

**CHALLENGES FACED BY MENTALLY CHALLENGED  
LEARNERS IN AN INCLUSIVES SETTING  
IN MUTIRA ZONE KIRINYAGA**


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## DECLARATION

I Pauline Kanyiba Njogu do hereby declare that *challenges faced by mentally learners in an inclusive setting in Mutira Zone Kirinyaga District Kenya* 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: 10-10-2008

Supervisor(s) MR. EDGAR PAUL.

This research <sup>report</sup>~~proposal~~ has been submitted for examination with my approval as the candidate university supervisor(s).

Signed: 

## **DEDICATION**

I dedicate this work to my husband Rionel Kinyua and my mother Susan Wangeci who have greatly supported me during my study.

## **ACKNOWLEDGEMENT**

First and foremost I acknowledge the entire community of Kampala International University for enabling me carry out this research study. Special thanks go to my lecturer Mr. Laaki and my supervisor Mr. Paul Edabu who enabled me to carry out the research successfully.

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**The following terms are operations defined basing on the study.**

Attitudes	-	Feelings towards somebody or anything.
Challenged	-	Affected mind
Inclusive	-	class with “Normal” and challenged learners together.
Methodology	-	Method of carrying our research.
Normalization	-	This is assisting the handicapped individuals to lead a life close to normal.
Regular Teacher	-	Teacher who teaches “normal” learners.
Special Education	-	Special education that caters for those children with learning needs.
Special Education Teacher	-	A teacher trained to educate challenged learners.



## ABSTRACT

The researcher saw that mentally challenged learners in Mutira Zone are not learning well since some regular teachers have negative attitudes towards them. So sue to this, the reseacher wants to investigate problems facing inclusion of mentally challenged learners in an inclusive setting.

The researcher designed questionnaires and piloted to a few teachers within her working station. Later the qeuestionnaires were distributed to different subjects in different schools and later collected to analyse data.

The researcher considered the number of mentally challenged learners in schools and community. The questionnaires were administered in five schools to twenty subjects.

Random sampling was used. After the research, the researcher found that mentally challenged children are not positively viewed by some people in the community. The researchers saw that there should be suitable educational resources for these learners for them to improve.

## CHAPTER ONE: INTRODUCTION

### INTRODUCTION:

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives, scope and the significance of the study.

#### 1.1 Background of the Study

Long time ago mentally children were seriously mistreated. These children were called very fully names by the others. Some of the names these pupils were called are: dump, stupid, demagogo, imbaale, fool or even diot (1945). There are others who believed that the mentally challenged children were possessed by the devil and in so doing these pupils were neglected, persecuted or mistreated by their own pupils. It is the other day that there has been a slight change of attitude towards accepting and appreciating the handicapped and integrating them into the society.

The United Nations Declaration of Human Rights (1975) has vividly spelt out the unlimited right to educational opportunities for all persons even those who are handicapped. The education of the mentally challenged should be offered in an environment which is barrier free and should not all segregate these children from his peers in the regular schools and the community at large. The profound and the severe mentally retarded children are the ones who should be educated in special schools but the mildly challenged should be educated with the normal in the normal schools. The government policy session paper No. 6 more emphasis on the integration of mentally learners, the paper which stated that the majority of mentally handicapped children should be educated through integration programmes in the normal schools while the severe ones be educated in the special schools. The mentally challenged should be educated in an environment which is conducive for them and especially where there needs are met appropriately. This child who is mentally challenged needs exposure to enable him/her acquire the necessary knowledge, skills and attitudes for self reliance and also participate in the community fully.

Anderson (1977) said that the placement of mentally challenged children in the ordinary schools does not guarantee integration but what happens to the child within the school, the mentally challenged children need education and not integration.

In our country, every child has got a right to education which has been made compulsory by the (NARC) government.

This idea of integration has been there since time immemorial especially in Kenya and as indicated by reports of different commissions for education e.g. the Gachathi Commission (1976) and the Omidia Commission for Education (1964) which were set up to look into aspect of education in the country. In Kirinyaga District education of the mentally challenged children started in 1989. To date our district is still lagging behind in terms of integration of the mentally handicapped children in the ordinary schools due to different challenges.

## **1.2 Statement of the Problem**

The researcher has noted that most of mentally challenged learners drop of school after being included in an inclusive setting. The 'normal' learners don't accept them. They call them fools; most of the teachers are not trained to handle these learners. They find it a waste of time teaching them. They complain the class mean score is lowered by these learners, due to this the government is training teachers at K.I.S.E (Kenya Institute of Special Education). 'Normal' learners are taught to accept the learners way they are.

## **1.3 Purpose of the Study**

The purpose of this study is to investigate challenges facing the inclusion of mentally challenged learners in an inclusive setting.

The researcher will also attempt to find out why the mentally challenged children do not continue learning.

## **1.4 Research Objectives**

The study aimed at achieving the following objectives:

- ♦ To find out problems faced by teachers in regular schools when handling mentally challenged learners.
- ♦ To investigate teachers' attitudes towards mentally challenged learners.

- ♦ To investigate the causes of mental retardation.
- ♦ To investigate whether there are trained teachers in the schools who can handle mentally challenged learners.

### 1.5 Research Questions

- (i) What are the causes of mental retardation?
- (ii) Are there trained teachers in schools who can handle mentally challenged learners?
- (iii) Which problem do teachers face in regular schools while handling mentally challenged?

### 1.6 The Scope

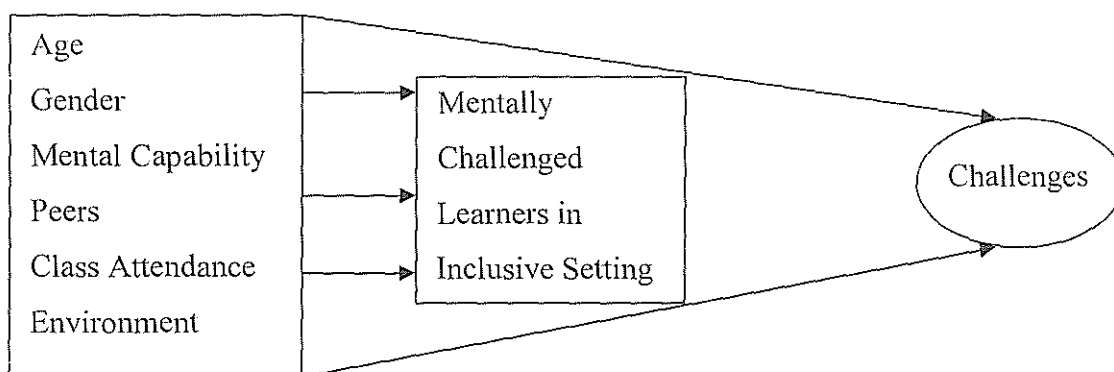
The researcher will carry her research in her working area. This will involve Kagumo Primary in Mutira Location, Kirinyaga District in Central Province. Mentally challenged children will be the focus of the researcher to identify challenge they face in an inclusive setting. The researcher's study will be between 2006 – 2008.

### 1.7 Significance of the Study

- ♦ It will help teachers to acquire knowledge and skills in guiding and counselling both the parents and the learners.

### 1.8 Conceptual Framework

The independent variables would be age, gender, mental capability, peers, class attendance and environment. Mentally challenged learners, challenges will be the dependent variables.



**1.9 The following terms are operations defined basis on the study.**

Challenged	-	Affected mind
Inclusive	-	class with “Normal” and challenged learners together.
Attitudes	-	Feelings towards somebody or anything.
Special Education	-	Special education that caters for those children with learning needs.
Normalization	-	This is assisting the handicapped individuals to lead a life close to normal.
Special Education Teacher	-	A teacher trained to educate challenged learners.
Regular Teacher	-	Teacher who teaches “normal” learners.
Methodology	-	Method of carrying our research.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter analyse the related literature according to the study objectives in sub-themes.

### **2.1 Mentally challenged setting challenges and inclusive**

Mentally challenged means that children whose mind is not normal and affected due to various causes. Challenges refers to problems those children meet in the environment they live in. Inclusive setting is a learning situation where “normal” and challenged learners are learning together. Inclusion is the provision of education services to children with special needs within a regular school system environment long time and even now in some cases is not good for these children with special needs and so teachers, community; parents need to be made aware on how to cater for this need.

#### **Neglect Period**

In this section, you will learn about how special needs education has evolved over the years starting with the period of:

- ◆ Neglect
- ◆ Private tuition
- ◆ Institutionalisation
- ◆ Separation
- ◆ Normalisation/deinstitutionalisation
- ◆ Inclusion

Let us briefly look at the historical development of Special Needs Education during each of the above periods.

#### **Neglect Period**

Before the 17<sup>th</sup> Century, people with disabilities all over the world were considered socially and physically less capable. Hence they were not easily accepted and regarded as part and parcel of the family and community. For instance, many people

with disabilities suffered neglect and rejection. This was because families and communities had negative attitudes towards disability. They regarded disability to be caused by witchcraft, curses, or as a punishment from God for wrongs done. It was also considered contagious. Consequently persons with disabilities were isolated and their needs were not adequately provided for by families and communities.

Some African communities used to throw such children in the bush because women were expected to give birth to healthy babies. Any weakling was not to be given any chance to live for any were considered a burden to the community.

For Example: The people of Sparta in Greece used to kill babies with distinct disability features. Some great philosophers as Plato and Socrates condemned people with disability as not capable of reasoning therefore could not learn. This strengthened exclusion of people with disability.

Families with children who were handicapped were also discriminated upon. People could not marry from a family with a history of disability in their genealogy. The negative attitudes of the society towards persons with disabilities have persisted throughout the history of special needs education. It is the negative attitude, which has made children with special needs and their families to be segregated. Due to society's attitude, the earliest names of people with special needs had negative connotations. These names were abusive, derogative and dehumanising. For example:

- ◆ Cripple
- ◆ Dumb
- ◆ Idiot
- ◆ Moron
- ◆ Embecile

In Kiswahili, names like: Kiziwi (deaf), Kipovu (blind) or Kilema (cripple) placed people with disabilities into object class, thus viewing those with special needs as lesser beings. You may even hear people refer to a parent as the parent of the 'kipovu child'. These societal attitudes have negative bearings on services for children with special needs.

**Private Tuition Period:**

Some people such Jacob Bernonilli (1654-1705) from Switzerland, Henry Baker (1698 – 1774) from United Kingdom, Johann Conrad Amman (1699 – 1730) from Holland, Jacob Rodiriguez (1715 – 1780), Napoleon Bonaparte 1 (1768 – 1780) from Edward Seguin (1812) and Jean Marc-Itard (1798) all from France proved through teaching activities that it was possible to educate children with disabilities.

**Institutionalisation Period**

This practice was common in Europe and USA in the 19<sup>th</sup> century. Institutionalisation was a service provision whereby a residential facility was put in place to house children with varied special needs to protect them from neglect. The original aim was to provide higher level care and corrective rehabilitation with the objective of returning them to society after improvement. The earliest education to persons with disabilities was purely rehabilitative and upheld medical care. These two factors were emphasized with the hope that the disabled person will be made normal or taken out of the disability world. All valuable time was wasted at the expense of educational provision by trying to reverse disability. However the conditions in the Institutions deteriorated to such levels that they became more or asylums and poor houses where children were abandoned and neglected. People looking after them did not show them kindness and love. They were seen as lesser beings. Individuals who felt that they had to reform the society started giving educational services in these institutions to children with disability. In Kenya, when custodial approach was introduced churches and service providers visited them and gave special services and education. This started after the Second World War. This was for those disabled war soldiers.

In Kenya the first institutions were meant for rehabilitation. Persons with disabilities who went through such institutions got so much of vocational education and rehabilitation at the expense of academic work. Sessional Paper No. 5 of 1968, focused on care, and rehabilitation of children with special needs.

**Separation Period**

In the early 20<sup>th</sup> Century upto 1960's as institutionalisation was being phased out, it was realised that children with special needs in education could not learn alongside



the non-disabled children due to their special education needs. As a result they were segregated and placed in special programmes. For example:

1. Special schools
2. Units for children with disabilities
3. Juvenile homes
4. Small homes
5. Approved schools
6. Family hiding a child with special needs in a room

Special schools were started as residential institutions and grew in number in the first part of 20<sup>th</sup> Century. This separated child with their families and communities. Provision of services did not meet educational needs such as:

1. Lowered academic expectations.
2. Lack of social interactions.
3. Restrictive environment.
4. Artificial life.
5. Separation from the community.

As these disadvantages became clear, the parents of children with disability and some people with disability started asking why they were not benefiting from the educational system. Some of them who had some skills could not compete favourably within the society after training. When they came back to live in the society from residential schools, they could not fit.

### **Normalisation Period**

**Normalisation** can be defined as the creation of a learning and social environment as normal as possible for a child with special needs.

Normalisation started in early 1960's in Scandinavia and later got popularised in the United States by Wolfenberger.

#### ***The main objectives of normalisation were:***

- ◆ To create and maintain environments that do not impose excessive restrictions on persons with disabilities.

- ◆ Create an arrangement that brings persons with disability as close as possible to the society and cultural mainstream.
- ◆ Guarantee that human and legal rights of persons with disabilities are protected.

Normalisation took many dimensions.

***Movement towards normalisation included:***

1. Deinstitutionalisation.
2. Regular Education Initiative.
3. Least restrictive environment.
4. Integration.
5. Inclusion.
6. Community Based Rehabilitation.

**Deinstitutionalisation**

This is the process of releasing children with special needs from the confinement of residential institution into their local community. Negative aspects of institutionalisation became more pronounced and popular in the 1960's. Advocates for people with disabilities began developing alternative living conditions within community settings. It was felt that children had to be within their own societies not far away from the family. Some were placed in special classes within the regular schools. For example, Aga Khan Unit for the Deaf (1958) was attached to Aga Khan Primary School. Others were placed in small homes attached to regular schools. For example, St. John F. Kennedy Rehabilitation Centre in Nyabondo (1960) was attached to Nyabondo Primary School.

***Some conditions that contributed to deinstitutionalisation are that:***

1. Some residential institutions offered little care.
2. Some were very dirty and repulsive.
3. Only few provided human treatment.
4. Quality of life for most people was not improved.
5. Many residential institutions failed to provide services due to poor planning.
6. Poor management.

7. Life was a program unlike that of the rural area which brought itself.

### **The Regular Education Initiative**

This philosophy was introduced in 1986 in the United States by Madeleine C. Will, Assistant Secretary of Education in 1986. Regular Education Initiative is a philosophy which states that general education rather than special education should be primarily responsible for the education of students with disabilities.

Will questioned legitimacy of special education as a system of education distinct from general education. Will was not clear on how much regular education should take over functions of special education. At this level provision of education was an integration level. During integration, children with special needs had to pass a test so as to qualify for integration. In some cases integration was for only a few subjects in which a child with special needs was able to do. This was still discriminative.

### **Least Restrictive Environment**

As children with special needs in education were brought back to society, the learning environments were not modified to meet their learning needs within the regular schools. There was therefore need to make the environment least restrictive. When environmental modifications are done such that children with special needs learn without any hindrance, then that is the desirable environment which is least restrictive.

The teacher in the regular classroom must modify the physical environment and instructional strategies to accommodate students who are out of class for part of the day. Other professionals such as special education teachers, physiotherapists, occupational therapists, speech therapists and others should have clear objectives, which are complementary to a common goal as they work with the child.

### **Integration Period**

As society started to see those with special needs as part of the society, they became more tolerant and understanding. They felt that persons with disability could be integrated in the society.

Integration is the provision of educational services to children with special needs within the regular school system. It is a philosophy, which comes from the principles of normalisation. It is sometimes referred to as mainstreaming. It involves the movement of children with disabilities from special schools to regular schools and from special classes to regular classes. It may take many forms but in all cases children are still seen as disabled which discriminates them within the same school.

The environment in which integration was practiced was not accommodative to children with special needs. Teachers and other pupils were supposed to be sensitised so as to accept a child with special needs as a part of the school community. As teachers in regular schools were not sensitised, lack of specialist teachers to work with them contributed to the failure of few willing teachers who wanted to teach such children.

Reading materials, curriculum content, instruction strategies and examination adaptations were never put in place for modification. Nearly all classrooms and other buildings within the school did not consider the needs of children with special needs. The integration promoted normalisation but the environment was not modified due to lack of laws and legal framework to enforce it. Least restrictive environment criteria was not enforced in USA until 1975 when PL 94142 Education for All Handicapped Children Act was enacted.

Children with special needs were subjected to some attitudes and assessments, which they had to pass so as to benefit in the integration programmes. They were also not allowed to learn in a regular class without passing the set tests. Parents of children with special needs had no open choices for the education of their children. Some children who started from special schools then integrated later had potential and would have benefited in regular schools if they had the chance.

Many learners who went to regular schools and found committed teachers succeeded in getting quality education. This was not ideal integration for it depended on the schools, the teacher, the child and the parent.

## Forms of Integration

*Integration takes the following three forms:*

- ◆ Locational integration.
- ◆ Social integration.
- ◆ Functional or academic integration.

## Inclusion Period

After the international year for the disabled in 1981, many organisations 'of' and 'for' persons with disability organised themselves and became vocal on the quality of education to be provided. The area of education in special schools was seriously discussed. It was seen that children with disability who went to regular schools got better education than those who went to special schools. This made them aware that provision of education through inclusive approach was the best option. There was a definite move to address the learning needs by removing barriers in the family, school and community to enable them realize their full potential hence the philosophy of inclusion.

Inclusion means recognizing individual differences thereby enabling those individuals 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 and develop in accordance with their potentials and difficulties within their environment.

Inclusion in education is referred to as **Inclusive Education**.

Inclusive education is the process of addressing the learners' needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life. The emphasis is on equality, access and opportunity to education by reviewing schools and systems and changing them rather than trying to change the learners. This philosophy evolved early in this century climaxing with the Salamanca Statement during the World Conference on Special Needs Education held in Salamanca, Spain in 1994.

The rapid increase of children with special needs due to wars, economic depression and social life styles have made special schools too limited to absorb the big numbers of children with special needs. The awareness on the plight of those with special needs is picking up within the society. Educational assessment and resource services have contributed to the level of awareness that there are a number of services for those with special needs. If those with special needs are given the recommended services, then they can lead independent or near normal lives. Many children with special needs are not receiving educational services due to limited chances available in special schools.

Inclusive education is now being practiced in many countries of the world including Uganda, Britain, USA and Scandinavian countries. In Kenya inclusive education is being practiced in pilot programmes such as Oriang Inclusive Education Programme in Rachuonyo District or Nyanza Province. The policy on inclusive education is currently being formulated by the Ministry of Education, Science and Technology and about 3000 regular education teachers are being trained in inclusive education by Kenya Institute of Special Education at Certificate and Diploma levels through the Distance Learning Programme.

### **Community-Based Rehabilitation (CBR)**

Community-based rehabilitation at the start was health/medical based and focussed on transferring basic physical and speech therapy techniques into homes and community.

The philosophy of CBR was very much about supporting disabled children and adults within their communities and promoting their inclusion and participation in the society. Children were expected to join their local schools once they improved their functioning through therapy. This approach of CBR influenced inclusive education approach for children with special needs.

## **2.2 Special Education and Integration in General**

According to Kirk (1970) an exceptional child is the one who deviates from the normal. So much a child requires to develop his/her maximum capacity.

Frampton and Gall (1955) a country called Europe recognized three stages in the development of attitudes towards the mentally challenged children.

- In the Pre-Christian period, the mentally challenged were persecuted, neglected and mistreated. During the spread of Christianity, the handicapped were protected and pitied.
- In the years back, there has been a move towards accepting the mentally challenged and integrating them into the society to the fullest possible.

In the UN standard rules on equalization of opportunities for persons with disabilities (1994) it was noted that some of the circumstances which have influenced the living conditions of people with disabilities were:

- Ignorance
- Neglect
- Superstition and
- Fear

Then it is suggested to countries that for them to accommodate educational provisions for persons with disabilities in the mainstream they should:-

- ◆ Have a clearly stated policy understood and accepted by the wider community.
  - ◆ Allow for curriculum flexibility and adaptation.
  - ◆ Provide for quality materials on going teachers training and support teachers.
- Randiki F.O. (2002), M.R.O (1994) cognitive development states that the mentally challenged have problems due to cognitive development. These children have not passed in all the stages well like the 'normal' children.

It is difficult for the mentally challenged to acquire all the skills in four stages of cognitive development.

These children have a problem in restoring information learned and recall it upon demand. Mentally challenged children have this problem. It's because they have problems with short term memory and long term memory.

These children don't have long attention span. They have problem in attending to relevant stimuli.

Nancy M. Robinson and Halbert B. Robinson (1976) says one of the most fundamental ways in which retarded children differ from normal children of the same age lies in the slowness and inefficiency with which they acquire knowledge and skills.

### **Learning versus Performance**

Many extraneous factors such as distraction, fatigue or transitory illness can interfere with a child's performing responses he has learned.

David L. Westling (1986). In order to allow the practical and the conceptual aspects of the least restrictive environment to coincide, it's necessary to offer a continuum of alternatives that range from being least restrictive to most restrictive.

Ellen F. Lederman (1984) says that mental retardation is a phenomenon that has existed throughout the history of mankind. Unfortunately, the retardation have not always enjoyed the human treatment that is not recognized as their right.

Michael M. Ndurumo (1993). The reduced capacity of the mentally retarded to retain and recall information both in the short term and in the long term is pronounced. They learn slowly, hence they have significant educational problem.

## **2.3 Problems that Face Teachers in Regular Schools in Handling Mentally Challenged Learners**

- ♦ Lack of knowledge on how to handle them.
- ♦ Lack of proper equipments.
- ♦ Negative attitude towards these learners.
- ♦ Uncooperative parents.
- ♦ Community view teachers as fools because of teaching these learners.
- ♦ Diversity of mentally challenged cases.
- ♦ Uncooperative administrators.



## **2.4 What are the Teachers' Attitude towards Mentally Challenged Learners**

According to Kirk (1970) an exceptional child is the one who deviates from the normal. So such a child requires developing his or her maximum capacity.

Fromptom and Gall (1955) a country called Europe recognized there stages in the development of attitudes towards the mentally challenged children.

In the Pre-Christian period the mentally challenged were persecuted, neglected and mistreated. During the spread of Christianity the handicapped were protected and pitied.

In the years back there has been a move towards accepting the mentally challenged and integrating them into the society to the fullest possible.

In the U.N. standard rules on equalization of opportunities for persons with disabilities (1994) it was noted that some of the circumstances which have influenced the living conditions of people with disabilities were:

- Ignorance
- Neglect
- Superstition and
- Fear

## **2.5 Educational Resources for Mentally Challenged Learners**

According to Hiuhu (2002) an educational resource is any factor outside or within the classroom that make teaching and learning more effective in an inclusive setting.

Hiuhu emphasizes that when selecting educational resource for mentally challenged children, their development level should be considered.

The researcher found that the recommended resources for learners with mental retardation include:

- ♦ Pre-number skills

- ◆ Pre-language skills
- ◆ Pre-reading skills
- ◆ Pre-writing skills
- ◆ Concentration skills
- ◆ Cognitive skills
- ◆ Motor skills
- ◆ Activities of daily living
- ◆ Social skills
- ◆ Cultural activities

## 2.6 Cause of Mental Retardation

According to Randiki, (2002) disabilities were believed to come as a result of curses, witchcraft or punishment from God. This is why disabled people were rejected and isolated. As time went by, those primitives' beliefs were overtaken by events and it was discovered that there were biological and environmental causes of disabilities. Problem can be acquired before birth according to Mwaura and Wanyera (2002).

## 2.7 Placement Options

Placement option of children should be the least restrictive environment for the individual child. According to the researcher she found out that Sarah Rizzo (1979) suggested the following options:

Regular classroom without any specialized services. Regular classroom without consultative assistant. Regular classroom with assistance from an itinerant teacher. Regular classroom plus part time special class. Full time special classroom built in the regular school building (unit). Full time special day's school is a separate building that does not include non-handicapped children. Full time residential special school. This is for the severe cases.

According to the researcher, she found that mental retardation is cause by many factors according to Mwaura and Wanyera (2002). *Such as: Heredity* – Here the child can inherit abnormal genes of retardation from the parent if she or he has. If the genes become dominant in the child he or she will be show retardation. Another cause is

poor nutrition. If some of the nutrients the child needs to develop fully are missing or not enough, it can cause mental retardation. Diseases can also cause mental retardation in case the brain is affected. Example German measles. Drug abuse during mother's pregnancy is another cause in case the medicine takes excess medicine it will damage the brain of the foetus hence child is born having mental retardation. Accidents either of mother when pregnant or of the child already born can damage the brain making it another cause of mental retardation. Neonatal Jaundice is another cause. Brain tumour also affects the brain leading to mental retardation.

## **CHAPTER THREE: METHODOLOGY**

### **3.0 Overview**

In this chapter the researcher highlighted research design, sampling procedures, sample, instruments, procedure, data analysis and review.

### **3.1 Research Design**

The researcher used the survey design. The researcher chose the strategy because the information was collected in standardized form of groups.

The researcher used quantitative approach because it involved going physically to the people. The research problem required starting and explaining what challenges mentally learners have faced in mainstream.

### **3.2 Sampling Procedure**

The researcher chose the convenience method of sampling. Mainly considered the number of mentally challenged learners in school and community around. It was easy to distribute the questionnaires and get them back all completed by teachers. The primary schools in the zone had been selected. The reason of selecting these primary schools was because they were near to where the researcher stayed and were easily accessible and the researcher knew the samples or respondents well.

The teachers were the targeted group. The random sampling was used and after that the teachers were given the questionnaire. Five schools were selected.

### **3.3 Sample**

The researcher had a sample of twenty teachers in the five schools. The selection of the teachers was done using a stratified random sampling procedure where by gender was addressed in selection.

All the five schools were large schools built of stones and the learners ranged between seven hundred and one thousand learners with one stream and about ten teachers in every school. This meant the teacher-learner ratio was very high and the teachers needed to be added.

### **3.4 Instruments**

The researcher choose the questionnaires as a method of collecting data in the research because the respondents were at good reach and would be communicated to face to face.

### **3.5 Data Procedure**

Introductory letter was got from IODL faculty of KAMPALA International University by the researcher to take to required authority where research was conducted.

Report writing has been written after the researcher has been adviced accordingly by the supervisor.

A full report has been composed by the researcher in the field of study and presented to the supervisory for award of marks.

### **3.6 Data Analysis**

The researcher analysed her data by compiling the answer of the research question in tables and explaining answers in thematically example a question like:

What do you think is the teachers' attitude towards mentally challenged learners?

## CHAPTER FOUR

### 4.0 Review

In chapter four it covers answers to research questions where by factual information is written in the past tense where by information of the result is presented simply without discussing the result.

If further covers the review whereby summary of the findings of the study is presented in few sentences.

### 4.1 Answers to Research Questions

In this section of chapter four the result of the study are recorded. The section has result of information gathered from teachers from class three to class eight.

1. Table 4.2: Are there mentally challenged children in regular schools in Mutira Zone?

Option	Frequency	Percentage
Strongly Agreed	14	70%
Agreed	6	30%
Strongly Disagreed	0	0%
Disagreed	0	0%

The research showed that mentally challenged children were found in regular schools in Mutira Zone in plenty.

2. Table 4.3: Are there problems which teachers face in regular school while handling mentally challenged learners?

Option	Frequency	Percentage
Strongly Agreed	14	30%
Agreed	6	70%
Strongly Disagreed	0	0%
Disagreed	0	0%

The research showed that teachers handling mentally challenged learners in regular schools were facing problems and some were not.

3. Table 4.4: Do some teachers have negative attitude towards mentally challenged learners?

Option	Frequency	Percentage
Strongly Agreed	14	25%
Agreed	6	50%
Strongly Disagreed	0	25%
Disagreed	0	0%

According to the results, most teachers had negative attitude towards mentally challenged learners.

4. Table 4.5: Are there suitable educational resources for mentally challenged learners?

Option	Frequency	Percentage
Strongly Agreed	10	50%
Agreed	5	25%
Strongly Disagreed	5	25%
Disagreed	0	0%

Most of the teachers did not know the suitable educational resources mentally challenged children.

5. Table 4.6: Are causes of mental retardation known?

Option	Frequency	Percentage
Strongly Agreed	10	50%
Agreed	5	25%
Strongly Disagreed	5	25%
Disagreed	0	0%

Most of the teachers did not know causes of mental retardation.

6. Table 4.7: Would fund for educating mentally challenged children be got from the government?

Option	Frequency	Percentage
Strongly Agreed	10	75%
Agreed	5	25%
Strongly Disagree	5	25%
Disagreed	0	0%

Most of the subjects thought fund for educating mentally challenged children would be got from government.

7. Table 4.8: Are the teachers in the school trained to handle mentally challenged learners?

Option	Frequency	Percentage
Strongly Agreed	0	0%
Agreed	20	100%
Strongly Disagreed	0	0%
Disagreed	0	0%

The research showed that few teachers were trained to teach mentally challenged children.

8. Table 4.9: Would you like your class to have mentally challenged learners?

Option	Frequency	Percentage
Strongly Agreed	15	75%
Agreed	5	25%
Strongly Disagreed	0	0%
Disagreed	0	0%

Majority of the subjects did not want to teach the mentally challenged learners. Only a few were willing to teach the mentally challenged.



9. Table 4.10: Would you like to attend seminar on mentally challenged children?

Option	Frequency	Percentage
Strongly Agreed	15	75%
Agreed	5	25%
Strongly Disagreed	0	0%
Disagreed	0	0%

Most of the respondents did not want to learn anything on mental retardation. A few were willing to attend seminars for mentally challenged children if offered the chance.

10. Table 4.11: Would you advice a parent you know has a mentally challenged child to take him/her to hospital for help?

Most of the subjects thought the mentally challenged children should be kept at home, a few thought it best they could be taken to school. The rest of the respondents said the children should be taken to assessment centre.

Option	Frequency	Percentage
Strongly Agreed	0	0%
Agreed	0	0%
Strongly Disagreed	20	100%
Disagreed	0	0%

## CHAPTER FIVE

**5.0** In chapter five it highlights discussion whereby ideas are expressed, conclusions of what has the chapter will have talked about and finally the chapter highlights recommendations which the researcher will make.

### **5.1 Discussion**

In this section of the chapter, the problem was challenges faced by mentally challenged learners in an inclusive setting in Mutira Zone Kirinyaga District Kenya.

Many questions poised on mentally challenged children is analysed. In my research finding, it's found that mentally challenged learners are found in most schools according to the respondents/subjects. This is because it is very hard to find all learners in the school are 'normal' at least there are those who are mild retarded.

Few respondents said there are no mentally challenged learners in their school. According to the researcher the subjects have not done enough research in their school. Some respondents said are not sure if there are mentally challenged learners in their schools. This shows that they don't know what is to be mentally challenged.

According to the research carried teachers handling mentally challenged learners face problems example lack of proper facilities, negative attitude from fellow teachers and community, they are called names e.g. foolish like the children they handle.

Majority of the subjects aid the teachers teaching mentally challenged children face no problem but it is not true because in any area of working there is advantages and disadvantages of things.

The researcher also found that, in most schools teachers have negative attitude towards mentally challenged learners. This is because they think these learners was the teachers' time being explained one thing several times and thinks it's good to leave them out. Some of the teachers think these learners lower the mean grade of the class and so they don't want them in their class instead they are made to repeat severally in one class.

Some subjects don't know about anything about negative attitude towards these children but its ignorance.

A few subjects says the mentally challenged children are loved but according to the researcher this is not true.

Most of the subjects don't know the educational resources which can be used to teach mentally challenged learners.

According to the researcher this is because these teachers are not trained in special need education otherwise they could have known the resources.

A few subjects know some of the resources which can be used either because they are trained in special education or may be they got the idea from those trained.

Mental retardation has causes but most of the subjects seem not to know but this is due to ignorance. Some respondents know the cause of a few others are not even sure because they are ignorant, they don't want to bother.

For these mentally challenged learners to be educated they need funds and majority of the subjects said government should fund their education. A few respondents seem not to know because they are careless about these children.

Some subjects think parents of these learners should cater for the learner's fund because they are their children which are wrong because anybody can have a retarded child.

Some of the researcher's findings are that there are few teachers who are trained to handle mentally challenged learners according to the subjects. This seems to be true because some teachers say they don't have enough money to go for further studies, while others would not like to be associated with mentally challenged learners.

The researcher further found that, most of the subjects would not like mentally challenged learners to be in their class because they think these learners will lower the mean grade of the class.

Others don't want to repeat a particular topic several times because of these learners since they take long to understand things and others have short span memory so during examinations they would have forgotten all that they had been taught.

Few subjects want mentally challenged learners to be in their classes. This is so because some have mentally challenged children, others understand these children need to mix with others in order to learn and grow well.

When it come to seminar, most of the respondents don't want to attend seminars for mentally challenged children. This is because they don't want to teach these children. Some fear to be dirt fied by these learners since to some controlling saliva is a problem, others urinate on themselves.

A few of the subjects would like to attend the seminar to get knowledge or just for better salary payment or because they have these children in their homes and so they need to know how they can help them.

The researcher found that most subjects suggest mentally challenged children to be kept at home so that they are not taken to school to bother them.

A few thinks that they should be taken to school to mix with others and learn. Others have knowledge that they should be taken to the assessment centre to identify which problem the child has in order to be placed in the right placement.

In the previous chapter four there are tables and they are the ones analysed by the researcher in this section of chapter five. They saw the feeling of the respondents towards mentally challenged learners.

What the researcher has written was her findings and they are similar to findings from a number of other studies in the literature.

This findings match is consistent to other findings in the literature.

## 5.2 CONCLUSIONS

In my findings, it is true to conclude that there are a number of issues concerning mentally challenged learners in the main stream as indicated below:

- ◆ Mentally challenged learners are there in schools.
- ◆ Teachers who handle mentally challenged learners are there in schools.
- ◆ Teachers who handle mentally challenged learners face different problems.
- ◆ Other teachers in the schools have negative attitude towards these children.
- ◆ Suitable educational resources for mentally challenged learners should be there.
- ◆ Background of the study is highlighted.
- ◆ Related literature of mentally challenged learners is reviewed.
- ◆ Methodology used in data collection is analysed.
- ◆ Answers to research questions are analysed.

## RECOMMENDATIONS

I feel that have not fully exhausted researching for mentally challenged children. There are a number of issues which I know of are:-

- ◆ It is possible to prevent mental retardation?
- ◆ Can a parent know during pregnancy whether the child being carried is mentally challenged?
- ◆ If mentally challenged children marry the same is the child to be bore be mentally challenged?
- ◆ Are there countries with more children with mental challenge than others? If yes why the rate so high is and how can it be prevented?

## APPENDIX A: TIME FRAME

SCHEDULED TIME	ACTIVITY DONE
January 2008	Proposal writing
January 2008	Preparation of questionnaire
February 2008	Piloting of questionnaire
February 2008	Accessing study sites
March 2008	Data collection
March 2008	Data cleaning and organisation.
March 2008	Data analysis and interpretation.
May 2008	First draft of report.
July 2008	Writing of final report.
August 2008	Submission of report.

## INTERVIEW GUIDE

1. Are there mentally challenged children in Mutira Zone?
2. What problems do teachers in regular schools when handling mentally challenged learners?
3. What are the teachers' attitudes towards mentally challenged learners?
4. What are suitable educational resources for mentally challenged learners?
5. What are causes of mental retardation?
6. Where do you think fund for educating mentally challenged children can be got from?
7. Are there trained teachers in the school to handle mentally challenged learners?
8. Would you like your class to have mentally challenged learners?
9. Would you like to attend seminars on mentally challenged children?

Where would you advise a parent with mentally challenged child to take him/her for help?

## QUESTIONNAIRE

### APPENDIX A

#### QUESTIONNAIRE FOR TEACHERS

I am Pauline Kanyiba Njogu. I am undertaking my degree course in Kampala International University. I kindly request you to fill the questionnaires I have given out to facilitate the research I am doing. Confidentiality of your information will be observed highly. Hope my required will be adhered to. Thanks.

(Put a tick where necessary)

1. The number of mentally challenged learners in regular schools is not yet known.

Agreed ☐

Strongly Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

2. Teachers in regular schools face problems when handling mentally challenged learners.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐



3. Teachers' attitude towards mentally challenged learners has yet to be investigated.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

4. Maps are some suitable resources for mentally challenged learners.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

5. Heredity is a cause of mental retardation.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

6. Funds for educating mentally challenged learners are easy to get.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

7. There are trained teachers in schools to handle mentally challenged learners.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

8. All teachers would like their class to have mentally challenged learners.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

9. Teachers would be interested to attend seminars on mentally challenged children.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

10. Teachers have enough knowledge where parents of mentally challenged children would take their children for better option.

Strongly Agreed ☐

Agreed ☐

Strongly Disagreed ☐

Disagreed ☐

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ROUTE MAP:

