SOCIAL PROBLEMS FACED BY CHILDREN WITH MENTAL RETARDATION IN

MAINSTREA SCHOOLS INMAGUMONI DIVISION, MERU SOUTH

DISTRICT-KENYA

BY

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DECLARATION

I, **KABURU ANNJOY MUTHONI**, hereby declare that, this study report is my own original work and and has never been submitted to any other institution of higher learning for any award. I further declare that, all material cited in this paper which are not my own has been fully acknowledged.

Kaburu Annjoy Muthoni

Signed ....   Date ..25|8|2011...

APPROVAL

This is to certify that this work has been under my supervision and is now ready for presentation for the award of a Bachelors Degree in Special Needs Education of Kampala International University.

Signed: .... Date..27/8/11..........

Mujuni Evarist

Supervisor

DEDICATION

This is a dedication to my beloved husband Mr. Dickson Gitunga and dear children Elvis and Claudia.

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ABSTRACT

This study was set up to find out the social problems experienced by pupils with mental retardation in the mainstream schools.

It was carried out in three schools namely:

- Mutuguni Primary School

- Kigogo Primary School

- Thuita Primary School

The data was obtained from teachers six, 9 pupils and three parents . The instruments used were interview guide and observation.

The findings indicated that the social problems of children with mental retardation stem from negative attitudes and neglect by teachers, parents, diseases and

In conclusion, one can improve on social life of children with mental retardationby loving them, being patient with them, teaching at their pace and level of understanding,guiding and counseling parents, refresher courses for teachers, inclusive setting for integration and co-exisistance, assessment, sensitization of teachers and parents, proper referrals and care should be given to them.

The researcher made recommendations that:

- Government makes a provision for the special needs education component to be included in the curriculum for the PTCs (Primary Teachers Colleges). This will ensure that teachers who undergo the public service training are deployed after having acquired

knowledge and skills in supporting children with special needs including those with mental retardation.

- Arrangements should also be made to allow parents of children with special learning needs to actively get involved in their children's learning through home-school collaboration arrangements.

- Efforts should be to ensure that every teacher comes out of the college with the knowledge of basic skills to handle children with special learning needs.

CHAPTER ONE

INTRODUCTION

Background

Until of recent, children with special learning needs including those with mental retardation were not considered as far as education was concerned. This was due to the fact that some families which had these children would not want people to know that they had a child with disabilities. As such, disabled children were kept indoors. This attitude is however changing due to massive sensitization and policies put in place to protect the disadvantaged children.

Findings by Educational Assessment and Research Services (EARS)programme have shown that disabled children have not been fully integrated in the regular school system as they have been found to be isolated and fully accepted by others.

Some teachers have attended short courses and seminars especially in sign language and Braille in order to help these children communicate with their fellow peers and following global and national policies and legislations, peoples' attitude towards these disabled persons is steadily changing.

With the support of the political, civil and religious leaders and well wishers of the special needs cause, a number of changes in the education system have been made and other resources have been put in place for the better welfare of children with special learning needs.

Educational assessment and Resource services (EARS/SNE) department has assisted teachers by training basic needs and skills in teaching children with special needs. On this note therefore, the district as a whole has come forward to support the schools implementing inclusive education.

The local population in the area has fully co-operated with the district the district leaders to provide some requirement for the education of learners with special learning needs in the mainstream setting. They have also advocated for change of attitudes and beliefs which existed in society towards children with special learning needs.

For this matter therefore, it is in the minds of local people that ''disability is not inability''. This so because the children with disabilities have also participated and excelled in both academic and the co-curricular activities like dance and drama, soccer, singing, sports among others.

Despite all the efforts towards the well being and the quality of education of children with mental retardation in the mainstream schools, the point of socialization remains the key consideration and is a challenge to both learners, teachers and parents

Miles (1984) stressed the importance of social behavior as a crucial element of establishment and development of human relationships. In reference to the statement above, it was seen that children with mental retardation are socially deprived from grassroots of the meaningful relationships. This may however result into isolation hence a hindrance to their effective learning and development.

From the researcher's point of view, there is still a big gap between an ordinary child and those with mental retardation despite the government efforts to level the learning ground.

Statement of the problem

Mentally retarded children seem not to freely interact with other children in any grouping whether at home or in school. They have been observed to be isolated and there are few peers who like to associate with them and they themselves seem not to be interested let alone at ease

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with/among others. It is against this background that the researcher seeks to find out the social challenges these children face in the mainstream school setting.

Purpose of the study

The purpose of this study was to examine the social problems faced by children with mental retardation in mainstream schools.

Objective of the study

The objectives of the study were;

- ➤ To find out the social problems faced by hearing impaired children.
- ➤ To find out how children with hearing impairment socialize with ordinary children/population.
- ➤ To find out the causes of social problems experienced by children with hearing impairment.
- ➤ To make suggestions on how these social problems can be minimized.

Significance of the study

- ➤ The findings may enable the ministry of education to gain insight of what learners with hearing impairment undergo in an inclusive setting and therefore provide appropriate adjustments to streamline the inclusive education programme.
- ➤ The study will help the researcher as a teacher to acquire better techniques, methods, skills and approaches in handling children with hearing impairment.
- ➤ Improve the teachers, parents and community attitudes towards children with hearing impairment

- Create awareness about the need to educate all children irrespective of their varying abilities in the division and the country as a whole.

- Shade light to policy makers and implementers the educational needs of children with hearing impairment such that attempts can be made to implement and enforce the laws that have been put in place but have rather remained to be seen in books and not on the ground

- Be used as a springboard for further research in future to uplift the wellbeing of children with hearing impairment and all children with special needs in their struggle for equal opportunities and dignity

- The education officers and social workers would use these research findings as a tool to sensitize and advise other education stakeholders about children with hearing impairment and their potentials

- Help the researcher as a teacher to be in better position to help children with mental retardation.

Scope of the study

The study was carried out in three selected schools of the Magumoni division in Meru south district. It was centered on social challenges faced by children with mental retardation. It covered only 18 respondents selected from teachers, parents and pupils.

Limitations of the study

- Because of other academic programs faced by the researcher, time was not enough for the study. It was therefore necessary to forego other academic duties or at times working at strain which caused fatigue to the researcher.

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- One of the tools/ instruments used required meeting the respondents physically and talking to them one by one which took a lot of time moreover unavailable time.

- The study proved to be expensive as more funds were needed to meet expenses of transport, designing and printing questionnaires, typing, binding the dissertation among others which was sometimes not readily available.

Delimitations of the study

- The study was carried out in a familiar place where communication and interaction with the respondents was easy.

- The high costs involved were lowered by a relatively short distance from the researcher's home to the area of the study. There was therefore limited expenses incurred in accommodation as the process of collecting data was going on.

- The researcher sought help from people of good will which kept the costs low as such services as typing were obtained for free or at subsidized costs.

DEFINITION OF TERMS

Social   -Living in a group but not separate.

Special   needs   -These are the problems that hinder effective learning of an individual.

Regular schools   -School setting where non-handicapped learners study along those with impairments.

Inclusion   -Adjusting the home, school and society at large so that all individuals can have the opportunity to interact, learn and experience feeling of belonging and develop in accordance their potentials and challenges.

Disability   -Any loss or reduction of functional ability to perform an activity in the manner or within the range generally considered normal for human beings.

Mental retardation   -A condition of slow mental development that hinders a learner from learning skills as quickly as his/her peers. A learner normally has difficulties with learning, understanding, behavior and communication.

Ordinary learners   -Learners who do not suffer from any kind of disability.

Impairment   - A loss or damage to a part of the body either through accident, disease or sgenetic factors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction:

This chapter presents the views of other writers who have discussed issues related to the education of children with hearing impairment. They have been found to be relevant to the study and their findings may help much in understanding of social challenges faced by children with hearing impairment

Socialization is the integral process in each and every society. Socialization refers to the process by which an individual acquires knowledge, skills and techniques which enables him or her to fit in the society. This means that it is the process by which an individual learns the techniques of living and functioning as a responsible member of society .This implies that social arrangements must be in place to ensure that the roles and skills of living are learnt by all members in a particular society. It also implies that situations must be defined and classified for the learners in a sense that there must be rules to be set and followed.

Socialization is the root cause of nurturing in a socialized society. Through socialization, both the so-called normal and disabled members of society are recognized, helped and integrated mutually.

Socialization is derived from the term "social" which means an informal meeting or party organized by a group or a club. This socialization can also be a process of becoming socialized.

Socialization is the process of learning roles and expected behavior in relation to one's family and society and developing satisfactory relationships with other people. In this process, persons acquire knowledge, skills, attitudes, values and interests, characters so as to be integrated into the wider society and become useful members of that particular society.

The process of socialization should be seen as the transformation of the raw human materials of the society into full membership of society.

Examples of human raw materials may include:

- Newly admitted students in school.
- A newborn child
- A recruit into the army
- A new member of staff
- A newly married lady
- A new convert in a religious institution
- A new member in a political party

It is not a guarantee that if a person is socialized in one society is automatically qualified to be a member in one way or another. There are two types of socialization process as shown below:

- Status socialization.
- Role socialization.

In role socialization, a person is exposed to a wide range of patterns of socialization meant to prepare the person to occupy a generalized status in life. It is usually manifested in the ways of

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life in families as parents, community leaders, political leaders, religious leaders and leaders in different capacities of society.

In role socialization, a person is prepared for a specific responsibility or function in society. For example farming, teaching, cooking, nursing, driving, metal works, carpentry and preaching among others.

A school as an educational institution usually prepares an individual for both processes that is; status and role socialization. In either processes, three factors are essential and these are: the socialized, the socialize and the environment.

The agents of socialization include; family, the peers, community, school, religion, mass media, political parties and social-economic institutions.

To bring out a socialized a person entails ideas, jokes, leisure, acceptance, understanding, being ready to assist to help him, e.t.c have to be shared among the society members cross cutting both old and young, male and female, ordinary and disabled and it is in this context that there is need to socialize and remove the problems winch hamper the this process among the handicapped in society.

Kornblum, (1991), defines socialization as the process whereby we learn to behave accoding to cultural norms by making possible the transmission of culture from one generation to another.

According to the researcher, the above definition is correct due to the fact that human behaviors come out hand in hand with the cultural values of the societies where they originate. This occurs throughout life as individuals learn new groupings and situations.

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However, socialization can be categorized into three major phases;

    (a)   Primary Socialization

    (b)   Secondary socialization

    (c)   Adult socialization

Primary Socialization

This refers to a new baby moulded into a social being, it occurs with a family and other intimate groups into eh child's social environment.

Secondary socialization

This occurs in the later childhood and adolescence stages when the child learns from the family under the influence of peers and adults outside in the household and the immediate family members.

Adult socialization

This is one by which a person learns the norms associated with new status. Examples include parents, in-laws, grandparents, husbands and wives.

Chalfaud and Labeff (1988), define socialization as the process by which people interact with others to learn the ways of their culture in order to function with it.

In respect with the above statement, it is not the only need why people interact but also to share views or problems with each other so that resolutions may be made.

Socialization process begins at birth and continues in various ways throughout life. We are constantly learning how to adapt to our cultural, physical and social environment as we involve

ourselves with others take on new roles in the family and work, grow older, face new ideas and inventions and eventually confront death.

Cole. (1996), recommended that socialization is the process by which children acquire the standards, values, knowledge, he or she may have his or her unique patterns of feeling, thinking and behaving in a wide variety of circumstances in the society hence living as a happier human being.

Therefore, creation of friendship amongst children with mentally retardation makes them less likely to be aggressive with their peers and more likely to show sharing or other helpful behaviors towards their fiends in actual interaction so as to live happier in their society.

Social problems faced by children with mental retardation

Davis (1981) observes that the loneliness and rejection of handicapped children who were in a mainstream in a local school programme leaves the look out casts in their own environment. According to the researcher, the statement above is backed by the fact that children with hearing problems fear to include themselves in among children and this may lead them to become lonely and rejected. It is the work of the teachers and parents to make sure that these children are not excluded in all aspects of life. This would enable them to learn effectively and efficiently.

Ghallagher (1998), mentioned that mental retardation brings with it communication problems and thus leads to social problems/difficulties. The researcher found out that the above finding hold some truth due to the fact that lack of proper communication may bring about little or no interaction at all with other peers which may probably lead to social difficulties.

Werner (1988) says that a big problem of a child with mental retardation is learning to freely interact and communicate others. This leads to frequent disappointment and misunderstandings for both the child and other people around him/her. It should be noted that mentally retarded children sometimes are very slow in learning compared to other ordinary children. They always feel lonely or forgotten or develop behavioral problems.

Mershark (1986) indicates that when evaluating the ways in which the behavior of mentally retarded children differs from that of their ordinary peers, their parents often tend to be relatively controlling, directing, over protective and instructive. The above mentioned factors affect children's interactions with peers and other adults beyond their being related to the quality of the mother-child attachment bond.

Mindel and Vernon (1987), pointed out that as mentally retarded children mature and recognize oral conversations and reading as modes of communication and learning, their sense of isolation increases. This is especially true when they are placed in situations requiring conformity to classrooms and social activities that are sometimes prohibitive and require observation of strict rules and regulations.

Hergarty et al (1990), are of the view that pupils with special learning needs sometimes behave in anti-social ways and undue attention to themselves through bizarre mannerism and appearance. The researcher contends with the above asssessment but it should be noted children develop these anti-social attitudes due to the failure by society to understand and appreciate what they are. The communication gap between the mentally retarded child and those in his immediate environment causes failure to understand and appreciate each other thus isolation and withdraw .

Coleridge (1993) adds that throughout the world, regardless of culture, disabled people have generally been seen as incapable of taking control of their own lives. The above statement is evidenced by the fact that up to now although people with disabilities have tried to participate in several activities, like pottery, music, dance and drama, shoe repairing, basketry, carpentry, they are not recognized appropriately by other peers.

Advantages of socialization in learning

Moores (1990) stressed an effective social support system at source of assurance that one is valued, cared for, and accepted as a member of the network with shared obligations to one another. The researcher is in link with the above argument because the above support may be found at various levels starting with intimate relationships progressing to friends and extended family members including neighbors in the community and educational materials found in the environment.

Hegarty, (1990), emphasizes that a child's social achievement is an added advantage to both the home and the school influence. The researcher has seen that it is crucial that mentally retarded children display acceptable social behaviors at home, school and in the society so that they can lead a comfortable and a happier life hence living as happier human beings.

Miles, (1994), stresses the importance of learning communication and social behaviors as crucial elements to the establishments and development of human relationships. For this matter therefore, the researcher has observed that learners from emotionally disturbed and socially deprived backgrounds should be helped to form positive and meaningful friendship with other learners in order to avoid isolation.

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Giddens (1994) is of the view that socialization develops a sense of self-identity and the capacity for independent thought and action. For instance, findings have revealed that if children with disabilities (mentally retarded included) played and participated in other group activities it would help them to become satisfied as acceptable group members of that particular grouping.

Mussen et al (1977) add that in all cultures, children must be socialized to exercise some control over their aggressive motives and responses. Accordingly, socialization amongst children is so important that they can grow with acceptable behaviors hence acceptable members of the society in which they live.

Implications of limited socialization in learning.

Berger and Thompson, (1995), are of the view that rejected disabled children when they grow older, their problems get worse to the extent that peers become more critical of each other as adolescence nears. It can be suggested that the above may happen as indicated according to how the people responsible look after these children. These children therefore should be handled carefully.

Kirk and Ghallagher (1989) observe that it is not surprising that many disabled children want to be with children like themselves whom they find friends and feel comfortable with. This wanting to be a cluster of the disabled extends into adulthood. It can be noted that this could be the reason why in many large cities we find the culture of these people, a group of individuals who socialize with one another and intermarry. This does not mean that disabled people do not want to be integrated in the society but access to ordinary members of the society is hampered by the negative attitude society holds towards them.

Intervention measures in socialization

The training of parents and programmes for every mentally retarded child are often provided in homes. The training is available in nursery schools, day care centers and even some public schools.

Peers may be used as helpers to assist in play activities like netball, football, skipping, hide and seek in order to develop play activities. Also play behavior is the key ingredient in adaptation of learning, cognitive development, education and socializing with peers.

Kirk and Ghallagher (1989) stress that teachers of the disabled children all agree on the importance of early learning. Even a baby may learn about communication from the facial expressions, lips, head movements, gestures, touch, and vocal vibration of those around him or her. The researcher has realized that this is why it is like that in order to establish effective communication as early as possible. Even, this speeds up the extent of their readiness to participate willingly.

Everything has got aims and objectives and reasons as to why it is done the way it is done. According to Kirk and Ghallagher (1989) socialization has got its primary objectives.

These may include:-

(i)   To develop communication skills.

(ii)   To give deaf children opportunities to share play and take turns with other children.

(iii)   To help deaf children use residual hearing.

(iv)   To develop readiness in basic English reading and mathematics.

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CHAPTER THREE

METHRODOLOGY

Introduction

In this chapter the researcher presents the following:-

- Research design

- Target population

- Sampling

- Instruments

- Procedure

- Description of data analysis procedure

Study design:

A study design according to Yin (1904) is an action plan for getting from here to there, whereby, "here" may be defined as the initial set of questions to be answered, and "there" is some set of conclusions (answers) about the questions.

This study involves one of the major research approaches namely. Qualitative approach. According to Creswell (1998), qualitative research is an inquiry process of understanding based on district methodological traditions of inquiry that explore social or human problem. A researcher builds complex, holistic pictures, analyses words, reports detailed views of informants and conducts the study in a natural setting.

Answers or evidence got from qualitative approach are described in terms of their verbal, written words or other descriptive nature. The questions addressed are such as who, which, where, what, when and why but not how many or how much.

Qualitative approach was chosen for this study because it studies things in their natural settings. The researcher hoped this would help to avoid artificial results / evidence. It also aims at exploitation of social relations and describes reality as expressed by respondents. There are many different methods under this approach but for the purpose of this study the "Case study" was used. In an attempt to find out social problems experienced by children with hearing impairment one school was chosen as a case study to allow the researcher time to concentrate on specific instances to attempt to identify the various interactive processes at work. Thus also gives an opportunity for one aspect to be studied in some depth due to a limited time scale.

Target population:

There are a number of children with mental retardation in this area. More so not all teachers teach these children. It was therefore wise to get information from those who are directly involved in working with the mentally retarded children in addition to retarded children themselves. The researcher therefore got information from selected teachers, parents and children themselves.

Study sample

Out of the targeted population, the following were used as respondents.

❖ Six teachers handling hearing impaired children.

❖ Four parents

❖ Nine pupils with hearing impairment (three chosen from each school).

The selection of these respondents was by purposeful sampling. purposive sampling as put down by Gal et al (1996) is the process of selecting cases that are likely to be information rich with respect to the purpose of the qualitative research study. Purposive sampling was chosen because; it fits the nature of the study.Not all the teachers in the school teach children with mental retardation, there was need to use only those directly involved with those children.

Research Instruments:

The instrument used to collect information from respondents in this study was the interview.

Wadsworth (1994), describe an interview as a technique for gathering answers (evidence) generally involving one person whose role is to ask usually a series of questions face to face or occur phone / internet. The questions may be broad, general an unfocussed as in open ended / unstructured interview or even specific and prescribed as in structured interview. In this study, there was an interview schedule where some guiding questions were written down before hand in an interview guide. Interview was found to be advantageous because:

- The researcher gets both the verbal and non-verbal information.

- Both the interviewer and interview have chance to ask where one does not understand.

- The interviewer can get information on feelings and emotions in relation to certain questions because he/she can use the respondent physically.

- Interviews also have some weaknesses and among them are:-

- They are time consuming because the interviewer must meet each of the respondents convenient time.
- Some of the respondents may not answer frankly and accurately.

Procedure:

The researcher presented set interview questions to the supervisor for approval before setting off to the field.

Authority was their sought from the university and the researcher was provided with a letter of introduction to the area of study for the purpose of seeking permission to carry out research in the area.

The exercise of data collection was done between the months of April and June 2011 following the procedure below:-

- The researcher introduced herself to the office of the Headteachers and produced an introductory letter from the University, for permission to carry out the study.

- The researcher then sought permission from the headteachers to interact with teachers and learners where sampling was done and respondents selected.

- Respondents were briefed on the purpose of the study and requested to genuinely answer the set questions.

- Time schedule was drawn to meet the respondents according to the time available for each of them.

Data analysis procedure:

After the data was collected, it was organized qualitatively using descriptive methods with the help of tables. Some of the interesting things respondents told the researcher were directly quoted.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS OF RESULTS

Introduction

In this Chapter, the data collected from the field by the researcher is digested presented, analyzed and interpreted according to the objectives of the study and has been presented in form of tables.

Table I: General school enrolment

Class	No. of Boys	No. of Girls
Standard 1	19	24
Standard 2	14	13
Standard 3	18	14
Standard 4	15	18
Standard 5	23	15
Standard 6	18	23
Standard 7	24	15
Standard 8	19	12
	150	134
Total		**284**

Table I above indicates the enrolment of the whole school excluding children with mental retardation N = 284

Table II: Number of children with mental retardation

Class	No. of boys	No. of girls
Standard 1	06	06
Standard 2	05	03
Standard 3	04	04
Standard 4	03	02
Standard 5	03	04
Standard 6	03	05
Standard 7	04	04
Standard 8	05	03
	32	31
Total		**64**

Table II: It indicates the number of children with mental retardation who were identified by their class teachers. The number of mentally retarded children is small compared to the number of ordinary pupils in the whole school this implies 22% of the total school enrolment.

Table III: Problems of children with mental retardation

Respondents	Problems of children with mental retardation
TEACHERS	- Do not maintain constant attention span - Low self esteem - Need to isolate themselves - Aggressiveness - Have unclear spoken language - Have physically abnormality tongue and ooze saliva constantly - Self-injurious - Do not follow instructions well. - Disturb others by destroying their property - Missing some speech sounds - Difficulty in turn taking conversation
PARENTS	- Poor vocabulary in relation to age - Segregated - Teased (wash out) - Not respected - Abused (stupid) - Neglect by teachers in class - Depends heavily on eyes when talking to others. - Find it difficult mix with others.

Table III: shows the different problems of mentally retarded children as observed by teachers and parents. They revealed to the researcher that given chance, these children may also participate in different activities as other ordinary children.

Table IV: Observations with mentally retarded children performing activities.

Activity	Observation
Playing	- Aggressive - Some try - Some are okay
Eating	- Isolate
Music	- Few freely participate - Majoring not bothered
Physical Education	- Some try - Few are fair - Many isolate
Classroom	- Some try - Few are fair - Few are good
Greeting	- Fearful - Shy

As indicated in the table a number of mentally retarded children exhibit a numerous social problems.

Six learners were seen to have problem in greeting fellow learners, two were trying and others were fine.

In music, few were seen not to be willing to participate unless compelled.

- In physical education, 2 pupils were not bothered, 3 pupils are okay, 1 pupil is fair while 4 pupils tries.

- In free activities, 4 pupils isolates, 2 pupils are fearful, 2 pupils tries while 2 pupils are okay.

- In class, many of the pupils with Hearing Impairment do their work fairly because 6 pupils are fair, 2 pupils are good while 2 pupils tries.

Table V: Causes of the social problems to mentally retarded learners

RESPONDENTS	CAUSES
TEACHER I	- Negative attitudes - Communication problems - Neglect by parents - Aggressive character
TEACHER II	- Diseases - Communication problems - Hygienic problems
TEACHER III	- Communication problems - Negative attitudes - Diseases
TEACHER IV	- Negative attitudes - Hyperactivity
PARENTS I	- Fear - Negative attitudes - Communication problems
PARENT II	- Communication problems - Negative attitudes - Diseases
PARENT III	- Neglect by parents - Communication problems
PARENT IV	- Negative attitudes - Fear - Speech problems

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Table V indicates the causes of social problems in mentally retarded children.

- 3 teachers and 3 parents believe that negative attitudes towards these children with Hearing Impairment is one of the causes of social problems.

- 4 teachers and 3 parents suggest that it is communication problems that hinder these children to develop socially.

- 1 teacher and 1 parent said that it is neglect by parents that causes social problems in mentally retarded children.

- 2 teachers and 1 parent believe that it is caused by diseases.

Table VI: Suggestions on how to improve on the social life of children with mental retardation

Respondent	How to improve the social life
TEACHER I	- Love them - Teaching turn taking skills - Guide and counsel parents
TEACHER II	- Bubbling for the children - Let them study with ordinary children (mainstreaming) - Sensitization of teachers and parents
TEACHER III	- Teach communication skills - Guide and counsel parents
TEACHER IV	- Refresher courses - Teach communication skills

	- Guide and counsel parents - Let them be in the same class with ordinary children.
PARENT I	- Let them study with ordinary children - Assessment of pupils
PARENT II	- Care should be given to them - Proper referrals - Motivating teachers
PARENT III	- Teach communication skills - Inclusive education should be practiced - Sensitization of teachers and parents
PARENT IV	- Refresher courses of all persons concerned. - Love them - Guidance and counseling

Table vi: indicates what teachers and parents suggested about how to improve on the social life of children with mental retardation.

- 4 teachers and 1 parent suggested that in order to overcome these problems turn taking skills in communication. 1 teacher and 1 parent added that love should be shown to these children.

- 3 teachers and 1 parent revealed that guidance and counseling of mostly parent should be put into practice.

- 2 parents and 3 teachers suggested that they should study together with ordinary children in an inclusive setting.

- I teacher and 1 parent advised on sensitization of both parents and teachers may be much importance in one way or another.

- I parent suggested of proper referrals of the learners.

- I parent advised on motivation of teachers

- I parent suggested of care to be given to learners for proper growth and development.

Table VII: An observation on how the following activities were by the mentally retarded children.

Respondents	Playing	Eating	Singing	P/Education	Writing	Reading
PUPIL 1	Aggressive	Okay	Okay	Okay	Okay	Good
PUPIL 2	Isolates	With difficulty	Tries	Isolates	Isolates	Fair
PUPIL 3	Good	Okay	Tries	Isolates	Isolates	Good
PUPIL 4	Fair	Okay	Tries	Fearful	Fearful	Fair
PUPIL 5	Isolates	Okay	Tries	Fair	Isolates	Tries
PUPIL 6	Fearful	Okay	Fair	Fearful	Fearful	Tries
PUPIL 7	Okay	Okay	Tries	Okay	Tries	Fair
PUPIL 8	Aggressive	Okay	Good	Tries	Okay	Fair
PUPIL 9	Fearful	Okay	Tries	Tries	Tries	Fair
PUPIL 10	Isolates	Okay	Fair	Tries	Isolates	Fair

Table VII: shows what the researcher came out with, after a careful observation.

(a)   In playing, the researcher observed that:-

2 pupils are aggressive

3 pupils isolate

2 pupils are fearful

2 pupils are okay

(b) In eating, the researcher observed that many pupils are okay / good.

9 pupils are okay / good

1 pupil has got difficulty.

(c) In singing, many pupils try to participate.

6 pupils can try to sing

2 pupils are okay or good

2 pupils are fair.

(d) In physical education:

2 pupils are okay

2 pupils isolate

2 pupils are fearful

3 pupils can try

1 pupil is fair

(e) In writing:

4 pupils isolate

2 pupils are okay

2 pupils are fearful

2 pupils try.

(f)   In reading:

2 pupils are good

6 pupils are fair

2 pupils try.

CHAPTER FIVE

DISCUSSION, SUMMARY, SUGGESTIONS, CONCLUSIONS AND RECOMMENDATIONS.

Introduction

This chapter dwells in discussion, conclusion and recommendations of the study. This study was intended to find out challenges faced by teacherd in mainstream to teach science to learners with hearing impairment as they are discussed and presented here below. The result of the study are discussed according to the objectives.

Discussion of findings on objectives one.

Objective one states; to find out challenges faced by children with mental retardation in the mainstream schools. Findings have shown that, these children suffer stigmatization due to harsh or bad treatment they receive from both teachers and fellow children. As a result they find it hard to freely mix with their peers.

This is in agreement with Erring Goftman. (1963), who stresses that calling some one a criminal or any other label can be a source of stigma, a powerful negative impact that radically changes a person's self-concept and social identity.

As indicated in table 3 (chapter four), Children with mental retardation have low self-esteem. This is due to lack of self-confidence and negative treatment given to them by people in their environment.

Cecil et al, (1987), observes that "generally, the handicapped encounter so many negative experiences that it is difficult for them to develop positive self attitude". The major negative experience here may be academic failure that may cost them love and admiration. The negative reactions from others cannot be hidden as they can be manifested through ignoring and side lining deaf children in all activities even in learning.

Negative attitudes towards differences in our society remains a critical barrier to learning and development. Most of the tune negative attitudes towards disabled learners manifest themselves in labeling them. Sometimes these labels (Nicknames) are just negative associations between the learner and the system such as "slow learners". To date some people are not yet sensitized that they are still labeling children with hearing impairment with funny names but which carry more abusive and dehumanizing meanings. This is likely to bring asocial gap between the handicapped, as they are already aware of this attitude of society towards them.

It has also been found out that people consider mentally retarded children to be aggressive therefore tend to avoid them. As a result, these children also have developed negative attitude towards their peers that they do not like them. This accounts for isolation and withdrawal characteristics these children display.

Coupled with the above is the neglect of the mentally retarded children by teachers in class that exposes them as being academically weak. This is however brought about by teachers' failure to effectively them, being patient with them and teaching at their level of understanding. This leaves these children withdrawn.

Birgit et al (1993) are of the view that it is extremely frustrating for an individual not to be able to communicate and be understood by his surroundings. Usually, it is so frustrating that the person may give up even trying to be understood and withdraw to his inner would. Here people may think that he/she does not understand what they are saying. They therefore stop talking to him/her which makes the person more isolated.

Also findings in table 3 indicate that mentally retarded children are neglected by teachers while in class, probably due to the stubborn character they exhibit thus teachers are not confident in communicating with these children. Faced with this challenge teachers concentrate their attention to the majority ordinary children as they tend to think that the minority learners with special learning needs may not affect their overall class performance at the end of the year. Failure to be attended to leaves these children odd man-out. Teachers ought to devise means of handling all children benefit and to make learning effective for all.

Ceaser. (1996), stresses that most teachers are faced with the task of delivering content to learners which requires effective communication that involves sitting arrangement, class teaching/control and use of learner-centered learning. Therefore for effective teaching and full participation of all learners, teacher should always be equipped with methods, educational materials, subject matter, teaching techniques in handling mentally retarded children

Furthermore, findings in table 3 illustrate that mentally retarded children lack skills of expressing themselves in class in a way of answering and asking questions. This failure to clearly express themselves eventually makes teachers lose interest in these children. As such these children develop low self-esteem, thus teachers, peers and the whole school too accords them low value

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leading to stigmatization. Viable means to break down these barriers is through positive teacher intervention efforts and structured long term contact with the handicapped.

Discussion of findings on objective two

Objective two meant to find out how children with mental retardation interact with ordinary children and entire population. According to the findings in table 4, mentally retarded children have problems in freely interacting with other learners either in class or outside classroom school activities.

The researcher has observed that these children have difficulties in performing certain activities together with their ordinary counterparts. In performing activities like playing, eating, music among others, these children prefer working with a few friends or alone. Even in class sitting arrangement they were found not be at ease to freely mix with others.

These characters as noted above could attributed to the way peers, teachers and the entire school community behave towards these children that they also developed their own attitude towards them. The general feeling among these children that others hate / dislike them has created a negative attitude among these children and they therefore see no reason as to why they should associate with others.

Crisci (1981) puts it that; ...."negative attitudes may arise from the frustration of not having the necessary skills". Teachers unaware of how to handle handicapped children in class, lose hope and confidence in themselves, and this results into negative attitude towards these children who in turn develop their own attitudes towards the teachers and theirpeers.

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Reynolds et at (1982), observe that some studies have indicated it is difficult for regular classroom teachers to accept the handicapped in their classes. This may be due to teachers' feeling inadequately prepared to serve the needs of the children with special needs rather than any general negative attitudes towards disability. It should be noted that it is this lack of acceptance that develops negative self-esteem and makes disabled children withdrawn from others due to fear and self-resentment.

Discussion of findings on objective three.

Objective three states; to find out the causes of social problems experienced by children with mental retardaation.

Most of the causes seem to come from the environment rather than the child itself. According to findings in table 5, it can be noted that most of these social problems come as a result of inability of teachers to handle mentally retarded children, negative societal attitudes, neglect by parents, deprivation and past experiences among others.

Failure to express one's self and be understood by those around an individual and his/her failure understand what they say leaves him/her an odd man out. This has created a feeling among the community members that the mentally retarded can't or take long to understand and therefore no need to interact with them.

Some responses from teachers and parents indicate that they attribute the causes of social problems of the mentally retarded children to their aggressive character. They are quick to point out this factor but have not been able to single out what brings it among these children.

Aggressiveness is borne by long time of living in isolation, failure to be engaged by the people in one's environment and the feelings of hopelessness. These feelings can be as a result of the past experience. Teachers in their assumed cordial interaction with these children should be able to trace the causes of this aggressive character among the mentally retarded children to freely interact with others.

Parental neglect and deprivation of the deaf child also creates uncertainly, hopelessness and self resentment among these children. Children who lack care have limited chances of free interaction since few would like to associate with them. As a result deaf children develop negative attitude towards the hearing group, mistrust resentment and fear to freely mix with others. The reactions of the hearing children and teachers towards the deaf also kill the attempt try to associate with them.

Discussion of findings on objective four.

Objective four states; "To suggest how these social problems can be minimized and the researcher suggests the following to uplift the welfare of the mentally retarded children in schools and beyond":

Primary school teachers need more support in inclusive education with handicapped to enable them learn better ways of handling these children.

The inclusion of pupils with learning difficulties in ordinary schools and classrooms is part of a large world-wide human rights movement aspects to improve their quality of life.

The concept of inclusive education enjoys a high profile around the world by virtue of its incorporation into the policy documents of numerous international organizations, most notably

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the United Nations. Standards of UN policies such as those embodied in the UN convention on the Rights of the child (1989) the UN standard rules on the equalizations of opportunities for persons with Disabilities (1993) and the 1994 UNESCO Report on the Education of children with disabilities (Salamanca statement) all affirm the rights of all children to equal Education without discrimination within the mainstream Education system.

Although this means different things in different places, there is a universality to the underlying human rights philosophy of inclusion which suggests that the concept is destined to persist rather than represent latest educational bandwagon. For this reason, therefore the study of education of pupils with learning difficulties is rightly placed in the context of inclusion.

Guidance and counseling of parents with children with disabilities in the mainstream setting should be put into practice in such a way that they should let the child know that they have confidence in him/her and are proud of him/her and also the whole family loves him and needs him. For this matter therefore, parents have to talk to the child and allow other peers or people to talk to him/her as much as freely as possible.

Parents are also required to be patient with the child, spare time for her/him. They should also co-operate with the doctors/medical workers, the education specialists, the teachers and the heads of the schools if they require their help and co-operation in any manner in helping the child.

Section ten of the children's statute (1996) states that "The parent of a child with disabilities and special educational needs and the state shall have the duty to have the children examined and assessed as early as possible".

Educational Assessment and Resource Services (SNE/EARS) staff working within the education department has been put in place to help these children. The role of this staff is to ensure that learners with special educational and rehabilitation needs are enrolled and retained at school and that their educational needs are met both at home and school. They also guide teachers in identifying and providing for their children's learning needs in the classroom.

Deutsch (1967) observes that cognitive development may be the best therapy for self realization. The emphasis of such a programme should be put on the efforts to develop language perception skills, memory and ability for verbal mediation.

Guidance of handicapped children should entail problems of social and personal development also because these children show some problems in their personal and social development. The handicap in the development of their language creates in them a barrier for normal communication with other children or adults. This barrier impedes the personal and social development of these children as is the case with any other individual.

One of the most significant aspects of the social handicap from which these children suffer is increased dependence of others which the handicapped begin to realize and hence their inadequacy leads to some sense of inferiority or guilt and development of poor self-concept.

There is also need for carrying out refresher course of teachers, parents and the community in order to make children with special educational needs fit in the society they are living in.

Hatt, (1996), has considered an analytical approach to examining the matching of teaching approaches to pupils' learning needs. She advocates positive intervention in considering the individual needs of pupils by identifying deficiencies in a pupils' functioning or something

missed through prior experiences or restricting in the learning environment, which can be addressed by the teachers.

Provision of educational learning materials to the learners so as to prevent them from forgetting easily the material learnt and be able to enjoy the lessons taught.

Gross (1993), Lewis, (1995), state that it is important in enabling access for pupils with educational needs because in many schools teachers have become proficient in considering how best to adapt and modify materials and approaches to ensure that all pupils benefit from the learning process.

Conclusion:

As has been noted earlier the current trends do not favour special school, therefore children with special learning needs (including the mentally retarded) should be placed in an inclusive setting to create a conducive environment for future co-existence since there will never be all special would" for the "graduates" of special schools. Children need to grow with and know each other as they develop and grow. Therefore among the things to be put into consideration are; teachers teaching children in mainstream should have compassion and love for assisting learners with Hearing Impairment and accept them as they are, have free interaction with them, coming to their level of understanding, building good rapport and teacher-pupil and pupil-pupil relationship and knowing their likes and dislikes. Above all teacher should endeavor to get more knowledge about helping these children by going for further studies, attending refresher courses and workshops on special needs.

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Office of the Director

Date: 18th August, 2011

TO WHOM IT MAY CONCERN:

KABURU ANNJOY MUTHONI   REG NO. BEDI4246I921DF

Dear Sir/Madam,

Re: Research/Project.

The above named is our student in the College of Open Education and Distance Learning (CODL), pursuing a Bachelors Degree in Education Special Needs.

He or she wishes to carry out Research in your school/ Organization.

Research is a requirement for the award of a Bachelors Degree in Education Special Needs. Any assistance accorded to him or her will be highly appreciated.

Thank you,

J.S Owoeye, Ph.D
Director CODL.