

**TEACHING METHODS AND ACADEMIC PERFORMANCE OF MILDLY
RETARDED PUPILS IN GALBET ZONE CENTRAL DIVISION,
GARISSA DISTRICT KENYA.**

BY

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BED/18350/71/DF

**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF A DEGREE
IN BACHELOR OF EDUCATION IN SPECIAL
NEEDS EDUCATION KAMPALA INTERNATIONAL
UNIVERSITY**

NOVEMBER 2009

APPROVAL

This research report is submitted for examination with my approval as a
University Supervisor.

Signed 

Ssekajugo Derrick

Date: 23/04/2009

DEDICATION

This book is dedicated to my parents, sisters and brothers,: Rukia,Hothan and Qeira.

ACKNOWLEDGMENT

First of all I would like to thank my supervisor Mr. Ssekajugo Derrick for the academic advice and for all the support accorded to me throughout this entire study.

I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

In the words of Lipton, our families and friends do provide a sound rock which forms the basis of our success. On this note, due acknowledgement goes to my parents, friends and relatives for the courage and support accorded to me in the course of my studies.

DEFINITION OF TERMS

Academic performance- achievement and performance of mildly retarded pupils in school.

Inclusion- the goal of integrating students with disabilities into the same classrooms, community activities and resources, and home settings as students who do not have disabilities.

Mental retardation- means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance.

Mildly retarded-children with low intellectual functioning and deficits in adaptive behavior. These characteristics may be indicated by an impaired ability to learn, acquire and generalize concepts, process, understand and respond to information, and apply knowledge in various settings such as school and community.

Motivation- to encourage mildly retarded children as they study so that they make improvement or perform better.

Teaching methods- tactics and approaches used to teach pupils in school more especially children who are mildly retarded so that they understand better and therefore perform well in academics.

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ABSTRACT

The purpose of study was to determine the effects of teaching methods on academic performance of mildly retarded pupils in Galbet Zone, Central division Garissa district, Kenya.

The specific objectives of the study were; to determine the relationship between visual aids and performance of mildly retarded children, to determine the relationship between motivation and performance of mildly retarded children, to determine the relationship between demonstrating and performance of mildly retarded children, to determine the relationship between teacher quality and performance of mildly retarded children. The instruments used for data collection were questionnaires to the teachers and focused group discussion with the pupils.

The study revealed that visual aids like charts, pictures and graphs, motivation, and demonstration was an effective method for children with mild retardation. Children with mild retardation need teachers who are trained and understand the needs of children with mild retardation. Lastly the study revealed that the curriculum has to be designed to meet the needs of children with mild retardation.

More teachers should be trained in the field of special needs so that they understand the needs of children with mild retardation by using effective teaching methods.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The concept of mental retardation is continually changing and these changes can be seen as a reflection of a change in the perspective of individuals with mental retardation based both on research and a clearer understanding of the issues involved in defining the concept. Kozma, C., & Stock, J. (1993). For example the American Association on Mental Retardation (AAMR), a professional organization founded in 1876, recently drafted a new definition of mental retardation which not only maintains a functional perspective on retardation but also focuses on the relations among capabilities, environments, and functioning (Luckasson, Coulter, Polloway, Reiss, Schalock, Snell, Spitalnik, & Stark, 1992).

According to this definition, mental retardation refers to substantial limitation in present function. It is characterized by significantly sub-average intellectual functioning existing concurrently with related limitations in two or more of the following applicable adaptive skill areas: Communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure and work. Mental retardation manifests before age 18 (1992).

In Kenya a mentally handicapped child is one who has a limited level of intelligence and deficits in adaptive behavior. This condition usually arises

between conception and 18 years of age (Ministry of Education, 1995.). The Kenya Ministry of Education, in its handbook on how to handle children with special needs goes on to note that mentally handicapped children are usually categorized according to severity of mental impairments as mildly, moderately, severely, or profoundly handicapped; or as educable, trainable, severe, and profound in terms of their measured intelligence scores on IQ tests. The classifications of educable and trainable are referred to by other authors (e.g.,Bernie-Smith, et. al., 1998).

About 87% of people with mental retardation will only be a little slower than average in learning new information and skills. When they are children, their limitations may not be obvious. They may not even be diagnosed as having mental retardation until they get to school. As they become adults, many people with mild retardation can live independently. Other people may not even consider them as having mental retardation.

The remaining 13% of people with mental retardation score below 50 on IQ tests. These people will have more difficulty in school, at home, and in the community. A person with more severe retardation will need more intensive support his or her entire life. Every child with mental retardation is able to learn, develop, and grow. With help, all children with mental retardation can live a satisfying life.

Given that at least 10% of the population has disabilities according to United Nations Educational, Scientific, and Cultural Organization (UNESCO, 1994) it would appear that there are many more students with mental retardation than the

ones currently receiving services. A majority of students with mental retardation are those with mild mental retardation. Identification of these students may consist of observations for pointers of low intellectual functioning and deficits in adaptive behavior.

These characteristics may be indicated by an impaired ability to learn, acquire and generalize concepts, process, understand and respond to information, and apply knowledge in various settings such as school and community. It is also important to note that the learning and social behavioral characteristics of students with mild mental retardation, learning disabilities, and those who are unmotivated low achievers are often so similar to observers that misdiagnosis occurs often. Kozma, C., & Stock, J. (1993). In any case, services for students with learning disabilities and mild mental retardation are not yet developed in Kenya and in many cases these children may not be recognized as having a disability. It is upon this background that the study will be undertaken.

1.2 Statement of the problem.

Children with mild mental retardation in Kenyan schools are educated with students without disabilities in regular schools and classrooms (Mutua & Dimitrov, 2001) with no supports, adaptations, or modifications which leads to poor performance and therefore need for the study.

1.3 Purpose of the study

The purpose of the study was to investigate the effects of teaching methods on academic performance of mildly retarded children in Galbet zone, Garissa central division ,Garissa district Kenya.

1.4 Objectives of the study

The general objective of the study was to determine the effects of teaching methods on academic performance of mildly retarded pupils in Galbet Zone Garissa district, Kenya.

Specific objectives.

Specifically this study sought to;

1. Determine the relationship between visual aids and performance of mildly retarded children.
2. Determine the relationship between motivation and performance of mildly retarded children.
3. Determine the relationship between demonstrating and performance of mildly retarded children.
4. Determine the relationship between teacher quality and performance of mildly retarded children

5. Determine the relationship between the curriculum and performance of mildly retarded children

1.5 Research questions

1. What is the relationship between visual aids and performance of mildly retarded children?

2. What is the relationship between demonstrating and performance of mildly retarded children?

3. What is the relationship between teacher quality and performance of mildly retarded children?

4. What is the relationship between the curriculum and performance of mildly retarded children?

5. What is the relationship between the curriculum and performance of mildly retarded children?

1.6 Significance of the study

Ministry of education will be called upon to make a curriculum that favors children with mild retardation.

Increase awareness of the Head teachers, school committees and PTA on the problems of children who are mildly retarded.

Teachers of students with mild mental retardation will benefit from the study by meeting the needs of these children. This study will emphasize the need for teachers to plan their materials well and also use effective teaching methods for children who are mildly retarded and therefore enable teachers to teach effectively for the subject content to be understood properly by the mildly retarded thus high performance.

Children who are mildly retarded will benefit from the study since people who have been ignoring their cases will start taking them seriously especially in school where they are taught as normal children.

Parents with mildly retarded children will benefit from the study since the well being of the children will be advocated for. They will also learn how to take care for children with mild retardation.

1.7 Scope of the study

The study was carried in Galbet zone located in Garissa Central division, Garissa District. The study was intended to investigate how teaching methods affect the academic performance of mildly retarded children. The study was conducted between the months of January and April 2009. This time was convenient because schools were opening for another term.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction.

This chapter discusses the literature related to the study. It is guided by the outlined objectives in chapter one.

2.1. Visual aids and performance of mildly retarded children.

Mentally retarded individuals do better in environments where visual aides such as charts, pictures, and graphs are used as much as possible. Such visual components are useful for helping students to understand what is expected of them. Using charts to map students' progress is very effective, for instance. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behavior. Kerr, M., & Nelson, C. (2002).

2.2. Motivation and performance of mildly retarded children.

Teachers play a role in motivating pupils. The teacher should have a desirable and attainable goal, teaching should be from known to un known, the teacher should also have a happy and emotional relationship with the pupils and encourage active participation of learners, competition and also praise and reward those who are progressing and encourage the slow learners. Rubn R.A and Balow, B (1978)

A properly planned curriculum and teaching in accordance with age and level of mental development of children is essential to make it more meaningful to them.

Pupils get more interested and therefore involved in learning and if only the purpose or goal is properly understood a teacher should therefore set out the goals clearly. The interests are types of questions they ask, their curiosity, the game they play the movies they watch and the books they read. Young P.T 1963

2.3. Demonstrating and performance of mildly retarded children.

Demonstrations are done to provide an opportunity in learning new exploration and visual learning tasks from a different perspective. Individuals with mental retardation require immediate feedback in order to make a connection between their answers, behaviors, or questions and the teacher's responses. McDermott, S. (1994). A delay in providing feedback may interrupt the connection between cause and effect in the student's mind, and the point will be lost. Most people are kinesthetic learners who learn by doing, by completing a hands-on tasks and appreciating the results.

This is especially true for mentally retarded students who cannot comprehend abstract lectures very easily at all. Kenya Ministry of Education. (1995). For example, a teacher who wants to teach the concept of gravity has several options: She can tell students that things are pulled towards the earth by a force known as gravity; she can show students how gravity works by dropping something; or she can instruct the students to drop something while teaching the concept. Chances are that the students will retain more information from dropping an object during the demonstration or by experiencing the act of dropping something, than by simply being told how dropping (gravity) works.

2.4. Teacher quality and performance of mildly retarded children

Husein (1978) says that there is a positive association between teacher training variables and standard learning. They are convinced that training teachers do make a difference and that teacher's qualifications, experience and amount of Education and knowledge are truly related to students' achievements. Maundu (1986), Twoli (1986) Sifuna (1989) and Ojwang (1995) found significant effect of teacher qualification on achievement of students.

Jones (1997) studied the effect of trained and untrained teacher in classroom performance in Barbadoes and established that trained teachers do not have advantage over untrained teachers in classrooms performance. Therefore the need to confirm the effect of training on student's achievement which will help the government to justify the huge expenditure on teachers training. The past studies stress education on qualification but even after achieving almost 100% teacher training for secondary level, the achievement in mathematics has remained low deteriorated to the detriments of girls. Moll, A. (2003).

2.5. The curriculum and performance of mildly retarded children

In the general education settings, students curriculum is very academic oriented and all students are exposed to the same subjects. This orientation illuminates the disadvantage at which students with mild mental and other intellectual disabilities are placed. As Mutua and Dimitrov 2001) further note Kenya's educational system is characterized by entrance examinations that are used to

predict academic success. Non-successful students are often retained in grades until they are deemed successful, drop out, or are too old to stay in the same grade.

One of the government's objectives in educating students with disabilities is the acquisition of literacy and numeracy skills. However, in the separate settings, other than very elementary basic skills, the curriculum is geared towards functional education and life skills training (Mutua & Dimitrov, 2001). Teachers for individuals with mental retardation in separate facilities for students with mental retardation focus on teaching their students how to communicate their needs, employ self-care skills for basic hygiene, maintain appropriate behavior, employ functional academics, are safe, and employ appropriate social skills (Mwangi, Kerre, Wabuge, & Mugo, 1989).

To realize their objectives, teachers are required to use task-analysis in which they break learning tasks into smaller sequential skills which they systematically teach to the students until they master. These are recommended in a guidebook on handling students with special needs published by the Kenya Ministry of Education (Kenya Ministry of Education, 1995). Other instructional considerations recommended by the Kenya Ministry of Education for use with this population include: Modeling, drills and practice to promote over-learning, attention to relevance and applicability to the students' lives, short learning activities, generous use of prompts and rewards, use of concrete materials as much as

possible, use of visuals to promote understanding of concepts, and explicit teaching of such self-care skills as toileting, dressing, and grooming.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the methods the researcher used in collecting data. It focused on research design, research area, and population sample, instruments of data collection, data collection procedure and statistical treatment of data.

3.1 Research Design

This study used a descriptive research design.

3.2. Research Area

This study was conducted in primary schools of Galbet Zone, Central division within Garissa district in Kenya. The location was convenient in terms of transport since that is where the researcher lives.

3.3. Population Sample

Five schools were selected to be used for this particular study. The respondents included teachers and pupils. Five (5) teachers were randomly selected from each school and ten (10) pupils from each school.

3.4. Instruments of data collection

Questionnaires were used to extract information from teachers, focus group discussions were used to get information from pupils and observation was done on the children in the schools. Open ended questionnaires were suitable for investigating deeper the subject matter.

3.5. Data collection procedure

A letter of introduction from the institute open and distance learning was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers and focus group discussions were held with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6. Statistical treatment of data

The frequencies and percentages were used in the analysis of data gathered from the respondents.

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on teaching methods and academic performance of mildly retarded pupils in Galbet Zone Garissa district, Kenya.

4.2 Profile of the respondents

Table 4.2: Shows the profile of the respondents.

Respondents	Frequency	Percentage
Sex		
Male	7	47
Female	8	53
Total	15	100
Age		
19-24 yrs	3	20
25-30 yrs	7	47
31 and above	5	33
Total	15	100
Academic level		
Certificate	4	27
Diploma	8	53
Degree	3	20
Total	15	100

Source Primary data 2009

Twenty (20) questionnaires were distributed to the teachers and 15 were filled and returned .This therefore represents 75 % of the total number of questionnaires that were distributed.

The study covered 15 randomly selected teachers of whom 7 (47%) were male and 8 (53%) were female

The age category of the respondents was divided in three groups that is 19- 24 were 3 which was 20%, 25-30 yrs were 7 (47%) and 31 and above were 5 representing (33%) of the respondents.

The academic level of the respondents was divided in three categories that are certificate, diploma and degree. 4 (27%) of the respondents had certificate, 8(53%) were of college level and 3 (20%) had degrees.

4.3. Visual aids and performance of mildly retarded children.

The respondents were asked whether mildly retarded children need charts to understand what they are being taught and this was their response

Table 2: Responses as to whether mildly retarded children need charts to understand

Response	Frequency	Percentage
Yes	10	67
No	4	26
Not sure	1	7
Total	15	100

Source: Primary data 2009.

Table 2 shows that 10(67%) of the respondents agreed that mildly retarded children need charts to understand what they are being taught while 4(26%) disagreed and 1(7%) of the respondents were not sure. it was established from pupils that charts are very important because the children are able to understand what they are being taught.

Table 3: Responses as to whether Videos are very effective for children who are mildly retardation

Response	Frequency	Percentage
Yes	7	47
No	5	33
Not sure	3	20
Total	15	100

Source: Primary data 2009.

According to table 3, 7(47%) of the respondents agreed that videos are very effective for children who mild retardation while 5(33%) disagreed and 3(20%) of the respondents were not sure. According to the study videos are very effective for children with mild retardation because the pupils see for themselves what they are being taught. However it was observed that videos were not in schools.

The respondents were asked whether mildly retarded children understand well when pictures are used for teaching and this was their response

Table 4: Responses as to whether mildly retarded children understand well when pictures are used for teaching

Response	Frequency	Percentage
Yes	6	40
No	4	27
Not sure	5	33
Total	15	100

Source: Primary data 2009.

Table 4 indicates that 6(40%) of the respondents agreed that mildly retarded children understand well when pictures are used for teaching, 4(27%) disagreed while 5(33%) of the respondents were not sure if mildly retarded children understand well when pictures are used for teaching.

According to the pupils pictures explain further what the teacher is teaching and therefore help them memorize what they have studied.

4.4. Motivation and performance of mildly retarded children.

The respondents were asked if mildly retarded children need to be motivated to perform understand and below were their response

Table 5: Responses as to whether mildly retarded children need to be motivated to perform well

Response	Frequency	Percentage
Yes	8	53
No	5	33
Not sure	2	14
Total	15	100

Source: Primary data 2009.

According to the table 8(53%) of the respondents agreed that mildly retarded children need to be motivated to perform well while 5(33%) disagreed and 2(14%) of the respondents were not sure. The study revealed that unmotivated mild retarded children feel UN wanted and frustrated and therefore hate the school which leads to poor performance.

The respondents were asked whether mildly retarded children need to be praised when they perform well and this was their response

Table 6: Responses as to whether mildly retarded children need to be praised when they perform well

Response	Frequency	Percentage
Yes	5	33.3
No	5	33.3
Not sure	5	33.3
Total	15	100

Source: Primary data 2009.

Table 6 indicates that 5(33.3%) of the respondents agreed that mildly retarded children need to be praised when they perform well while 5(33.3%) disagreed and 5(33.3%) of the respondents were not sure if mildly retarded children need to be praised when they perform well. According to the pupils praising children with mild retardation encourages them to work harder. it also makes them feel wanted in the school setting and therefore enjoy school.

The respondents were asked whether mildly retarded children need to be taught in an environment that is conducive and this was their response

Table 7: Responses as to whether Mildly retarded children need to be taught in an environment that is conducive

Response	Frequency	Percentage
Yes	13	87
No	2	13
Not sure	-	-
Total	15	100

Source: Primary data 2009.

According to table 7 13(87%) of the respondents agreed that mildly retarded children need to be taught in an environment that is conducive and 2(13%) were not sure. the pupils revealed that a conducive environment includes making the children feel wanted at school, a clean environment and an environment with school facilities.

4.5. Demonstrating and performance of mildly retarded children

The respondents were asked whether demonstration helps mildly retarded children understand what they are being taught and below was their response;

Table 8: Demonstration helps mildly retarded children understand what they are being taught

Response	Frequency	Percentage
Yes	10	67
No	3	20
Not sure	2	13
Total	15	100

Source: Primary data 2009.

The table shows that 10(67%) of the respondents agreed that demonstration helps mildly retarded children understand what they are being taught while 3(205) disagreed and 2(13%) were not sure if demonstration helps mildly retarded children understand what they are being taught. according to the study demonstration is very effective because children are able to understand exactly

what they being taught. it was observed that demonstration helped children perform the task that they were required to.

The respondents were asked if demonstrating shows mildly retarded children what they are being taught and this was their response

Table 9: Responses as to whether demonstrating shows mildly retarded children what they are being taught

Response	Frequency	Percentage
Yes	12	80
No	2	13
Not sure	1	7
Total	15	100

Source: Primary data 2009.

According to table 9, 12(80%) of the respondents agreed that demonstrating shows mildly retarded children what they are being taught while 2(13%) disagreed and 1(7%) of the respondents were not sure.

4.6. Teacher quality and performance of mildly retarded children

The respondents were asked whether mildly retarded children need qualified teachers to excel in academics and below were their response

Table 10: Responses as to whether mildly retarded children need qualified teachers to excel in academics

Response	Frequency	Percentage
Yes	14	93
No	1	7
Not sure	-	-
Total	15	100

Source: Primary data 2009.

Table 10 indicates that 14(93%) of the respondents agreed that mildly retarded children need qualified teachers to excel in academics while 1(7%) of the respondents disagreed. According to the study qualified teachers know how to handle children with mild retardation. The study revealed that unqualified teachers sometimes have negative attitudes towards mildly retarded children and this affects their performance in school.

The respondents were asked if mildly retarded children need teachers who are patient with them and this was their response

Table 11: Responses as to whether mildly retarded children need teachers who are patient with them

Response	Frequency	Percentage
Yes	9	60
No	3	20
Not sure	3	20
Total	15	100

Source: Primary data 2009.

According to the table, 9(60%) of the respondents agreed that mildly retarded children need teachers who are patient with them while 3(20%) disagreed and 3(20%) of the respondents were not sure. Since children with mild retardation take long to understand what they are being taught they need teachers who are patient with them and also teach them repeatedly for them to understand.

The respondents were asked whether mildly retarded children need teachers who use effective methods to teach them and below were their response

Table 12: Responses as to whether mildly retarded children need teachers who use effective methods

Response	Frequency	Percentage
Yes	15	100
No	-	-
Not sure	-	-
Total	15	100

Source: Primary data 2009.

Table 12 shows that all the respondents 15(100%) agreed that mildly retarded children need teachers who use effective methods. effective methods are useful for children with mild retardation since they are slow learners.

4.7. Curriculum and performance of mildly retarded children

The respondents were asked whether for mildly retarded children to understand what they are being taught the curriculum has to meet their needs and below were their response

Table 13: Responses as to whether the curriculum has to meet the needs of mildly retarded children

Response	Frequency	Percentage
Yes	10	67
No	1	7
Not sure	4	26
Total	15	100

Source: Primary data 2009.

The table shows that 10(67%) of the respondents agreed that for mildly retarded children to understand what they are being taught the curriculum has to meet their needs while 1(7%) disagreed and 4(26%) of the respondents were not sure. it was revealed that teaching children too much work frustrates them more especially children with mild retardation.

The respondents were asked if the curriculum has to be made specifically for mildly retarded children and this was their response

Table 14: Responses as to whether the curriculum has to be made specifically for mildly retarded children

Response	Frequency	Percentage
Yes	15	100
No	-	-
Not sure	-	-
Total	15	100

Source: Primary data 2009.

According to table 14, all the respondents 15(100%) agreed that the curriculum has to be made specifically for mildly retarded children. according to the study children with mild retardation need to a curriculum specifically designed for them.

The pupils complained that they were taught for long hours and that they were taught too much in a small period of time.

This is frustrating especially for children with mild retardation who take long to understand and get tired very quickly.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the conclusions from the study and the recommendations made are presented. The study used both qualitative and quantitative methods of analysis.

5.2 Summary

The first objective of the study was to determine the relationship between visual aids and performance of mildly retarded children. The study revealed that visual aids are important for mildly retarded children because they help them understand what they are being taught. This is supported by Kerr, M., & Nelson, C. (2002). Mentally retarded individuals do better in environments where visual aides such as charts, pictures, and graphs are used as much as possible. Such visual components are useful for helping students to understand what is expected of them. Using charts to map students' progress is very effective, for instance. Charts can also be used as a means of providing positive reinforcement for appropriate, on-task behavior.

The second objective was to determine the relationship between motivation and performance of mildly retarded children. 53% of the respondents agreed that

motivation was important for children with mild retardation to understand what they are taught. According to Rubn R.A and Balow, B (1978) Teachers play a role in motivating pupils. The teacher should have a desirable and attainable goal, teaching should be from known to un known, the teacher should also have a happy and emotional relationship with the pupils and encourage active participation of learners, competition and also praise and reward those who are progressing and encourage the slow learners.

The third objective was to determine the relationship between demonstrating and performance of mildly retarded children. 67% of the respondents agreed that demonstrating was an effective method to teach children with mild retardation. According to McDermott, S. (1994) demonstrations are done to provide an opportunity in learning new exploration and visual learning tasks from a different perspective. Individuals with mental retardation require immediate feedback in order to make a connection between their answers, behaviors, or questions and the teacher's responses.

The fourth objective was to determine the relationship between teacher quality and performance of mildly retarded children. 93% of the respondents agreed that children with mild retardation need teachers who are qualified and those who understand their needs. Husein (1978) says that there is a positive association between teacher training variables and standard learning. They are convinced that training teachers do make a difference and that teacher's qualifications,

experience and amount of Education and knowledge are truly related to students' achievements

Lastly the study investigated the relationship between the curriculum and performance of mildly retarded children. 67% of the respondents revealed that the curriculum has to be designed to meet the needs of children with mild retardation. As Mutua and Dimitrov (2001) the student's curriculum is very academic oriented and all students are exposed to the same subjects. This orientation illuminates the disadvantage at which students with mild mental and other intellectual disabilities are placed.

5.3. Conclusion.

The study revealed that visual aids like charts, pictures and graphs are effective for children with mild retardation.

According to the study motivation is also an effective method for children with mild retardation.

The study revealed that demonstration was an effective method for children with mild retardation.

Children with mild retardation need teachers who are trained and understand the needs of children with mild retardation.

Lastly the study revealed that the curriculum has to be designed to meet the needs of children with mild retardation.

5.4. Recommendations

More teachers should be trained in the field of special needs so that they understand the needs of children with mild retardation by using effective teaching methods.

The curriculum should be designed to meet the needs of children with mild retardation. Facilities like charts, pictures and graphs should be provided for in schools so that children with mild retardation understand what they are taught.

Areas for further research.

More research should be done on the area of teaching methods, their effectiveness and on variations in academic performance of children with mild retardation.

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APPENDIX A

QUESTIONNAIRE TO THE TEACHERS

Dear respondent,

You are kindly requested to help the researcher conducting a study on: teaching methods and academic performance of mildly retarded pupils in Galbet Zone, Central division Garissa district, Kenya and you have been chosen to participate in the study you are requested to tick where appropriately and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

19-24yrs

☐

25-30yrs

☐

31 and above

Sex

Female

☐

Male

☐

Educational level

Certificate

☐☐

Diploma

Degree

☐

Visual aids and performance of mildly retarded children.

1. mildly retarded children need charts to understand what they are being taught

Yes []

No []

Not sure []

2. videos are very effective for children with mild retardation

Yes []

No []

Not sure []

3. mildly retarded children understand well when pictures are used for teaching

Yes []

No []

Not sure []

Motivation and performance of mildly retarded children.

4. mildly retarded children need to be motivated to perform well

Yes []

No []

Not sure []

5. mildly retarded children need to be praised when they perform well

Yes []

No []

Not sure []

6. mildly retarded children need to be taught in an environment that is conducive

Yes []

No []

Not sure []

Demonstrating and performance of mildly retarded children.

7. demonstration helps mildly retarded children understand what they are being taught

Yes []

No []

Not sure []

8. demonstrating shows mildly retarded children what they are being taught

Yes []

No []

Not sure []

Teacher quality and performance of mildly retarded children

9. mildly retarded children need qualified teachers to excel in academics

Yes [☐]

No [☐]

Not sure [☐]

10. mildly retarded children need teachers who are patient with them

Yes [☐]

No [☐]

Not sure [☐]

11. mildly retarded children need teachers who use effective methods to teach them

Yes [☐]

No [☐]

Not sure [☐]

Curriculum and performance of mildly retarded children

12. for mildly retarded children to understand what they are being taught the curriculum has to meet their needs

Yes [☐]

No [☐]

Not sure []

13. the curriculum has to be made specifically for mildly retarded children

Yes []

No []

Not sure []

APPENDIX B

INTERVIEW GUIDE FOR THE PUPILS

1. Mildly retarded children need charts to understand what they are being taught
2. Videos are very effective for children with mild retardation
3. Mildly retarded children understand well when pictures are used for teaching
4. Mildly retarded children need to be motivated to perform well
5. Mildly retarded children need to be praised when they perform well
6. Mildly retarded children need to be taught in an environment that is conducive
7. Demonstration helps mildly retarded children understand what they are being taught
8. Demonstrating shows mildly retarded children what they are being taught
9. Mildly retarded children need qualified teachers to excel in academics
10. Mildly retarded children need teachers who are patient with them
11. For mildly retarded children to understand what they are being taught the curriculum has to meet their needs
12. The curriculum has to be made specifically for mildly retarded children

APPENDIX C
TIME FRAME OF THE STUDY:

Date	Activity
20 th Dec-29 th January 2009	Looking for funds to buy all the necessary items for the study.
1 st Feb-15 March 2009	Carrying out the research
March 16 th -March 30 th ,2009	Compiling of findings while checking with my supervisor for corrections.
March 16 th -March 30 th ,2009	Submit in my dissertation to my supervisor for approval.

APPENDIX D
BUDGET OF THE STUDY:

Items	Cost (Ug shs)	Costs (K shs)
Stationary		
Pens and pencils	10,000/=	400/=
Ream of paper	10,000/=	400/=
Transport costs	80,000/=	3200/=
Miscellaneous expenses	100,000/=	4000/=
Typing and printing charges	200,000/=	8000/=
Total	400,000/=	16,000/=