# PROVISION OF PRE-SCHOOL EDUCATION FOR CHILDREN WITH MENTAL RETARDATION IN KIKOOZA SPECIAL NEEDS SCHOOL MUKONO TOWN COUNCIL DISTRICT UGANDA

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**SEPTEMBER 2008**

## DECLARATION

I Aanyu Gorreti, declare that this is my original work and has not been submitted to any other institution of higher learning or university for the award of a degree or diploma or ant other award

Signed.....Aanyu.....  Date..7th/October/2008.

## APPROVAL

The under signed certify that she had read and hereby recommended to Kampala International University the research proposal entitled "Provision of pre-school education for children with mental retardation in kikoza Special needs school Mukono town Council" for the degree in Special needs Education of Kampala International University.

This is to certify that this study was conducted under my supervision and is ready for submission

Sign.....

SSEKAJUGO DERICK

Date:7/10/2008

## DEDICATION

I dedicate this research report to our son Happie Josea Osanga who has been patient enough to always wait for me to come back home late, my husband Honey Henry Aloto for the care and love he gave the family and me. Not forgetting the encouragements from my dear brothers Dr. Inangolet Francis Olaki Stephen Olaki and Opusi Robert olaki and from Sister Jane Kase Asio.

**ACKNOWLEDGEMENT**

The ideas contained in this research book are the result of contributions from many people whose names do not appear on the cover.

The first and most important acknowledgement goes to my supervisor Mr. Ssekajugo Derick whose vision and commitment to this project is the reason this book exists.

Net I want to strongly thank and acknowledge the respondents and the head teachers of the sampled schools for their high co-operation accorded to me without which I would not have got enough information.

My esteemed love goes to members of my family for their excellent support more so my husband Mr. Aloto henry.

Several lecturers from Kampala International University in their various capacities, whose names I cannot put down in this small space, deserve recognition for what ever assistance they gave me

I am sincerely grateful to you all and may the almighty God Bless you all.

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**ABSTRACT**

This research was intended to investigate the challenges faced by teachers of children with mental retardation in pre-school education, in Mukono District.

Non-probability sampling was used to select respondents and areas of research. Interviews were used to collect data from 9 respondents. These included the head teacher and teachers.

The findings showed that use of inappropriate teaching learning and play materials, the curriculum, lack of parental involvement in the education are challenges to teachers of children with mental retardation in pre-schools.

It also found out that the teacher's attitudes towards children with mental retardation was negative. The study recommended training through refresher courses and seminars for teachers so that they are kept a breast with the appropriate methods this would also help them to accept children with mental retardation. The public also needs to be sensitized to have teacher's attitudes and accept children with mental retardation in pre-schools

# CHAPTER ONE

## 1.0 Introduction

### 1.1. Background to the study

This study was carried out in Mokono District. It comprises of the countries of Buvuma, Mukono, Nakifuma and Ntenjeru. It has a population of 795,343 people while the Town Council has a population of 46,506 people as per population census Statistics Analytical report

The natives are Luganda speaking people called the Baganda. There are also other tribes like the Basoga, Iteso, Banyankole and others living in the district due to one reason or another. These tribes have unique cultural backgrounds, for instance dancing; cultural dressing and other related aspects of culture are all different.

Geographically, the district has highland rain forests with wet savanna grasslands. Economically, the people practice a lot of farming. They grow cash crops like coffee, vanilla and also carry out subsistence farming. They also do fishing on Lake Victoria and the islands surrounding them.

Education level of the district is quite good as compared to other district with the element of being in the central region it and also few kilometers to the capital city of the nation. It has 766 primary schools and 166 secondary schools.
The district has two universities and pre-schools as a starting stage for most children and more so those in urban areas.

As regards the provision of education for children with mental retardation, there is little done in pre-schools though in primary there is an annex in one of the primary schools in the town Councils schools as the government is advocating for integration in all schools.

According to Brieker, D.D (1989), Pre-school education originated in Europe. The first nursery school in London was established by Racheal and Margaret Macmillan who begun in 1910 with Health Clinic that was later expanded into an open-air school. The mission of this experimental programme was to provide comprehensive prevention oriented services to meet the social, physical emotional and intellectual needs of young children.

Peterson (1987), notes that, the nursery school movement forst begun to gain popularity in the United States in 1920's based upon an adaptation that attached a great deal of importance involvement within the school program. However the relatively recent rise in its popularity has been greatest among the middle classes rather than those who work with poor or disabled children, the population for whom the method was originally designed.

These pre-school education centers included nursery schools, kindergarten, day care centers and nannies care centers Nirje (1969(. Some of the centers had the purpose of modern services for the mentally retarded children, which was to normalize their lives.

Children's normalization means living in their natural surroundings, playing and going to kindergarten, nurseries, Millelsen (1969). This was after the pre-school education grants programmer mandated the states to provide services to three to five years old with handicaps where by the programme should be at children showing developmental delays or mental conditions or physical that could result at "risk" medically or environmentally for substantial delays.

Berger, (2000) the cognitive experience of pre-school children are quite different now than before, whereas children formally stayed at home until the age of six. Now in almost every industrialized nation and in many

developing ones, most children experience some form of regular out of home care. It may be a day care environment, nursery and kindergarten or in a pre-school, designed to foster cognitive growth as well as providing children's care.

Looking at Uganda as a nation, Pre-school education (out of home care) is a attributed primarily to the dramatic shift in material work partners and changes in family composition s which have resulted in increase in pre-school education throughout the country. Meisels, (1996) in recent years as women have chosen or been compelled by circumstances to combine both child rearing and employment outside the home , the distinctions between child care programs and pre-school education have become blurred once again. To say a need for balance between care ands education of the young children.

The quality of pre-school education varies a great deal. Those programs with educational curriculum led by trained adults have shown a range of long-term benefits not only in the child's schooling but also in successful adult development. On the side of children with special needs, it helped to prevent late school failure and reduced the likelihood of a child's referral for special needs. However, pre-school education for children with mental retardation, provided extra assistance and encouragement on comprehensive prevention oriented services to meet the social, physical and emotional and intellectual needs of young children and helped them learn to live constructively in social settings. This therefore requires well-trained, experienced, motivated and active teachers especially at this time when the country is advocating for education for all through universal primary Education (UPE)

## 1.2. Statement of the problem

Liberalization of education through Universal Primary Education (UPE) has seen many children with mental retardation joining school at all levels. Therefore many teachers in pre-schools are faced with challenges in teaching children with mental retardation

### 1.3. Purpose of the study

The researcher intended to find out challenges faced by pre-school teachers of children with mental retardation and proposed solutions to the challenges

### 1.4. Objectives of the Study

This study was intended to

- Determine the suitability of the pre-school curriculum in respect to children with mental retardation
- Establish challenges faced by pre-school teachers children with mental retardation
- Determine teaching learning and ply materials

### 1.5. Scope of the Study

The study was carried out in Mukono District, Mukono Town Council. Choicer of respondents was restricted to pre-school. The study focused on challenges faced by teachers of pre-school education.

### 1.6. Significance of the Study

The findings and suggestions of this study may hopefully be of assistance to the following:-

- Policy makers, planners, ministry of Education, parents of children with mental retardation children themselves.
- To help teachers become co-learners in the aspect of the child's learning over so special needs.

- To help curriculum designers to modify the curriculum for mentally retarded children to suit their learning

## 1.7. Limitations of the Study

The following are some of the problems, which were faced during the study;-

- Financial limitations to cover the study, transport, typing, stationary and biding the report
- Some respondents may have vague answers during the interviews due to fear and then
- The cultural variations and attitudes of the respondents may have limited data collection.

## 1.8. Delimitations of the study

During the study, the following successfully facilitated a successful study;-

- The letter of introduction, which was issued by the university in seeking permission to carry out the research work with the target sour
- There was a possibility of consulting the respondent's before requesting them for interviews by the researcher on the topic to be investigated on.
- The area sampled being the place of work for which the researcher is familiar enabled the accessibility to schools

# CHAPTER TWO

# RELATED LITERATURE REVIEW

## 2.0. Introduction

The study specifically looked at the challenges faced by teachers of children with mental retardation in the pre-school. This chapter in particular looked at the theories, views and ideas from other writers and education practioners who have written extensively on a similar area.

Children need care and protection from the parents, family members, teachers and the community to foster independence and sharing rather than competition. Structured guidance for such as, developing school readiness skills is not often valued in some cultures, instead children are allowed to grow and develop freely.

According to bailey (1992), more parents and professional have recognized pre-school years as critical to the child's physical, emotional, social and cognitive development. Thus increased attention has been focused on the quality of early experiences for all children. Early reflections of this concern include the passage of laws prohibiting child labour and requiring public education. Furthermore, as more mothers of young children to work shortly after child birth, grater attention is being paid to promoting high quality for out homecare for young children which include pre-schools and the major, theme being society's concern for the rights and needs of individuals citizens and minority groups.

In Uganda, pre-school education lays majority in the private sector, although government has come once in a while to monitor its standards. This is because, there is a serious weak link in the chain of education, in the pre-school education, which should be the first ladder in the system, is not taken in hand like other levels of education. It is left as an open field for commercial exploitation by private proprietors.

I most cultures, the goals of pre-school education go beyond cognitive preparation for latter schooling. Pre-school education provides training in the behavior an attitude appropriate for group activities such as play, for children with special education needs. Pre-school educations is the delivery of therapeutic and educational services and are designed to provide optimum learning experiences during the crucial early years developmental periods for children with mental retardation ceil (1987).

In defining an educational programme for any group of children, it is necessary to identify the general specific elopements required in a course of the study. This includes the curriculum.

**The curriculum**

A curriculum is a very vital tool in the educational system. It is said to be a set of priorities as to what skills, concepts and facts children are to acquire at what time Chouhan, (1999). Usually curriculum is thought of as a series of activities and experiences organized to facilitate the attainment of specified educational goals through implemented teaching procedures Bricker (1989). The problem at the moment is how teachers are expected to select which materials and at what time do they teach in the absence of a syllabus. A syllabus is drawn from the curriculum.

According to Wood, (1977), development based curriculum tends to work with young children with special educational needs for one of the five purposes. This includes remadiating, teaching basic processes, teaching development tasks, teaching psychological constructs and teaching pre-academic skills.

This curriculum may try to give a child with special educational needs instructions in all the processes or skills that normal children might

develop without specific teaching. Most pre-school education programmes employ a developmentally based curriculum.

Kajubi (1989) while evaluating the present curriculum recommends that practical skills, values and attitudes which are essential to forming children with mental retardation in all stages or levels of learning to citizens should be considered.

According to Golden Berg (1987), comprehensive pre-school curriculum used should include the following: self-help skills and concepts, gross motor and fine motor activities, communication activities, visual auditory, cognitive and social activities. Teachers should combine these elements to meet the individual needs of children with mental retardation in pre-school.

Marayan (1994) argues that a good functional curriculum is essentially and ecologically valid curriculum should include activities that are age appropriate such as play, comprehensive future references, efficient and integrated for pre-school children with mental retardation. This is supported by the teacher's innovation. Fisher R (1995) suggests that teachers of children with mental retardation should not be slaves to the ordinary curriculum. Okech (1194) supporting the statement stressed that; children with mental retardation need modification of the curriculum in order to meet their needs. The teacher is not however faced with one set of priorities, but rather with three. In addition to the school curriculum mandated by society, the teacher must also take account of the developmental (maturation) and personal curriculum (individual differences).

The structure of the curriculum in the elementary guides has been set through long practices, but remains a question about the structure of the curriculum in pre-school education for children with mental

retardation. Most pre-school programme emphasize the developmental skills that own the base or foundation for later skills that are expected of school age to master, but a functionally based curriculum may be appropriate focusing on skills that will enable them to immediately improve their interaction with environment.

Challenges faced by pre-school teachers of children with mental retardation could also include teaching or learning materials. They may be play materials in facilitating their learning

**Teaching learning and play materials**

Teaching is highly skilled and demanding activities. In recent years, teachers have been hard pressed by the many changes and developments they have been required to introduce to their classrooms.

According to Mani (1997), teaching materials are of many types. He gave the following four:

Sophisticated materials such as tools, toys and baby cots.

Teachers – made materials such as wall charts and picture cards real objects such as a shoe, a radio and materials of the environment, such as leaves, grass and lacy.

All the above can be used as teaching and learning materials for the learners whatever might be the material; the usability of it depends upon the nature and need of the learners. The emphasis of the teaching materials lies on learning the concept and the ability of the instructor to make sue of the teaching materials to the maximum extent.

Odom and Strain (1984) as the case with physical environment, the materials used in teaching pre-school children should be individualized.

They are selected based on their ability to cause learning opportunities to occur. For example, some materials and toys produce more social behaviour than others

Bailey (1992) noted that the toys and materials for pre-scholars with mental retardation should be responsive, age appropriate, adopted to increase use, encouragement and learning, naturally occurring objects and selected to promote learning of important skills.

The toys and materials has to be based on children's interactions with them rather than the purpose identified by toy developers or other and therefore help the teachers on the kind of materials they should have available in pre-schools.

According to Aggarwal, (1997) teaching and learning materials and toys should be meaningful, purposeful, accurate in every respect; simple, cheap, improvised, large enough to be properly seen by the children for whom they are meant, up-to- date, easily portable, motivating and to the mental level of the child. Toys and materials should stimulate the learning more so that of the mentally retarded children in the pre-school.

According to Stone (1979) natural raw materials like water, mud, and sand are vital elements in pre-school experiences to learning. Toys and other realistic objects or materials become useful hooks for the construction of concern for the infancy and pre-school periods.

The success of the above ideas depends on the size of class that is teacher pupil ration.

**Teacher-pupil ration**

Teaching is simply the process of manipulating the environment to organize experiences so that learning will occur Bailey (1992)

It involves deciding which behavior should be learned, how the schedule and the structure of the physical and social dimensions of the environment should be used, how children can be motivated, which teaching strategies will set the stage for learning to occur, how learning is occurring and when it is not and how to ensure that important skills are applied when needed. A teacher with fifty or seventy children cannot cope with all aspects of the classroom environment like the above without help.

Jenkinson (1997) agreeing to individualization of the educational programme says the ration as maximum of five learners to one teacher (5:1). Atim (1998) supporting the above view saw that teachers have difficulty on addressing individuals needs due to large class numbers while, Morse (1976) based on his work with disturbing and mentally retarded children proposed a helping teacher. The helping teacher generally uses techniques that are an extension of regular procedures with an emphasis on support and encouragement. The helper is also to provide important liaison services that are not within the capacity of the heavily burdened teacher such as pediatricians, psychologists and paraprofessionals. The helping teacher can coordinate these sources of assistance. The teachers may try to meet the needs of children with mental retardation through the involvement of parent in the children's learning.

**Parental involvement**

According to Bailey (1988) school and all learning levels of child, cannot support intellectual growth without help from the home. Parents can encourage a learner's learning in many ways, such as by showing

interest in school work, insuring that home work and other academic tasks have a high priority at home, maintaining open lines o communication with teachers, modeling school relevant skills in every day activities.

Kenward (1974) observed that education provision for children with mental retardation covers a wide range of not only primary, secondary and higher education system but also the pre-school education, which is the foundation of the child's learning and the parent's involvement, is therefore important.

However, Okech (1994) observed that, due to fear of meeting expensive education costs, many parents of children with mental retardation usually exclude these children from school. Similarly, Esewu (1998) reveals that, children from poor families generally value home activities more than schooling. And more so those with disabilities are pre-occupied and not encouraged to attend school at any level learning. Graham (1996) regards this as push and pull experiences.

A practice he adds, that comes as a result of lack sanitation on the perception of parents with low- economical status.

The educations of children with mental retardation require partnership and great contribution from parents. As noted by Semakula (1999), the education of children with mental retardation requires partnership between the family and the school, where there is constant interaction. Garry (1995), emphasizes the importance of establishing a partnership with parents. He suggests that this partnership has a crucial bearing on the educational progress and the effectiveness of any school based action.

He goes onto say:

Children's progress will be diminished if their parents are not seen as partners in the educational process with unique knowledge to impart. Professional help can seldom be effective unless it builds on parents' capacity to be involved and unless parents consider that professionals take account of what they say and treat views and anxieties as intrinsically important.

Swap (1995) repots that gains are made when parents are involved as supports of their children's learning or simply kept informed about their progress at school.

However, she states that the greatest gains are made when parents acat as tutors of their children with mental retardation. In fact parents have a wealth of knowledge, as noted by Wolfendale ( 1992) the quality of content of parental input is equal to that of trained professionals. She considers that parents can make an invaluable contribution to the assessment process for several reasons they have extensive knowledge of their home setting and parents are able to make realistic appraisals of their children and there by make a significant contribution to the assessment process.

Lubega (2000) urges parents to take interest in their children's work and make regular contacts with the teacher over it. Doing this motivates a child and lets a parent understand things that interest the child. Getting to know the child's teacher also creates a useful link that can be helpful to the child. Okech (1994) agreeing to this say that parents should be given liberty to decide, suggest and determine what ought to be done for the education of their children.

The review of the related literature demonstrates that there is a gap to be filled in then education of children with mental retardation in pre-schools more so on the challenges faced by teachers of these children.

# CHAPTER THREE

# METHODOLOGY

## INTODUCTION

The study as stated earlier on focuses on investing the type of pre-school education children with mental retardation are under going.

In this chapter, the researcher focuses on how the sample was identified, research instrument/ tools used, procedures of data collection and how the data was analyzed.

### Research Design

### Area Sampling

This study was conducted in one of the pre-schools education centers. This area was chosen as a case study to reflect the views that there is a good number of children with mental retardation in the district that are attending pre-school education in nurseries. Other areas, which will be used for secondary information, include the District Education Offices, ERAS/SNE offices.

The selected area of study comprised of both rural and urban population. This particular area is chosen because of the following reasons.

- ✓ Its proximity to the palace of work and residence.

- ✓ Familiarity of the place necessitated effective data collection.
- ✓ The researcher's conversant with the language spoken in the study area is helpful in data collection.

**Target population**

Population refers to any collection of specified group of human beings or non- human beings entitled such as objects, education institutions by an individual.

The population suggested fir the study composed of teachers and head teacher. The two groups of persons mentioned above are some of the vital personalities who form the education sector of a community. That is, one cannot talk about a child's learning procedures without involving significant others.

Teachers play direct or deliberate roles in children's learning. These categories of respondents are chosen because.

- ✓ The head teacher is the one concerned with organization of school and enrolment.
- ✓ She is the overall administrator of the school and is expected to know the output of her teachers.
- ✓ The teachers are equally important in the study because they are involved in teaching of children in all aspects of life and levels of learning. They have longer time the children each school day.

**Sampling and sampling procedures**

Samples are individuals that represent target area or population. If properly chosen using right methods, samples can field true results that can be generalized or made to represent the whole population. Koul (1998) referred to sampling as process by which a relatively small

number of individual, objects or events is selected and analyzed in order to find something about the entire population from which it was selected.

According to Brog and Gall, (1996) sampling means, "selecting a given number of subject from a defined population as representative of that population in order to get a valid and reliable data."

The study used non- probability sampling. Non-probability sampling is a sampling procedure in which the probability of inclusion for each member of population cannot be specified to have a number of children with mental retardation. No mater how resourceful a researcher may be, it is not always easy to carry out a study, which covers the whole student area from door-to-door. Neither can one make the whole population participate in the study. It can be expensive to manage in terms of time. Energy and finance saratakos (1998). The school is therefore purposely – sampled form among other pre-schools with in the sub county.

According to Gall et al (1996) in most cases, people or researchers work with sample. The samples were as shown below in the table.

**Table 3.1 number of respondents to be chosen**

| **Category of respondents** | **Number** |
|---|---|
| Teachers | 9 |
| Head teachers | 1 |

**Research Instruments**

Instruments are apparatus used in performing an action in a designed study.

When a study method is designed and study method selected, the researcher then needs to think of ways data for the study could be collected.

The assumption or research questions put forwards guide in making decision.

The research therefore used number of instruments namely.

- ✓ Interviews and
- ✓ Documentation

**Table 3.2. Data Collection Matrix**

| **Source** | **Instruments used in data collection** | |
|---|---|---|
| | **interview** | **Documentation** |
| Teachers | X | |
| Head Teachers | X | |
| Class Register | | X |
| Class Results | | X |
| Time Table | | X |
| Curriculum | | X |

Table 3.2 gives brief summary of instruments, which was used in the data collection from the source of information, which was gathered using those instruments.

**Interviews**

These are arol questions asked by the interviewer and responses given by the interviewee Gall et al (1996). While according to Ackroyd and Hughes (1992) interviews are encounters between a researcher and a respondents the respondents is asked a series of questions and relevant to the subject of the research. The respondents, given to constitute the raw materials to be analyzed at a later point. Interviews is one of the research tools that is commonly used in obtaining data or information, which can not be obtained

There are three main types of interview commonly used. They are

- ✓ Casual interview
- ✓ Semi- structured interviews and
- ✓ Structured interviews

Being qualitative in nature, semi structured interviews were used rather than questionnaires. The researcher also used teachers and head teacher to confirm and follow up ideas raised in the documents. Interviews were conducted after the study of relevant documents. The teachers were first. The interview with the interviewee were because of the advantages accredited to it as below.

- ✓ It provides an opportunity to the interviewer to question thoroughly certain areas of inquiry.
- ✓ It permitted greater depth of response which may not be possible by any other means.
- ✓ It enabled an interviewer to get information concerning feelings, attitudes or emotions in relation to certain questions through facial contact.

Inspite of the stated advantages, interviews also has limitations as can be seen below. It is time consuming technique.

The effectiveness of the interview depends intently upon the skill of the interviewer. Nevertheless, interview is found to be more convenient for this study.

**Documentation**

A document is a paper form or a book giving information about something, evidence or proof to a study as per Oxford Advanced Learners Dictionary (1989).

To some extent, documents were studied to get background information at the same time with interviews. As in table 3.2, the following documents were looked ate

- ✓ Class register
- ✓ Class performance
- ✓ Enrolment record and
- ✓ The curriculum

All these were necessary because it furthered the researchers study.

# CHAPTER FOUR

## DATA ANALYSIS AND INTERPRETATION OF FINDINGS

### INTRODUCTION

This chapter presents the findings of the study. Tables and graphs that were used for the presentation of the findings with the interpretations under relevant research questions.

**Figure 4.1: Subjects to the study**

| Respondents | H/Teachers | Teachers | Total | Percentages |
|---|---|---|---|---|
| Expected | 1 | 9 | 10 | 100% |
| Responded | 1 | 8 | 9 | 90% |
| Did not respond | - | 1 | 1 | 10% |

**Source: Primary Data**

This table shows that there were ten (10) respondents used out of whom only nine (9) responded and one did not respond. The one who did not respond is a teacher

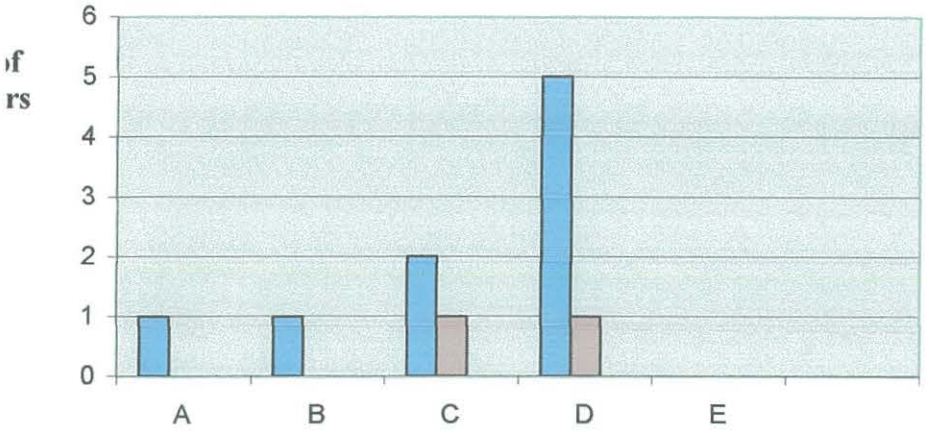
The responses given by these nine respondents provide a clear guidance in finding out a variety of challenges faced byf teachers of children with mental retardation in providing for pre-school education

**Figure 4.2: Challenges faced by Pre-school teachers of children with mental retardation.**

| | Subject | | |
|---|---|---|---|
| **Respondents** | **H/Teacher** | **Teachers** | **Total** |
| Do not concentrate | 1 | 3 | 4 |
| Have short attention span | | 1 | 1 |
| Inadequate teaching, learning And play materials | 1 | 2 | 3 |
| They are slow and shy | | 5 | 5 |
| Take a lot of time to learn a Concept | | 3 | 3 |
| Make class control difficult | | 1 | 1 |
| Lack of appropriate methods and skills | | 1 | 1 |
| difficulties in teaching many pupils | | 1 | 1 |
| Draw attention of other children | | 2 | 2 |
| Attending to various disabilities | 1 | 1 | 2 |

The table above indicates the challenges as highlighted that children with mental retardation are slow and shy, they don't concentrate in any work given. Indicates that teaching /learning and play materials were also identified as key challenges as well as a lot of time taken to learn a concept

**Figure 4.3: The suitability of the pre-school curriculum in the teaching of children with mental retardation**




**Suitability of curriculum**

A = Suitable for some subjects

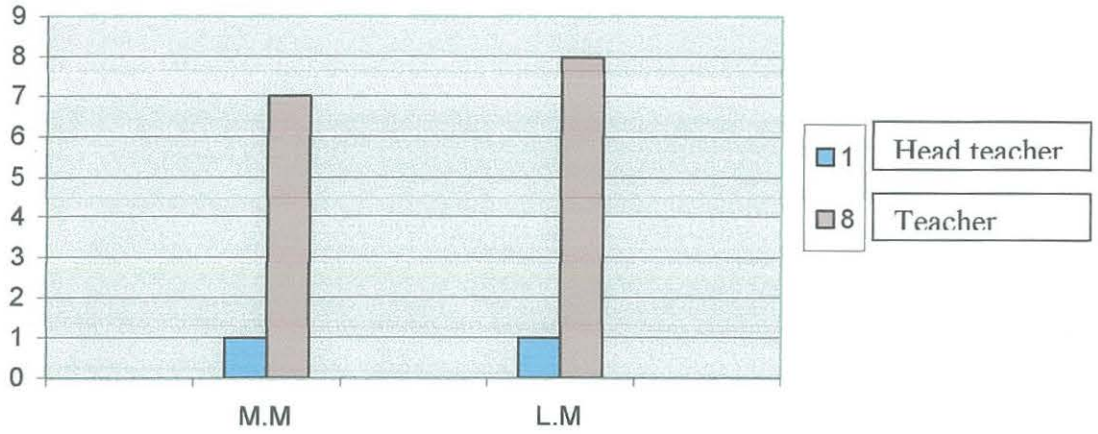
B = Not suitable

C = Quite suitable

D = Suitable

The above graph indicates the responses given by the teachers and the head teachers on the suitability of the curriculum. More teachers and the head teachers argue that the curriculum is suitable for the teaching of children with mental retardation. One teacher said the curriculum is suitable in some subjects and others noted that the curriculum is not suitable for the teaching of children with mental retardation in pre-school.

**Figure 4.4: Types of teaching, learning and play materials used by teachers of children with mental retardation in pre-school education**

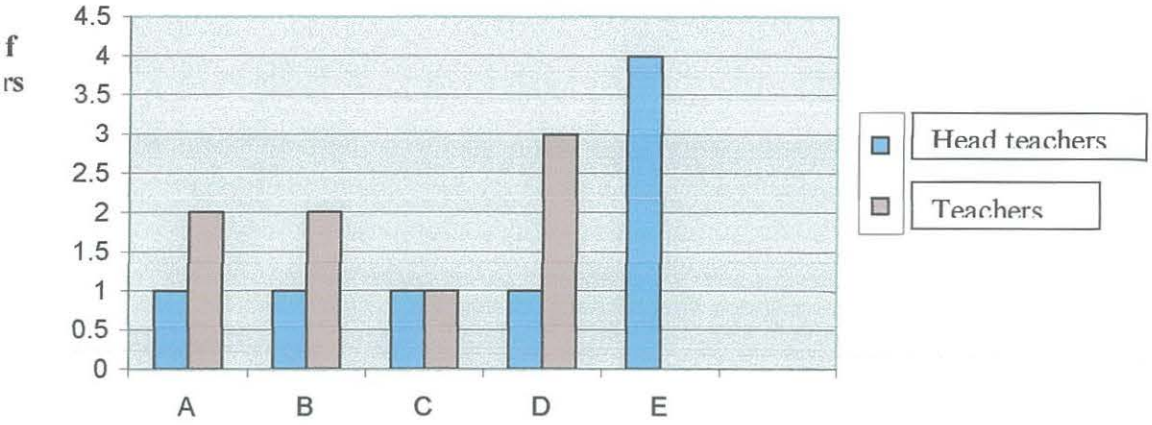



L.M = local materials

M.M = Manufactured materials

The graph indicates the responses on types of teaching, learning and play materials as highlighted above. The head teacher and eight teachers stated that local materials like timber, maize straws clay are used more than manufactured materials. Seven teachers and the head teacher responded that manufactured materials are also used. These include dolls, toys and puppets. This implies that more teachers of children with mental retardation are now using various types of local teaching, learning and play materials to help the children learning teaching process.

**Figure 4.5: Parents involvement in the teaching of children with mental retardation in pre-school education**




A = rarely come to school

B = Come only to pick and drop the children during school hours

C = some come only on parents day

D = Few parents come to see the development of the children at school once in a while

E = Never visit at all

The graph shows that many parents do not visit their children at school. It is also evident here that so me parents only however visit their children to check on progresses reported by the teachers and head teachers

The negative attitudes towards the children with mental retardation use one of the reasons of leaving everything about the child to the teacher and not visiting the children at school.

**Other observation generated**

The following observations were highlighted by the teachers during the study.

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- Some of these children are not good in memory work but can perform well in manipulative work for example, making of cars using sticks, straws
- Children with mental retardation need a lot of play materials to always draws their attention and these materials will create conducive learning environment for the child
- Need a lot of follow up and encouragement in their learning if not they become lazy to attend classes
- Other teachers do not have interest to teach these children due to negative attitudes
- Teaching approaches and methods should be varied to mend the individual needs of the children
- The teaching of mental retarded learners needs a lot of patience and time from the teachers
- Some parents do not want to identify with their mentally retarded children.

# CHAPTER FIVE

## SUMMARY, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

### INTRODUCTION

This chapter of the thesis gives a summary of the last four chapters; it discusses the fin dings of the study. It will make a conclusion basing on the findings and finally gives recommendations and suggestions for teachers of children with mental retardation for possible future actions to be made

### DISCUSSION

The results from the findings are discussed following the main variables. The main variables tend to highlight the challenges faced by the teachers of children with mental retardation in providing pre-school education. The ones looked at in this study seem to bear overlapping influence on the challenges under discussion

**The investigations are based on the following themes**

- Challenges faced by teachers of children with mental retardation in pre-school education
- The suitability of the pre-school curriculum in the teaching of children with mental retardation
- Types of teaching, learning and play materials used in the teaching of learners with mental retardation. In pre-school education
- Parent's involvement in the learning and teaching of learners with mental retardation in pre-school education.

**Challenges faced by teachers**

The results of the above findings under the above objective reveals that majority of the children with mental retardation display a variety of challenges teachers face. It's seen from figure 4.2, five (5) teachers revealed that they are slow and shy and do not concentrate. Take a lot of time to learn a concept, draw attention of other learners and make class controls difficult

**The suitability of the curriculum**

All academic performance is based on the curriculum. There are skills that will enable the achievement of children with mental retardation, however focuses beyond academics, interaction, communication activities of daily living and vocational skills.

Marayan (1994) argues that fundamentally based curriculumn is essentially and ecologically valid for children with mental retarelation are good in memory works but can move on with mental retardation by modifying the curriculum.

**Types of teaching, learning play materials.**

Teachers of children with mental retardation at times neglect the use of their environment making the use of the teaching learning materials of a subject very difficult.

Ocdit (1994), gives an assurance that, children of any category of disability need to interact freely with their environment. This implies that teachers should make the best use of the immediate environment.

According to findings in figure 4:4 chirper 4, out of nine (9) teachers, eight (8) revealed that locally made teaching and learning materials are used more than manufactured (artificial) materials.

In the researchers' view,. the teachers are therefore to make Kampala International University and best use of the environment which provides other local materials like stones, grass, flowers and leaves to motivate the children's learning.

**Parental involvement**

One of the assumptions of this study is that parental environment in the education of children with mental retardation is vital. The result of the findings under the above objective appears to provide a support to the effectiveness of parental involvement in the education of their children.

**CONCLUSION**

Focusing on the findings of the study, it shows that, such related challenges teachers of children with mental retardation face have made the teachers give little attention to the teaching of these children in pre – school. Therefore, there is need for sensitization, seminars and workshops for teachers in pre-schools education.

There are Mental retarded children joining pre-school education teachers are aware and attend to their needs in varying ways that shows that there is need for more training in methods, skills and techniques of attending to children with mental retardation and managing them in their learning.

Challenges highlighted show the awareness and attitudes of teachers in special needs such as mental retardation. There is still need for awareness courses for there parents are involved but a lot is still needed from them.

However the study revealed that,

- Majority of teachers in pre-school are not trained in areas of special needs education
- Inadequate support rendered for effective management of these children still remain the same challenges faced by teachers of these children
- Some teachers attitudes towards these learners is still negative including the head teachers and parents
- The school community has not been well prepared to receive and support mentally retarded children in pre-school
- No refresher causes and seminars for teachers of children with mental retardation in pre-schools

However the fin dings of this study may not be used for generalization purposes but can be viewed as a start to in depth study in this area

**Recommendation**

After the interpretation, discussion of the study the following recommendations were arrived at;

Refresher courses and seminars for teachers of children with mental retardation so that they kept a breast with the appropriate methods

There is need for sensitization, seminars and publicity for parents and general public so as to let them accept children with mental retardation as part of this the school community

Proper provision of materials that can be used in the teaching, learning and play time period in pre-schools

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## TEACHERS

1. a] What is the total entolment of this school? _____

b] What categories of disabilities are among the children in the school? _____

c] What is the number of children with mental retardation? _____

2. a] What is the training background of your teachers? _____

b] How many have got any Special Needs Training? _____

3. What is the capability of your teachers in managing children with mental retardation? _____

4. a] What types of material and equipment are used by teachers in the classes in the teaching of children with mental retardation? _____

b] Where do you get them? _____

5. a] What curriculum does your school use? _____

b] How suitable is it to children with mental retardation? _____

6. How often do you supervise your classroom teachers during the teaching process? _____

7. a] How often do you meet parents of children with mental retardation? _____

b] What do you discuss with the parents? _____

c] How useful has meeting been? _____

8. What has been the parent's contributions towards the education of children with mental retardation? _____

9. a] What challenges do you encounter in the school as far as the teaching of children with mental retardation is concerned? _____

b] How can it be overcome? _____

## INTERVIEW GUIDE FOR INTERVIEW WITH TEACHERS

1. a] What class are you teaching in the pre- school? _____

   b] How many children do you have in your class? _____

   c] How many of the children with mental retardation? _____

2. How do you manage children with mental retardation during your teaching? _____

3. a] Have you ever attended any course that help you to teach children with mental retardation? _____

   b] What is your training background? _____

   c] For how long have you been for training? _____

4. a] What are the problems you find in teaching children with mental retardation? _____

   b] How do you try to overcome such problem? _____

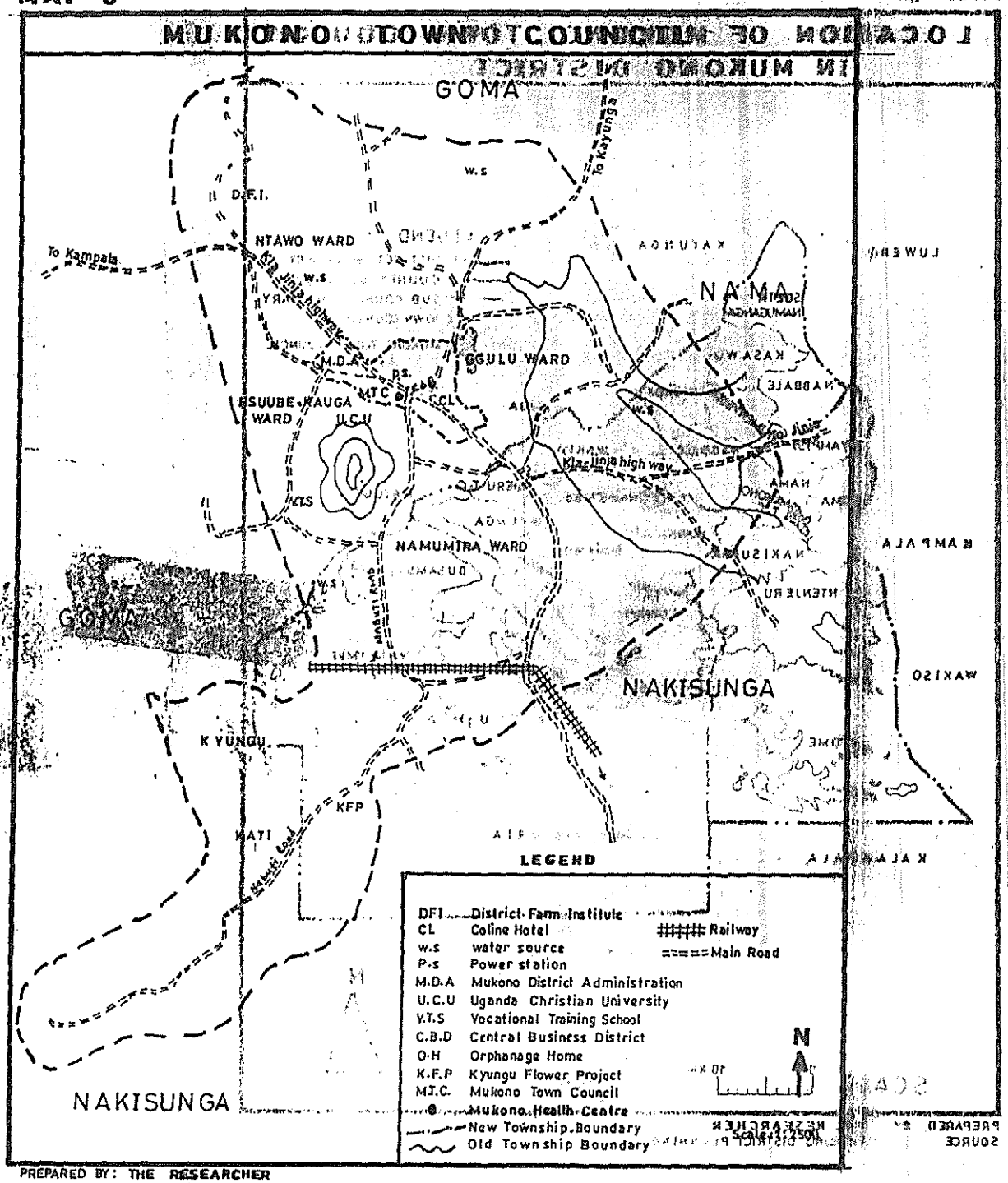
   c] What methods do you normally use or apply to help succeed in training children with mental retardation? _____

5. a] How do you get the materials you use in your teaching? _____

PRE -SCHOOL TIME TABLE

| 8-830 | DAYS | 8.30-9.00 | 9.00-9.30 | 9.30-10.00 | 10.00-10.30 | 10.30-11.30 | 11.30-12.00 | 12.00-12.30 | 12..30 |
|---|---|---|---|---|---|---|---|---|---|
| | MON DAY | NEWS | READING | NUMBER | RHYMES | B | STORY TELLING | SOCIAL STUDIES | L |
| ASSEMBLY | TUES DAY | P.E | ENGLISH | SOCIAL STUDIES | RHYMES | R | ART AND CRAFTS | WRITING | U |
| HEALTH | WED | NEWS | NUMBER | ENGLISH | WRITING | E | SOCIAL STUDY | SINGING | N |
| | THUR | P.E | ENGLISH | READING | CLASS ACTIVITY | A | ENGLISH | SINGING | C |
| INSPECTION | FRIDAY | NEWS | ENGLIS | NUMBER | SOCIAL STUDIES | K | COMMUNITY WORK | | H |

MAP 3

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