CHALLENGES FACING TRANSITION OF LEARNERS WITH INTELLECTUAL DISABILITY FROM SPECIAL SCHOOLS TO WORK IN NAKURU COUNTY, KENYA

BY

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E55/CE/22941/2010

A Research Thesis Submitted in partial fulfillment for the Degree of Master of Education (Special Needs Education) in the School of Education, Kenyatta University

October 2016
Declaration

I confirm that this research thesis is my original work and has not been presented in any other university/institution. The thesis has been complimented by referenced works duly acknowledged. Where text, data graphics, pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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Maina Hannah Njeri
E55/CE/22941/2010

We confirm that the work presented in this thesis was carried out by the candidate under our supervision as University supervisors

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Dedication

This work is dedicated to my children Naomi and Brian who have been a great source of inspiration during my study period.
Acknowledgement

I would like to thank those who have supported me; my supervisors Dr. Jessina Muthee and Dr. Catherine G. Murungi, my family and friends who have made this work a success.
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<th>Description</th>
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<tbody>
<tr>
<td>AAMR</td>
<td>American Association on Mental Retardation</td>
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<tr>
<td>BCPSS</td>
<td>Baltimore City Public School System</td>
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<td>BTC</td>
<td>Baltimore Transition Connection</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>ID</td>
<td>Intellectual Disability</td>
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<td>IDEA</td>
<td>Individuals with Disability Education Act</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Programme</td>
</tr>
<tr>
<td>IER</td>
<td>International Encyclopedia of Rehabilitation</td>
</tr>
<tr>
<td>ITP</td>
<td>Individualized Transition plan</td>
</tr>
<tr>
<td>KNSPWD</td>
<td>Kenya National Survey for Persons with Disability</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MR</td>
<td>Mentally Retarded</td>
</tr>
<tr>
<td>NCSET</td>
<td>National Center on Secondary Education and Transition</td>
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<tr>
<td>NIMH</td>
<td>National Institute for the Mentally Handicapped</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
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<tr>
<td>SNs</td>
<td>Special Needs</td>
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Abstract

The purpose of the study was to investigate what determines transition of the learners with intellectual disability from special schools to work. The objectives of the study were to find out transitions plans in curriculum, investigate preparedness of the learners with intellectual disability for transition, find out what determines graduation readiness; and establish the engagement of the learners with intellectual disability by the employers after their training. The researcher adopted the Piaget’s theory that deals with the nature of knowledge itself and how human beings acquire, construct, and use it. The study was conducted at Nakuru Hills and Pangani special schools for the learners with intellectual disability in Nakuru County. The target population was two hundred and twenty eight (2 Head teachers, 30 teachers, and 196 parents) where thirty two (2 head teachers, 10 teachers and 20 parents) were sampled for the study. The researcher conducted a purposive sampling of schools as well as the head teachers and simple random sampling of the teachers and parents for equal chances of inclusion in the sample. Piloting was conducted at Njoro special school for the learners with intellectual disability. The researcher used questionnaires to collect data. The researcher administered the research instruments to the respondent by visiting the sampled schools. The quantitative data collected was analysed using simple descriptive statistics by percentages. The main findings were that transition from school to work in the two special schools is not given much attention hence having over aged learners in the school, inadequate teaching and learning resources aimed at preparing the learners for life after school, majority of the teachers teaching in this schools are not specially trained in the area of intellectual disability and lack of a inter disciplinary transition teams in the schools. The study recommends that the government through the ministry of education should pay attention to the current and future needs of learners with intellectual disability to enable them transit from school to work with ease. The major conclusion is that the learners with intellectual disability are inadequately prepared for transition. The study recommends another study be done to investigate government’s involvement in facilitating transition of the learners with special needs and disability in the special schools.
CHAPTER ONE
INTRODUCTION TO THE STUDY

1.0 Introduction

Aim of the study was to investigate what hinders the learners with intellectual disability from transiting from school to work. This chapter presents background to the study, statement of the problem, purpose of the study, research objectives, research questions of the study, significance of the study, delimitations and limitations of the study, assumptions to the study, theoretical and conceptual framework of the study and definitions of operational terms.

1.1 Background to the Study

Globally, for many young adults with intellectual disability, becoming a productive, sufficient and independent adult frequently remains an elusive goal. According to Hardman (as cited in Gargiulo, 2009), the graduates of special education programs do not yet participate fully in the economic and social mainstream of their communities (Gargiulo, 2009).

According to Thressiakutty & Rao, 2001, majority of children with intellectual disability continue to be in special schools irrespective of their age, ability and the duration of schooling. As a result they rarely leave school to join the community as a productive member of the society; whereas the ultimate aim of special education is employability and independent living. According to Hallahan and Associates (as cited in Gargiulo, 2009),
often times, uninformed people believe that persons with intellectual disability are not capable of obtaining and holding a job. This is not true, even though employment rate for adults with intellectual disability are minimal especially for young ladies with intellectual disability.

Secondly, according to Blacher, (2001), most research findings are derived from two ends of the continuum-childhood and old age. There is a wide gap in research between childhood and adulthood for persons with intellectual disability. Blacher further proposes that researchers “fill the gap” in the literature by examining the critical transition period for persons with intellectual disability from late adolescence to young adulthood between the ages 18-26 years where formal education ends and changes in where the individual lives, what he/she does and the socialization. Study of transitional experiences will help to fill this gap, providing information that can be utilized by policy makers and employers, especially to facilitate planning for the future of these young adults with intellectual disability.

Thirdly, in the AAMR, 2002 definition of intellectual disability there are five assumptions essential in using this definition. The third assumptions states that within an individual, limitations often co-exist with strengths, the fourth states that an important purpose of describing limitations is to develop a profile of needed supports while the fifth states that with appropriate personalized supports over a sustained period, the life functioning of the person with intellectual disability will improve. The instructions provided to
these children must be comprehensive and functional, equipping them to the maximum extent possible with the experience they need to live and work in their respective communities both now and in future (Gargiulo, 2009).

Fourth, the Kenya National Survey for persons with Disability (KNSPWD) preliminary report, 2008, had the intention of providing the basis for improving planning for persons with disability in terms of education, training, infrastructure, rehabilitation, assistive devices and environmental factors. In this way persons with disability were to be assisted and enabled to participate effectively and with dignity as full members of society.

According to Kiarie, 2005, issues affecting other areas of special education services in Kenya also affect services for students with intellectual disability. According to Musima, 2014 in his study into Factors Influencing Transition Rate of Learners with Intellectual Disability from Vocational Training to Employment in Nairobi County Kenya, transition from school to employment for learners with intellectual disability remains a challenge in Kenya.

In efforts to seek a solution to the transition problem, some countries like India, the Special Needs Educators have come up with a transition guide to assist the students with intellectual disability to smoothly transit from school to work (Thressiakutty & Rao, 2001). Baltimore city in Maryland, United States has a model that supports the learners with intellectual disability to transit to the world of work by integrating their training with attachment to work stations (Grigal, Dwyre & Davisas cited in Gargiulo, 2009).
It is out of the challenges faced by learners with intellectual disability in transiting from school to work in Nakuru County and Blacher’s call to research of the critical transition period that the researcher intends to investigate whether with appropriate planning and coordinated training, individuals with intellectual disability can secure and maintain meaningful and gainful employment.

1.2 Statement of the Problem

Besides employment difficulties for the intellectually challenged persons, independent living is an objective not yet attained Kraus, seltzer, Gordan & Friedman, as cited in Gargiulo, 2009.According to Kiarie, 2005,in her research on Educational Services for Students with intellectual disability in Kenya, development of a transition-based service provision model is vital especially for students with severe intellectual disability. Students with disabilities need to be taught with content that considers where and how they are going to live and work as adults. Learners with intellectual disability who have undergone education in special schools should utilize the skills that are impacted to them and lead a more decent life which is not the case. This aspect is lacking in the education of students with intellectual disabilities in Kenya.

In Nakuru County Kenya learners with intellectual disability remain in the special schools beyond 18years of age despite going through the set level in
these special schools that include the prevocational and vocational level that is meant to empower the learners with intellectual disability with skills to use at work after their lives in school.

In this view the researcher seeks to investigate what hinders the learners with intellectual disability from transiting to work after their stipulated training period in the special schools is over.

1.2.1 Purpose of the Study
In this study, the researcher seeks to investigate why the learners with intellectual disability rarely leave the special school after their education which includes the vocational training. Further, the researcher will find out what hinders the employers from employing the persons with intellectual disability despite the vocational training.

1.3 Specific Research Objectives
The objectives of this study are to:
1. Find out transitions plans in curriculum for the learners with intellectual disability
2. Investigate preparedness of the learners with intellectual disability for transition
3. Find out what determines graduation readiness for the learners with intellectual disability
4. Investigate the engagement of the learners with intellectual disability by the employers after their training

1.4 Research Question

This study seeks to answer the following questions:

1. Which are the transition plans in curriculum for the learners with intellectual disability in special schools?
2. How prepared are the learners with intellectual disability for transition according to the curriculum used?
3. What factors determines graduation readiness among the learners with intellectual disability?
4. How well do the employers engage learners with intellectual disability after their training?

1.5 Significance of the Study

It is hoped that the findings of the study will be useful to the government in realizing the need to reassess the curriculum and services offered in special school for the learners with intellectual disability for better and well-coordinated transition service provision. The study may be useful to improve understanding of the needs of the learners with intellectual disability to the parents and teachers hence a chance to reflect on comprehensive transition plans and suitable adaption. The study may also help to develop a positive self-concept in the learners with intellectual disability and willingness to
learn skills for independent living. It may also add knowledge to the existing literature on training of the learners with intellectual disability.

1.6 Delimitations and Limitations

1.6.1 Delimitations

The study was carried out in special schools for the learners with intellectual disability in Nakuru County. The study included only children with no other handicapping condition undergoing the current curriculum in institutions for the learners with intellectual disability. The study was carried out in fully established special schools for the learners with intellectual disability with all the levels up to the vocational level. The study was carried out in public special schools that receive the FPE funds from the government that are intended to support the schools for more efficiency.

1.6.2 Limitations

The researcher was not able to get information from the learners with intellectual disability because of their nature of disability. Schools and institutions of the learners with intellectual disability are few and scattered within the country.

1.7 Assumptions

The researcher assumed that the schools have adequate teaching and learning resources, adequate professionally qualified staff, there exists a transition challenged in the two schools and the school administration works
hand in hand with the relevant government and non-governmental bodies to facilitate educational services for the learners with intellectual disability

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

The researcher will use the Piaget’s theory of cognitive development. It is a comprehensive theory about the nature and development of human intelligence. It deals with the nature of knowledge itself and how humans come gradually to acquire, construct, and use it (Weisz & Yeates, 1981),

According to Weisz & Yeates(1981), persons with ID and those without pass through cognitive developmental stages in an identical order. These stages are usually defined as those described by Piaget in 1970. Persons with intellectual disability are said to traverse these stages more slowly and attain a lower upper limit than those without. But when the two groups are equated for level of cognitive development they are not expected to differ in the cognitive processes by which they reason.

In this study the theory will be adopted to show that with appropriate and well-coordinated school programme and instruction involving all stakeholders and multiple quality options of employment and meaningful training, learners with intellectual disability can learn from the school experiences that mainly develop as the cognitive aspect of human growth.
The most critical aspect is success through a comprehensive Individualized Education Programme (IEP) with Individualized Transition Programme (ITP) for the learners with intellectual disability.

According to Gargiulo, (2009), transition is associated with gaining access to employment and becoming appropriately involved in the community. Examining the status of the teaching and learning activities, human and material resources for the learners with intellectual disability in special schools of Nakuru County will enable the researcher to reflect on their lived realities.
1.8.2 Conceptual Framework

**Independent variables**

<table>
<thead>
<tr>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Functional curriculum</td>
</tr>
<tr>
<td>- Presence of transition plans</td>
</tr>
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<table>
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<tr>
<th>Graduation preparedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Adequate instructional resources</td>
</tr>
<tr>
<td>- Qualified personnel</td>
</tr>
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<table>
<thead>
<tr>
<th>Graduation readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mastered a skill</td>
</tr>
<tr>
<td>- Practices the skill</td>
</tr>
<tr>
<td>- Entrepreneur skills</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Employees readily absorbed</td>
</tr>
<tr>
<td>- Maintains a job</td>
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**Dependent variable**

| Transition of the learners with intellectual disability |

Source: Researcher’s own conceptualization (2014)

Figure 1.1 Transition of learners with intellectual disability from school to work
1.9 Definition of Operational Terms

**Adolescent** – A person developing from being a child to an adult

**Adult**- A person who has attained the age of 18 and is expected to be working and responsible.

**Curriculum** – The teaching and learning guidelines lay down by the MOEST

**Education**- The skills that learners with intellectual disability get from attending a special school

**Intellectual disability** - The recent term referring to mental retardation

**Mental retardation** – Disability hindering the affected children from learning basic academics in schools but can learn other skills leading to independence in their future adult life.

**Learner with intellectual disability**- This is learner cannot cope with basic academics in schools but can learn other skills leading to independence in their future adult life.

**Special school** - An institution where the trainable mentally retarded children go for their education and vocational training

**Transition** - The movement of a learner from the education stage to working stage of life

**Vocational skills for ID**: Non academic skills that an ID person has gained and is able to use them to earn a living
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter covers introduction to intellectual disability, transition of adolescents and young adults, post school experiences, transition goals and plans, individual preparedness of the graduates and absorption of the graduates after school by the employers.

2.1 Introduction to Intellectual Disability

In the past, several terms have been used to refer to this category of disability. The terms included idiot, moron, feeble minded and the mentally retarded. In each case, the original term was neutral in meaning. As the term entered public use, it become pejorative. When the conditions carry a social stigma, the diagnostic labels themselves become stigmatizing. The original term loses its intended neutral meaning. This prompts search for a new better term. The most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5, APA, 2013) adopted the term intellectual disability replacing the older term mental retardation (Reynolds, Zupanick& Dombeck, 2013).

Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and inadaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of
The American Association on Mental Retardation (AAMR), (2002) define intellectual disability as a disability characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18. Accompanying this description were five assumptions considered essential when applying this definition: First limitations in present functioning must be considered within the context of community environments typical of the individual age’s peer and culture. Second, valid assessment considers cultural and linguistic diversity as well as differences in communication, sensory motor and behavioral factors. Third, within an individual, limitations often coexist with strengths. Fourth, an important purpose of describing limitations is to develop a profile of needed supports. Lastly, with appropriate personalized supports over a sustained period, the life functioning of the persons with mental retardation will improve (Gargiulo, 2009).

### 2.1.1 Prevalence

For many years, the Federal government of USA estimated the prevalence of intellectual disability in the general population to be three percent. Researchers have questioned the accuracy of three percent prevalence figure. Most of them propose a prevalence figure close to one percent of the general population (Gargiulo, 2009). According to the Kenya National Survey for
Persons with Disability (KNSPWD) preliminary report, 2008, the prevalence of persons with intellectual disability in Kenya is 0.3 percent of general population.

2.1.2 Causes

The AAMR, 2002 describes three main possible cause of intellectual disability based on the time of onset. It may be before birth, during birth or after birth. The causes for the specific intellectual disability are difficult to determine. Some causes before birth may include chromosomal abnormalities, metabolic and nutritional disorders, maternal infections, environmental contributions and unknown influences. During birth, gestational disorders and neonatal complication may lead to intellectual disability. At post natal stage the possible cause are infections and intoxications and environmental factors. (Gargiulo, 2009).

2.1.3 Categories of Intellectual Disability

The individuals with an intellectual disability are classified into categories according to the cause of disability, severity of the condition and educational expectations. Deficits in intellectual functioning and impairment in adaptive behaviour results to the individual being classified into one of the four levels of mental retardation, mild, moderate, severe or profound, with mild representing the highest level of performance for persons thought to have intellectual disability and profound the lowest.
In the field of Special Needs Education, teachers classify learners with intellectual disability into two groups; educable mentally retarded (EMR) and the trainable mentally retarded (TMR). The educable can progress academically to a late elementary level. The trainable are incapable of academic learning but can be trained in the non-academic areas.

The Kenya Ministry of Education, in its guidelines on students with disabilities (1995), characterized the children with intellectual disability as follows: develop more slowly than other children, learn more slowly than people of the same age, have low attention abilities, lack motivation, have poor memory, have problems with language and other social skills, experience low academic achievement, have personality and behavioural problems, experience low academic achievement, are withdrawn and experience difficulties in making friends, lack self-help skills, lack work adjustment skills, may be aggressive, may have physical defects and associated disabling problems such as autism, epilepsy, and cerebral palsy (Kiarie, 2005).

2.2 Transition of Adolescents and Young Adults with Disability

PL108-446 Individuals with Disability Education Act (IDEA) stipulates that each student with disability is to receive transition services, which are defined as coordinated set of activities for a student with disability. To ensure that the mandate for transition services is met, IDEA 2004 requires that each student, beginning no later than age 16(and annually thereafter), have an Individualized Transition Plan (ITP) incorporated in their IEP (Gargiulo, 2009). The ITP must include a statement of transition services.
needs and courses of study that are intended to enhance the student’s post school success. The goal of the ITP is to link the curricular content to the demands of living and working in the community as an independent adult. To meet this, the instruction strategies must be functional according to the requirements of the community settings i.e. the natural settings where these skills are to be exhibited (Halpern, 1992 as cited in Gargiulo, 2009).

Preparing the young people for lives as independent adults has been a long term goal for the education system. This objective typically includes the skills necessary for securing employment, pursuing post primary and secondary educational opportunities, participating in the community, living independently, and engaging in social / recreational activities (Gargiulo, 2009). Full participation in adult life is a goal that is unattainable for a large number of persons with disabilities if proper plans are not made.

In terms of adult outcomes, transition education is built on three basic propositions. First, upon leaving school young adults with disabilities should be engaged in some form of employment or meaningful daytime activity occupying an amount of time equivalent to a full working day. Second, the young adults with disabilities will live in a community setting and participate in community activities in a manner similar to persons of the same age that do not have disabilities. Third, it is expected that these young adults will have social networks with family and friends.
In terms of transition-focused education, the educational process should concentrate on the acquisition of the skills that will assist in achieving this quality of life. In the situational analysis the SNE policy framework, 2009 acknowledges existence of gaps in provision of SNE services. This gap is evident in the special schools for the learners with intellectual disability in Nakuru County. The 5th guiding principle of the Kenyan National SNE policy framework, in coming up with the policy document was the provision of barrier free transition of learners with SNs and disabilities through the various educational levels in accordance with their abilities (MOE, SNE policy framework, 2009). Special education services in some countries have come up with model of addressing transition for students with intellectual disability. An example is the model implemented by Baltimore City Public School System (BCPSS) in some of its local colleges. The Baltimore transition connection (BTC) program has been supporting students toward positive transition experiences and outcomes. The first step in creating transition services for students with intellectual disabilities in college and community settings is to create an interdisciplinary committee representing each of the major players or organizations involved, including the local school system, students and their families, college or university personnel, local and state rehabilitation personnel, state developmental disabilities personnel, adult service providers, employers, and representatives from local One-Stop Career Centers (Grigal, Neubert, & Moon, 2006).
The Baltimore system has been a success with the students exiting the programme having been connected to adult service agency of their choice. The most significant results are that 77% of the BTC students have paid employment during participation in the program, and 71% had volunteer positions. Every student who has participated in the BTC programme has at least one volunteer position within the community, while many have both paid and volunteer position at the same time.

Transition planning ranks one of the top priorities of SNE and vocational rehabilitation programmes across India. They have come up with a transition guide “NIMH Transition model” that shows four stages of vocational training and employment for persons with Intellectual disability. The transition model suits well the Indian context. It has several diverse models that accommodate the several unique needs of the learners with intellectual disability. Several researches on transition model have been done and model proposed. There is the ‘National vocational transition model for persons with mental retardation’ that is guides the transition of the students with intellectual disability from school to work. Stage one is the foundation of systematic school instruction, the second stage involves planning for the transition, third is the placement of the students into employment and final stage is the ongoing support services (Thressiakutty & Rao, 2001). The transition modelis an existing gap in the Kenyan special schools for learners with intellectual disability in Nakuru County.
2.2.1 Post School Experiences for Learners with Intellectual Disability

When entitlement to education ends, the young people and their families are faced with many options and decisions about the future. The most common choices for the future are pursuing vocational training or further academic education, getting a job, and living independently. What happens after the student leaves school depends on the skills learners with intellectual disability have acquired by undergoing planned and coordinated services to ensure they join the post school programme successfully.

According to Thressiakutty & Rao, (2001), special schools increase with little concern for transition planning and post school programmes. This trend has to be reversed in order to achieve empowerment of the persons with intellectual disability according to their functional ability. If proper transition plan is implemented for every student, older students would easily exit the institution giving chance for new admissions thus rendering the instruction they go through more meaningful in addressing the future needs of the learners with intellectual disability. The learners with intellectual disability on graduation should be in a position perform tasks and jobs that they have learnt in their vocational classes. The ability to perform these tasks should be the determinant for graduation readiness and transition. Unfortunately graduation of a learner with intellectual disability is not given much importance.
2.3 Transition Goals and Plans for Learners with Intellectual Disability

To improve transition results for young people with disabilities, individual transition team members and community must work creatively. If transition team members cultivate relationships with these resources and combine successful teamwork methods with the services available in their community, they will be able to create dynamic individual transition plans. Both the Carl D. Perkins Vocational Education Act of 1984 (Public Law 98-524) and the IDEA (Public Law 101-476) give emphasis to career assessment and vocational outcomes for students with disabilities. The passage of PL94-142 incorporated the IEP into routine practice. Later changes added the requirement plans for the transition services to be part of the IEP for all students no later than age 16 (Polloway, Patton & Serna, 2001).

The family provides the most day-to-day support for their child from birth to adult life, so the family knows best which services their young person needs to make the transition from school to adult life. Take an active role in the transition process. The Individualized Vocational Transition Planning (IVTP) should be developed as a shared responsibility of special educators, other school personnel, adult service providers from the community, family member and perhaps most importantly the student. It is a comprehensive and collaborative activity focusing on adult outcomes that are responsive to the goals and vision for adult hood (Gargiulo, 2009). In the special school the parents leave the entire education role to the teachers.
2.4 Individual Graduation Preparedness of the Learners with Intellectual Disability

Educational programmes for students with intellectual disability reflect a relationship of various focal points including functional academic skills, vocational training, community living and self help skills along with a growing emphasis on exposure to the general education curriculum. Instructional programming for the learners with intellectual disability must be forward looking and address the student’s current needs and future goals; it must be based on realistic assessment of adult outcomes and be sensitive to diploma requirements and graduation goals (Gargiulo, 2009).

With appropriate and coordinated training, individuals with intellectual disability are capable of securing and maintaining gainful and meaningful employment. Persons with intellectual disability make good employees. For those who are not successful on the job, it is frequently not due to their skill level or job performance but to a lack of interpersonal and social behaviour appropriate to the work place. Professional must do timely planning of transition experiences for adolescents with intellectual disability if they are to reach their full potential as adults (Gargiulo, 2009).

The BCPSS BTC began in September 1999 at the Baltimore City Community College campus, serving 10 students with intellectual and other disabilities. As of February 2004, the BCPSS BTC had served 52 students.
On average, students remained in this program for two and half years. From September 1999 through December 2003, 70 students applied for services in the BTC program. As of June 2004, 37 students have exited BTC and the school system, with 95% of those students connected to the adult service agency of their choice upon exit (Grigal et al, 2006)

2.5 Engagement of the Graduates with Intellectual Disability by the Service Providers after School

Successful adjustment to life in one’s community requires more than skills in self determination and advocacy; it is also predicted on acceptance and support from the general public. There should be an adaptation of people-first perspective while dealing about the persons with disability. This changes the attitude and belief about the dignity and potential for the graduates with intellectual disability (Gargiulo, 2009). This will be the first initiative in absorbing them in the labour market.

A research was done that reported on a project to employ teenagers and young adults with intellectual disability in fast food establishments. They were placed in a hotel and most were able to handle the necessary task, and the turnover rate was only 40% compared to the 175% rate for regular employees and 300% - 400% for the rate of high school and college students. From this research it showed that the employer profited from hiring adults with intellectual disability, and the retarded employees experienced natural feelings of accomplishment and a sense of independence. One of the
key elements to success in the programme appeared to be the degree to which the job is structured by the employer so that the workers with intellectual disability understand what is expected of them (Gallagher, 1989).

A study done by Katz and Yekutiel, 1975(as cited in Katz 1994) on the Vocational status of the graduates of two sheltered workshop in Israel, Gil Tushia and Achikam shows that employers feel that the persons with intellectual disability on inception to the job is that 90% of them had a liability due to their inability to grasp the basic requirements of the job followed by lack of discipline and poor social skills. This is more a function of their intellectual disability than their training. The fact that some employer thought this to be a problem for some this is was indication that of the placement options for retarded workers could be improved. The workers with intellectual disability as compared to other workers needed a longer time to adjust to a new task, more initial help and supervision, more repetition and concrete examples to perform the job properly. With time they grasp the job and adequately fulfill the job requirements. The employers are happy thereafter and are willing to employ more workers with intellectual disability.

2.6 Summary

For some individuals with intellectual disability, successful adjustment to the community is an appropriate and achievable objective. They need well-
coordinated planning involving all stakeholders for them to have a constructive life after school.

The literature reviewed show that graduates with intellectual disability can perform at work after proper induction to the job by integrating the training and the work. Most special schools have minimal concern on graduation on the learners with intellectual disability thus end up staying for several years in the schools.

Literature also shows that the education system should be planned in consideration to what they would like to be in future and specified period of time be allocated for the training and end up with the graduation.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the research design and locale, population, sampling techniques and sample size, research instruments, data collection techniques, data analysis, logistical and ethical considerations.

3.2.1 Research Design

The researcher used the descriptive survey design adopting an exploratory approach which answers the question ‘why’ (Babbie, 2001) to investigate what hinders transition of the persons with intellectual disability from school to work. The descriptive survey research design was intended to produce good quantitative information through the use of questionnaires that were ideal in collecting information about the people’s attitude and opinions about the current situation in the special schools for learners with ID (Kombo& Tromp, 2006).

3.2.2 Research Locale

The study was carried out in Nakuru County, one of the 47 counties of Kenya. Nakuru County is located about 165 km to the north west of Nairobi. Nakuru borders seven counties; Laikipia to the north east, Kericho to the west, Narok to the south west, Kajiado to the south, Baringo to the north, Nyandarua to the east and Bomet to the west. (Kenya information guide, n.d.) (See appendix vi).
Two special schools for the learners with intellectual disability in Nakuru County were studied; the Nakuru Hills Special and Pangani special. According to the assessment reports from the Education Assessment and Resource Centres learners with ID tops the list. The researcher conducted the study in the two schools because the respondents in the schools had the characteristics necessary for the study and they were having all levels of education for the learners with intellectual disability up to the vocational training.

3.3 Population
The population of study was two hundred and twenty eight consisting of two head teachers, thirty teachers and one hundred and ninety six parents of the two special schools for the learners with intellectual disability in Nakuru County.

3.4 Sampling Techniques and Sample Sizes
3.4.1 Sample Size
Sampling was done in two stages. The first stage was to purposively sample special schools for the children with intellectual disability from Nakuru County i.e. Pangani special and Nakuru Hills special. The second stage was sampling the respondents in each school i.e. the parents, teachers and head teachers.
Gay as cited in Mugenda, (2003), suggests that for descriptive studies, 10% of the accessible population is enough for a sample. The researcher sampled the respondents by considering the total number of respondent in each group. The two and only head teachers, 10 out of the 30 teachers i.e. 5 teachers from each school, and 20 parents from the two schools i.e. 7 from Pangani special school and 13 from Nakuru Hills special constituted the sample.
<table>
<thead>
<tr>
<th></th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Teachers</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Parents</td>
<td>196</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>228</strong></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

**Figure 3.2 Sample sizes of the respondents**

### 3.4.2 Sampling Technique

The schools were purposively sampled in the county. This kind of sampling enabled the researcher to use only respondents that had the required information as per the objectives of the study. The two schools selected had the characteristics required by the study for example, they are public special schools for the learners with intellectual disability; they have prevocational and vocational classes, amongst others. The head teachers were purposively sampled since they were key persons in school administration. For the teachers, simple random sampling was used. Folded papers with ‘yes’ and ‘no’ written on them were used for the sampling. Five papers in each school had ‘Yes’ and the rest ‘No’. Those with ‘yes’ constituted the sample of a total of ten teachers from the two schools.

The parents were randomly sampled by use of folded papers where seven papers at Pangani Special had ‘Yes’ and 13 papers at Nakuru Hills special
written ‘Yes’ and the rest ‘No’. Those with yes constituted the sample of a total of 20 parents from the two schools.

3.5 Construction of Research Instruments

In the study which was a social science research, the instruments used were questionnaires (Mugenda & Mugenda, 1999).

3.5.1 Instrumentation

Questionnaires were the main tools for collecting data from the respondents. Different questionnaires were used for the head teachers and teachers. The head teacher's questionnaire had more administrative questions while the teachers had learners and classroom teaching and learning experiences. The written questionnaires were appropriate for the head teacher and teachers since they were able to read and write while oral questionnaires were appropriate for the parents who may have not been able to read and write. All the respondents were reachable and willing to cooperate (Orodho, 2010). The questionnaires consisted of question to be answered to address the research questions. They also included demographic information of the respondents. The questionnaire had different questions each addressing a research objective.

3.5.2 Validity

Validity of the research instruments was done with supervision from the 2 supervisors. They examined the relevance of the content of the
questionnaires and interview guide who provided feedback to the researcher. Their recommendations were incorporated in the final research instruments (Orodho, 2010)

3.5.3 Reliability

Reliability of the instruments was established through test- retest technique to reduce the chance error of different test. (Mugenda & Mugenda, 2003), (Kombo & Tromp, 2006). The instruments were administered to a similar group to the study group, recorded then the same was done two weeks later then computed the test retest reliability using the Statistical Package for Social Sciences (SPSS). A correlation coefficient of 0.8 was considered high enough to judge the instruments as reliable for the study (Orodho, 2010)

3.6 Data Collection Techniques

3.6.1 Piloting Study

The research instruments were constructed; they were piloted at Njoro special school for the intellectual disability. The respondents that were used for the piloting were similar to those of the actual study but did not take part in the actual study. The questionnaires used in piloting were identical to those that were used during the actual data collection. Piloting was conducted for about 1% of the sample size for each category of respondents except the head teachers (Orodho, 2010). 1 head teacher, 2 teachers and 2 parents were used for the pilot study.
Piloting helped the researcher to validate the research instruments by making correction where there was need and identify ambiguous or unclear items and changed appropriately. For example in some questions the researcher had given only ‘yes’ or ‘no’ options but some respondents wanted the ‘not sure’ response option include. In identifying the class or level of the learners, some parents did not know the class level of their children. The researcher had to include the ‘not sure’ option. The researcher also realized the parents responses depended with the child’s ability, age, gender and duration the child had been in school. This prompted the researcher to include an observation guide to help observe the learner’s characteristics that were likely to influence the parent’s responses. In addition the pilot study familiarized the researcher with administration of the research instruments and data analysis by analyzing the questions to see if the methods of data analysis were appropriate.

3.6.2 Actual Data Collection

Data was collected in three days. Day one the researcher visited Pangani special school and administered the questionnaire for the teachers and head teacher. Day two the researcher meet the parents of Pangani special and administered the parents oral questionnaires later in the day, the researcher visited Nakuru hills special and administered the teachers and head teachers questionnaires and finally administered the parents questionnaires on the third day at Nakuru hills special.
3.6.3 Logistical and Ethical Considerations

The researcher began by visiting the graduate school of Kenyatta University where the researcher was referred to the Ethics Review Committee of Kenyatta University. After approval by the Ethics Committee, the researcher then visited the National Commission for Science, Technology and Innovation (NACOSTI) seeking the research clearance permit. After receiving the research clearance permit and authorization from NACOSTI, the researcher reported to the County Commissioner and the County Director of Education, Nakuru County before embarking on the study for further authorization at County level. The researcher then drew a work plan; pretested the instruments through piloting and made the necessary revision and adjustments.

The researcher visited the sampled schools to discuss the research intention with the school head teachers, met the teachers and parents on different sessions and explained the study intentions and the sampling techniques applied. The researcher assured the respondents of the confidentiality of the information they will give and that was to be used only for the current study. The researcher requested the sampled respondents to fill the consent form before completing the questionnaires or taking part in the interview. The researcher administered the research tools and collected all the tools before leaving each study school. Data analysis started immediately after the data
collection. Ethical issues related to research were upheld to the best of the researcher’s knowledge as explained above.

3.7 Data Analysis
Data collected was quantitative in nature. The questionnaires were collected; the responses organized. The data was analyzed using descriptive statistics by percentages. The findings were discussed, concluded and recommendations given.
CHAPTER FOUR
FINDINGS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents, analyses, and discusses the data. The study was aimed at investigating what hinders the learners with intellectual disability from transiting to the work after their education in special schools. Further, the researcher intended to find out what hinders the learners with intellectual disability from getting employment after school which would lead to independence and self-sustaining lives. This study sought to answer question in the following areas:

1. Transition plans in curriculum for the learners with intellectual disability
2. Preparedness of the learners with intellectual disability for transition
3. Graduation among the learners with intellectual disability
4. Service providers and systems engaging learners with intellectual disability after their training

Data was collected using questionnaires for all the respondents from the special schools for the learners with intellectual disability.
4.2 General and Demographic Information

4.2.1.1 General Information

The general information is discussed under the following sub headings: return rate, school enrolment and factors considered during schools admission, parental reasons for enrolling their children in special schools.

4.2.1.2 Return Rate

The researcher had a good return rate of 96%. This mainly because the instruments were administered and collected on the same day before the researcher left the school of study. The researcher did not experience any major problem, only that the parents really wanted to know what the sampled ones were being asked in the hope of there was some assistance.

4.2.1.3 School Population and Learners Above 18 Years of Age

Nakuru hills special was started in 1978 while Pangani Special was started in 2011. The two schools had a total of 379 pupils, 209 boys and 170 girls.

Table 4.1 School enrolment as at February 2015

<table>
<thead>
<tr>
<th>School</th>
<th>Boys</th>
<th>Boys &gt;18 years</th>
<th>Girls</th>
<th>Girls &gt; 18 years</th>
<th>Total% &gt; 18 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pangani (n=181)</td>
<td>93</td>
<td>20</td>
<td>88</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>Nakuru hills</td>
<td>116</td>
<td>20</td>
<td>82</td>
<td>28</td>
<td>33</td>
</tr>
<tr>
<td>(n=198)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.2.1.4 Admissions

During admission of new students to the school the main factors considered in order of priority include: type of disability, age, severity of disability (functional skills) and health status as assessed and identified by the Education Assessment and resources centres (EARC) which was mandatory for all the learners before being enrolled in these special schools.

About half of the parents were informed of special schools from the schools where their children started schooling when the teachers realize that these children could not cope with the regular academic work. The other half is from friends, churches, and others sources (Table 4.2).

Table 4.2 Source of information of existence of the special school

<table>
<thead>
<tr>
<th>Source of information</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Previous School</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Church</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

On learning of the existence of special schools, majority of the parents take their children to the special school for security, rehabilitation and therapy while few take them for education.
During this study, the researcher found out that majority of the parents reported that their children had been learning in these special schools for less than five years, while a quarter had their children in these special schools for over 20 years (Table 4.3).

Table 4.3 Duration of the children in the special school

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>3-5</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>6-10</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>11-20</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.1.5 Demographic Data

Demographic data is discussed under the following sub titles: Gender of respondents, academic qualification, area of specialization and teaching experiences.
4.2.1.6 Gender of Respondents

Table 4.4 Gender of respondents

<table>
<thead>
<tr>
<th>Respondent</th>
<th>Teachers</th>
<th>Parents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Female</td>
<td>8</td>
<td>13</td>
<td>68</td>
</tr>
</tbody>
</table>

Majority of the respondents were female while few are male as shown in Table 4.4.

4.2.2.1 Academic Qualification

Table 4.5 Academic qualification of respondents

<table>
<thead>
<tr>
<th>Highest qualification</th>
<th>Teachers</th>
<th>Parents</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters Degree</td>
<td>3</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>3</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Certificate Level</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Secondary Level</td>
<td>0</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>Primary Level</td>
<td>0</td>
<td>12</td>
<td>64</td>
</tr>
</tbody>
</table>

Findings show that all the teachers in the two schools are trained in Special Needs Education where a quarter of the respondents were master’s degree holders; another quarter was bachelor’s degree holders while half were diploma
holders as shown in Table 4.5 above. Most of the parents were of primary school level, a quarter were of secondary school level while few have gone beyond secondary school (Table 4.5).

4.2.2.2 Area of Specialization

Table 4.6 Area of specialization of respondents

<table>
<thead>
<tr>
<th>Area of Specialization</th>
<th>No of teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual disability</td>
<td>4</td>
<td>33</td>
</tr>
<tr>
<td>Learning disability</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Hearing impairment</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Inclusive education</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>17</td>
</tr>
</tbody>
</table>

Findings show that only a third of the SNE teachers were trained in the area of intellectual disability while the majority were trained in other areas like learning disability, hearing impairment, inclusive education and autism (Table 4.6)

A learner with intellectual disability requires teachers specially trained in the area of intellectual disability to understand the learner's special needs and ability so as to teach and train him accordingly. Musima (2014) found out that despite being qualified, there was need for specialized training for handling trainees with intellectual disability
4.2.2.3 Teaching Experience

Table 4.7 General teaching experience of the teachers

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number of teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-20 years</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>21 years and above</td>
<td>5</td>
<td>50</td>
</tr>
</tbody>
</table>

The teachers were asked to indicate for how long they had been teaching. The results are shown in Table 4.7 above. Half of the teachers have been teaching for a period of 11-20 years while the other half have been teaching for over 21 years.

Table 4.8 Teaching experience in the special schools

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Number of teachers</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5 years</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>6-10 years</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>11-20 years</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Over 21 years</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The teachers were further asked for how long they had taught in the special school for the learners with intellectual disability. Table 4.8 shows about a third of the teachers have been teaching in a special school for the intellectually challenged for 3-5 years, less than a quarter have been teaching for 6-10 years,
slightly less than half have taught for 11-20 years and few for over 21 years. The two head teachers have been in the schools for the learners with intellectual disability for over 21 years.

Teachers experience in teaching learners with intellectual disability would improve performance of learners. However, long teaching duration without refresher training and exposure to the changing trends in education of learners with intellectual disability could result ineffectiveness in imparting skills (Orao, 2010).

4.3 Findings by Objectives

4.3.1 Transition plans in Curriculum for the Learners with Intellectual Disability

The first task of the study was to study presence of transition plans in the curriculum guiding the teaching and learning activities aimed at preparing the learners for their future life after school. The head teachers and teachers were asked whether there existed a curriculum guiding their teaching and learning activities where all of the head teachers and the teachers agreed that there is a curriculum. For how long they had used the curriculum the results are indicated in Table 4.9.
Table 4.9 Duration the curriculum has been used

<table>
<thead>
<tr>
<th>Number of years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 years</td>
<td>7</td>
<td>58</td>
</tr>
<tr>
<td>3-5 years</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Over 5 years</td>
<td>4</td>
<td>34</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the teachers including the head teachers agreed they had used the curriculum for less than three years while a third had used it for over five years. According to Kiarie, (2003), the curriculum in units and special schools in Kenya does not seem to be consistent. Muuya, (2002) as quoted in Kiarie, (2003), found out that the need for the learners with intellectual disability to acquire skills in self-reliance amongst others, are largely dependent on the goals and orientation of the funding religious, private or other organizations. This showed that there was a difference on the number of years the curriculum had been used showing there was no consistence on the use of the curriculum. Majority of the teachers reported that they had used the curriculum for about two years showing it may have been too short the period to show its impact during the time of study.

On whether the curriculum has plans specifically preparing the learners for their future life after school. The results are indicated in Table 4.10
Table 4.10 Presence of transition plans in the curriculum

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100</td>
</tr>
</tbody>
</table>

Three quarters of the teachers including head teachers reported that the curriculum has transition plans preparing the learners for future while a quarter said it does not have.

To what extent the curriculum addressed the individual needs of the learners with intellectual disability in readiness for their future life after school, results are indicated in Table 4.11

Table 4.11 Curriculum addressing individual learner’s needs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>To a great extent</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Partially</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Half of the teachers agreed that the curriculum partially addressed individual needs of the learners with intellectual disability for their future life after school while slightly less than half said it addresses individual needs to a great extent and few of the teachers said that it fully addresses the individual needs of the learners with intellectual disability. Kiarie, 2003, argues that the curriculum should not only focus on the skills the learners with intellectual disability need to use frequently in school, at home and in the community, but teaching the functional skills in the natural contexts in which they are performed is necessary.

PL108-446(IDEA) stipulates that each student with disability is to receive transition services, which are defined as coordinated set of activities for a student with disability which in this study should be the teaching and learning activities stipulated in the curriculum. The goal of the Individualized Transition Plan (ITP) is to link the curricular content to the demands of living and working in the community as an independent adult. Table 4.11 shows that a quarter of the teachers said the curriculum has no transition plans, which indicates that they do not have any deliberate teaching and learning activities to prepare the children for transition.

4.3.2 Preparedness of the Learners for Transition

The researcher sought to find the preparedness of the learners with intellectual disability for transition. On what determines the readiness of an individual learner to join the next class/grade. The respondents indicated that
the key determinants of graduation to the next level / grade are the skills gained and to a small extent the age of the learner. This shows that skills acquisition develops gradually with the stay in the school.

On whether the learners could learn skills that can be of economical help to them after school and whether they were offered in their vocational training. The respondents indicated that the learners could learn such skills and the skills were offered in their vocational training. Findings from the head teachers and teachers show that despite the learners being offered theses skills in the vocational training, the teaching and learning resources are inadequate for the appropriate training. With adequate resources, the learners can acquire the necessary skills. Musima, (2014), found out there are inadequate facilities and resources for teaching and learning in the vocational training institutions for learners with intellectual disabilities in Nairobi County. In addition to this the severity of disability determines the level of independence where the mild the disability the more independent the learner becomes.

The researcher sought to find out if the parents knew the level /class of their children. Most of the parents did not know and those who knew did not clearly understand what goes on at that level. This show the parents are not fully involved in transition preparedness of their children. The parents were asked whether learners with intellectual disability are able to acquire skills for independent living by the time they leave the special school. The results are shown in Table 4.12.
Nearly three quarters of the parents said their children were able to acquire skills of independent living, a few said they were not able while the others were not sure.

The parents were further asked what plans they had for their children after leaving school. The results are indicated in Table 4.13.

Table 4.13 Parental plans for the child after leaving school

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<td>37</td>
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<tr>
<td>Business</td>
<td>4</td>
<td>21</td>
</tr>
<tr>
<td>Employment</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Slightly over a third of the parents had no plans for their children after leaving school, about a quarter had thought of it but had not yet come up with any
plans, few had plans to engage their children in their businesses while the others were looking forward to have their children employed after school.

Thressiakutty and Rao, (2001), states that learners with intellectual disability on graduation should be in a position perform tasks and jobs that they have learnt in their vocational classes. The ability to perform these tasks should be the determinant for graduation readiness and transition. According to Gargiulo, (2009), Instructional programming for the intellectual disability must be forward looking and address the student’s current needs and future goals; it must be based on realistic assessment of adult outcomes and be sensitive to diploma requirements and graduation goals. According to Grigal, Neubert, & Moon, (2006), the first step in creating transition services for students with intellectual disabilities in college and community settings is to create an interdisciplinary committee representing each of the major players or organizations involved, including the local school system, students and their families, college or university personnel, local and state rehabilitation personnel, state developmental disabilities personnel, adult service providers and employers.

Assessment reports of the interdisciplinary transition team were missing for the learners with intellectual disability in the two special schools. This agrees with Musima, (2014), who stated that there were no centrally coordinated transition teams in the vocational institution for the learners with intellectual disability in Nairobi. Transition were organised through
teachers, networking and in some instances there were no organization for transition. According to Gargiulo, (2009), the family provides the most day-to-day support for their child from birth to adult life, so the family knows best which services their young person needs to make the transition from school to adult life whereas in this study, the respondents indicate that the parents are not aware of what is happening to their children in schools in term of transition preparedness.

4.3.3 Graduation among the Learners with Intellectual Disability

The findings of this study show that Nakuru hills special had graduations only when there was need and with the age of twenty five years and above being the main determinant and to some extent the skills the learners have acquired. Pangani Special School has never had graduation for the four years of its existence.

According to Thressiakutty and Rao, (2001), graduation of a learner with intellectual disability is not given much importance. The majority of learners with intellectual disability remain in special schools irrespective of their age, duration of schooling and skills learnt which hinders them from transiting into adulthood, work and /or contributing to the society. Findings show that graduation in the schools in this study is not given much importance as well.
4.3.4 Service Providers and Systems Engaging Learners with Intellectual Disability after their Training

In this study the head teacher and teachers were asked if they would employ the graduate with intellectual disability after their training all (100%) of the teachers agreed that they can employ graduates with intellectual disability. Findings show that Nakuru Hills special has employed graduates with intellectual disability from the school who performed as expected while the Pangani special reported that it was still young at the time of study to have employed any of its graduates.

The next question to the head teachers was where most of the learners go after leaving school. Findings of this study show that most of the learners are back to their homes and dependent on parents if they are not engaged by the schools where they were learning. Other service providers and employers are not ready to engage the intellectually challenged graduates since they do not understand and appreciate them. The findings of this study also show that the saturated job market requires highly skilled persons. According to Musima (2014), the private companies and public organizations were less willing to employ or work with trainees with intellectual disabilities.

The parents were asked if they would allow their children with intellectual disability to be employed by other people to work for them in an area they have been trained. The results are indicated in Table 4.14.
Table 4.14 Employed by others

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
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<td>26</td>
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<tr>
<td>Yes</td>
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<td>63</td>
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<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of the parents were ready to have their children employed by other people in an area they have trained in, about a quarter would not allow while few were not sure for fear of exploitation and being overworked.

The head teachers described the parental attitude towards their children with intellectual disability as depending on the severity of the disability and ability of the child. Parents of the learners with mild and moderate intellectual disability have positive attitude and look forward to have their children acquiring a skills while parents of the learners with severe intellectual disability have a negative attitude and would like their children remain in school forever since they do not have ways of sustaining them at home.

Respondents were asked to give their suggestions on what they think should be done to make the graduates of the special schools lead an independent and more dignified life. The suggestions given included joint effort by all stake
holders i.e. the parents, community and schools, awareness campaigns and sensitization forums for all stakeholders, provision of adequate teaching and learning resources for the learners with intellectual disability, implementation of the disability act affirmative action’s, and setting up sheltered workshops in every county for the graduates of special schools for learners with intellectual disability.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of the study findings, conclusions and recommendations. Research findings were summarised according to the objectives of the study.

The study was aimed at investigating what hinders the learners with intellectual disability from transiting to work after their education in special schools for the learners with intellectual disability. Further, the researcher sought to find out what hinders the learners with intellectual disability from being engaged by the adult service providers to work for them in areas they have been trained on.

5.2 Summary

The researcher sought to establish transition plans in the curriculum for the learners with intellectual disability. The findings revealed that the curriculum had transition plans that have been in use for about five years. The curriculum had teaching and learning activities for preparing the learners for transition and life after school that had been in use for less than five years. Findings also show that the teachers felt that the curriculum partially addressed the individual learner’s needs.
The researcher then sought to establish preparedness of the learners with intellectual disability for transition. The findings revealed that there was gradual imparting of skills for the learners that determined the graduation from one level or grade to the next. Findings also show that with well organized training and adequate resources, the learners with intellectual disability could learn skills that were of economical help to them.

The researcher also sought to establish what determines graduation readiness for the learners with intellectual disability. Findings revealed that graduation comes when need be and currently dictated by the over aging learners and to small extent acquisition of skills. Little emphasis was put on graduation preparedness in the two schools.

Finally, the researcher sought to establish the engagement of the learners with intellectual disability by the adult service providers and systems after their training. The findings revealed that only the schools and teachers of the learners with intellectual disability were willing to employ them since they understand them. Other service providers were not willing to engage the graduates with intellectual disability which made them remain home and dependent on their parents after leaving schools.

In the Kenyan National SNE policy framework, 2009, the 5th guiding principles in coming up with the policy document was the provision of barrier free transition of learners with SNs and disabilities through the various educational levels in accordance with their abilities. The SNE
policy framework admits there were gaps in the provision of SNE services. The gaps identified during this study include inadequate teaching and learning resources; inadequate activities and lack of a multidisciplinary transition team preparing the learners with intellectual disability for transition from school. Lack of information concerning the graduates with intellectual disability by employers make their engagement in employment a challenge.

5.3 Conclusions
The findings of this study revealed that there was a curriculum guiding the teaching and learning activities. Most of the teachers teaching in these Special schools for the intellectual disability were not well equipped with the appropriate training required to impart relevant skills in preparing the learners with intellectual disability for life after schools. Therefore, they may not fully understand and utilize the teaching and learning activities in the curriculum and due to this learners may not acquire sufficient skills for independent living.

The findings also revealed that there was gradual imparting of skills for the learners that determined the graduation from one level or grade to the next. The learners were moved to the next grade having not fully achieved the grade requirements due to inadequate teaching and learning resources. Teachers had inadequate knowledge of the expectations on transition
especially teachers who were not specifically trained in the area of intellectual disability.

Further the findings indicated that graduation of learners happened when there were overwhelming over aged learners and to small extent the acquisition of the vocational skills required. Little emphasis was put on graduation preparedness in the two schools and transition was not a concern. The findings also established that most of the learners who leave the special schools for the learners with intellectual disability remain at home and dependent on their parents after leaving schools expect very few that were engaged by their former school.

5.4 Recommendations

Based on the findings, the researcher made the following recommendations:

- Special schools for learners with intellectual disability should put emphasis on preparation of learners for transition from school to work.
- The Ministry of Education, science and technology should provide adequate teaching and learning resources to the special schools for the learners with intellectual disability and post teachers trained in the area of intellectual disability in such schools who adequately understand and appropriately prepare the learners to handle their current and future needs.
• The employers need increased awareness creation forums to equip them with knowledge that will facilitate employment of persons with intellectual disability

• The Government should come up with a new comprehensive SNE policy framework clearly stating guidelines from learners admission to the special school, the education process, graduation and transition to work with adequate follow up activities in relation to the policy

5.5 Recommendation for Further Research

The researcher supports that a study can be carried out to investigate:

• The government’s involvement in facilitating transition of the learners with intellectual disability to the world of work.

• Effectiveness of the curriculum used in special school for learners with intellectual disability

• Transition challenge for learners with hearing impairment due to communication barrier
References


Life and Times of Individuals with Mental Retardation: The Employment Saga retrieved from http://ed.wright.edu.com


Retrieved from http://www.recoup.educ.cam.ac.uk/


Transition to adulthood for youth with disabilities: Evidence from the literature retrieved from www.cirrie.buffalo.edu/encyclopedia/en/article/


APPENDIX I

QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

This questionnaire is intended to investigate transition for the learners with intellectual disability (mental retardation) from special schools to the world of work. The information gathered will be used for academic research purposes only. You are requested to tick the box corresponding to your response to each questionnaire item or answer in the space provided. The exercise shall take about ten minutes. Thank you for taking time off to contribute to the research process.

NB: The researcher has adopted the term intellectual disability replacing the older term mental retardation in her study

SECTION A - DEMOGRAPHIC INFORMATION

1. Gender of respondent: - Male □ Female □

2. Your highest professional qualification
   a. Doctorate □
   b. Masters degree □
   c. Bachelors degree □
   d. Diploma □
   e. Certificate level □
   f. Any other. Specify___________________________________

3. a. Are you trained in Special Needs Education?
b. What area of Special Needs Education are you trained in?
   i. Intellectual disability (mental retardation)  
   ii. Learning disability  
   iii. Visually impaired  
   iv. Hearing impaired  
   v. Physically challenged  
   vi. Inclusive education  
   vii. Any other Specify ________________________

4. Your overall years of teaching experience are?
   a. 1-2 years  
   b. 3-5 years  
   c. 6-10  
   d. 11-20 years  
   e. 21 years and above  

5. How many years have you taught learners with intellectual disability?
   a. 1-2 years  
   b. 3-5 years  
   c. 6-10  
   d. 11-20 years  
   e. 21 years and above  

SECTION B

1. Which year was the school started........................................

2. Indicate the total number of learners in your school ___________
   Boys ____________  
   Girls ______________

2. Indicate the total number of learners above 18 years of age ______
   Boys ______________  
   Girls ______________
3. List the key factors you consider when admitting children in this school in order of priority? (Age, severity of disability, etc)
   i. ____________________________ ii. ____________________________
   iii. __________________________ iv. ____________________________

4. Does the current curriculum have teaching and learning plans that prepare the learners with intellectual disability for their future life after school?
   Yes  ☐   No  ☐
   Please explain your answer
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. i. From your experience with the learners with intellectual disability, can these children learn skills that can be of economical help to them after school?
   Yes  ☐   No  ☐ (If no go to question 6)

   ii. If yes, do you offer these skills in your vocational training?
   Yes  ☐   No  ☐

   iii. By the time the learners graduate from vocational class, are they fully equipped to be economically self sustaining?
   Yes  ☐   No  ☐ (please explain your answer)
6. i. As a school, have you tried employing a graduate with intellectual disability to work for you in an area he/she has been trained on?
   Yes ☐ No ☐
ii. If yes, he/she was able to perform to your expectations
   Yes ☐ No ☐
iii. If no, what was the main challenge?

7. a. How often do you have graduation of the learners with intellectual disability in this school?
   i. Semi annually ☐
   ii. Annually ☐
   iii. When need be ☐
   iv. Have never had one ☐

b. How do you determine who should graduate
8. The teaching and learning resources provided for the learners with intellectual disability are
   a. Rarely available □
   b. Inadequate □
   c. Adequate □

9. How do you determine the readiness of an individual learner to leave the school?
   _____________________________________________________________
   _____________________________________________________________

10. From your observation as the head teacher of the school, where would you say most of the learners go to after leaving school?
    a. Secure a job □
    b. Home and independent □
    c. Home and dependent on the parents □
    d. Not sure □
    e. Others. Please specify____________________________________

11. What is the attitude of the parents of the learners with intellectual disability in relation to their ability to gain experiences and skills for independent learning?
    a. Positive □
    b. Negative □
c. Not sure

Please explain your answer


12. Are other employers ready to absorb the graduates with intellectual disability to work for them after they have graduated with vocational skills from the special schools?

Yes ☐ No ☐ Not sure ☐

Please explain your answer


13. Please give your suggestion on what you think should be done in order to make it possible for learners with intellectual disability to be independent and lead a more dignified life after schooling?


APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Introduction

This questionnaire is intended to investigate transition for the learners with intellectual disability (mental retardation) from special schools. The information gathered will be used for academic research purposes only. You are requested to tick the box corresponding to your response to each questionnaire item or answer in the space provided. The exercise shall take about ten minutes. Thank you for taking time off to contribute to the research process.

NB: The researcher has adopted the term intellectual disability replacing the older term mental retardation in her study.

SECTION A - DEMOGRAPHIC INFORMATION

1. Gender of respondent: - Male ☐ Female ☐

2. Your highest professional qualification
   a. Masters degree ☐
   b. Bachelors degree ☐
   c. Diploma ☐
   d. Certificate level ☐
   e. Any other. Specify________________________________________

3. a. Are you trained in Special Needs Education?
   Yes ☐ No ☐ (if no go to question 4)
b. What area of Special Needs Education are you trained in?

Intellectual disability □
Learning disability □
Visually impaired □
Hearing impaired □
Physically challenged □
Inclusive education □
Any other Specify________________________________________________________

4. Your overall years of teaching experience are?

b. 1-2 years □ b. 3-5 years □ c. 6-10 years □
f. 11-20 years □ e. 21 years and above □

5. How many years have you taught learners with intellectual disability?

c. 1-2 years □ b. 3-5 years □ c. 6-10 years □
g. 11-20 years □ e. 21 years and above □

6. What grade/class do you handle?

a. Pre unit I □ b. Pre unit II □ c. Grade I-V......

d. Prevocational □ e. Vocational □

SECTION B

1. Do you have a curriculum guiding your teaching and learning activities?

Yes □ No □ (If no, please go to question 2)
i. If yes, for how long have you used it?
   a. Less than 1 year    b. 1-2 year
   c. 2-5 years          d. Over 5 years

ii. Does the curriculum have plans specifically preparing learners with intellectual disability for their future lives after school?
   Yes ☐ No ☐

iii. Is the curriculum addressing the individual needs of the learners with intellectual disability in readiness for their future life after school?
   a. Not at all    c. To a great extent
   b. Fully
   d. Partially

2. How do you determine the readiness of an individual learner to join the next class/grade?
   a. Age
   b. Duration of time spent in the current class
   c. Skills learnt
   d. Any Others. Specify ________________________________

3. The vocational training offered in special schools equips learners with intellectual disability for life after school? Yes ☐ No ☐

Please explain your answer
__________________________________________________________________________________________
__________________________________________________________________________________________
4. Do you think the learners with intellectual disability can successfully have a job after training? Yes □ No □ (If no, please go to question 5)
   i. If yes, do they get the jobs?
      Yes □ No □ Rarely □
   ii. If no, what mainly hinders them from getting a job after the vocational training?
       _____________________________________________________________
       _____________________________________________________________
       _____________________________________________________________
       _____________________________________________________________

5. Can you employ a graduate with intellectual disability to work for you in an area he has been trained on?
   Yes □ No □
   Please explain your answer
   _____________________________________________________________
   _____________________________________________________________

6. Are other employers willing to employ the graduates with intellectual disability after completion of their vocational trainings?
   Yes □ No □ Not sure □
   Please explain your answer
   _____________________________________________________________
   _____________________________________________________________
APPENDIX III

QUESTIONNAIRE FOR PARENTS

Introduction

This questionnaire is intended to investigate transition for the learners with intellectual disability (mental retardation) from special schools. The information gathered will be used for academic research purposes only. You are requested to give your response to each question to the interviewer. The exercise shall take about twenty minutes. Thank you for taking time off to contribute to the research process.

NB: The researcher has adopted the term intellectual disability replacing the older term mental retardation in her study.

SECTION A- DEMOGRAPHIC INFORMATION

1. Gender of respondent: - Male □ Female □

2. Your highest professional qualification
   a. Masters degree □
   b. Bachelors degree □
   c. Diploma □
   d. Certificate level □
   e. Form four □
   f. Primary level □
   g. Any other. Specify__________________________
SECTION B

1. What level is your child in this school?
   a. Pre unit I  b. Pre unit II  c. Grade I-V .......... 
   d. Prevocational class  e. Vocational class  f. Not sure

2. How did you learn about the existence of this type of school?
   a. Through mass media (i.e. radio, T.V, newspaper)?
   b. Through a friend?
   c. Through the school of your child?
   d. Through church members?
   e. Others. (please specify) _________________________

3. i. What main reason made you bring your child to this school?
   a. For rehabilitation and therapy
   b. For security
   c. For education
   d. A sponsor choose this school
   e. Others(Please specify) _________________________

   ii. How long has your child been in this school?
       a. 1-2 years  b. 3-5 years  c. 6-10 years
       d. 11-20 years  e. 21 years and above

4. Can learners with intellectual disability, acquire skills to lead an independent life as adults? Yes  No
   (If no, please go to question 5).
i. If yes, do they acquire these skills for independent living by the time they leave school?

   Yes   ☐   No   ☐  (If yes go to question 5)

ii. What hinders them from acquiring these skills for independent living by the time they leave school?

   a. Negative parental attitude thus no support   ☐
   b. Inadequate school instruction   ☐
   c. Inappropriate vocational training   ☐
   d. Others, please specify________________________

5. What plans do you have for your child after schooling?

________________________________________________________________________
________________________________________________________________________

6. As a parent of a child with intellectual disability, would you be ready to have your child employed by other people to work for them after they have graduated with vocational skills from the special schools?

   Yes   ☐   No   ☐

Please explain your answer

________________________________________________________________________
________________________________________________________________________
7. Please give your suggestion on what you think should be done in order to make it possible for learners with intellectual disability to be independent and lead a more dignified life after schooling?

___________________________________________________________
___________________________________________________________
___________________________________________________________

SECTION C – Observation of the learners

1. Gender of child:  Male ☐ Female ☐

2. Approximate age
   a. 7-12 years ☐ b. 13-18 years ☐ c. above 18 years ☐
   18 years.

3. Severity of disability
   ☐ Mild intellectual disability
   ☐ Moderate Intellectual disability
   ☐ Severe Intellectual disability
   ☐ Multiple disabilities
## APPENDIX IV

### TIME SCHEDULE

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- **Proposal corrections**: 2016-01, 2016-02, 2016-03, 2016-04, 2016-05, 2016-06, 2016-07, 2016-08, 2016-09, 2016-10
- **Proposal approval and permit**: 2016-01, 2016-02, 2016-03, 2016-04, 2016-05, 2016-06, 2016-07, 2016-08, 2016-09, 2016-10
- **Data collection &**: 2016-01, 2016-02, 2016-03, 2016-04, 2016-05, 2016-06, 2016-07, 2016-08, 2016-09, 2016-10
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<th>Present final copy</th>
<th>Thesis defence and corrections</th>
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Note: The table shows the stages of a project and the progress made. The stages include Analysis, Report writing, Final draft, Present final copy, and Thesis defence and corrections.
## APPENDIX V
### RESEARCH BUDGET

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</tbody>
</table>
APPENDIX VI

MAP OF NAKURU COUNTY

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APPENDIX VII

CONSENT FORM

My name is Hannah Njeri Maina. I am a master’s student from Kenyatta University. I am conducting a study on ‘Challenges facing transition of learners with intellectual disability from special schools of Nakuru County, Kenya’. The information gathered will be used for academic research purposes only.

Procedures to be followed

Participation in this study is voluntary; you will be required answer some questions. You are free to respond to the questions and ask any question related to the study at any time.

Discomfort

If a question asked makes you uncomfortable, you may refuse to answer it if you so choose.

Benefits

If you participate in this study you help to learn how transition of the learners with intellectual disability can be prepared and transited to the world after school.
Confidentiality
You will answer the questions individually. Your name will not appear on the questionnaire / interview guide. The information gathered will be kept in a secure locked place. Everything will be kept private.

Contact information
If you have any questions you may contact Dr. Jessina Muthee on 0734613941 or Dr. Catherine Murungi on 0725762527 or the Kenyatta University Ethical Review Committee Secretariat on ercku2008@gmail.com

Participant’s statement
The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and have been answered to my satisfaction. My participation in the study is entirely voluntary. I understand that my recordings will be kept private.

Name of participant...........................................................................

Signature..............................................................................................

Date........................................................................................................

Researcher’s statement
I, the undersigned have explained to the volunteer in a language s/he understands the procedures to be followed in the study.

Name of the researcher........................................................................

Signature..............................................................................................

Date........................................................................................................
THIS IS TO CERTIFY THAT

MS. HANNAH NYIRI MAINA

KAJETTA UNIVERSITY, 0-0-0

Nakuru, has been permitted to conduct research in Nakuru County on the topic: TRANSITION FOR LEARNERS WITH INTELLECTUAL DISABILITY FROM SPECIAL SCHOOLS OF NAKURU COUNTY, KENYA.

Permit No : NACOSTI/1P/15/324/4559

Date Of Issue : 5th February, 2015

Fee Received : Ksh. 500

Conditions: See back page

National Commission for Science, Technology and Innovation

Secretary

Research Clearance No: 1P/15/324

Serial No. A 4183

National Commission for Science, Technology and Innovation

CONCLUSIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do so may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two (2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice at any time.

Republic of Kenya

National Commission for Science, Technology and Innovation

CONCLUSIONS

I hereby certify that the above permit has been issued in accordance with the provisions of the Science, Technology and Innovation Act, 2005 and the Regulations made thereunder.

National Commission for Science, Technology and Innovation

This certificate is issued by the National Commission for Science, Technology and Innovation, on the authority of the Commission, acting in terms of Section 33 of the Science, Technology and Innovation Act, 2005.

National Commission for Science, Technology and Innovation

This certificate is issued by the National Commission for Science, Technology and Innovation, on the authority of the Commission, acting in terms of Section 33 of the Science, Technology and Innovation Act, 2005.

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NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Fax: +254-20-318245, 318249
Email: secretary@nacost.org.kw
Website: www.nacost.go.kw
When replying please quote

Ref No.

NACOSTI/P/15/3244/4569

Hannah Njeri Maina
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Transition for learners with intellectual disability from special schools of Nakuru County, Kenya” I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending 5th December, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Nakuru County before embarking on the research project.

On completion of the research, you are required to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTU, PhD, HSC.
DIRECTOR GENERALIZED

Copy to:

The County Commissioner
Nakuru County.

The County Director of Education
Nakuru County.

5th February, 2015