

**ASSESSMENT OF PARENTS' SUPPORT AND STUDENTS' PERFORMANCE
A CASE STUDY OF KAPLELARTET ZONE
SIGOWET DIVISION – KERICHO DISTRICT
KENYA**

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DECLARATION

I, SAMUEL CHERUIYTOT TUM, declare that this research report is my original work and has not been presented for a degree in any other university.

Signature 

Date 16-12-2009

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SUPERVISOR'S APPROVAL

This research report has been submitted for examination with my approval as the university lecturer.

Signature  Date 19/12/09

MR. BALIRUNO JOHN BAPTIST

DEDICATION

This research report is dedicated to my dear wife Nancy Tum, and my children Nimrod Kipkoech, Theophilus Kiptoo and Joy Cherono plus all my friends for the moral and material support they gave me in the course of my studies.

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ABSTRACT

This study examined the effect of parent's involvement in education on the academic performance of the mentally retarded children in public primary schools of Kenya specifically the study intended to: determine whether cultural beliefs among the parents affects the enrolment of mentally retarded children in the zone; determine whether the parents teach their mentally retarded children adaptive skills; To establish whether the parents of mentally retarded children play their role effectively as far as the education of their children is concerns and to find out whether the parents understand and appreciate the importance of taking their mentally retarded children for assessment The employed the use of descriptive approach. This means that the researcher described the data or the findings using both qualitative and quantitative approaches. The target population in this study was all the parents and teachers of mentally retarded children in the zone. Two parents of mentally retarded and teachers from each school constituted the sample selected using non probabilistic method The major findings from the study was that cultural beliefs, negligence, lack of sensitization and lack of technical skills among the parents and the teachers are the major cause of Low enrolment of mentally retarded children in the Zone. The study recommended that parents and the siblings should appreciate their little achievement in order to boost their morale. They should be allowed to socialize and interact with their peers. They should provide simulative home environment. They should give them an opportunity to learn through special education. This means that the parents should play their role effectively. Teachers of mentally retarded children should use a mortified curriculum to accommodate the interest of these children. They should provide an enrich and friendly environment to attract such learners. Those teachers who have not under-gone special training should go for in service where they will learn new skills of how to handle these learners. They should take them for assessment.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, the problem statement, purpose, research objectives, questions, scope and significance of the study

1.1 Background of the Study

There has been a marked increase in the number of people with disabilities in Kenya. This has been associated with various factors as the increase in accidents, congenital disorders diseases and malnutrition. The problem caused by disabilities affects the performance of an individual. Various efforts have been made to address the issue of disabilities but little area of mental retardation. have been put in place

Sigowet division is composed of thirteen primary schools, among which are The enrolment of mentally retarded pupils in these schools is low. The factors that contribute to this trend have not been established. This was the original inhabitants of this region. However, there are some other communities which have migrated from other district. What is interesting about these immigrants is that all of them have adopted the culture and life-styles of the initial inhabitants

The performance of pupils in primary schools is a function of various factors. The school arrangement and environment play s significant part in terms of the resources put in place, the commitment of the teachers and the kind of training they received and other school variable are very necessary. However this in isolation cant bring the desired our come if not complimented by the home support. The social economic background of children is one the leading determinants of performance for the young one and the mentally challenged.

1.2 Statement of the Problem

Parents of the mentally retarded children that want to see their siblings perform on average or as the normal should take an active participation in monitoring the progress as well as encouraging their students learning because this motivates these learner to put in more efforts and also to fee a sense of belongingness. Unfortunately however the parents of the mentally retarded children in the district, division have neglected this role which has resulted into poor performance of their children a situation that have moved from poor to worst as the performance is continuing to drop. This high number of mentally retarded children who are not in Kenya has raised a lot of questions among the stakeholders. Where as there could be several factors leading to the poor performance of the mentally retarded children in the zone it is believed that parents role is key. This study there for examined the effect of parent's involvement in education on the academic performance of the mentally retarded children

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between the parents' involvement in the education and academic performance of the mentally retarded children

1.4 Objective

This research study was guided by the following research objectives

- (a) To determine whether cultural beliefs among the parents affects the enrolment of mentally retarded children in the zone.
- (b) To determine whether the parents teach their mentally retarded children adaptive skills.
- (c) To establish whether the parents of mentally retarded children play their role effectively as far as the education of their children is concerns.
- (d) To find out whether the parents understand and appreciate the importance of taking their mentally retarded children for assessment

1.5 Research Questions

It was necessary for the researcher of this study to formulate research questions form the objectives of the study. These questions were use as a guide during the study. Items (questions) in the research tool were also derived from these research questions. Among these questions are as follows.

- (a) Could cultural beliefs among the parents be the cause of low enrolment of children with mental retardation in the Zone?
- (b) Do the parents of mentally retarded children teach their children adaptive skills?
- (c) Do the parents of mentally retarded children play their role effectively as far as their education is concern?
- (d) Do the parents understand and appreciate the importance of assessment of children with mental retardation?

1.6 The scope of the Study

The area covered by this research study is matungulu District. This region lies along the border provinces of Kenya.

Educationally the zone is administered by Assistant Education Officer. Administratively, the area is divided into locations. Each location has about two-three sub-locations. Generally, the population of pupils in this region is high but the enrolment of those with mental retardation is low, that is why the study was done. The largest communities in this region are. Their standard of education is low and they are too cultured. Their source of income is relatively low. They rely on small scale-farming.

1.7 Significant of the Study

The results or the findings of this study will be disseminated to all stakeholders. It will be used as a basis of getting a solution to the problem before it is too late. If a

solution is not found its effects will be felt by the immediate families, the society and by the nation as a whole.

From these results the parents of the mentally retarded children will change their attitude towards the education of these children. Through it, the parents will see the importance of teaching mentally retarded children adaptive skills. They will also get to understand the importance for assessment.

The parents will get to understand the importance of providing all the needs to such learners just as they do for other “normal” children. Then will also learn the importance of taking these children to vocational centers where they will learn vocational skills to enable them earn a living in future such as tailoring among others skills. The results of this study will propel the parents to form organization for the parents with children with mental retardation for them to advocate effectively.

The government through provincial administration will see the importance of sensitization of the parents towards the education of mentally retarded children.

The ministry of education science and technology will see the need of training teachers and field officers through in-service on how to teach and handle learners with special needs.

1.9 Definition of Terms

1. Assessment: It is the overall process of evaluating a child to ascertain the nature and degree of his handicap or ability.
2. Identification: - This is the process of pin-pointing children who can be considered to be exceptional.
3. Normalization: - Creation of a learning and social environment as normal as possible for a child with special needs.
4. Mental retardation: Refers to a significantly sub-average general intellectual functioning existing con-currently with deficit in adaptive behaviour.
5. Cultural beliefs - Refers to the attitude of a particular community towards something. These attitudes can be passed form one generation to the other.
6. Intervention: These are the efforts that are put in place to eliminate or at least reduce the obstacles that prevent a child with disabilities from realizing her or his full potential.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Mental retardation is a condition characterized by low general intellectual functioning and deficits in adaptive behaviors, Jeanne (2003). The above definition is also given by Ndurumo (1993). It was necessary for the researcher to find out primary and secondary sources to find out what other scholars have said about mental retardation and the education of children with such condition.

All children are unique individuals and stereotypes or suggestions that certain children are a “type” must be avoided. Deborah (1992) notes that, Pupils with mental retardation exist in our communities and we should accept the challenge of living and working with them.

2.1 Historical Development of Special Education

Special education has evolved over the years through many stages. Among them are

2.1.1 Neglect Period

Before 17th Century, people with disabilities all over the world were considered less socially and physically less capable. Children born with disabilities were not easily accepted and then were regarded as a burden to the family and to the society, Randiki (2002).

A birth of an infant with mental retardation has profound impact on the family. The parents were thrown into an initial state of emotional shock characterized by confusion, anxiety, anger and bewilderment. Some parents describe such emotions as very much like those suffered after the death of the beloved one. This means that such children were seen as a curse or a burden to the family. To date some communities still hold a belief that persons with mental retardation are a disaster to the family. That is why such children are not given equal opportunities as other children. Some families used to throw such children to the bush.

The people of Sparta (Greece) use to kill such babies. Families with children with mental retardation are also discriminated in the society Randiki (2002). The negative attitudes have persisted and it has cause a lot of depression and frustration to the affected child together with his or her parents. Dehumanizing names such as idiot, dump, and moron were used.

2.1.2 Private Tuition Period

At this level persons with disabilities were given private tuition at home by their parents. By this time the parent had seen some potential in them. They had realized that children with disabilities can also learn. Randiki (2002).

2.1.3 Institutionalization

At this stage all children or persons with disabilities were put together in a specific place where some skills could be taught and to protect them form neglect. This was around 1800, Deborah (1992).

2.1.4 Separation Period.

At this stage institutionalization was passed out. Dean (2002). Non-disabled children were moved away from the disabled children.

2.1.5 Normalization

This was the time where learning and social environment were normalized to suit the interest of all the learners. Knoblock (2006)

2.2.6 Inclusion Period

Inclusion means recognizing individual differences thereby enabling them obtain a good quality of life in their natural environment. It therefore means adjusting the home, the school, and the society at large so that all individuals can have the feeling of belonging.

Inclusive education is the process of addressing the learner's needs within the mainstream of education using all the available resources for them to realize their maximum potentialities. This philosophy evolved during World Conference on Special Needs Education Spain in 1994, Randiki (2002).

2.2 Assessment

Educational assessment refers to the gathering of information about the children's learning levels, styles and skills in order to make instructional decisions about the meeting their needs. If assessment is conducted properly and at the right time appropriate intervention measures can be put in place to reduce the problem, Deborah (1995).

2.3 Purpose of Assessment

According to Deborah (1992) educational assessment can serve the following purposes.

- (i) To ascertain individual development pattern.
- (ii) To determine whether child needs special attention.
- (iii) To identify learners who needs additional assessment.
- (iv) For curriculum planning.
- (v) For appropriate placement.
- (vi) To identify children who are suspected to have developmental delays or advances.
- (vii) To monitor the progress of the children or learners.

Educational assessment should be conducted by multi-disciplinary team. This is a group of professionals comprising of audiologist, physiotherapists, parent, social worker, and teacher of the learner, speech therapist and psychologist, Deborah (1992).

2.4 Roles of the Parent in the Education of Mentally Retarded Children

A parent is the primary helper, monitor, co-ordinator, observer, record keeper and decision maker for the child, Hobbs (1995). Children with mental retardation can not be viewed in isolation, but rather as members of their families, community and also as members of the society. The provision of special education must give strong consideration to the parent to:-

- (i) To give equal opportunities to education to exceptional children.
- (ii) To teach their mentally retarded children adaptive skills.
- (iii) To advocate for the rights of their children.
- (iv) To promote social interaction among the peers and friends.
- (v) To discourage discrimination against these learners.
- (vi) To take their children for excursion to improve their self-esteem.
- (vii) To take them for assessment.
- (viii) To take their mentally retarded children to vocational training centers where they will learn functional skills. Lloyd (1974)

2.5 Teaching of Functional Skills

Functional skills are abilities that enable a learner with mental retardation to operate independently in his or her own environment freely with minimum assistance. These abilities enable the child to take care of personal needs.

Mentally retarded children may have difficulty in learning or adapting these skills. (Ndurumo 1993). Children with mental retarded may also be associated with a low self image and a greater expectancy of failure in both academic and social situations. In such a case the parents should take their time to teach these skills, Ormrod (2003)

2.6 Role of the Government in the Education of Mentally Retarded Children

The government should co-ordinate assessment of such learners. Through field officers, the government should sensitize the parents on the importance of educating their children irrespective of their diverse needs.

The government should train and post special needs teachers to all public schools to assist in teaching learners with various disabilities. For severe and profound cases the government should avail special schools where such children will be assisted accordingly. It should allocate more funds and resources to those learners with diverse needs, Dunn (1974).

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The success of a research study depends on the method employed in the study. The researcher of this study chose or selected a method that assisted him in answering research questions and objectives of the study.

3.2 Research Design

In this study the researcher applied or employed the use of descriptive approach. This means that the researcher described the data or the findings using both qualitative and quantitative approaches.

The data was recorded in frequency distribution tables. From these frequency tables, the researcher had to record an observation from the responses of the respondents after critical analysis.

3.3 Study Area

This research study was carried within the district, Kenya. The respondents or participants were from seven primary schools in the zone. The said schools had the same characteristics. The parents of the mentally retarded children were selected from the said seven schools which were used as the sample. In addition to the parent class one teachers from the same seven schools participated in the study.

3.4 Target Population

The target population in this study was all the parents and teachers of mentally retarded children in the zone.

3.5 Sample Population

The sample populations are those people who participated in the study. These were two parents of mentally children from each school and two teachers from lower primary class from each of the seven schools. Each respondent were supplied with

a questionnaire. Where a respondent was illiterate, questions were read in the local language.

3.6 Sampling Technique

The researcher of this study applied the use of non-probability sampling in selecting the respondents. The researcher selected the nearest and the most convenient persons to act as the respondents. The most convenient persons in this case were the parents of children with mental retardation and class one teachers from the selected schools in the zone.

3.7 Procedure of the Study

The researcher of this study conducted this study in step by step form the start to the end. Among these procedures are:-

- Identification of research topic.
- Proposal writing.
- Pre-testing of the research instrument.
- Seeking permission from immediate institution.
- Data collections.
- Data organization, analysis and presentation.
- Writing up and submission of research report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

A hundred separate pieces of interesting information mean nothing to a researcher or to the reader unless they have been placed in categories. The researcher of this study arranged the data according to the order of the research questions or objectives.

4.2 Data Presentation

The researcher of this study presented the raw-data collected in the form of frequency. He presented it in frequency distribution tables. He applied the APA style, whereby frequency is converted into percentages for easy understandings. Below each frequency distribution table, the researcher interpreted the results and made or recorded an observation from the data.

The following are detailed results of the study. The order of questions matches with the research questions.

4.2 Data Analysis

From the results the researcher made a critical analysis and came up with the following observations. Through the responses of the participants the researcher noted the following factors as the major cause of the low enrolment of mentally retarded children in the zone.

(i) Cultural Beliefs

From the responses of the participants about 70% of both parents and teachers accepted that cultural beliefs are a hindrance of education to mentally retarded children. Many of these parents need education.

(ii) Rights of the mentally retarded Children

The results of the study revealed that many of these children have no access to basic rights. About 62% of the (parents) respondents stated that mentally retarded have no right to own or inherit property. The responses of the teachers were better.

(iii) Assessment

According to the data it was seen that assessment is not adequately done in this zone. Many children have not been to assessment centers. About 77% of the parents who participated in the study agreed that their children have not been assessed. The worst part, of it all is that some of these children have not been to school.

(iv) Economic Status of the Parents

According to question or item 4, majority of the parents accepted that they are economically stable. The problem is that they don't see the value of educating the disable. The response of the teachers reveled that these parents does not play their role effectively as far as the provision of education to the mentally retarded children is concern.

(v) Role of registered organization

According to the results of the study, there is no registered organization for the mentally retarded children in the region. This is supported by the respondents to item No. 5 in the questionnaire. Many of the parents have not enrolled in any of the organization. This means that advocacy is still low.

ACTUAL DATA PRESENTATION

Data from the Parents

Item 1 (a)

In your community is mental retardation regarded as a curse or seen as a sign of bad omen?

RESPONSES	FREQUENCY	PERCENTAGE
YES	10	71%
NO	4	29%
TOTAL	14	100%

Source: Research Field Findings 2009

From these results we observe that many parents still hold negative attitude towards children with mental retardation.

ITEM I (B)

In your community, do you think that all mentally retarded children have been to school?

RESPONSES	FREQUENCY	PERCENTAGE
YES	1	8%
NO	8	62%
SOME	4	30%
TOTAL	13	100%

Source: Research Field Findings 2009

The largest percentage of the respondents gave a **NO** response showing that mentally retarded children do not enjoy their rights. More preference is given to the "Normal" children.

Item 1 (c) Do you think that a mentally retarded child has a right to own property?

RESPONSES	FREQUENCY	PERCENTAGE
YES	4	31%
YES TO SMALL EXTEND	3	23%
	6	46%

NO		
TOTAL	13	100%

From this table, we observed that many parents from this region do not respect the rights of children with disabilities.

Item 2 (a)

Is your child able to carry out the following activities (1) Dressing (ii) Toileting (iii) Bathing etc by himself or herself?

RESPONSES	FREQUENCY	PERCENTAGE
YES	4	31%
NO	9	69%
TOTAL	13	100%

Source: Research Field Findings 2009

From this observation, it is seen that 69% of the mentally retarded children lacks skills of daily living thus making them to be dependants.

Item 2 (b)

Have you attended training on how to assist a child with mental retardation?

RESPONSES	FREQUENCY	PERCENTAGE
YES	2	15%
NO	10	77%
PARTLY.	1	8%
TOTAL	13	100%

Source: Research Field Findings 2009

According to these results many parents are still ignorant about their role as far as the education of mentally retarded children is concern.

Item 2 (c)

Apart from you, is there any other member of your family who has skills on how to assist a mentally retarded child?

RESPONSES	FRDQUENCY	PERCENTAGE
YES	4	30%
NO	9	69%
TOTAL	13	100%

Source: Research Field Findings 2009

This result prove that about 69% of out people do not have skills of how to assist mentally retarded children and there is need for mobilization

ITEM 3 (a)

How old is your child?

RESPONSES	FREQUENCY	PERCENTAGE
BELOW 8YRS	1	8%
10YRS	3	23%69%
ABOVE 12XRS	9	
TOTAL	13	100%

Source: Research Field Findings 2009

The results from the sample population show that many of the mentally retarded children are above 8yrs and therefore there is need to address their educational needs before it is too late.

ITEM 3 (B) Is he or she in school?

RESPONSES	FREQUENCY	PERCENTAGE
YESNO	4	31%
	9	69%
TOTAL	13	100%

Source: Research Field Findings 2009

From this table many of the mentally retarded children are not in school. Only a third from the study area are in school.

ITEM 3(c) your child been assessed at the assessment centre?

RESPONSES	FREQUENCY	PERCENTAGE
YES	23%	
NO	77%	
10		
TOTAL	13	100%

Source: Research Field Findings 2009

From these results, it is seen or observed that many of the mentally retarded children have not been assessed. Therefore, the degree of retardation is un-certain.

PART II

RESULT FROM THE TEACHERS.

The following are the responses of class one teachers whom were taken to be the sample to represent the whole schools in the zone.

ITEM 1(a)

Are there mentally retarded children in your village who are not going to school?

RESPONSES	FREQUENCY	PERCENTAGE
YES	14	100%
NO		-
UNCERTAIN.		-
TOTAL	14	100%

Source: Research Field Findings 2009

From the responses of the participants, the researcher of this study found out that there are many other mentally retarded children who are not in school for no apparent reason despite the introduction of free primary education.

ITEM 1 (B)

Do the parents of mentally retarded children provide all the needs of their children in time?

RESPONSES	FREQUENCY	PERCENTAGE
YES	1	7%
NO	13	93%
TOTAL	14	100%

Source: Research Field Findings 2009

From the responses, the research came to learn that the parents do not play their role effectively as far as the provision of education to the mentally retarded children is concern.

ITEM 1 (c)

According to you, can a mentally retarded child have a right to own or inherit property?

RESPONSES	FREQUENCY	PERCENTAGE
YES	2	14%
NO	10	72%
UNCERTAIN.	2	14%
TOTAL	14	100%

Source: Research Field Findings 2009

From these responses the largest number of our teachers still believes that the disable children can not own property. The researcher attributed the responses of these participants to cultural practices and beliefs towards persons with disabilities.

ITEM 2 (a)

Have you come across a pupil who is unable to toilet, dress or bath him or herself properly?

RESPONSES	FREQUENCY	PERCENTAGE
YES	14	100%
NO	NIL	-

TOTAL	14	100%
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Source: Research Field Findings 2009

According to the responses of all the teachers who participated in the study, it was observed that mentally retarded children are in our settings and there is need to address their educational needs in order to make them to be more independent in future.

ITEM 2 (b)

Have you attended a workshop/seminar on how to assist learners with mental retardation?

RESPONSES	FREQUENCY	PERCENTAGE
YES	2	14%
NO	12	86%
TOTAL	14	100%

Source: Research Field Findings 2009

These results revealed that about 86% of our teachers have never been taught on how to assist learners with mental retardation.

ITEM 2 (C)

Is there any member of staff in your school who is trained in special education?

RESPONSES	FREQUENCY	PERCENTAGE
YES	1	7%
NO	13	93%
TOTAL	14	100%

Source: Research Field Findings 2009

From the above results, we can observe that very few of our regular teachers have not trained in special education and there is need for the Government to initiate a policy that integrate special education in the curriculum that is use in teacher Training colleges.

ITEM 3 (a)

What is the age of the oldest pupil in your class?

RESPONSES	FREQUENCY	PERCENTAGE
8YRS	3	8%
10YRS	3	23%
ABOVE 12YRS	8	69%
TOTAL	14	100%

Source: Research Field Findings 2009

According to these results we can conclude that those pupils who are 12 years and yet they are still in standard one can be mentally retarded because their level of performance is low compared to their age.

ITEM 3 (b)

Does she or he participate actively?

RESPONSES	FREQUENCY	PERCENTAGE
YES	4	29%
NO	10	71%
TOTAL	14	100%

Source: Research Field Findings 2009

Mentally retarded pupils lag in class activity unlike their fellow pupils who are effective in class. This can be supported by the above results which show that 71% of them are not active in class compared to the “normal” pupils.

ITEM 3 (C)

Have you been taking mentally retarded pupils for assessment?

RESPONSES	FREQUENCY	PERCENTAGE
YES	2	14%
NO	12	86%

TOTAL	14	100%
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Source: Research Field Findings 2009

From this table, about 86% of standard one teachers have not been taking their mentally retarded pupils for assessment. This is dangerous because the degree of disability has not been established for proper placement.

ITEM 4 (a)

Do the parents of mentally retarded children contribute positively towards the education of their children?

RESPONSES	FREQUENCY	PERCENTAGE
YES	-	-
NO	14	100%
TOTAL	14	100%

Source: Research Field Findings 2009

From these results the researcher found out that all parents of mentally retarded children does not contribute positively towards the education of their children. ALL the respondents whom were used in the study gave a negative answer.

ITEM 4 (b)

Does the government provide adequate funds to support the provision of free primary education for the mentally retarded children?

RESPONSES	FREQUENCY	PERCENTAGE
YES	-	-
NO	14	100%
TOTAL	14	100%

Source: Research Field Findings 2009

The above results revealed that the government has not allocated adequate funds to support the education of mentally retarded children as far as the provision of free primary education is concern.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The major findings from the study was that cultural beliefs, negligence, lack of sensitization and lack of technical skills among the parents and the teachers are the major cause of Low enrolment of mentally retarded children in the Zone.

However, there could be some other factors that have not been investigated and I therefore call upon other researchers to research further on this.

5.2 Conclusion and Recommendation

The parents and the siblings should appreciate their little achievement in order to boost their morale. They should be allowed to socialize and interact with their peers. They should provide simulative home environment.

They should give them an opportunity to learn through special education. This means that the parents should play their role effectively.

Teachers of mentally retarded children should use a mortified curriculum to accommodate the interest of these children. They should provide an enrich and friendly environment to attract such learners. Those teachers who have not undergone special training should go for in service where they will learn new skills of how to handle these learners. They should take them for assessment.

The government should train more special needs teachers who will understand the diverse needs of learners with various disabilities. The government should allocate more funds to support learners with mental retardation. Assessment centers should be at the zonal level and not at the district level for early intervention.

Organization for persons with mental retardation should advocate and ensure that disability laws are observed. They should mobilize members of the society to

discourage discrimination, stigmatization and rejection against them but to change their attitude. If we take in the above recommendation, definitely we shall develop because each and every one of us will have a chance to exploit our full potentials.

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APPENDIX A
BUDGET

The cost incurred in the study was as indicated below.

DETAILS	COST K.Sh.
Transport	3,000
Printing	3,500
Meals	1,500
Total @mount	8,000

APPENDIX B

TIME-FRAME

TIME	ACTIVITIES
August-Nov 2008	Proposal writing
December 2008	Submitting proposal for approval
Jan – Feb 2009	Collection of data
March 2009	Data analysis
April 2009	Writing and Submission of Final research report.

Number of distributed and collected questionnaires

Schools	No. distributed	No. collected
A	4	3
B	4	4
C	4	4
D	4	4
E	4	4
F	4	4
G	4	4
TOTALS	28	27

Remarks: One parent in school "A" did not submit the questionnaire.

