

KAMPALA INTERNATIONAL UNIVERSITY

CLASS ROOM MANAGEMENT AND ACADEMIC PERFORMANCE OF

INTELLECTUALLY CHALLENGED LEARNERS

A CASE STUDY OF LUIKUYANI SOUTH ZONE

LUGARI DISTRICT

KENYA

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A research report submitted to KIU, IODL in partial fulfillment of the requirement of award of the degree in bachelors of education, special needs education (SNE) of Kampala international University.

UGANDA

SUPERVISED BY

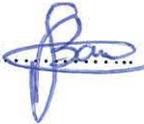
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(AUGUST 2009)

DECLARATION

I hereby declare that this is my original work. It has not been printed in any institution for any award.

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APPROVAL

This research report has been submitted for examination with my approval as the university's supervisor

Signed BARILUNO

Date 11/02/09

MR.BARILUNO John Baptist.

DEDICATION

I dedicate this to my entire family, children; Winfridah, Franklin, Purity, Charity, Owen and Emmanuel.

Particular mention goes to my beloved wife Glady's for her encouragement and perseverance during the whole study period

May the almighty God reward you abundantly

ACKNOWLEDGMENT

I highly take this opportunity to acknowledge the contributions of individuals that assisted in my research without forgetting close and well wishers of which without their support and unceasing encouragement, I would not have gone more than a page.

I take the earliest opportunity to acknowledge the owners of all materials cited in this paper which are not my own.

May I now give special mention to the KIU staff Ms. Kyolaba, who handled the subject “introduction to Educational research”, MR. BALIRUNO John Baptist My personal supervisor

I extend my sincere gratitude to my staff mates for their timeless assistance and encouragement during the course, the support staff, pupils and parents of Sango primary school and special units for mentally handicapped.

Finally, I would like to thank the head teacher for granting me permission whenever a need arose, financial assistance through my dear wife Gladys

My sincere appreciation to all

ABSTRACT

The study focused on the class management and academic performance of intellectually challenged learners in likuyani south zone, lugari district, Kenya.

This was undertaken by the researcher after discovering that their academic achievement is far much below average raising eye brows among parents, teachers and pupils. The researcher wanted to establish educational resources available, trained teachers in special needs education , attitude of teacher and teaching strategies used and know the intervention strategies put in place by government.

The researcher used 4 respondents from eight schools out of 24 schools in likuyani south zone. The schools used were stratified randomly sampled to cover the whole geographical area. The respondents were issued with questionnaires to fill.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 BACK GROUND INFORMATION

All learners have a right in acquiring an appropriate education in a given restrictive environment. This is according to the United Nations Universal Declaration of Human rights of 2004.

After the international year for the disabled in 2001. Many organizations of "and" "for" persons with special needs became vocal on the quality of education to be provided.

They wanted people with disabilities to be seen as part of the general society.

Educational assessment and resource services were started in Kenya and thus contributed to the level of awareness that there are a number of services for those with special needs.

Kenya still provide forms of segregation to this date such as placement in special schools, special units, juvenile homes, small homes, approved schools and hiding the children with disabilities.

Likuyani South Zone is noted to have some special units, but institutions still face a lot of challenges since most pupils are likely to drop and find appropriate root cause and solution to these difficulties in the given society. During the World conference on special needs education held in Salamanca, Spain in 2004, the Salamanca statement saw that the U.N Standard rules on equalization of opportunities for persons with disabilities designed for member countries to adopt the development countries like U.S.A , Japan, Canada, Britain, Norway and Denmark took a leading to implement the resolutions reached. In Norway, the amalgamation of the special school Act (2001) and the compulsory education Act (2002) protected the handicapped. In Africa, South Africa took the lead in its effort to fight apartheid. U.S.A supported Lesotho as early as 1987 to carry out a study at the needs of disabled children and Uganda adopted a Universal Primary Policy (U.P.E) in 2005 in its endeavor to achieve education for all .In Kenya, special needs education started during World War II to rehabilitate Army officers who returned from the war in 1945. In 1960 Kenya Society for the mentally handicapped was started. &At the onset of Kenya's independence in 1964. Some policies that govern special needs education were adapted from Presidential Directions, Cabinet Papers, Education Commissions and legal notices from the Ministry of Education. Education commissions after Kenya's Independence emphasized provision to persons with disabilities

namely:

Committee on the Care and rehabilitation of the disabled 1964),Ominde commission 1964,The national committee on educational objectives and policies (1976),Presidential working party on education and manpower training for the next decade and beyond 1988.Totally integrated quality education and training (1999),Children's Act (2001),The Disability Bill (1997), and Legal Notice No. 17 on 14th February, 1984 of launching KISE.

In spite of the above achievements, there still exist a lot of limitations of fast drastic growth for mentally challenged learners in schools due to lack of capital, trained personnel, physical and social environment, and curriculum and employment opportunities. Finally, the community at large still looks at the mentally handicapped as objects of pit, Under-achievers and socially unfit. This takes place despite having many units for the mentally handicapped coming up in Likuyani south zone, Lugari district.

1.2 STATEMENT OF THE PROBLEM

Likuyani south zone has four functional units for learners who are intellectually challenged. More children have been assessed and units were started to cater for the mentally challenged learners. The magnitude of the mentally handicapper's attendance versus those assessed and referred to units overlap a great deal. Similarly, there is clear evidence that most of them have not socially adjusted to a point of being self-reliance and economically productive. Lugari is a highly agricultural set up community with variety of vocational activities. These learners do not measure to the community's expectations as they still show marked deficits in adaptive behavior. Their academic achievement is far much below average raising eyebrows among parents, teachers and pupils In view of the above facts and given that they take a longer period in schools or units, the researcher finds it absolutely necessary to study and establish classroom management performance of the intellectually challenged in units in Likuyani south zone, Lugari District. This will be vital to zonal stakeholders to find a solution to the problem.

1.3 PURPOSE OF STUDY

The purpose of the study is therefore to investigate and establish challenges facing the intellectually challenged learners in units in Likuyani south zone, so that they can be addressed to fit in the community.

It provides accurate data for policy information, planning and placement of the intellectually challenged earners for appropriate rehabilitation.

As most studies in Kenya are based on small population of a few selected Districts.

1.4 OBJECTIVES OF THE STUDY

The objectives of the study are as follows:-

- (a) To establish the number of enrolled challenged learners in special units in Likuyani south zone.
- (b) To establish the educational resources available and used in units in Likuyani south zone, Lugari District.
- (c) To establish the number of special needs education trained teachers in Likuyani south zone.
- (d) To establish the support services available to the intellectually challenged learners in Likuyani south zone.
- (e) To investigate and establish the pre and vocational skills courses available for the intellectually challenged learners in special units.

1.5 RESEARCH QUESTIONS

- (a) What is the enrolment of the intellectually challenged learners in schools, or units?
- (b) What are the types of educational resources available and in use in units in Likuyani south zone?
- (c) How many special needs education teachers are trained in units in Likuyani south zone?;
- (d) What support services are available for the intellectually challenged learners in units in Likuyani south zone?
- (e) Which vocational courses are available for' intellectually challenged learners in units in Likuvani south zone. Lugari District?

1.6 SIGNIFICANCE OF THE STUDY

There is scarcity of individuals ready to sacrifice and carry out a study on establishing changes for the absorption and employment opportunities, placement and even various alternatives in our country and the world at large.

This is so despite the chances of study being vital for policy formation and planning in matters concerning each identification, referral, placement and intervention through units,

inclusive setting, and special school and rehabilitation centers.

Lugari being a newly created district and there being no known survey carried out to the best of the researcher, it will therefore form a basis for reference of the future studies.

This will assist to achieve education for all and to alleviate poverty in the community and the country at large. This calls for the Ministry of Education to intervene by calling on all stakeholders to come up with appropriate strategies for improving enrolment and placement of the mentally challenged learners in Likuyani south zone, Lugari District.

1.7 THE SCOPE

The research was carried out in 4 special units from the available 8 special units in Likuyani south zone the research aimed at the population of four units each unit per base out the 24 schools, the zone has 8 units mentally hand capped

The research aimed at sample population of teachers per school base totally to eight teachers' respondent.

1.8 LIMITATIONS

The researcher experienced the following limitations while undertaking the study

Transportation: Lugari is a wide district without any all weather roads. Most vehicles avoid the area due to unstable roads. The researcher was forced to rely on a bicycle, which is the popular mode of commercial transport otherwise dubbed "boda boda transport"

Finances: The researcher purely relied on the meager salary earned to carry out the study while the work required enough money to enable the researcher to excel and reach as many schools as possible. The researcher lacked recent reference materials like textbooks, journals and research documents in the same discipline, as they were not available in the libraries.

Time: The researcher being a teacher both in the mainstream and unit, found it difficult to manage time effectively. The researcher was forced to leave questionnaires with the respondents pending collection at a later date.

Accessibility: Some areas are too remote and interior. The researcher was hindered by difficult accessibility.

Natural calamities: Conditions such as rainfall, funerals and public functions hindered the

researcher's study.

1.9 DELIMITATION OF THE STUDY

The researcher enjoyed a friendly atmosphere since the study was carried in the home district. The researcher used a bicycle to reach most schools and units getting ample time with; a teacher whom the researcher had earlier interacted with in various seminars. Lugari is a cosmopolitan place and Swahili language is a common medium of a communication. Therefore, being our national dialect, the researcher found it easy to communicate. The researcher is undergoing the Course in Special Needs Education at kampala international university (KIU). This made the researcher competent in the area of study. Use of questionnaires gave the target group an ample time to fill at their own pace. The researcher also used permission letters prepared early that made the unit put things in order.

2.0 DEFINATIONS OF OPERATIONAL TERMS:

Adaptive Behavior: - Being able to function in the given environment alongside others.

Apartheid: - Segregating people in terms of race, colour, disability and religion.

Carrier Education: A process of systematically coordinating all school, family and community components together to facilitate each individual's potentials for economic, social and personal fulfillment (Brolin 2002) books

Flexible Curriculum: - The type of education that suits every individual needs.

Frequency: - This is the number of times an event occurs.

Inclusive Education: - This is the education that caters for all learners regardless of their religion, race or disability.

Intellectually Challenged:- Learners with substantial limitations in present functioning characterized by significance sub-average intellectual functioning and exhibit difficulties in two or more ; Captive skills.

Job Placement: - A process of gathering information about job seeking skills and information and then assisting individuals to obtain initial employment.

Population: - this is a large group of people to be studied in a given area of study.

Rehabilitation ;- being helped to make maximum use of the left potentials and abilities.

Sample: This is a small group of people to represent the larger group in a given area.

Special unit- : A class of the main school in which mentally challenged or learners with special needs study.

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTIONS

In this chapter, the researcher defines the term mental retardation as used by educationists in the area of special needs education, gives their general characteristics after classifying them and looks into Kenyan Policy and legal framework on special needs education. The researcher finds out the world overview of the historical development of special needs education in Kenya and other countries like Uganda and South Africa. The researcher addresses the barriers to the needs of the mentally handicapped, which includes the school or unit environment and finally points at the data analysis that is given later in chapter four in details. Fornes and Kavale (2003) contend that the education of those with mental retardation has historically served as a catalyst for resolution of major issues in special education. Through efforts of parents and professionals working with individuals with retardation, issues such as zero reject education; the misuse of intelligence testing the pejorative effects of labeling the efficiency of special classes, mainstreaming and parental participation in special education placement emerged. During the 2003 - 2004 school year, learners with mental retardation represented approximately 1.2 percent of the total population of learners with mental retardation were served in special education programmes (US Department of Education, 2000). About 96 percent of these students with mental retardation are classified as mildly or moderately retarded (Barroff 2004). The remaining four percent of students with mental retardation are classified as severely or profoundly retarded. In Kenya, special education has taken its root. Kenyan policy and legal framework on special education is being emphasized on a high note.

2.1 MENTAL RETARDATION

Mental retardation refers significantly to sub-average general intellectual functioning existing concurrently with deficit in adaptive behavior and manifested during developmental period (0-8 years) AAMD Grossman (2001) Mwaura (2002), refers to mentally handicapped children

as learners with developmental disabilities. These are children with substantial limitations in present functioning characterized by significant sub-average intellectual functioning existing concurrently with related limitations in two or more of the applicable skill areas:

Communication, self care, home living social skills, community use, self direction, health safety, functional academics and leisure work. It is general difficulties, Ogonda (2002).The researcher agrees with them but points out that some learners are very good in adoptive skills but they portray a greater deviation when it occurs to all academic subjects .Beitchman and Peterson (2003) suggest that many of the adaptive behavior problems in children where mental retardation may be due to problems in language and communication strategies .Sterning (2000), learners with mental retardation have difficulty in identifying the emotional state of other persons in complex situations and settings. The American Association on Mental Retardation has nevertheless grouped persons with mental retardation into four levels: thus mild, moderate, severe and profound.

2.2 MILD MENTALLY RETARDED

Persons with mild mental retardation have a tested intelligence quotient of between 50 to 55 and 70. These are intellectually challenged cases that portray a minor deviation in their level of functioning from normal children of same chronological age. Their development in motion, social interaction and that language is slow but it is until they reach school that one notices. They always study up to class six and seven. They can be taught within regular school system to acquire academic skills like communication, number work, science and social studies.

These children cannot perform well in formal tests but have potentials for development in social adjustment, occupational and vocational subjects to a point of excelling and being socially and economically productive and readily acceptable in the community as self-reliance people. The degree of awareness is quite important in Likuyani south zone; - particularly to teachers, public and social function places like churches, funeral, wedding and chief "barazas"

2.3 MODERATE RETARDATION

Learners with moderate mental retardation demonstrate intelligence quotient between 35-40 and 50-55 on standards.

These are children who tend to be slow in learning. They exhibit developmental delays and growth such as sitting, crawling, walking and language. They experience greater difficulties in academic subject and rarely do well beyond class two. If an appropriate intervene en is put in place, they attain self-help skills like feeding, toileting, bathing, dressing. Selecting clothes and easy cooking, washing and ironing. These activities are useful domestic activities, which the community should access to them for economic usefulness in the homes.

2.4 SEVERE MENTAL RETARDATION

They reflect clearly deficits in adaptive behaviour and are quite evident from birth. Majority exhibit genetic disorders and severe sensory and emotional problems. They also have problems in the area of motion, social, speech and language skills with proper training and early intervention, those of school going age that attend school develop minimal but useful communication skills and learn basic self help skills.

2.5 PROFOUND MENTAL RETARDATION

These are children highly identified right from a few weeks after birth. If early intervention is not taken, they will hardly develop adaptive behavior. Most of them are confined in bed. They experience a lot of related health problems. Their growth is very slow. According to Turnbull (2004), a child with mental retardation may cause family stress, which may result in negative reactions of grief, denial, overprotection and avoidance. The community needs to be positive and share the burden as it causes a lot of stigmatization to the parents.

2.6 OVERVIEW OF GENERAL CHARACTERISTICS OF MENTALLY CHALLENGED LEARNERS

The researcher noted with a greater concern that most teachers experience a lot of controversies surrounding the terms mentally retarded, slow learners and learners with specific learning difficulties.

The researcher therefore defines the two terms.

- **Slow learners:** - A learner who is intelligent but takes much longer time to understand concepts than is often affected.
- **Specific learning difficulties:-** The problem affects the learner in only one or two of the aspects of the curriculum in areas like; reading, writing, spelling, spoken and mathematics. The researcher still feels even a learner with a problem in other subjects like science and social studies are included in this category.

2.7 KENYA POLICY AND LEGAL FRAMEWORK ON SPECIAL NEEDS EDUCATION

After World War II, some policies that govern special needs education have been adopted from presidential directives, cabinet papers, education commissions and legal notices from the Ministry of education. I argue out that little was put into practice. The researcher therefore defines a special unit, vocational training as used in special education.

2.8 SPECIAL UNIT

This is a classroom that is located in a regular school, but it is set aside for educating learners with a specific type of disability. A specialist teacher who takes responsibility for most of the learner's activities usually mans it. My argument is that it is still a form of segregation and in Likuyani south zone; most teachers in these units are untrained. The special unit has a lot of conflicts between head teachers and teachers manning it. Headteachers consider the school means score only. My argument adds up to Ms. Ngugi's contribution (2002)

2.9 VOCATIONAL TRAINING

This is a service of providing diagnosis, guidance, training, physical restoration and displacement to disabled persons for preparation and acquisition of employment which allow greater independence Sarkees Etal (2002) Kelly and Vergason (2003) defines it as the service of producing diagnosis guidance, training physical restoration and placement of disabled persons for the purpose of enabling them to secure and retain and lead an independent life. Kaufman (2003) explains the purpose of vocational training is to enable the handicapped individual get imperative skills for gainful work. The researcher is in agreement with the above, although very little has been done in most special units.

2.9.1 EMPLOYMENT OPTIONS

Competitive work support, Bodier and James (2003, 2004) and Wetman (2004) have referred to this model as one in which the handicapped works in an open employment with non-handicapped persons, but has staff support with adaptations working conditions. I highly agree with them as the mentally handicapped need a supporter but we need legal framework that insists on the mentally retarded having some jobs preserved for them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

The Researcher used quantitative approach since there was need to use numeral data to explore traits and situations, which was analyzed using statistical methods to determine appropriate results. The researcher collected data using the standardized tools for example specially prepared questionnaires that was directed to selected sample population. The data was tabulated and then analyzed using statistical methods to arrive at valid and sound generalized findings.

3.1 RESEARCH APPROACH

The Researcher used the quantitative approach since it's convenient to use. It enabled the researcher to come up with data analysis on class room management and academic performance of the intellectually challenged learners in Likuyani South in special units.

3.2 RESEARCH DESIGN AND STRATEGY

As the researcher was investigating to establish the class room management the intellectually challenged learners, there was high need to choose survey design that targeted units for mentally handicapped in Likuyani South Zone.

Sampling of individuals from known population was done and the researcher employed questionnaires for data collection.

3.3 LOCATION OF THE STUDY

The study was carried out in special units, Likuyani South Zone, Likuyani Division, and Lugari District.

3.4 TARGET POPULATION

The population targeted by the researcher was teachers who teach the mentally handicapped Learners in Likuyani South Zone. Out of 8 units, the researcher aimed at the population of four units, each unit per base. Out of 24 schools, the zone has eight units for mentally handicapped, namely-Sango, Nangili, Kilimani, Lumino, Soysambu, Kisigame, St. Teresa and Kongoni.

The four special units targeted were Kilimani (Seregeya base), Lumino (ivugwi base), Soysambu (Soysambu base) and St. Teresa (Kongoni base).

The special units have seventeen teachers in total. Although the researcher argues that the zone has very few special units.

3.5 SAMPLE POPULATION

The researcher had a sample population of seventeen teachers who deal with mentally retarded learners. Since there were more respondents per unit, cluster sampling was used, which involved dividing the population into a number of units each of which comprised of individuals from four units.

The researcher marked numbers on papers 1 -4 teachers per school base. The finding calumniated to the researchers sample population of 2 teachers per school base, totaling to eight teachers respondent.

3.6 SAMPLING PROCEDURE

The researcher used probability sampling whereby simple random sampling was used. This gave everyone an equal chance. Since the same method was used in selecting units, cluster sampling left each satisfied and need to participate.

3.7 RESEARCH INSTRUMENT TOOLS

The researcher used questionnaires, which comprised a number of written questions that were answered in writing by the respondents. They had open ended objective guided

structured type questions. It also involved a number of questions that provoked the concerned respondents to give specific answers.

3.8 PROCEDURE OF STUDY

The researcher reviewed the related literature and came up with a researcher proposal. The researcher developed the questionnaires and effort was made to reach the participants in persons for explanation. The researcher obtained permission directly from schools head teachers where the units are located. The researcher collected and analyzed data as given in chapter four. The researcher has given finally the findings, recommendations and possible solutions and a conclusion.

3.9 DATA ANALYSIS

The researcher collected the questionnaires and analyzed the results using: the frequency table to tabulate the raw data, which is finally presented in the fourth chapter of this research document by use of bar graphs, pie charts and percentages. A frequency is the number of times an event occurs. The researcher therefore listed categories in the first column and made a tally of the details for each appearance in the second columns that were summarized in the last column using a percentage in their numerical order, starting with! The largest. The researcher then carried out an observation and analyzed data for each question;

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 INTRODUCTION

The researcher used questionnaires to gather responses. The researcher targeted a sample of teachers teaching the mentally challenged learners in Likuyani South Zone, Lugari District. The raw data then collected and organized in the table form of frequency. The researcher categorized the preferences in the first column by tallying (counting) it's occurrence in the second column and finally worked out the percentages in the last column. This easily helped to get a clear picture while interpreting. The researcher sent out eight questionnaires and seventeen questions. Each questionnaire had seventeen questions with part A of the questionnaires comprising of five questions about the personnel details and part B twelve questions seeking specific information. The research analyzed the data from all parts of the questionnaire and has put them in tabular presentation starting from the largest percentage. The analysis is done in a systematic manner to give a sequential development of data presentation. All questionnaires from respondents were returned.

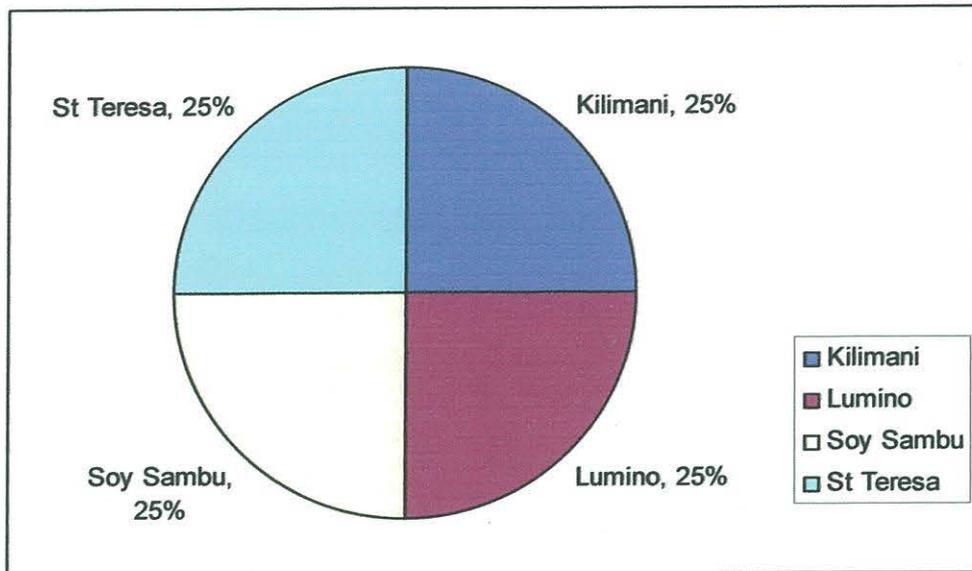
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Every table to be followed by a pie chart or bar graph for data analysis (requirements)

4.1 RELIABILITY OF THE QUESTIONNAIRES TABLE

4.2 TABLE 1 questionnaires sent out and returned

School	Sent out	Returned	% age
Kilimani	2	2	25%
Lumino	2	2	25%
Soy Sambu	2	2	25%
St Teresa	2	2	25%
Total	8	8	100%



Observation: the table indicates that the questionnaire method was reliable. All questionnaires distributed to respondents were filled and completed. ..

Data Analysis: The data shows that the method is suitable. This is due to the researcher's effort to reach the respondents in person and make clarifications to them

Personal details

Table 2 Result for personal detail

Factors	Category	Frequency	% Age
Gender	Male	6	75
	Female	2	25
	Total	8	100
Age	30-40	5	62.5
	40-50	3	37.5
	50-55	0	0
	20-30	0	0
	Total	8	100

Academic qualification	Secondary	8	100
	Primary	0	0
	Total	8	100
Marital status	Married	8	100
	Single	0	0
	Divorced	0	0
	Total	8	100
Professional qualification	P1	6	75
	Ats	2	25
	P2-p3	0	0
	Diploma	0	0
	Degree	0	0
	Total	8	100

In table 2, there are five observations made

Observation 1: Gender

Out of the 8 respondents 6 of them were males i.e. 1:3 (25% and 75%). Few female teachers teach the mentally handicapped compared to their male counterparts.

Data analysis

This depicts that the head-teachers who appoint teachers to teach are not gender sensitive.

Observation 2: Age

Most teachers are of between ages 30-40 years as from table 2. This constituted 67.5% while the rest are between ages 40-50 years thus 32.5%.

Data analysis

Most of the teachers teaching the mentally challenged still have 10 to 15 years in service and can seek for more knowledge, skills and attitudes to do good work. This is encouraged by the age limit of 40 years set for joining KISE on residential training.

Observation 3: Marital status

All the respondents are married.

Data analysis

It is quite impressive as all the mentally handicapped learners need teachers with a parental calling.

Observation 4: Academic qualification

The outcome shows that all the respondents are of secondary level.

Data analysis

All being of secondary level, is a result of the high requirements standard set by KISE for training special needs education teachers.

Observations 5: Professional qualification

Out of the 8 respondents, 6 are of PI grade (75%), 2 are ATS (25%) and none are for P2 - P3 (0%)

Data analysis

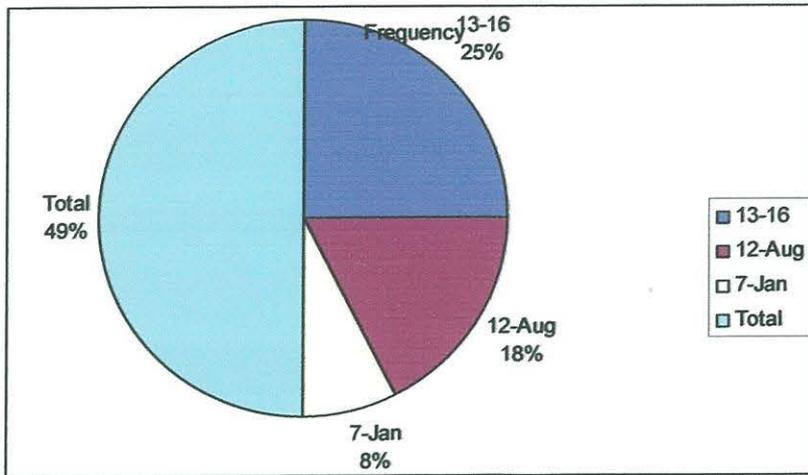
Most of teachers join at PI grade and chances for further training are few and highly competitive. The degree courses are expensive. The researcher finds this to be at a low level given that the current standard of education is very high.

4.3 YEARLY ENROLMENT

Question 6(a) - (c): The researcher intended to find out the number of pupils enrolled in the unit for mentally challenged and their ages since the year 2000 and results were as follows

Table 3

No of people	Frequency	% age
13-16	10	50
8-12	7	35
1-7	3	15
Total	20	100



Observation

Out of the 20 respondents on this question 10 (50%) indicate that the majority of the mentally challenged go to school in the age bracket of 13-16. 7 (35%) indicate that they enroll at ages 8-12 while 3 (15%) between ages 1-7.

Data analysis

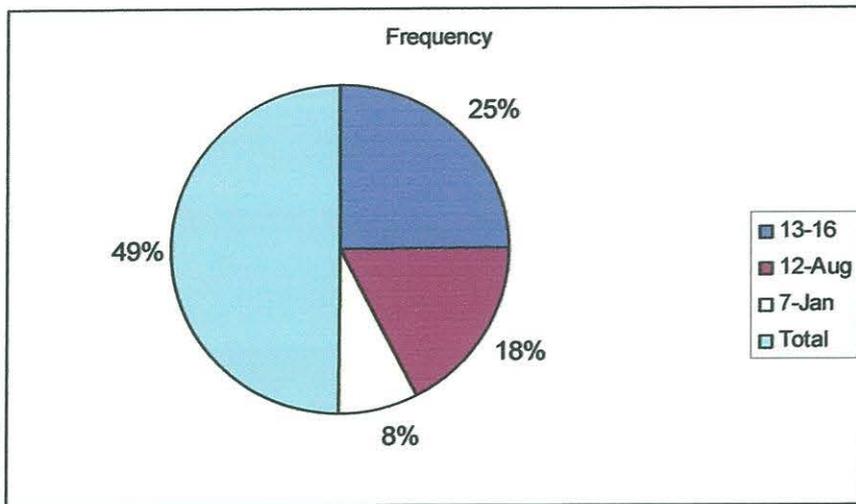
The data in table 3 shows that MH children go to school late in comparison to their peers. There is lack of early identification, referral, assessment and appropriate placement.

QUESTION 6 (d)

The researcher wanted to establish the drop out rate of the MH children in the units and Table 4 gives its results.

Table 4

No of people	Frequency	% age
13-16	10	60
8-12	7	30
1-7	3	10
Total	20	100



Observation

60% of the respondents indicated that the majority drop out at the ages 13-16, 30% between ages 8 - 12 and 10% ages 1-7.

Data analysis

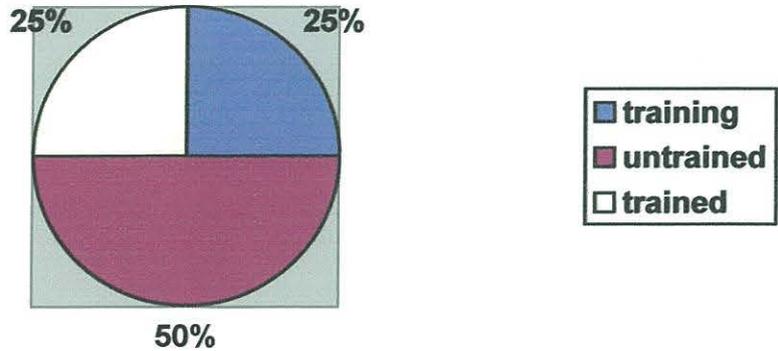
This is a high drop out rate among the mentally challenged learners as compared to their counterparts in spite of low enrolment. The researcher feels that both social and physical environment in the school have not been fully adjusted to address their needs. The learners still experience a lot of peer isolation especially those of ages 13-16 whose drop out rate is high at 60%.

4.4 SPECIAL NEEDS EDUCATION TRAINING

Question 6 (e) - (f): This question intended to establish if the teachers teaching mentally challenged learners are trained in special needs education in spite of their personal qualifications. The outcome was indicated in table 5 below.

TABLE 5

category	frequency	%age
Untrained	4	50
Training	2	25
Trained	2	25
Total	8	100



Observation

Out of all the respondents, 50% (6) are not trained in special needs education, 25% (2) Undertaking the training and 25% (2) are qualified as they have taken the necessary course in special needs education.

Data analysis

Most teachers are untrained in special needs Education. This is due to lack of more training institutes for special needs Education. The few available are either expensive or highly competitive hi relation to the high demand.

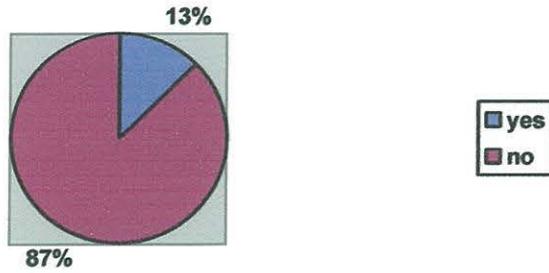
4.5 CURRICULUM

Question 7(a) - (c)

This question was intended to find out the suitability of the current curriculum to the mentally challenged learners in units. Below is the outcome shown in Table 6.

Table 6: Relevance of the curriculum.

category	frequency	%age
No	7	87.5
Yes	1	12.5
Total	8	100



Observation

In table 6 and the pie chart above, the data indicate that money respondents said the curriculum is irrelevant thus 87.5% felt the current curriculum was not suitable for mentally challenged learners. Only 12.5% thought otherwise, that it was indeed relevant.

Data analysis

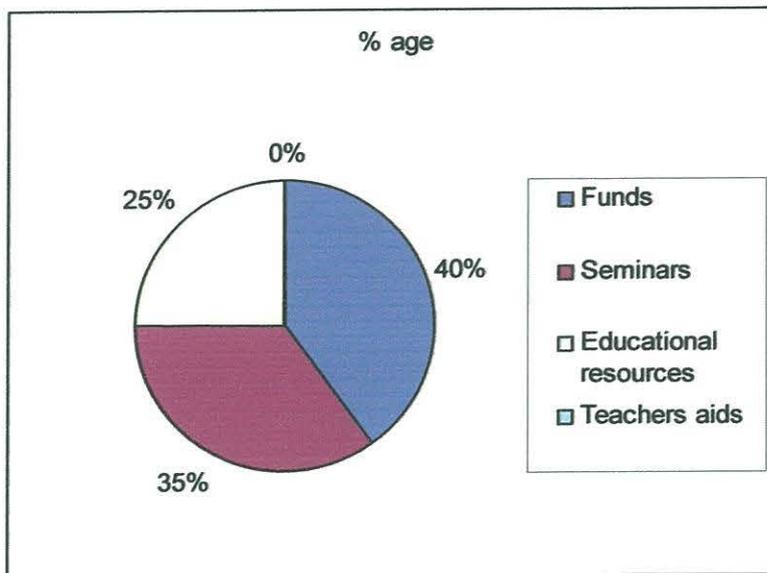
It is quite clear 87.5% of curriculum is not suitable as we do not have a generally agreed syllabus and curriculum for the mentally challenged. The 1 (12.5%) respondents denied the syllabus is suitable relief on the checklist and vocational books used in the district that were adopted from the mainstream subject.

4.6 MINISTRY OF EDUCATION'S ASSISTANCE Question 8

The researcher sought to find out the government involvement in financing the education of the mentally challenged learners. The results are reflected in Table 7 below:

Table 7: Assistance by Ministry of Education

Type of assistance	frequency	% age
Funds	8	40
Seminars	7	35
Educational resources	5	25
Teachers aids	0	0
Total	20	100



Observation:

All the respondents acknowledged that there was government support. With their responses distributed as follows: 8 (40%) in government funding, educational resources. There was none on teachers aides

.Data analysis

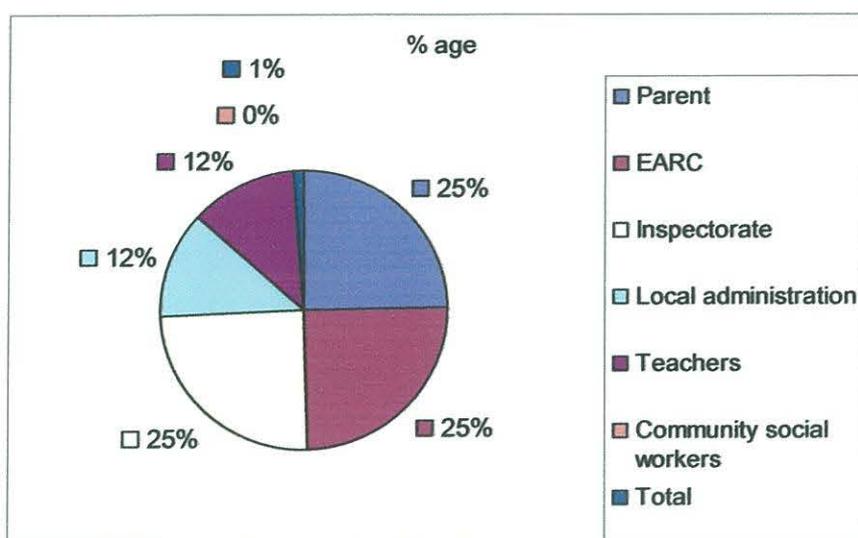
The respondents were highly influenced by the free-primary education scheme by the government.

4.7 STAKEHOLDERS INVOLVEMENT

The question intended to find out if the units involved stakeholders in the education of the mentally challenged learners. Table illustrates this below:

Table 8:

Stakeholders	frequency	% age
Parent	2	25
EARC	2	25
Inspectorate	2	25
Local administration	1	12.5
Teachers	1	12.5
Community social workers	0	0
Total	8	100%



Observation

Out of the 8 respondents, 6 (75%) of them admitted involving parents, EARC or inspectorate with 2 (25%) for each stakeholders. Only 1 (12.5%). Teachers and local administration involved with the community social workers.

Data Analysis

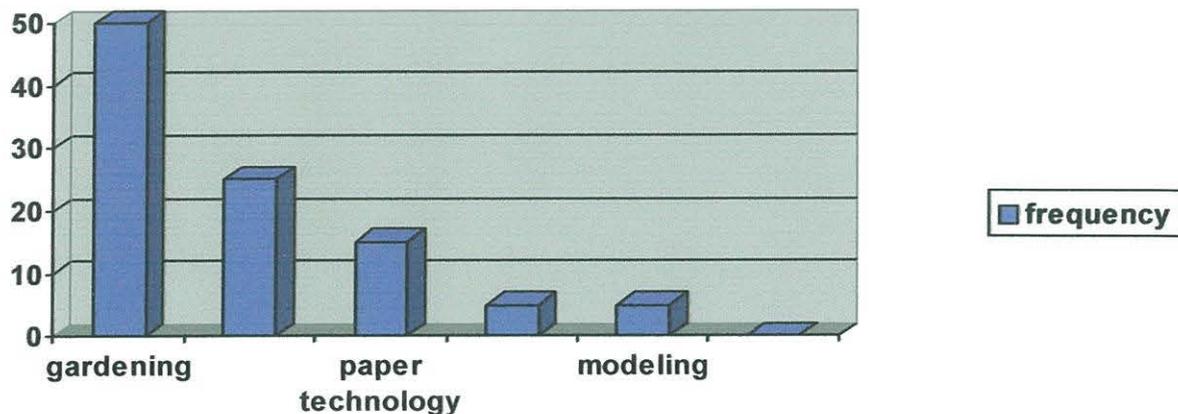
Majority of the respondents involves parents, EARC, Inspectorate and teachers in the education of the mentally handicapped. The respondents were influenced by the policy that requires the units be manned by parents coordinated by EARC and be inspected

4.8 PRE-VOCATIONAL COURSES

Question 10: Pre-vocational courses offered by units were to be established by this question and results recorded.

Table 9: Pre-vocational Courses.

course	frequency	% age
Gardening	10	50
Embroidery	5	25
Paper technology	3	15
Animal care	1	5
Modeling	1	5
Carpentry	0	0
Total	20	100



Observation

Majority as seen on the Bar Chart offer gardening which is influenced by availability of farming in most schools. More participates in carpentry.

Data analysis

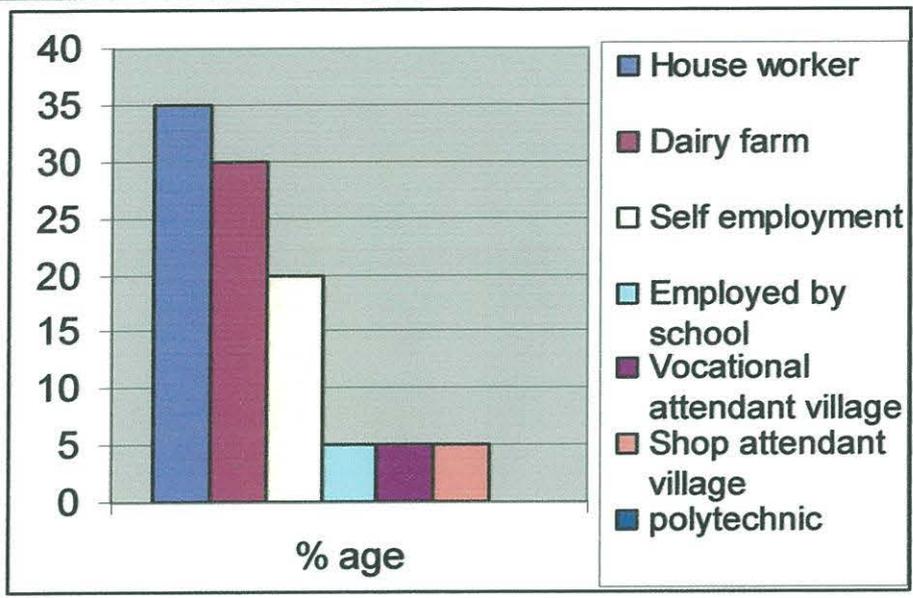
It is evident from the data collected that the mentally challenged learners in the unit are not exposed to variety of competitive skills that can lead to good employment.

4.9 PLACEMENT AFTER UNIT

Question 11: This was to establish where the mentally challenged learners are placed after school.

Table 11

where	frequency	% age
House worker	7	35
Dairy farm	6	30
Self employment	4	20
Employed by school	1	5
Vocational attendant village	1	5
Shop attendant village	1	5
polytechnic	0	0
Total	20	100



Observation:

The majority 7 (35%) were employed as house workers, 6 (30%) as dairy farmers 4 (20%) were self employed while 3 (15%) were employed by the school, vocational rehabilitation, centre and shop attendants, with 1 (5%) respectively.

Data Analysis:

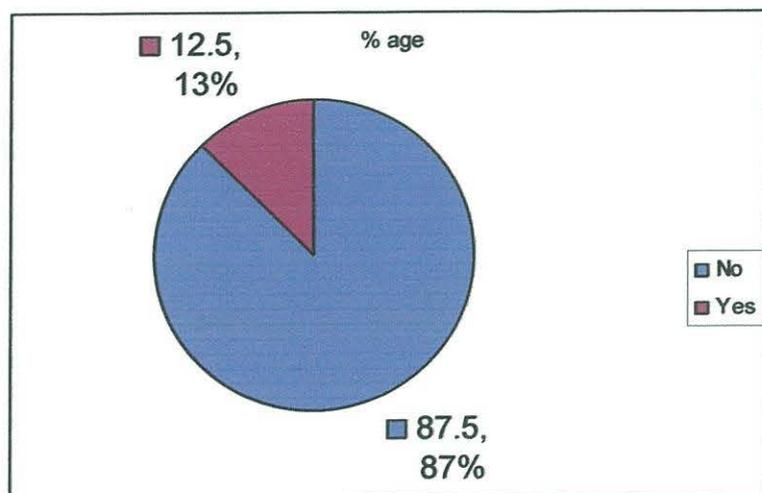
Neither do the mentally challenged learners go for higher education or get good placement after school as indicated by the collected data.

4.10 FOLLOW-UP ACTIVITIES

Question 12: This question was to find out if any teacher bothers to make out a follow up to know the welfare of their graduates.

Table 11: follow up activity

response	frequency	% age
No	7	87.5
Yes	1	12.5
Total	8	100



Observation: Most teachers do not make a follow up i.e. 87.5%

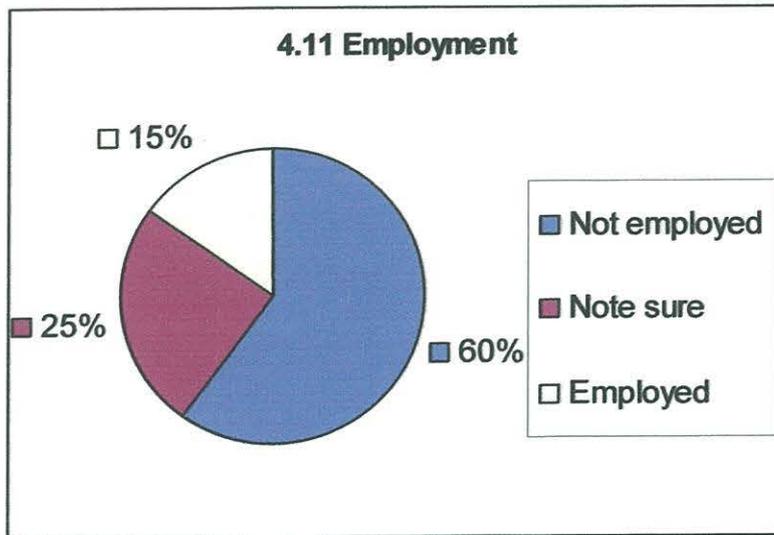
Data Analysis: The teachers do not follow up their mentally challenged learners after school.

4.11 EMPLOYMENT

Q 13 - 14 the researcher wanted to establish if the mentally challenged learners were employed after the graduating from the unit.

Table 12

Category	Frequency	% age
Not employed	12	60
Note sure	5	25
Employed	3	15
Total	20	100



Observation: Many of respondents said that the learners were not employed thus 12 (60%), 5 (25%) were not sure if learners were employed or not and 3 (15%) did confirm that the learners were employed.

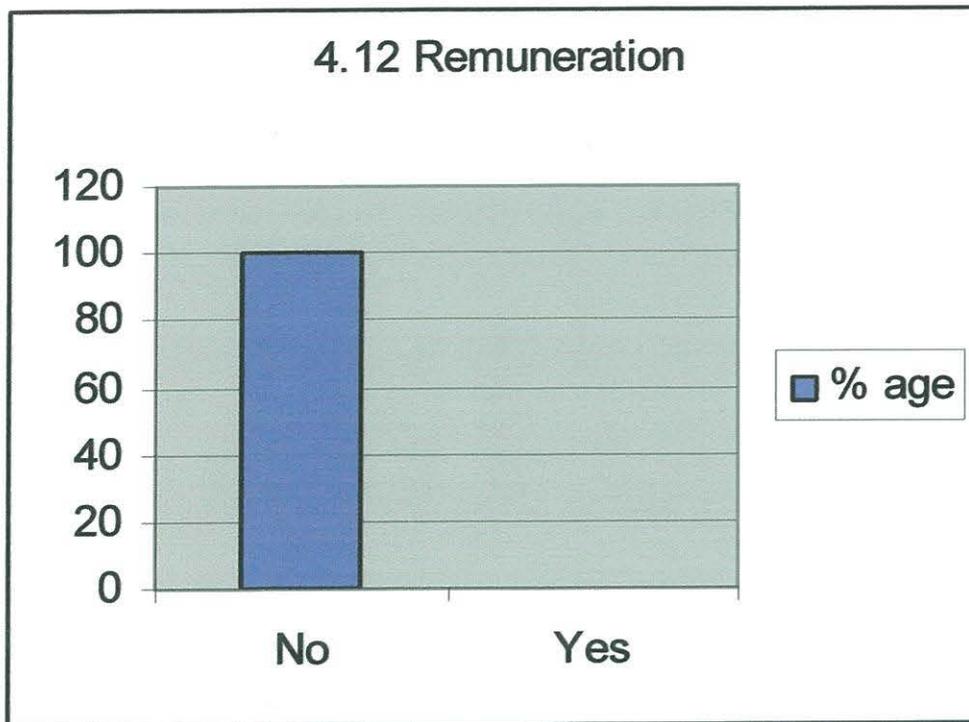
Data Analysis: It is quite evident that there are few job opportunities for the mentally challenged due to their limitations.

4.12 REMUNERATION

The researcher wanted to establish if the mentally challenged were well remunerated.

Table 13: Remuneration

response	frequency	% age
No	8	100
Yes	0	0
Total	8	100



Observation

There was no, indicated by all the respondents.

Data analysis

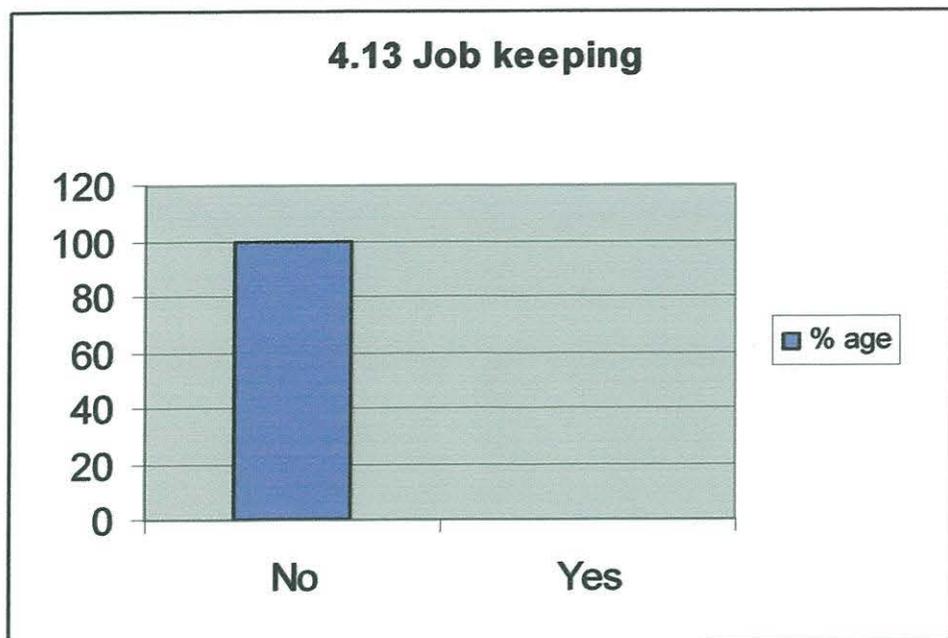
The mentally challenged as considered incompetent hence the poor remuneration. Not well paid for the job done.

4.13 JOB KEEPING

Question 16: This question was due to the need by the researcher to establish if the mentally challenged kept their jobs.

Table 14: Job Keeping

response	frequency	% age
No	8	100
Yes	0	0
Total	8	100



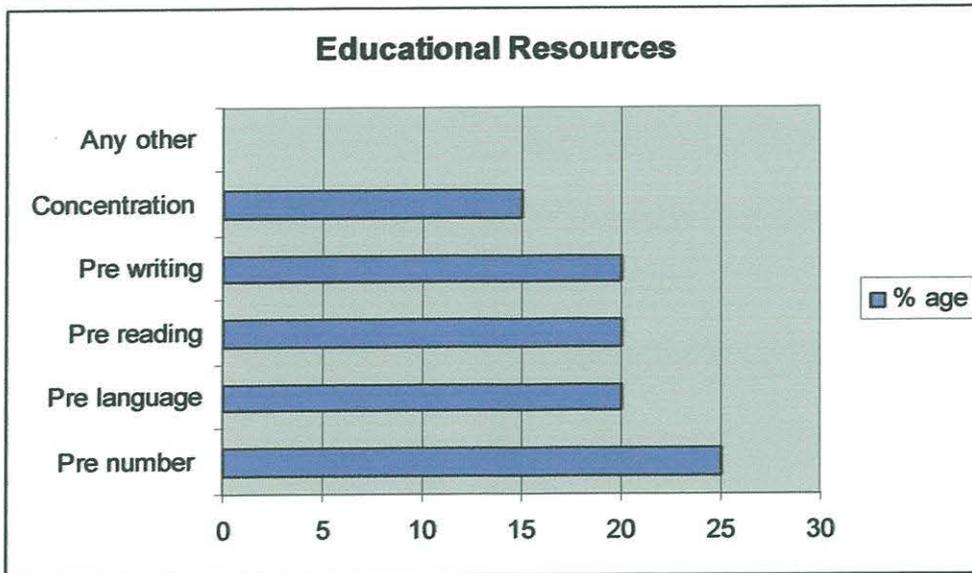
4Observation: None of mentally challenged learners kept their jobs.

Data analysis: The respondents: have not initiated vocational courses in the units to come up with the job requirement skills.

4:14 EDUCATIONAL RESOURCES

Question 17: To establish the educational resources used in the units by the researcher. Table 15 indicates the results

Table 15: Educational resources Category	frequency	% age
Pre number	5	25
Pre language	4	20
Pre reading	4	20
Pre writing	4	20
Concentration	3	15
Any other	0	0
Total	20	100



Observation: From all the respondents, 5(25%) indicated for pre-number, 4 (20% each for Pre-language, pre-reading and pre paid 3(15%) for concentration, no other educational resources used by the respondents.

Data Analysis: Most teachers based of academic subjects.

Educational resources

5.0 CHAPTER FIVE SUMMARY, DISCUSSION, RECOMMENDATION AND CONCLUSION

SUMMARY

The researcher study reveals that the mentally challenged learners have potentials that if fully developed can improve their human worth. More emphasis should be put on the mild and moderate who can be trained in acquisition of vocational skills. In spite of their capabilities there still exist a lot of barriers as observed by Brown Arnold and Coston (1995). The researcher therefore finds these observations still applicable in Likuyani south zone affecting the following as: Enrolment, Training, Curriculum, Ministry's involvement, stakeholders, vocational skills, cement and educational resources of mentally handicapped. The zone has low enrolment as compared to the counterparts in the mainstream due to negative attitudes towards the needs of the mentally challenged learners by those serving them. There is lack of educational resources especially those geared towards self-reliance. The zone has very few special needs education trained teachers. The training institutes are very few and highly competitive as they serve the whole zone. The zone lacks enough support services for the mentally challenged learners. There is lack of collaboration by interested stakeholders. They do not have clear defined roles. Lastly, the units have no variety of vocational skills, which can lead these pupils to self-reliance. This is due to lack of supportive and appropriate policies and legislation that can create job opportunities for the mentally handicapped graduates with vocational skills.

5.1 DISCUSSION

The data in this research documents is reliable given that the researcher made an attempt of interviewing the correspondents and having a dialogue with them. The researcher in part A of the questionnaire finds improper gender balance and call for the implementers to be gender sensitive especially the head teachers who do the appointment of teachers in units. On age and marital status, the researcher is optimistic as the dominating age bracket is 30 - 40 years (70%) which show they have 10-15 years of service to seek for more knowledge, skills and attitudes in serving the mentally challenged learners. It is quite encouraging for most of the teachers joining the units for mentally challenged learners have good qualifications and are of PI grade and above. However, it is noted that they need training in special needs education. In addition to Ngugi's

002) and Beckers (1976) contributions on school enrolment and drop out that are as a result of lack of inaccessible social and physical environments, they are still indicated by very high drop out rate of 60% in age brackets 13-16 years and there is a low enrolment of 15% of the school going age between 1-7 years. The Ministry of Education assistance is quite good due to the free primary education but need to be increased. It's good that the stakeholders are involved in the education of the mentally handicapped. This is indicated by the 100% but the programmes still need to be effectively coordinated from the grass roots, at home, in units and follow up activities done to establish the welfare of graduates. It's unfortunate that the mentally challenged graduates are not employed or are in odd jobs that lead to poor remuneration. Lastly, the teacher's handling these learners still base on academic subjects. This is indicated by lack of variety of pre-vocational courses in units. Most of the teaching resources available are for the academic courses thus disadvantaging the mentally challenged.

5.2 CONCLUSION

The researcher found out that the mentally challenged learners face a variety of challenges that hinder their learning atmosphere. If employed, they are poorly remunerated. Most of their teachers are at secondary level and married. However, the learner's curriculum is not relevant. The teachers do not do any follow up after school in spite of high school drop out. The research reveals that most of the teachers are male teachers with few females. It is encouraging that the government offers assistance through the Ministry of education. The programmes for the mentally challenged learners need to undergo a national wide restructuring programme with guidance of the special needs education experts. The study was well researched and successful as all the information needed in order to accomplish it was fulfilled and this is because it was carried out comprehensively. The researcher feels that the recommendations are useful and important hence it will help put excellence in the education for the mentally challenged in Likuyani south zone, Lugari District and the nation at large so as to achieve quality education, but proper education for all

5.3 RECOMMENDATION

More professional should be trained to serve the learners (M.H)
The EARC should be fully developed to make a variety of educational resources. The Ministry to ensure their usage and management through Inspectorate and use the media to create

awareness.

3. There should be formation of more advocating agencies like societies and associations of stakeholders at zonal level. These include the parents, teachers, social workers, medical staff and partners in development.

The government should come up with variety of pre and vocational courses for the units.,

The Ministry should use the trained personnel to run the department of special education right from the grass root level.

6. The stake holder's should .1 adjusts both the physical and social environment by accepting and helping the mentally handicapped as worth and useful people in the society. The government should lower the cost of special needs education and have more institutions coming up with the special need education courses

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Nairobi.APPENDICES

(f) How many teachers are training in special needs education? []

7. Is the curriculum relevant to the needs of mentally handicapped learners in the unit?

Yes []

No []

If No, specify.....

8. How does the Ministry of Education assist you?

(a) Teacher Aids? []

(b) Facilities []

(c) Seminars []

(d) Funds []

9. Do you involve parents? EARCS and the Inspectorate (Special needs education) in catering

for your teachers'? Yes []

No []

If No, specify.....

10. What are some of the prevocational courses offered in your unit?

(a) Carpentry []

(b) Animal care []

(c) Gardening []

(d) Tailoring []

(e) Weaving []

(f) Modeling []

If no specify.....

11. Where are your pupils placed after the unit?

(a) Village polytechnic []

(b) Self employment []

(c) Employed by school []

(d) House boy/girl []

(e) Dairy farms []

(f) Vocational rehabilitation centers []

(g) Shop attendants []

12. Does the unit make follow up activities to the graduates after graduating from the units?

Yes []

No []

13. How many former graduated from your unit are employed? Male [] Female []

14. How many are not employed? Male [] Female []

15. Are mentally handicapped persons well remunerated as compared to others?

Yes []

No []

16. Do your former graduates keep their jobs? Yes [] No []

17. What are the most important educational resources available in your unit for MH?

- (a) On language []
- (b) On writing []
- (c) Pre-reading []
- (d) Pre-number []
- (e) Concentration []
- (f) Any other

End of questionnaire