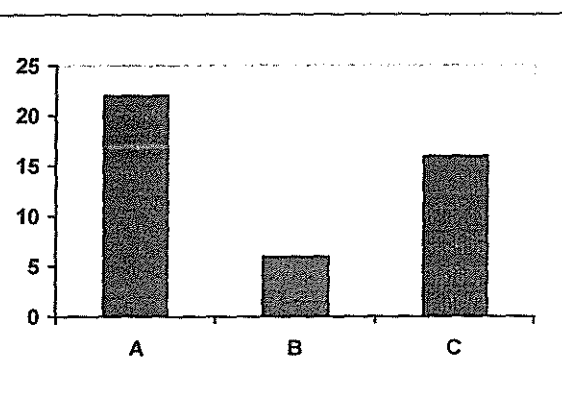
11 Units of learners with mental challenges should be established in regular primary schools as a way of integrating learners.

Responses registered

Table 4.14

SPONSES	MALES	FEMALES	TOTAL	%
Agreed	8	14	22	50%
Disagreed	2	4	6	14%
Not sure	6	10	16	36%

have a graphical representation of the data above.



A. AGREED



B. DISAGREED



C. NOT SURE

Fig 4.7 - Establishment of units for learners with M. R.

.12 Would you recommend such a unit (above) to be opened in your school?

he following responses were recorded

Table 4.15

	MALES	FEMALES	TOTAL	%
ES	6	10	16	37%
D	6	12	18	41%
NOT SURE	4	6	10	22%

.13 How would you react if you were put in charge of such a unit described above?

Table 4.16

OPTION	MALES	FEMALES	TOTAL	%
DISAPPOINTED	2	4	6	14%
COMFORTABLE	8	18	26	59%
NOT SURE	6	6	12	27%

The Pie Chart below illustrates the tabulation made above.

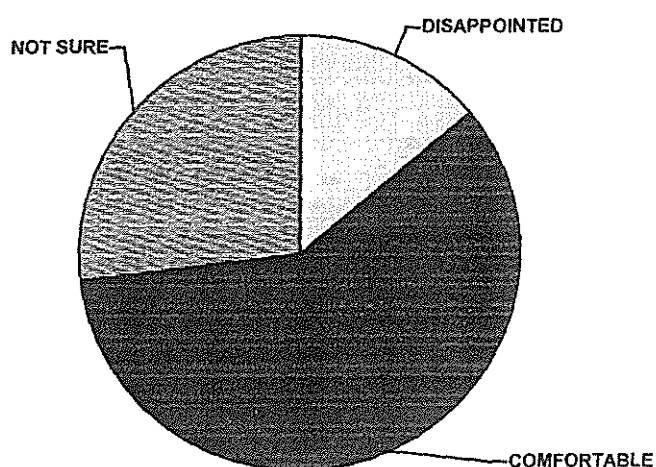


Figure 4.8 – Teachers reactions on appointment (above)

14 How best do you think learners with intellectual challenges could be educated?

Table 4.17

Options	MALES	FEMALES	TOTAL	%
Taken to special school	10	20	28	68%
Integrate in regular schools	6	8	14	32%
Remain at home	-	-	-	-

5 How do you rate co-operation and collaboration between regular schools teachers and those

in special schools for learners with intellectual challenges?

Table 4.18

Options	MALES	FEMALES	TOTAL	%
Extremely Good	2	3	5	11%
Good	6	8	14	32%
Poor	7	15	22	50%
Extremely Poor	1	2	3	7%

The graph below illustrates the tabulations represented above.

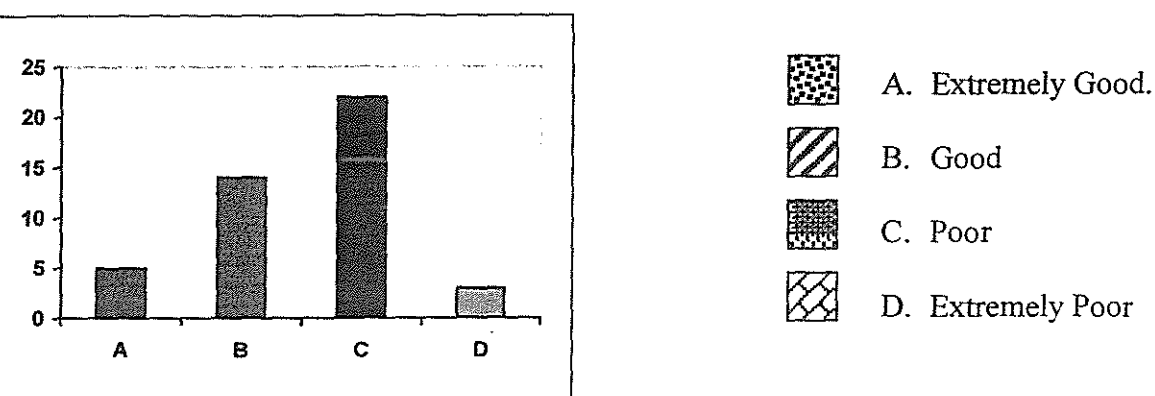


Figure 4.9 –co-operation and collaboration between teachers.

2 REVIEW:

This chapter has presented, tabulated and analyzed data received from the respondents by use of questionnaires. The analysis answers the four guiding research questions stated out earlier in the introduction chapter. They were:

1. How do teachers in Thegeenge Zone integrate learners with intellectual challenges?
2. What are the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge Zone?
3. What is the teachers' attitude towards the education of children with intellectual challenges in Thegeenge Zone?
4. Are teachers in Thegeenge Zone for or against the establishment of special units for learners with intellectual challenges in the Zone?

Answers will be discussed further in the next chapter of the research study.

CHAPTER 5: DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 OVERVIEW

This was the final chapter of the research study. It discusses the main findings from the tabulated and analyzed data from the previous chapter. The results were commented on and interpreted. The research compared these findings with previous ones as explained in the literature review.

The chapter also gives generalized conclusion based on the result of the study and finally the researchers recommendation that would guide other future studies pertaining to the education of learners with special needs in education. A review of the contents covered concludes the chapter.

5.1 DISCUSSION:

Persons with disabilities have over the years been ignored and neglected in the society. Ndurumo (1993). Their education has been considered unimportant where priority is given to the education of the non-disabled who have brighter employment opportunities in the field of work.

The situation has however improved but isolation and segregation of learners with intellectual challenges is still persistent more so in many African countries. Ndurumo (1993).

As the researcher stated in the introduction chapter, there was gross isolation of mentally retarded learners in Thegeenge zone where not a single unit for such children existed.

It was evident that little was being done to integrate the intellectually challenged in regular primary schools in the zone.

The purpose of the study was therefore to determine the main causes of this inadequacy and to find possible cures to this retrogressive scenario.

The researcher set out guiding question to the study as follows:

- 1) What are the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge zone?
- 2) What are the major factors that hinder effective integration of learners with intellectual challenges in Thegeenge zone?

- 3) What is the teachers' attitude towards the education of children with intellectual challenges in Thegeenge zone?
- 4) Are teachers in Thegeenge zone for or against the establishment of units for learner with intellectual challenges in the zone?

On the attitude of teachers towards the education of learners with intellectual disabilities, Payne and Mercer (1975) concedes that views on persons with disability have greatly changed and the latest is the perception of them as capable of benefiting from education and vocational training. The appreciation of the respondent in this study is explicit from the findings presented. They said that the teachers were doing a worthwhile job (table 4.8) and that the children should be taken to school and not left at home (table 4.18). Further they stated that they should be handled by teachers trained in special needs education and not aged teachers or any other teacher, (table 4.9). This indicates a positive change of attitude for the education of children with intellectual deficits and gives a generalized answer to the third guide question of the research study.

Ndurumo (1993) attributes this change of attitude in the society to the current information disseminations on intellectual challenges and the training of teachers in special needs education. Further, there is more interaction between the disabled and the non-disabled within school and the community.

On barriers to effective integration of learners with intellectual challenges, the respondent cited all those provided in the options (table 4.13 and table 4.14). Mwangi (1987) observed that: "A review of the trends to special education points to the critical importance of legislation (policies) to ensure effective organization and implementation of special education programmes. Developed countries that have successfully established such programmes have managed to do so with proper legislative backing."

Regarding western European, Mwangi (1987) observed that special education is being influenced by the American outlook on areas such as teaching strategies, non-categorical movement and integration and in types of service delivery system.

The United State (Public law 94-142) is influencing the general outlook and practices even in other countries. This law stipulates that educational agencies receiving government financial assistance must establish priorities for providing education to handicapped children (Ndurumo 1993).

In integration practices/strategies for learners with intellectual challenges, the respondent gave alarming results. While only 32% stated that they integrate these learners in their schools, 68% never said that they never did it or were not sure about integration. This indicates that there is indeed very little integration practices going on in Thegeenge zone (table 4.12).

Only 48% named some forms of integration that they practiced in their schools (table 4.12). Actional integration which had been identified as the best form of integration was only practiced by a mere 14% of the respondent. This lack of effective integration of learners with intellectual deficits was further evident from the responses given in question 6 and table 4.10 and 14 (table 4.13) where over 50% of the respondents recommended such learners to be taken to special schools. Integration of learners with intellectual deficit is a strenuous exercise that requires individualized education programmes (I.E.P) for such learners. Ndurumo (1993).

A philosophy may be foreign to educators who lack knowledge in special needs education. Mwangi (2002) cites rigid education approaches as a barrier to the effective integration and inclusion of learners with mental deficits in our public primary schools.

In the establishments of units for learners with mental retardation, the outcomes of the study was that many teachers supported the idea and indeed recommended one to be established in their schools. However there was still a large number that was not sure on what was best for such

learners while others expressed disappointment on the idea of being made to be in charge of such a unit (fig 4.8).

Udumuro (1993) citing Lebanks vs. spears in Pennsylvanian court case, states as follows:

Alternative educational placement is preferably placement in a regular school with provision of related services.” Placement in a regular public school is preferable to placement in special schools or classes. Children should be educated in the least restrictive environment (LRE).

The establishment of units for learners with intellectual deficits in regular public schools helps to integrate them within the school system and in the community. They have more contact with the non-disabled learners who help them to meet their daily educational needs. Rusalem (1980) notes that special class placement allows the children to be integrated with their non-handicapped counterparts in selected subjects such as art and P.E and offers educational approaches for such children.

. CONCLUSIONS

From the data and finding of this research study, the researcher arrived at the following conclusions:

That many teachers in Thegeenge zone lack high academic qualifications

That many of the teachers in the zone are not trained in special needs education

That the attitude of teachers towards education of the intellectually challenged has positively changed/ improved.

That many teachers still view special school and units as the best placement for learners with intellectual deficits.

That there is minimal integration practices for learners with intellectual deficits in Thegeenge zone.

That functional integration which is the best form of integration is least practiced in Thegeenge zone.

- 7) That there are several barriers that hinder effective integration of these learners that include poor teacher/pupil ratio, limited trained personnel, inadequate government support, poor infrastructure and lack of appropriate educational policies.
- 8) That many teachers recommended the establishment of special units in their schools in Thegeenge zone.
- 9) That teachers are not synthesized on how best they can handle learners with intellectual deficits within the regular school programmes.
- 10) That cooperation and collaboration between teachers in regular public schools and those from special schools for the intellectually challenged is poor and require improvement.
- 11) That there are very few young teachers in regular public schools in Thegeenge zone.
- 12) That there are more female teachers than male teachers in Thegeenge zone.

3 RECOMMENDATIONS

In view of the outcomes from this research study, the researcher made the following commendations:

There is need for more teachers to be trained in the area of special need education in Thegeenge zone.

That teachers should be synthesized on how best they can handle learners with intellectual challenges within regular public schools' programmes in order to effectively integrated such learners.

The government should increase funding in regular public schools to improve on infrastructure and educational resources that are key to successful education for learners with special needs in education.

The government should train and employ more teachers in regular public schools to improve on the teacher/pupil ratio in Thegeenge zone.

-) That the curriculum should be overhauled to ensure that it addresses the needs of the learner with special needs in education especially learners with intellectual challenges.
-) That units of learners with intellectual challenges should be opened in regular public schools in Thegeenge zone. This will encourage such learners to interact more with non-disabled, the teachers and the general community and would be valuable ingredients towards the goals of inclusive education.
-) That cooperation and collaboration between teachers from regular public schools and those from special schools for learners with intellectual challenges be improved to ensure more support for such learners.
-) The government should employ other support personnel for learners with intellectual challenges in public primary and special schools to enhance the education of such learners. These include physiotherapists and itinerant teachers among others.

All levies on the education of learners with intellectual challenges should be waived/scrapped to ensure complete provision of free and compulsory education for such learners. These include boarding fees, tuition fees and fees for co-curriculum activities among others.

The government should be more vigorous towards the attainment of millennium Education goal as set out in its education document. It is stipulated that Education For All (EFA) goals would be realized by 2015

As we come to the end of this research report, it is important to state that the study is not an end in itself but just another eye-opener towards deeper research in the field of learners with intellectual challenges and broadly in all areas of special needs in Education. The researcher recommends that further research be conducted to ensure that all forms of disabilities in Thegeenge zone and the Kenyan republic, are consolidated and their attainment of appropriate education opportunities assured. Our society can no longer afford to ignore these disadvantaged members of the community and relegate them into the back streets.

the glory of God would only be witnessed amidst us if we all strive to care for the less fortunate members of our community in all spheres of human development.

4 REVIEW

This chapter was on discussion based on the tabulated and analyzed data in chapter 4. The researcher explained the research findings as set out in the guide questions of the study. Parallels were drawn from previous research conducted on the subject of the study.

The researcher then gave recommendation and conclusions based on these findings. It was evident that there was minimal integration practice in Thegeenge zone and that there was need to establish efforts for the intellectually challenged within our community. The researcher further urged for more research study in all areas of special needs in education so that none is neglected or relegated to the back streets within our society.

This forms the last chapter of this research study and therefore concludes this research document.

The researcher believes that the content of this study will form a firm base towards the need for further research in all areas of education to ascertain that EFA goals set out at the national and international level are made a reality to all and sundry and in particular to the less fortunate members of our society- those with special needs in Education.

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QUESTIONNAIRE

Dear respondent

I am a student of Kampala International University carrying out an academic research on the topic “factors affecting integration of learners with mental challenges in regular primary schools in Thegeenge zone, Kericho south district in, Kenya” as a case study. You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

Please do not write your name anywhere on this paper.

PERSONAL INFORMATION

GENDER

Male ☐ Female ☐

AGE

Below 18 ☐

18-25 ☐

25-35 ☐

35 and above ☐

ACADEMIC LEVEL

Primary ☐

High Certificate ☐

Diploma ☐

University ☐

How long have you been in the teaching profession?

A) Less than 10 years ☐

B) Between 10 and twenty years ☐

C) More than 20 years ☐

Are you trained in the area of Special Needs Education?

A) YES ☐ B) NO ☐

If yes above, which discipline did you major in?

- A) Mentally Challenged
- B) The Deaf
- C) The Blind
- D) The Physically Handicapped
- E) Any other/None

How do you view teachers handling Children with Mental retardation either in a special unit or Special school?

- A) Doing a worthwhile job. ☐
- B) As wasted manpower. ☐
- C) Have no comments. ☐

Which category of teachers would you recommend to handle learners with mental retardation?

- A) Old and trained ☐
- B) Old and not trained ☐
- C) Young and trained ☐
- D) Young and not trained. ☐

How should a teacher handle a child with mental retardation in his/her class?

- A) Treat just like other children ☐
- B) Give extra attention to the child ☐
- C) Recommend to be transferred to a Special School. ☐

Do you integrate children with mental challenges in your school?

- A) Yes ☐
- B) No ☐
- C) Not aware ☐

If yes what forms of integration programs do you use in your school?

- Functional Integration. ☐
- Local Integration. ☐
- Social Integration ☐
- None ☐
- Cannot identify ☐

Indicated below are the factors that can hinder effective integration. Please tick the one you agree with most?

- a. Lack of enough adequate trained person in the area of special needs education. ☐
- b. Poor government support and in adequate infrastructure. ☐
- c. Poor teachers / Pupils rate. ☐
- d. All the above. ☐

How do you think integration of learners with intellectual challenges can be improved?

- a. By training teachers in the area of special needs in education. []
- b. Government intensification of funding learners with intellectual challenges. []
- c. Formulating good educational policies on integration of learners with intellectual challenges. []
- d. All the above. []

Units of learners with mental challenges should be established in regular schools as a way of integrating such learners.

- a. Agreed ☐
- b. Disagreed ☐
- c. Not sure ☐

Would you recommend such a unit (5 above) to be opened in your school?

- a. Yes ☐
- b. No ☐
- c. Not sure ☐

How would you react if you were put in charge of such a unit described above?

- a. Disappointed ☐
- b. Comfortable ☐
- c. Not sure ☐

How best do you think learners with intellectual challenges could be educated?

- a. Be taken to special schools ☐
- b. Be integrated in regular primary school ☐
- c. Not educated and should remain at home. ☐

How do you rate cooperation and collaboration between regular schoolteachers and those from special schools for the intellectually challenged?

- a. Extremely good ☐
- b. Good ☐
- c. Poor ☐
- d. Extremely poor ☐

ALLAMANO SPECIAL SCHOOL

P.O. BOX 265, NYERI.

05/05/2008.

TO WHOM IT MAY CONCERN

JACKSON W.KAHUHO BED/13637/61/DF.

The above named is a teacher in this school and a student of Kampala International University (KIU) Uganda. He is currently undertaking a research on the topic "Factors Affecting Integration of learners with intellectual challenges – A case of Thegege Zone – Nyeri South District".

Kindly give him the necessary support to successfully complete the exercise.

Thank you in advance.

Yours Faithfully,
ALLAMANO SPECIAL SCHOOL
(for mentally handicapped children)
Wamagana Catholic Church
P. O. Box 265 - NYERI (KENYA)
R. JANE GACA.

HEADTEACHER - ALLAMANO SPECIAL SCHOOL)

EDUCATION

TSC set to recruit 6,000 new teachers

advertises for the vacant posts to appear in the press this week

BENJAMIN MUINDI

The recruitment of 6,000 new teachers begins this week, the Teachers Service Commission has announced.

The commission says media advertisement for the teachers will be placed this week.

The hiring will start soon after publication of the advertisement, according to TSC boss Daniel Lengoiboni.

Over a thousand of the recruits will be deployed in primary

schools and 2,000 in secondary schools.

Sources at the TSC yesterday disclosed that Mr Lengoiboni was out of the country and this had delayed the start of recruitment.

The recruitment was scheduled to begin two weeks ago.

TSC is also charged with the duty of identifying schools worst hit by the teacher crisis.

Meanwhile, 6,000 graduates of teacher training colleges will be hired as interns to curb the shortage of teachers in public schools.

According to the TSC, it would still need 58,000 teachers to meet the shortage in the country.

This year alone, at least 600 teachers have left service for other professions. Others have retired or died.

"The country still faces a shortage of teachers but the Govern-

ment will address it as economic challenges ease," he said.

During this year's budget, Mr Amos Kimunya, who stepped aside as Finance minister last week, allocated Sh1.56 billion for the recruitment of new teachers.

"The Government will also work out modalities of a teaching programme to utilise graduates of teacher colleges before they are absorbed by the TSC," said Mr Kimunya.

Modalities

However, the Education minister Prof Sam Ongeru, is yet to disclose the modalities in which the recruitment of the interns will be done.

He said the country's transition rate from primary to secondary schools currently stood at 70 per cent.

