TEACHING AND LEARNING FACTORS INFLUENCE ON ADAPTIVE SKILLS ACQUISITION AMONG MODERATE INTELLECTUAL DISABILITIES LEARNERS IN SPECIAL UNITS IN MURANG’A COUNTY, KENYA

BY
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NOVEMBER, 2019
DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This thesis is dedicated first and foremost to the Almighty God for his abundant grace, to my loving parents, and to my dear husband Geoffrey and my children Yvonne and Derick for their unwavering support and understanding throughout the study period.
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Finally, I would like to thank the respondents for their time and cooperation in making this study a success.
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### ABBREVIATION AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ABA</td>
<td>Applied Behaviour analysis</td>
</tr>
<tr>
<td>ADL</td>
<td>Activities for Daily living</td>
</tr>
<tr>
<td>DENI</td>
<td>Department of Education Northern Ireland</td>
</tr>
<tr>
<td>DFES</td>
<td>Department for Education and Skills</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
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<tr>
<td>IC</td>
<td>intellectual disabilities</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized education programmed</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NCCA</td>
<td>National Council for Curriculum and Assessment</td>
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<tr>
<td>SNE</td>
<td>Special Needs Education</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural organization</td>
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ABSTRACT

Learners with intellectual disabilities are found everywhere throughout the world. This group of learners needs to acquire some activities of adaptive skills. The proposed study sought to explore influence of teachers’ factors on acquisition of adaptive skills among children with intellectual disabilities in special units in Muranga County, Kenya. The study was guided by the following objectives: To assess the influence of teacher related factors, to determine the influence of curriculum, to establish the influence of teaching methods, to examine the influence of teaching/learning resources on acquisition of adaptive among learners with ID in special units in Muranga County. The study was guided by Bandura’s Social Learning Theory. The study applied a Mixed Methodology and mixed methods design. The target population was 51 teachers from 17 special units in Mathioya Sub-county in Muranga County. The sample size was 15 primary school head teachers and 30 teachers in the special units. A total of 45 respondents were used in the study. The instruments of the research were questionnaires for both primary school head teachers and teachers in special units for intellectual challenged learners and observation checklist. The questionnaire consisted of both open and close ended questions. A pilot study was conducted in a special unit at Njumbi primary school in Mathioya Sub-county. This school was used in the proposed study. Test-retest was used to estimate reliability of questionnaires. Validity of the instruments was determined by a team of three experts in the Department of Special Needs of Kenyatta University. The data collected both qualitative and quantitative. Quantitative data was analyzed using descriptive statistics and presented in form of percentages, frequency tables and graphs. Qualitative data was analyzed thematically as per the objectives. The findings revealed that some of the teachers in special units had no training in special education at all, majority of teachers who had training in special units had no special skills to teach adaptive skills and a few were not specialized but handled children with intellectual disabilities. Head teachers did not adequately provide resources and materials suitable for the acquisition of adaptive skills among the learners with intellectual disabilities. The study concluded that learners with ID were not taught adaptive skills effectively since teachers did not use suitable teaching methods and strategies. The study recommends that special units should be staffed with teachers who are specialized in a given area of disability. It also recommends that in-service courses should be facilitated to enable both head teachers and teachers in special units improve the methods of teaching and strategies of implementing the methods towards facilitating the acquisition of adaptive skills among learners with ID. The findings of the study are envisioned to inform policy and practice of acquisition of adaptive skills for the ID children.
CHAPTER ONE

INTRODUCTION

1.0 Introduction
This chapter entails background to the study, problem statement, purpose of the study, objectives research questions, significance of the study, limitation and delimitation, assumption, theoretical framework based on Bandura social learning theory, conceptual framework and operational definition of terms.

1.1 Background to the Study
Learners with intellectual disabilities are discovered everywhere throughout the world. The major challenge with this group of learners is acquisition of activities of daily living. The teachers are instrumental in guiding this group of learners to acquire these skills. The school heads are obligated to develop a typical arrangement of instructional objectives and destinations for all (Hughes, 1999). Effective school head teachers recognize their obligations regarding the training of all learners as one of creating avenues for such children to acquire activities for their daily living (Wasley, 1997).

As indicated by Salamanca system for activity 1994, schools must perceive and react to assorted needs of their learners, pleasing both diverse style and rates of learning and guaranteeing quality training to all through suitable curricular hierarchical course of action, showing methodologies, assets use and organization with their groups. There ought to be constant backing and administration to coordinate the continuum of extraordinary need experienced in each school. Learners with scholarly difficulties are discovered everywhere throughout the world (Friend, 2008). Quoting US bureau of
training (2004), in America, amid 2002-2003 school years, 0.88% of all youngsters matured 6-12 (580,375 learners) got custom curriculum in light of the fact that they were recognized as having scholarly difficulties.

As indicated intellectual disability means an altogether sub-normal general intellectual functioning existing at the same time with deficiencies in adaptive conduct (IDEA) and is portrayed despite the improvement period that unfavorably influences a child’s educational excellence (Grossman, 1973, p.11). Scan for systems for teaching learners with scholarly difficulties started over 200 years prior. As indicated by Klein (1979), Educable intellectual disabilities (ID) youngsters by and large fall under the term somewhat impeded. Robinson (1976) cites that, the educable mentally tested are relied upon to oversee scholarly work up to the third grade and infrequently even to 6th grade when they achieve school leaving age. These youngsters can read, compose and do essential calculation.

In America the PL-94-142 of 1975, bolstered the instruction of youngsters with handicaps. The court administering in North Carolina in 1969 assumed a noteworthy part in training of children with scholarly difficulties. It states

*It is unconstitutional and invalid...to operate the public school system in a discriminatory manner against the mentally retarded children and to allocate fund to the disadvantaged of the mentally retarded child. Often a mentally retarded child develop fair skills and abilities and becomes a useful citizen of the state but in order to do this, the mentally retarded must have his/her chance (Kaur, 2005).*
Some worldwide revelations which affected much on the instruction of learners with scholarly difficulties were the assertion on human rights in 1948 and child rights of 1989. The majority of the African nations are signatories to Jomtein, Thailand 1990 announcement on Educational for all (Government of Kenya, 2005). It avowed the rule that each child has a privilege to instruction. This made part nations to be responsive in executing EFA objectives to all learners incorporating those with scholarly difficulties. As indicated by Khalifan (2002) a large percentage of the African nations which began unique need training (SNE) establishments were Uganda in 1982, Zambia in 1991 and school of SNE in 2002.

The Kenya Government is focused on provision of equivalent access to quality and applicable instruction and preparing to all learners, incorporating those with Intellectual Disabilities (Government of Kenya, 2005). To accomplish this, the Government set up the Kenya Institute of Special Education (K.I.S.E) in 1986 to take care of the demand for Special Needs Education (SNE) teachers, National Action arrangement (2003-2015). There are different establishments that prepare SNE teachers, for example, Kenyatta University, Moi University and Kenya Methodist University. The government has likewise received comprehensive instruction for a specialized curriculum in accordance with worldwide advancement (GOK, 2008). The government under the Free Primary Education Program is encouraging procurement of extra capitation awards to encourage execution of comprehensive instruction. The funds are given to learners uncommon needs enlisted in both special education schools and units joined to normal schools.
The Kenya Education Sector Support (KESSP, 2010) was an initiative by MOE to provide instruction resources. However, the program did not offer resources that are unique for children with intellectual disabilities. The CDF in most constituencies in Kenya has helped to set up uncommon schools and units for learners with scholarly difficulties. Mathioya Sub-County is not uncommon as of now there are seventeen (17) mentally impeded units connected to public primary schools. In this regard, the proposed study was designed to examine the influence of teachers’ factors on acquisition of adaptive skills among children with moderate intellectual disabilities in special units in Murang’a County, Kenya

1.2. Statement of the Problem
Globally, the development of a customized curriculum presents one of the real difficulties confronting the school heads in time of major institutional great changes. On the contemporary times school on a global scale must offer learners with challenges the appropriate access to normal curriculum and right instructional aid. The head of the school is pivotal in special education process. However, few school leaders are well prepared for this responsibility. The situation is similar to Mathioya Sub-County, which has special units in primary school that handle children with disabilities. All these units accommodate children who are intellectually disabled.

Little is known on the mode of instruction carried out by teachers in instructing these learners. The school headteacher’s role in ensuring the learners are instructed using adapted curriculum should be known. Many of these children have continued to drop out
of school with very little achievement both in educational functioning and activities for adaptive skills. Okoko (1998) concludes that a superb curriculum for students with intellectual challenges should possess (ADL). She attests that prepared instructors can recognize and utilize right instructing routines to instruct physical education. ADL simply like physical training, are manual aptitudes. Therefore learners with intellectual disabilities can acquire them if teaching methods are applied effectively. Absence of a specialized curriculum arrangement for schools’ head teachers is likewise testing their capacity to serve all students. With little research on influence of school related factors such as teacher competences, adapted curriculum for ID, teaching methods and resources, the proposed study was designed. Specifically, the study will examine the influence of teachers’ factors on acquisition of adaptive skills among children with moderate intellectual disabilities in special units in Murang’a County, Kenya

1.2.1 Purpose of the Study
The purpose of the study was to examine the influence of teachers’ factors on acquisition of adaptive skills among children with moderate intellectual disabilities in special units in Murang’a County, Kenya.

1.2.2 Objectives of the Study
The study was guided by the following objectives:

i. To assess the influence of teacher related factors on acquisition of adaptive skills among learners with ID in special units in Muranga County.

ii. To determine the influence of curriculum issues on acquisition of adaptive skills among learners with ID in special units in Muranga County.
iii. To establish the influence of teaching methods on acquisition of adaptive skills among children with ID in special units in Muranga County.

iv. To examine the influence of teaching/learning resources on acquisition of adaptive skills among learners with ID in special units in Muranga County.

1. 2.3 Research Questions

The study sought to answer the following research questions:

i. To what extent do teacher factors influence the acquisition of adaptive skills among children with ID in special units in Muranga county?

ii. How does the curriculum influence the acquisition of adaptive skills among learners with ID in special units Muranga county?

iii. To what extent do teaching methods influence the acquisition of adaptive skills among children with ID in special units in Muranga County?

iv. To what extent does the teaching/learning resources influence acquisition of adaptive skills among children with ID in special unis in Muranga County?

1.3 Significance of the Study

The findings of the study will contribute to the body of knowledge on factors that influence to the acquisition of adaptive skills among learners with ID.

The findings of the study will also inform training policy for the SNE teachers. Kenya Institute Curriculum Development will use the findings to develop a training program for SNE teachers. The findings of the study will also create awareness to the SNE teachers and Head teachers managing the primary schools with ID children on the teacher factors,
best teaching methods and learning resources needed for acquisition of adaptive skills among learners with ID.

1.4 Limitation and Delimitation

1.4.1 Limitation of the Study
The study would consider the following as the study limitations:

1) The study would be limited to Mathioya Sub-County hence the findings are likely to reflect the situation in the sub-County and not the entire Murang’a County.

2) The study examined the acquisition of adaptive skills among children with ID it will not consider other intellectual disabilities.

1.4.2 Delimitation of the Study
The study would delimited on the following aspects:

1) The study will only be carried out in Mathioya sub-County; one of the sub-county within Murang’a County.

2) The study will be confined to the intellectual disabilities only

3) The study will only consider only four aspects that are likely to influence adaptive skills for the ID children: teacher factors, curriculum, teaching methods and teaching resources.

4) The study’s main respondents will be the Head teachers and teachers in those special need units.

1.5 Assumption of the Study
The study was based on the following assumptions;
1) The school headteachers, who serves as an instructive leader in the school life assumes a major responsibilities in guaranteeing that the learners with intellectual disabilities, are properly educated in actualizing change.

2) There exist activities for daily living for the children with ID in the special needs units in Primary school of Mathioya Sub-County.

1.6 Theoretical and Conceptual Framework

1.6.1 Theoretical Framework

This study was guided by Bandura's social learning hypothesis of (1977). The social learning hypothesis accentuates vicarious fortifications and self-support. Vicarious fortification is to gain from perception. The hypothesis expresses that "individuals are affected by their surroundings" This implies learning includes both outer fortification and inner connective clarifications of learning.

These accounts for how we learn from other people. Human beings are social animals. Through interaction and observation, information and skills in the environment are learnt.

Kirk and Gallagher (1989), there exists instant association of the model behavior via visual coding of the model as it is stipulated in the social learning theory. A teacher can model the desired behavior such as socializing, eating, table manners, greeting and dressing through assisting his/her learners to imitate. The theory encompasses attention process, maintenance process, engine multiplication handle and roused and fortification procedure (Bandura, 1977).

Attention process implies to be attentive to certain behaviour of a model. To assist children who are intellectually challenged learn behaviors, the teacher has to get hold of
their concentration therefore it is found necessary to make use of certain learning materials to aid the tutor to grip the learners’ alertness. Retention process means learners with intellectual disabilities get instructed via recalling the scene of the model performing tendency. Scholars with intellectual impairments have short –leaved memory and instructors ought to diversity models of teaching and resources to assist learners remember the episodes and equally constantly practice the behaviour.

Children with intellectual impairments will alter their own behaviour more positively by observing others behaviour so that the two will look alike. This is referred to as motor reproduction process. Practising more regularly and mirroring can assist to learn from one another. Children with intellectual disabilities will improve their inspiration to learn effectively. This can be through outer support (Primary or optional strengthens) or inside fortification (Feeling fulfilled by taking a gander at their own conduct) (Hong Kong Christian administration, 1997).

Primary school administrators as well as teachers attached to intellectually challenged units are supposed to create a conducive environment for their leaner’s to benefit from social learning. They are supposed to be sources of self-efficacy for their learners by giving ability-related activities for learners to experience success. Self-efficacy refers to people's judgment of their capabilities to organize, execute and accomplish certain performance (Kirk & Gallagher, 1989). The presence of such environment would enhance acquisition of Activities for Daily Living (ADL) by learners with intellectual disabilities.
1.6.2 Conceptual Framework

According to this framework, primary school head teachers play critical roles in ensuring learners with intellectual disabilities have a conducive school environment. They help to shape the nature of school conditions such as classroom conditions, provision of resources, the content of instruction and the forms of pedagogic principles used by teachers. The expectancy outcome of learners with intellectual disabilities is acquiring daily living skills for individual independence.

**Independent Variables**

- Teachers’ factors
  - Teacher training
  - Roles of the headteacher

- Curriculum issues
  - Adaptation
  - Differentiation

- Teaching methods/ Intervention strategies

- Teaching/ learning resources

**Dependent Variable**

Adaptive skill for the ID

**Intervening variable**

- Government policy
- Parental support

**Figure 1.1 : Conceptual Framework**
The head teachers should ensure the school is in a favorable condition for a conducive learning environment, resources are available and curriculum is adapted to suit learners with intellectual disabilities. Supervision and monitoring of teachers should be done to facilitate learning of intellectually challenged learners. Teachers should ensure use of appropriate teaching methods and intervention strategies. The interaction between independent variable and trained teachers in special unit for learners with intellectual challenged leads to the outcome expectancy which is the acquisition Activities for daily living for self-independence. The stream of arrows demonstrate the cooperation between Independent Variables and the prepared instructor for mentally tested children which create learner's capacity to live freely.
1.7 OPERATIONAL DEFINITION OF TERMS

Adaptive skills: Skills that enable the learner with intellectual disabilities to live independently such as self-hygiene, eating, toileting, money and time. (Okoko, 1998)

Adapted Curriculum: Modified and tailored to fit learners with special needs based on assessment (Turnbull et al, 2007).

Individualized educational program: A well laid down plan explaining the special education programs and services needed by individual students (Ontario Ministry of Education, 2004).
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review in this chapter was reviewed under the following subtopics; teacher factors that ensure the acquisition of adaptive skills among children with intellectual disabilities, adapted curriculum, teaching methods and intervention strategies in teaching activities for daily living, availability of teaching /learning resources and summary of literature review.

2.1 Teacher Factors and Acquisition of Adaptive skills among Children with Intellectual Disabilities

2.1.1 Teacher Training in Special Needs Education

Teacher training is of paramount importance it plays significant role in fostering positive attitude towards the children diverse abilities which is important for running inclusive programs. The role of teachers is given importance for effective handling of children with special needs. Development and use of appropriate classroom practices, resources and assessment is considered for the success of any classroom.

Research demonstrates that numerous instructors don't feel prepared to handle children with exceptional needs. They need trust in their own capacity to attend children with unique needs (Wintes, 2006). This study gap can be solved through sorted out ventures of planning and constant master change. As demonstrated by (Mittler, 2000), qualified
teachers have major appreciation of children with special needs. They should in this manner ensure best hypothesis.

Global and European considers have likewise distinguished satisfactory educator preparations as prerequisite for teaching learners with special needs (EADSNE, 2003). Teachers, who support special needs education, pinpoints serious constraints with its actualization according to (Winzer, 1990). Failure to home skills required to teach learners with special needs is frequently cited as a reason for resistance (Minke et al, 1996). Researchers have found that teaching children with special needs is insufficiently tended to and regularly dismissed in educator preparations (Barton, 2003).

Proper educator preparation can reduce instructor's misgivings with respect to special needs Education and any introductory Shortcomings can be addressed by access to arrangements of assets and extra bolster (Lindsay, 2007). In audit of writing on showing extraordinary requirements of Education (Avramidis & Norwich, 2002) , note that imperviousness to instructing of unique needs training was less when experts had gained exceptional necessities capabilities in pre-administration or in administration programs. Their assistance concur that "without lucid arrangement for educator preparing in the instructive needs, endeavor to incorporate these children in the standard would be troublesome" (P.139).

It is beneficial if further instructions and help for trainers to develops their skills and a feeling of competence, straight away impacts on instructors moral increased participation and reduce opposition of teaching children with special needs (Avramidis and Norwich,
Inadequate knowledge about various aspects to special needs education can be a serious barrier that can negatively impact other variables. Majority of the teaching staff obtained training prior to the introduction of mandatory special education units in their pre-service training. They find themselves in an awkward situation having been overtaken by various policy changes and are forced by circumstances to teach children learning difficulties to students with extremely challenging behaviours. Teachers record an important sense of inadequacy as concerns teaching pupils with learning difficulties.

2.1.2 Roles of School Headteacher in Special Need Education

Study denotes that school headteachers, who pays more attention on instructional issues, exhibit regulatory backing for a custom curriculum and give great master progression to educators to make enhanced result for students with disabilities and for others at threat for school frustration (Gersten, Keating, Yovanoff and Harniss, 2001). Thus the degree to which instructors and experts create and actualize intercessions intended to enhance learner’s performance (Embich, 2001). Bearing in mind that, the expectations as regards performance continue to rise, majority teachers are ill-prepared to offer fruitful academic excellence to students with disabilities. Lack of qualified special education teachers is cited as one of the biggest disabilities in school (USDOE, 2011).

Competent school leaders should come up with a plan to see to it that the various needs learners and their siblings are looked into through five key elements of schools. They include: institutions, educational programs and guideline, proficient advancement, atmosphere and learner's evaluation. Directors who obviously comprehend the needs of learners with inabilities, Individuals with Disabilities Education Act (IDEA) and the
instructional disabilities that teachers handling learners with impairments are confronted with are adequately ready to offer appropriate support. Leaders should be aware of the significance of well-planned learning and working atmosphere and can aid the settling up of superb learners, placement and specialist assignment that work for student and classroom support requirements accurately.

A visionary leader directs their efforts on the complete achievement of all students and associate with other leaders to achieve this goal. Classroom uniformity is the standard in these schools. Classroom are not arranged to offer a few unofficial grey area for students with deprived needs viable headteachers take a lot of time in setting up policies and procedures that enhance classroom support, to cite a few specific human and material resources, correct information leadership opportunities between different players, flexibility and role and planning that guarantees teams to perform their tasks superbly, (Embich 2001). To cite (Thomas, 2000) with a few fiscal resources, viable headteachers encourage association and classroom intermingling by ascertaining classroom tutors and expertise co-ordinates regularly on timely planning periods to scrutinize instructional requirements and learning room matters.

Viable leaders have in built effort to continuous progress that is accompanied by clear understanding of new inventories and the strength to work creatively with others to confront upcoming issues (Kouzes & Posner, 1995). They consider themselves to be change specialists and work cooperatively with others to build their school's ability to include partners, imagine on brighter days for all elementary education, spearhead
curriculum evolvement and supervise learners success, (Ashy and Krug, 1998). The role of competent school manager take various facets. It is essentially the duty of the administrator to advance the abilities and knowledge of learners in the institution and come-up with a list of expectations. To add on this it involves a mass together the different entities the institution in a gainful cooperation amongst themselves and also putting individual into account as regards their contributions to the utmost collective good (Elmore, 2000).

By citing Fullan (2001), relationship are key when it comes to any change process, when relationship gets better, situations improves too. By soliciting information from school teachers, learners, families and the rest and equally communicating to these departments helps leaders in modeling a two way communication system. Viable school administrators require well-polished abilities that enable them to operate closely with families, learners, staff and state authorities to accomplish that working educational programs are installed (Foley & Lewis 1999)

School heads must be aware of resources at hand meant to aid the diverse needs of students, families and school teachers. Effective administrators envisage ways of accessing extra assistance needed ensuring adequate education for all learners (Hughes 199). Administrators ought to be strong role models for others specifically the model entailing thinking and leadership in their assistance of students with impairments, their siblings and their tutors as they set high goals and results directed to themselves and as students’ defenders (Gate et al 2001).
2.2 Curriculum for learners with intellectual disabilities.

2.2.1 Adaptation

A student with disability require designed instruction in which content is adapted and special methodologies are used. The change enacted in the curriculum is that it allows the students to achieve yearly goals and remain part of the curriculum and equally ensures him/her of taking part in extra curriculum and numerous other non-academic undertakings.

The prevailing educational theory and practice vehemently ensures all learners despite of ability with a definite access to actual curriculum. In olden days curriculum designed for challenged students addressed this whole phenomenon from a narrow perspective and approached it developing an insignificant number of abilities, though the emergence of this ability is crucial, putting in place more elaborate range opportunities is currently embraced as an upright model (DFES, 2001: NCCA, 1999). To attain this use of modified curriculum is enviable as it is the use of instructional strategies and modification assessments. The two aspects of timetabling and curriculum planning is of great importance if at all the children is deemed have attained their educational achievements and at the same not feeling abandoned from the school. There is need to balance between mainstream curriculum, development curriculum and additional curricular areas since making curriculum decision are a complex process. It also calls for balancing priorities as per their potentials, wants and circumstances of a particular student of the disability. To name one, is a learner with intellectual challenges and efforts will be channeled to self-help and daily living abilities.
Brennan (1985) proposes the application of what refers as the “4R test” while choosing curriculum content for students with specific educational needs. Under this model the curriculum details can be looked at via the following conditions, is it real, or does it fits students’ experiences. The second term is on whether it is relevant that is it of any importance of learners to know this, is it realistic considering learners ability, attainment and age is it achievable on time. The last is whether it is rational which poses the question can the aim of this learning be made clear to the learner?

2.2.1 Differentiation
Differentiation is expansive terms which alludes to the different methodologies instructors utilize to compose teaching situations and rehearses to reinforce students with assorted adapting needs to access learning in general curriculum. Considering their nature, they are comprehensive. Versatile instructing, imaginative and important educational module methodologies are a portion of the routes in which we can make materials more assessable and drawing in for learners with extraordinary instructive needs. Practices of differentiation include proving age appropriate curriculum objectives and materials, designing functional curricula this means adapting standard educational modules targets with the goal that they are practically functional and relevant to requests of genuine settings where the learner will be required to work autonomously for instance, a twelve year old who performs at six-year old level mathematics may hone essential calculations by keeping the score in a game. Giving significant educational program and programs so that materials are complimented by willingly accessible real, possessions.
This technique permits instructors to reply explicitly to numerous needs simultaneously, extra cases and more opportunities to practice may be offered to pupils requiring it (Westwood, 1997).

2.3 Teaching Methods and Intervention Strategies/ Teaching Adaptive skills Among Intellectual Disabled Learners.

Adaptive skills are home and commonly living techniques that allow individuals to deal with current and future day to day demands and responsibilities. They include personal care and hygiene, clothing, dressing, eating, money, home and kitchen management, time management, leisure and recreation (Friend, 2008). Teaching the activities for daily living to learners with intellectual disabilities, are aimed at helping them acquire independence. Some of the methods used in teaching these activities include team teaching, interactive teaching, direct teaching, cooperative teaching, group teaching and peer tutoring. In holistic investigation of teaching techniques for students with learning disabilities (Davis and Florian, 2004), concluded that the research evidence shows that a number of teaching plans and approaches ushers more powerful outcomes than one individual strategy solution, a few of the strategies are discussed in this section.

2.3.1 Team Teaching

Staff individuals consolidate their specific expertise zones to team-teach the learners in the unit. Pierangelo & Giuliani (2008), observes that utilization of team-teaching provides the child with ongoing consistent and individualized focus in all adaptive skills. This approach enables the learner to get the right skills from the specialist teacher.
2.3.2 Interactive Teaching

This is a teaching method where learners are involved in different activities during the lesson. For example learners would be involved in distributing materials while others in doing other class activities (MOE, 2001). The involvement makes them active and attentive. This method makes learner attentive in a learning situation.

2.3.3 Cooperative Teaching

Cooperative teaching involves student studying together in small units/ tutorial groups aiming at getting the best individually and together studying, (Johnson and Johnson 1991). For the sake of this method. It can employ various dimensions, an example being where learners may congregate in unplanned cooperative studying units for a period of time to cite an example (DES 2007). Returns of cooperative studying encompasses the furtherance of academic gains, better behavior, school presence and better engagement with institution and studying (DES, 2007).

2.3.4 Direct Instruction

Most students with intellectual disabilities do not require knowledge at first instance but need clear and more emphasize instruction. Under this style of teaching no assumption is made for the set of strategies of teaching and the materials to be studied are keenly evaluated and instructed step by step. Tutors put forward and vividly elaborate the content to be taught and how it should be taught. The hard part of tasks is keenly presented to guarantee an opportunity of it going through and the tutor provides immediate response in correction and encouragement (West wood, 2007). Direct instruction offers chances to record success, which subsequences motivates students and assists them to keep on the task.
2.3.5 Peer Tutoring

Peer tutoring is an instructional method where students assist one another to learn and consequently learn by teaching. In this method an older pupil acts as tutor while teaching. In this method an older pupil acts as tutor while a younger plays the role of tutee and also this may take the nature of senior classes assisting junior ones. This method consists of well-defined academic and social gains meant for the teachers the learner (Fuchs and Fuchs, 1998). This style of teaching has done a lot in promoting enthusiasm and social interaction (Bagley and Mallick, 1996). Study has shown that this technique is fruitful to learners with intellectual problems for it provides useful means of indulging them in natural social relations within and outside the class (Riddell, 2006).

2.3.6 Intervention Strategies

No single teaching method for ADL for learners with intellectual disabilities can work alone, without intervention strategies. Intervention strategies enhance and enrich teaching method for learners with mild intellectual disabilities (Klein & Cook, 2001). Some of the intervention strategies for learners with intellectual disabilities include modeling, applied behavior analysis, task analysis and I.E.P.

Observation and imitation are the components of learning in modeling. Modeling similarly is viewed as copying or also role playing, learning and observation. It takes into account various processes like, retention phase, reproductive phase, attention phase and motivation phase. The teacher uses an applied behaviour analysis strategy as an intervening strategy to enhance the appearance of expected behaviors in all learning situation. This method relies on the direct, repeated, measurement and recording observable behaviors targeted for change. This helps the teacher to remain focused and
work on the targeted skills only (Reynold & Zupanic, 2011). Task analysis is a teaching strategy which involves breaking complex tasks down into subtasks and reinforce in small teachable steps (Turnbull, 2007). In teaching learners with intellectual disabilities the sub skills may need to be taught and reinforced in sequence, for easy mastery of the skills.

2.4 Availability of Teaching/ Learning Resources and Teaching of Learners With Intellectual Disabilities

Educational resources is a broad term focusing all factors outside and within classroom that makes teaching and learning experience more effective. They also include human resources where human support in learning process. They participate and contribute to meet learning needs for learners. They cultivate motivation in learners and make them active participants in the learning process (Government of Kenya, 2008). Friend (2008) asserts that selection, adaptation and development of learning materials for learners within intellectual disabilities should be guided by ability level of the learner’s age, educational needs, interest activity to be done and objective activity. Materials should reflect their functional curriculum and themes such as personal care, feeding, care of home safety, security, recreation and leisure, money health and H.I.V and A.I.DS require concrete and situational materials (MOE, 2009).

Children with intellectual disabilities can learn very well where visual aids are used. They include pictures charts and graphs. They help the learners to understand how they are expected to behave for example, the use of charts to track learners progress is very effective. The charts also help as a means of providing positive reinforcement for
appropriate on task behaviour. Learners with intellectual disabilities require concentration skills which enable learners to attend a particular task at a particular time. The following resources can be used body jigsaw puzzle, coloured shapes, doll and need based devices for performing ADL activities. These resources should be made available as required by persons with disabilities (PWD) Act 1995.

2.5 Summary of Literature Review

According to EFA (2015) all children are entitled to education including those with intellectually disabilities. They cannot go through the normal school curriculum but they need an adapted curriculum that allow for differentiation and modification of the general curriculum. Teachers who are trained in special needs use resources adapted to suit children who are intellectually challenged to enable them acquire skills for independent living. Methods of teaching are also differentiated. They include; team teaching, interactive teaching, cooperative teaching, direct teaching and peer tutoring.

The literature reviewed has shown that there a exists a knowledge gap on the influence of teachers’ factors on the acquisition of Adaptive Skills among children with intellectual disabilities in special units. This will be the essence of the proposed study. Thus, the main objective of the proposed study will to be examine the influence of teachers’ factors on the acquisition of Adaptive Skills among children with intellectual disabilities in special units in primary schools in Muranga County, Kenya.
CHAPTER THREE

METHODOLOGY

3.0 Introduction
This chapter describes the research methodology that would be adapted to achieve the objectives of the study. Specifically, the study would address research methodology, research design, variables, location of study, target population, sampling techniques, sample size, research instruments, piloting, validity, reliability, methods of data collection, methods of data analysis and logistical & ethical considerations.

3.1 Research Design
This study employed a mixed methodology approach and a descriptive survey research design. Descriptive study research outlines are used as a component of preparatory and investigative researches to allow experties to congest findings, condense, exhibit and portray with final aim of shedding more light (Orodho, 2009). On the other hand Mugenda (2003), gives the inspiration driving clarifying exploration as choosing and reporting the way things are. The researcher will collect information and report the way things are without controlling variables.

Both qualitative and quantitative procedures was utilized. Qualitative information will portray the influence of teachers' factors on the securing of Adaptive skills among learners with scholarly difficulties in special units in Mathioya, Muranga county Kenya. Quantitative methods will allow selection of a representative sample and cross validate. The strength of the above methods is that they combines the advantage of each form of
data, that is, quantitative data provides generalization whereas qualitative data offers information about context of the setting (Creswell, 2008).

3.2 Variables
The study has both independent and dependent variables. Independent variables are; teachers’ factors that includes teachers training and roles of school headteachers, curriculum for children with ID, teaching methods and their application and teaching/learning resources. The dependent variable will be the acquisition of adaptive skills among the ID children.

3.3 Location of the Study
The study was conducted in Mathioya Sub County, Kenya. The sub county was chosen because it is a has seventeen (17) special units in Public primary schools which has so far attracted limited research on intellectual disabilities and acquisition of adaptive skills among children with intellectual disabilities in special units in primary schools.

3.4 Target Population
The study targeted primary school headteachers where there are intellectual handicapped units. Mathioya Sub County has a total population of seventeen (17) primary schools with intellectually challenged units. The study intends to capture data from seventeen units. The school head teacher and teachers in the intellectually disabled units will be targeted. Therefore, the target population will be 51 persons comprising of 34 teachers in the special units and headteachers from the 17 primary schools in Mathioya sub-county. Table 1 shows the distribution of the target population.
Table 1: Distribution of the Target Population

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of Units</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gitugi</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Kiriti</td>
<td>3</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Kiru</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Kamacharia</td>
<td>4</td>
<td>08</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
<td><strong>34</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Source: DEO Office, Mathioya Sub-County (2016)

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques
The study used purposive sampling technique. In this case elements are chosen because they suit a specific criteria that the study is supposed to explore (Gay, 2003). The rationale for purposive sampling of Mathioya sub-county is that, it has the highest number of special Units attached to primary schools (CEO Muranga 2015). This made the study locale ideal. It also ensured a fair representation of primary schools with special units.

3.5.2 Sample Size
According to Krecie & Morgan (1970), for a target population of 51, the recommended sample size is 45 (Appendix D). A total of fifteen (15) primary school headteachers and thirty (30) teachers in the special units will be involved. In every visited school two
teachers will be interviewed. A total of forty five (45) respondents will be used for the study.

<table>
<thead>
<tr>
<th>Table 3.2: Sampling grid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category of respondents</strong></td>
</tr>
<tr>
<td>Head teachers</td>
</tr>
<tr>
<td>Teachers</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Questionnaire for both primary school principals and teachers in special units for Intellectual Disabilities (ID) learners will be used in the study. Observation checklist will also be used. It consist behaviours that make up a certain type of performance (Frankel & Wallen, 2003). The items in the checklist will consist of activities for daily the learners are being trained on and if the learners are able to perform a certain skill or not. The researcher will use self-made observation check list.

3.6.1 Questionnaire for Primary School Principals and Teachers in Special Units For Children With Intellectual Disabilities

Data from primary school headteachers and teachers in the special units will be collected using questionnaire administered by the researcher. Questionnaire will be developed to suit the purpose of the study based on research objectives. The questions will consist of both open ended and close ended questions. They will be designed specifically for respondents in line with research objectives. Answers to the open ended questions will
act as a check on the closed ones to ensure there is consistency on the part of the respondent.

3.7 Piloting Study
A pilot study would be conducted in Njumbi primary school in Mathioya Sub-county to test the instruments, if they are ambiguous or not. If ambiguous, necessary adjustments will be made before actual data collection. Njumbi primary suits for piloting for it has the highest enrolment of children with intellectual disabilities (DEO office Mathioya 2016).

3.7.1 Validity
The extent to which a tool accomplishes what it was designed obliged to do is what is referred to as validity (Orodho 2009). The tool will tested for substance worthiness. It will form the size the questionnaire contents that will entail the utilization of right terminology, sentence structure and whether the questions are fit for the targeted defendants. The researcher will also look for experience of other colleagues, predecessors in research on similar areas of study to verify whether tools are viable to gather the required information/data. Validity is the accuracy of the measure in reflecting the concept it is supposed to measure. The validity of the instrument is also enhanced by seeking expert judgment (Mugenda & Mugenda, 2003). To this end, expert advice will be sought from three Lecturers in the area of Special Needs Education from the School of Education of Kenyatta University.
3.7.2 Reliability

Mugenda (2003) define reliability going by Orodho (2005) as a measure of the extent to which a study device brings further constant reiterated trials. Similarly (Malhorta 2004) deduces that an instruments is said to be reliable when it is able to measure a variable correctly and consistently and get similar results under the same conditions over a period of time. Mugenda (2003) concludes by defining reliability as a measure of a study tool provides similar results or data after reiterated attempts.

Test retest method was used to estimate reliability of questionnaire. It will involve administering same questionnaires twice to the same respondents but at a two - week lapse between the first and second testing. The first results obtained will be scored. The same tool will be given to the same respondents after two weeks and scored again to compare the test results of two tests of reliability, the Pearson product’ moment correlation will be used and reliability coefficient will be 0.7 above.

3.7.3 Dependability of Qualitative Instrument

According to Creswell (2009), dependability refers to showing that findings are consistent and could be repeated. It is the equivalent of reliability in quantitative studies. According to Mugenda (2013), the concept of dependability indicates the stability of data over time. There are four techniques of meeting the dependability criteria. These techniques include: Conformability audit, audit trail, triangulation and re-flexibility. The study will employ the audit trail/inquiry audit. In order, to ensure the dependability of the head teachers’ interview, every minute detail that will occur in the field will be recorded. A panel of experts in the department of Special needs Education at Kenyatta
University will carry out an audit to ascertain that the research process as outlined will be strictly followed. Triangulation will also be used to enhance the conformability of data. This will be achieved through the use of a variety of data collection techniques and sources. Data will be collected through a questionnaire and an interview.

### 3.7.4 Credibility of Qualitative Instrument

According to Shenton (2004), credibility deals with how congruent the findings are with reality. Credibility of an instrument is one of the most important factors establishing trustworthiness. According to Mugenda (2013) credibility in qualitative research is analogous to internal validity in quantitative research. It is best demonstrated by establishing a link between the data and the phenomena the data is supposed to represent. To achieve credibility, the findings of the study will be collaborated with those collected from the questionnaire. In addition, participants in the study will be encouraged to be frank from the onset.

The respondents will be also assured of the confidentiality of their responses. Random sampling of the participants will also be ensured such that any “unknown influences” will be distributed evenly within the sample. Also, additional voices of the teachers will also be sought to address credibility of the qualitative instrument.

### 3.8 Data Analysis

After data collection, the questionnaires would be checked for completeness. The incomplete ones will be discarded. The quantitative data from the questionnaires will be coded and transformed to a computer sheet. The sheet will then use to feed data into SPSS program version 21. Cross tabulations will be done to check correctness of the data.
Descriptive statistics such as percentages will be used to analyze data. The results will then be presented in form of frequency tables and in written narrative. Qualitative data will be analyzed thematically according to the research objectives.

3.9 Logistics and Ethical Considerations

In order to gain access into the sub-county and permission to give the questionnaires to the key informants, a letter of introduction will be secured by the researcher from the D.E.O’s Office. Ethical issues will be put into practice. The questions designed in such a manner that will not violate the rights of informants and avoid sensitive questions such as records that may contain personal data. Confidentially of information provided will be assured. Names and identification will not appear on the research document.

On arrival at the school, the researcher will seek consent from the headteacher of the school to carry out the research in his/her special units for children with intellectual disabilities. The researcher will start by introducing herself to the respondents and explain the objectives of the study. Questionnaires would be given to the headteacher and teachers handling children with intellectual disabilities. They would be given ample time to fill in the questionnaires. Finally, the researcher will then collect the filled questionnaires for data analysis.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.0 Introduction

This study aimed to examine the influence of teachers’ factors on acquisition of adaptive skills among children with intellectual disabilities in special units in Murang’a County, Kenya. The results of this study are presented in this chapter on the basis of the collected data and with respect to the study objectives.

4.1 Demographic Information

The demographic information of residents is discussed under the following subheadings: gender; professional qualification; and highest special education training.

4.1.1 Gender of the Respondents

Table 4.1 Gender of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Female</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>
Findings in Table 4.1 show that more than half of the teachers were male. However, female head teachers comprised of the least implying that school leadership is still dominated by male gender.

### 4.1.2 Distribution of Teachers by Educational Levels

Teacher qualification has a great impact on the acquisition of adaptive skills among children with moderate intellectual disabilities.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teacher certificate</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The study findings in Table 4.2 indicate that majority of the teachers in the units had a diploma, followed by those who had no training in special education. The least number of teachers had primary teacher certificate.

### 4.1.3 Head teachers’ Qualification and Specialization
Head teacher qualification and specialization has a great impact on the acquisition of adaptive skills among children with moderate intellectual disabilities.

Table 4.3 Head teacher Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teacher certificate</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>Degree</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The study findings in Table 4.3 indicate that slightly above half of the head teachers had a diploma, while a few had primary teacher certificate. Head teachers were further asked to give their highest special training level. The findings are summarized in Table 4.4.

Table 4.4 Head teachers Level of Special Education Training

<table>
<thead>
<tr>
<th>Specialization Level</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-day training</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>Certificate level</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Diploma level</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>None</td>
<td>1</td>
<td>6.7</td>
</tr>
</tbody>
</table>
| Total                     | 15   | 100.0
From Table 4.4, it can be seen that considerably above half of the head teachers were trained in the field of mentally handicapped. However, very few equally had certificate and degree level. A learner with ID can learn adaptive skills which essentially require a specialist in the area of intellectual disability to learn adaptive skills effectually. High specialization level among head teachers could improve the performance of learners. However, inadequate training or no training could not translate into effective teaching and acquisition of adaptive skills by learners with ID.

4.2 Teacher Related Factors and Acquisition of Adaptive Skills among Learners with ID in Special Units

The study objective one sought to assess the influence of teacher related factors on acquisition of adaptive skills among learners with ID in special units in Muranga County. Headteachers and teachers in special units were required to give teacher-associated factors related to acquisition of adaptive skills among learners with ID in special units.

4.2.1 Head teachers’ Level of Agreement on Their Roles With respect To Handling Intellectually Challenged Children

Table 4.6 shows the roles of head teachers in acquisition of adaptive skills among learners with ID in special units.
Table 4.5: Roles of Head teachers in Acquisition of Adaptive Skills among Learners with ID in Special Units

<table>
<thead>
<tr>
<th>Roles of Head teachers</th>
<th>SA</th>
<th></th>
<th>A</th>
<th></th>
<th>D</th>
<th></th>
<th>NS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Maintain favourable school condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>80</td>
<td>3</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Effective curriculum supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>66.7</td>
<td>5</td>
<td>33.3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Provision of resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>13</td>
<td>86.7</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Collaboration with stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>33.3</td>
<td>8</td>
<td>53.3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>13.3</td>
</tr>
</tbody>
</table>

N=15

Key

SA- Strongly Agree   A-Agree   D-Disagree   NS-Not Sure

The findings in Table 4.5 indicate that extensively more than half of head teachers strongly agreed that they maintained favourable school condition. More than half of head teachers strongly agreed that they effectively supervised curriculum and slightly more than half agreed that they collaborated with other stakeholders to enhance acquisition of adaptive skills among learners with intellectual disabilities in special units. Nevertheless, a few disagreed that they provided resources which would enhance learning of adaptive skills among learners with intellectual disabilities in special units. This finding agrees with those of Embich (2001) who asserts that the degree to which
instructors and experts develop and actualize intercessions intend to improve performance of learners with special needs, hence to the learners with ID.

Headteachers were further asked to indicate other roles they played as head in the units of intellectual challenged children. More than half of the head teachers mentioned that they involved parents, provided moral and material support and monitored teachers on how they handle children with ID. All the head teachers agreed that they encountered challenges in their administrative duty. These include: autism, lack of facilities, slow learning, lateness, hyper-active children without movement control.

4.2.2 Teacher Related Factors and Acquisition of Adaptive Skills among Intellectually Challenged Children

Teacher qualification and specialization has a great impact on the acquisition of adaptive skills among children with moderate intellectual disabilities. Table 4.2 presents the qualification of teachers.

Table 4.6 Teacher Qualification and Specialization

<table>
<thead>
<tr>
<th>Qualification and Specialization of teachers</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary teacher certificate</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>24</td>
<td>80</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Inclusive education</td>
<td>20</td>
<td>80</td>
</tr>
<tr>
<td>Mentally handicapped</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
The study findings in Table 4.6 indicate that impressively more than half of the teachers in the units had a diploma and one had primary teacher certificate. However, a smaller proportion had no training in special education. The study findings in Table 4.3 also indicated that out of those teachers who were trained, considerably more than half of teachers did inclusive education which is a general field in special education while a few specialized in mentally handicapped. This means that majority represented the teachers in the units for learners with ID without special skills to teach adaptive skills. Thus, there were a few specialist in the area of intellectually disabled who were accustomed with the methods of teaching, strategies to employ, how to apply them to teach children with intellectual disabilities and also the right materials for improving methods of teaching. Therefore most teachers were likely to lack the interest and preparation in handling of children with exceptional needs. This situation is common among the teachers who had not undergone any training in special needs.

These findings harmonize with Mittler (2000) who demonstrates that qualified teachers have major appreciation of children with special needs hence possess effective handling skills of children with special needs. According to Lindsay (2007) proper educator preparation can reduce teachers’ misgivings with respect to special needs education.

Further, teachers were asked to state challenges they frequently encountered during the teaching of adaptive skills. All teachers agreed that they encountered various challenges while teaching learners with intellectual disabilities. These challenges mentioned include:
difficulties in managing behavioural disorders, slow learning due to individual indifferences, balancing between gifted/talented and moderated mentally retarded, managing autistic children, poor handwritings, lack of concentration among learners, poor eye-hand coordination and teaching children with different disabilities in one class. These challenges may render teachers to inadequately attend to children with special needs, particularly children with ID. These findings are in line with Barton (2003) who found out that teaching children with special needs is inadequately attended to and frequently dismissed in teacher preparations.

The findings of this study also concur with Phinias et al. (2013) who indicated that all majority of pupils with severe intellectual disability should be taught by specialist teachers. Most respondents cited lack of specialist teachers who could teach the special pupils with severe intellectual disability.

The findings also agrees with Koech report (1999) who advocates that the quality of the service for children with special needs in Kenya is severely affected by acute shortage of specialized aids and equipment, specialized personnel, inappropriate curriculum, insufficient institutions, lack of coordination and unity of purposes and laxity on the side of government to fund special education materials among others.
4.3 Influence of Curriculum Issues on Acquisition of Adaptive Skills among Learners with ID in Special Units

The study objective two sought to determine influence of curriculum issues on acquisition of adaptive skills among learners with ID in special units. All the headteachers were required to give reports related to curriculum issues.

4.3.1 Head teachers Reports Related to Curriculum Issues

All the head teachers who participated in the study agreed that they carried supervision to ensure learners with intellectual disabilities are taught effectively. Supervision was carried through: ensuring effective teaching in class through observation; observing lesson attendance and learners’ assessment, providing general welfare of intellectually challenged children; ensuring special need children are adequately taught, enhancing social interaction between teachers and learners; and sensitizing the community about learners with special needs.

Table 4.7 Curriculum Used For Teaching Learners with Intellectual Disabilities as Reported by the Head Teachers

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adapted curriculum</td>
<td>12</td>
<td>80</td>
</tr>
<tr>
<td>General curriculum</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
Findings in Table 4.7 indicate that more than two-thirds of the head teachers reported that they used the adapted curriculum and a few used general curriculum. This implies that the curriculum was modified in such a way that it not only allowed the learner to achieve annual goals and be part of curriculum but it also enabled him/her to take part in extra curriculum and other non-academic activities.

The study findings agrees with that of the National Council for Curriculum and Assessment (1999) which advocates that the development of skills is essential unlike the traditional curriculum which tended to concentrate on a narrow range of skills.

Teachers were further asked to state the availability of the curriculum in teaching adaptive skills among the learners with intellectual disabilities. The results are presented in Table 4.8.

**Table 4.8 Availability of the curriculum as reported by Teachers**

<table>
<thead>
<tr>
<th>Available</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

As it can be seen in Table 4.8 more than half of the teachers agreed that they had curriculum adapted for children with intellectual disabilities. However, a few teachers
reported that they had no curriculum. This implies that some special units adopted curriculum in teaching adaptive skills among children with ID. When asked on whether they were supervised, all teachers agreed that head teacher supervised how they taught the learners with ID.

They were further asked to rate the supervision. Figure 4.1 shows the rate of supervision.

![Figure 4.1: Level of Supervision by Head teachers as Reported by Teachers](image)

The study findings in Figure 4.1 indicate that slightly more than half of the teachers in special units indicated supervision was done very well and a few indicated was well. However, some of the teachers said they were not sure. Regular supervision of teachers
enhances curriculum planning and timetabling (Walther-Thomas, 2000). Curriculum planning and timetabling is basic if the child is to achieve their educational goals without feeling excluded from the school. Therefore learners with intellectual disabilities, attention will focus on self-help and daily living skills if a necessary balance between mainstream curriculum, development curriculum and additional curricular areas is established.

4.4 Influence of teaching methods on acquisition of adaptive skills among children with ID in special units.
The study objective three sought to establish the influence of teaching methods on acquisition of adaptive skills among children with ID in special units from teachers in special units.

4.4.1 Methods Used to Teach Adaptive Skills
Teachers were required to give the teaching methods they employed on acquisition of adaptive skills among children with ID in special units. Their responses were tabulated in Table 4.9.

Table 4.9: Methods used for teaching adaptive skills as reported by teachers

<table>
<thead>
<tr>
<th>Methods</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individualized instructor programme</td>
<td>10</td>
<td>33.4</td>
</tr>
<tr>
<td>Use of sound-producing objects</td>
<td>4</td>
<td>13.3</td>
</tr>
</tbody>
</table>
Table 4.9 indicates that majority of teachers in the special units majorly used question and answer method to impart adaptive skills among children with intellectual disabilities. Observation was cited by almost three quarter and direct teaching or teacher-centred mentioned by a relatively equal number. On the contrary, such significant methods as use of sound-producing objects, grouping, peer-teaching, role play, miming, and storytelling were not sufficiently employed to teach adaptive skills. Question and answer, observation and other teacher-centre methods are grossly unsuitable for teaching adaptive skills to intellectually disabled children since they are more abstract than practical. This implies that most teachers did not apply the correct methods for teaching adaptive skills to learners with ID. This clearly showed that most teachers were not aware of the best teaching methods such as peer-teaching, team teaching or group teaching, use of objects.
which create interactive environment and role play. Effective ways of teaching are essential for learning of adaptive skills. Teaching adaptive skills using only few inappropriate methods was not adequate in assisting children acquire self-independence.

These findings agree with Davis and Florrian (2004) who assert that a combination of teaching strategies and approaches yield more powerful effect than a single-strategy method. Kamuri (2005, cited in Ruteere, 2009) also opined that learners with ID need environment which is well organized and with abundant opportunities for achievement. Nevertheless, majority of learners with ID had not acquired adaptive skills because most teachers did not use the right methods of teaching.

4.4.2 Application of Teaching Methods

Teachers were further asked to provide teaching strategies they used in improving the teaching methods and facilitating effective learning among the learners with ID. Table 4.10 shows the teaching strategies cited by the teachers which they employed to enhance teaching methods.
The study findings in Table 4.10 show that many intervention strategies were applied by teachers in special units to ensure learning takes place effectively. These include: proper use of instructional materials, followed by parental involvement; offering incentives; guidance and counseling. Also dealing with individual learners and identifying each learner’s needs and attending to it were also some strategies used by a few teachers.

These findings clearly show that majority of teachers were not well conversant with the appropriate strategies for enhancing teaching such as modeling and task analysis, applied behavior and IEP; yet they are supposed to implement the curriculum in their schools. The findings indicate that lack of training in the area of ID made teachers unable to effectively identify each learner’s needs and attend to the personal challenges faced by the learners with respect to acquisition of the adaptive skills. It can be deemed that

### Table 4.10: Intervention Strategies applied to Ensure Learning Takes Place as Reported by Teachers  N=30

<table>
<thead>
<tr>
<th>Intervention Strategy</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involving parents</td>
<td>21</td>
<td>70</td>
</tr>
<tr>
<td>Proper use of instructional materials</td>
<td>27</td>
<td>90</td>
</tr>
<tr>
<td>Offering incentives/rewards</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Dealing with individual learners</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Identifying each learner’s needs and attending to it</td>
<td>8</td>
<td>26.7</td>
</tr>
</tbody>
</table>
learners with ID who are under the care of teachers in special units may remain dependent since they are unlikely to acquire essential adaptive skills that are basic in their daily lives in the community. According to Klein and Cook (2001) not even one teaching method for adaptive skills for learners with ID can work without intervention strategies which are positioned to enhance the instructional methods.

The findings concur with those of Westwood (2003) who argues that various approaches may be adopted to boost attention, memory, and retrieval of information. Some of the include using visual imagery, mnemonic devices, rehearsal strategies, advanced organizers, attentions sues, prior knowledge activation strategies and other learning and metacognitive strategies. Learners with ID require more time to learn to attend to the relevant dimensions of a task. Generally, it has been observed that learners with considerable ID are less liable than typical learners to perceive, select and group relevant stimuli and discard irrelevant stimuli.

4.4.3 Acquisition of Adaptive Skills by Learners with ID as Revealed By Classroom Observation Checklist

The study inquired from the teachers if the learners acquired adaptive skills when appropriate methods were employed. All teachers agreed that learners acquired the skills if the correct methods were used. Two teacher’s lessons were observed from each of the 15 primary schools. Findings are presented in Table 4.11.
Table 4.11: Acquisition of Adaptive Skills by Class-Observation Checklist

<table>
<thead>
<tr>
<th></th>
<th>Able</th>
<th></th>
<th>Not Able</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td><strong>Personal care</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buttoning, unbuttoning, zipping</td>
<td>16</td>
<td>53.3</td>
<td>12</td>
<td>46.7</td>
</tr>
<tr>
<td>Brushing teeth</td>
<td>12</td>
<td>46.7</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Washing hands</td>
<td>17</td>
<td>56.7</td>
<td>13</td>
<td>43.7</td>
</tr>
<tr>
<td>Oiling and combing the hair</td>
<td>8</td>
<td>26.7</td>
<td>22</td>
<td>73.3</td>
</tr>
<tr>
<td>Use handkerchief correctly</td>
<td>4</td>
<td>13.3</td>
<td>26</td>
<td>86.7</td>
</tr>
<tr>
<td><strong>Feeding</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify plate, spoon</td>
<td>13</td>
<td>43.7</td>
<td>17</td>
<td>56.7</td>
</tr>
<tr>
<td>Tell their uses</td>
<td>2</td>
<td>6.7</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Name different types of fruits</td>
<td>1</td>
<td>3.3</td>
<td>29</td>
<td>96.7</td>
</tr>
<tr>
<td><strong>Social and communication skills</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name friends in the class</td>
<td>14</td>
<td>46.7</td>
<td>16</td>
<td>13.7</td>
</tr>
<tr>
<td>Tell the name of the teacher</td>
<td>10</td>
<td>33.3</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Name different types of food</td>
<td>2</td>
<td>6.7</td>
<td>28</td>
<td>93.3</td>
</tr>
<tr>
<td>Name sources of food</td>
<td>3</td>
<td>10.0</td>
<td>27</td>
<td>90.0</td>
</tr>
<tr>
<td><strong>Time management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Name days of the week</td>
<td>5</td>
<td>6.7</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>Name some activities they do at home</td>
<td>11</td>
<td>36.7</td>
<td>19</td>
<td>63.3</td>
</tr>
</tbody>
</table>

n=30
From Table 4.11, under feeding, majority of the learners could not name different types of fruits and a relatively equal number could not tell the uses of spoons and plates even after naming them. The findings further showed that most of the learners could not use handkerchief correctly under personal care and name different types of food and give the sources of such food respectively under social and communication skills. Based on time management skills, most of the learners were not able to name days of the week. These findings depicts that learners with ID did not acquire adaptive skills as should be when taught by teachers who lack special knowledge in ID. This implies that teachers in the units did not possess the specialized capability to train the children with ID to acquire basic adaptive skills such as buttoning, unbuttoning, zipping, brushing teeth, washing hands, oiling and combing the hair and using handkerchief correctly.

The findings also show that teachers use a lot of theory-based teaching methods which are not only unsuitable for learners with ID but also bring more dilution since they lack practical skills which can enhance learning of adaptive skills. The situation may improve when proper teaching methods, tangible learning materials, and trained and specialized teachers are applied and implemented. The findings of this study are in disagreement with Wintes (2006) who asserts that teacher training is of paramount importance it plays significant role in fostering positive attitude towards the children diverse abilities which is important for running inclusive programs. Hence, trained teachers are creative, open minded and innovative to identify critical problems and solve them appropriately (Winzer, 1990).
4.5 Influence of Teaching/Learning Resources on Acquisition of Adaptive Skills among Learners with ID in Special Units.

4.5.1 Provision and Use of Teaching/Learning Materials

The study objective four sought to examine the influence of teaching/learning resources on acquisition of adaptive skills among learners with ID in special units in Muranga County. Teachers in the units were required to tell whether they used teaching/learning materials to teach adaptive skills. Remarkably, all the teachers agreed that the utilized teaching/learning materials in teaching adaptive skills among children with ID.

The head teachers were also required to indicate whether they provided teaching/learning materials for adaptive skills. All head teachers reported that facilities used by children with intellectual disabilities were not adequate despite the high number of trained personnel to handle children with intellectual disabilities in the special units under study. Headteachers were further asked to list the materials they provide to their teachers. The response from the head teachers were tabulated and presented in Table 4.12.

<table>
<thead>
<tr>
<th>Teaching and learning materials provided</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pictures</td>
<td>6</td>
<td>40</td>
</tr>
<tr>
<td>Charts</td>
<td>4</td>
<td>26.7</td>
</tr>
<tr>
<td>Play equipment</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Stationeries</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>
The findings in Table 4.12 indicate that less than half of the head teachers provided pictures to their teachers as instructional materials in acquisition of adaptive skills among children with ID. These may include images of maps and physical human body parts. The findings further indicate that a few head teacher said that they provided charts, stationeries and play equipment. It is evident from the findings of the study that most of the materials for teaching adaptive skills such as toileting, leisure time, culturally made sticks and dressing were ignored. This implies that most head teachers were not aware of all the adaptive skills for independent living. Such situation was attributed by lack of specialization and proper training in special need education. This also implied that curriculum was not fully implemented which rendered learners with ID to continue depending on others. These findings concur with Friend (2008) who argues that tangible and appropriate materials are essential for concept formation as far as teaching adaptive skills is concerned.

### 4.4.2 Role Played by Teaching/Learning Materials in Teaching Adaptive Skills

The study sought to assess from the head teachers the importance of teaching and learning materials in teaching adaptive skills to learners with ID. The responses are presented in Table 4.13.
Table 4.13: Significance of Teaching/Learning Materials in Acquisition of Adaptive Skills

<table>
<thead>
<tr>
<th>Teaching and learning materials provided</th>
<th>Freq</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps relate materials and skills</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Improve learning and performance</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Making T/L more concrete</td>
<td>3</td>
<td>20</td>
</tr>
<tr>
<td>Enhances the ability to recall the learned concepts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates practical environment</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in Table 4.13 show that almost half of head teachers believed that use of teaching/learning materials assisted to bring teaching/learning more concrete. The findings further indicate that: some head teachers said that teaching/learning materials enhanced the ability to recall the learned concepts among learners. The findings further indicated that a few head teachers reported that teaching/learning materials helped learners relate materials and with the skills taught, improved learning and performance, and created practical environment for the learned skills and concepts. The findings further revealed that despite of knowing the importance of teaching/learning materials, head teachers still lacked the essential knowledge about effective selection and adaptation.
of teaching/learning materials since knowing the importance of such materials does not mean using them effectively to help the learners acquire adaptive skills.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter is a summary of the study findings, conclusions and recommendations. This study aimed at examining the influence of teachers’ factors on acquisition of adaptive skills among children with moderate intellectual disabilities in special units in Murang’a County, Kenya.

5.1 Summary of the Research Findings

The study findings were summarized on the basis of objectives of the study. Objective one sought to assess the influence of teacher related factors on acquisition of adaptive skills among learners with ID in special units in Muranga County. The findings showed that head teachers did not adequately provide resources and materials suitable for the acquisition of adaptive skills among the learners with intellectual disabilities. Teachers lacked knowledge of basic adaptive skills to be imparted to learners with ID since they were not adequately trained, for instance a few teachers in special units did not have any training at all. Headteachers were not adequately specialized to handle learners with ID since most of them did inclusive training in special needs.

Objective two sought to determine the influence of curriculum issues on acquisition of adaptive skills among learners with ID in special units in Muranga County. Majority of teachers admitted that they had curriculum adapted for children with intellectual disabilities. However, some teachers reported that they had no adapted curriculum. There
was no regular supervision of the curriculum despite the fact that majority of teachers rated supervision as ‘very well’.

Objective three sought to establish the influence of teaching methods on acquisition of adaptive skills among children with ID in special units in Muranga County. Majority of teachers in the special units majorly used question and answer method to impart adaptive skills among children with intellectual disabilities. Question and answer, observation and teacher-centre methods are grossly unsuitable for teaching adaptive skills to intellectually disabled children since they are too theoretical instead of practical. Most teachers did not apply the correct methods for teaching adaptive skills to learners with ID. During the class observation it was found that most learners with ID could not perform reasonably. To exemplify, majority of the learners could not name different types of fruits and could not tell the uses of spoons and plates even after naming them. On the basis of time management skills, most of the learners were not able to name days of the week. These findings depicts that learners with ID did not acquire adaptive skills as should be when taught by teachers who lack special knowledge in ID. Lack of facilities, slow learning, lateness, and hyper-active children without movement control were among the main challenges. Learners with ID did not therefore acquire adaptive skills due to the above challenges.

Objective four sought to examine the influence of teaching/learning resources on acquisition of adaptive skills among learners with ID in special units in Muranga County. The study findings showed that head teachers were not able to appropriately identify and
select materials for acquisition of adaptive skills among the intellectually challenged children. Lack of the suitable materials made learners with ID remain dependent to their guardians. The study also revealed that head teachers were not aware of all the adaptive skills for independent living. Such situation was attributed by lack of specialization in intellectually challenges and proper training in special need education.

5.2 Conclusions
The study found out that head teachers did not adequately provide resources and most teachers lacked knowledge of basic adaptive skills to be imparted to learners with ID since they were not trained. Therefore learners in the units were not taught adaptive skills effectively and therefore little or no acquisition of adaptive skills by learners.

The study found out that teachers admitted that they had curriculum adapted for children with intellectual disabilities. However, some special units had no curriculum. This was coupled with such challenges as lack of materials, presence of untrained teaching staff, absenteeism, and lack of classrooms which barred effective acquisition of adaptive skills among learners with ID. Hence due to these issues related to curriculum implementation, learners with ID in the units did not acquire adequate adaptive skills for basic adaptation in life.

The researcher concluded that most teachers did not apply the correct methods for teaching adaptive skills to learners with ID. During the class observation it was found that most learners with ID could not perform reasonably. Therefore learners in the units were not taught adaptive skills effectively and therefore little acquisition of adaptive skills by the learners. The improper use of teaching methods by teachers translated to the
situation where learners with ID remained dependent since they did not acquire the appropriate skills to enable them adapt and become independent.

It was evident that the teaching/learning materials provided by the head teachers were not suitable for acquisition of adaptive skills among learners with ID hence the learners did not fully gain sufficient adaptive skills for self-regulating life.

5.3 Recommendations

The recommendations of the research were as follows:

i. Training is paramount in handling learners with special needs and therefore special units should be staffed with teachers who are specialized in a given area of disability. This will enable both the head teachers and teachers employ the right methods while handling children with specific disability ranging from mentally challenges, intellectually retarded, physically challenges among other disabilities.

ii. The Ministry of Education should ensure that adapted curriculum is implemented in special units depending on the kind and level of disabilities in learners. This would enable teachers to prepare and apply IEP without difficulties and use the appropriate teaching methods to ensure learners’ acquisition of skills for adaptation and self-regulatory.

iii. In-service courses should be facilitated to enable both head teachers and teachers in special units improve the methods of teaching and strategies of implementing the
methods towards facilitating the acquisition of adaptive skills among learners with ID.

iv. The government, through the Ministry Education, should purchase enough materials suitable for teaching/learning of learners with special needs.

v. The special schools should sensitize the community and parents towards enhancing their involvement and awareness on abilities of learners with ID.

5.4 Suggestions for Further Research

The researcher finds the following suggestions for further studies:

1. The effect of parent and community related factors on acquisition of adaptive skills among learners with ID in special units in Murang’a County.

2. A correlational study among such study variables such as teaching methods, teaching/learning materials and acquisition of adaptive skills among learners with ID.

3. A study on the acquisition the acquisition of adaptive skills among learners with ID.
REFERENCES


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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR HEAD TEACHERS WITH UNITS OF CHILDREN WITH INTELLECTUAL DISABILITIES

In this study the information will be treated with total confidentiality. Please give all the information correctly to the best of your knowledge.

**TICK WHERE APPLICABLE**

1. Indicate the following

   Gender
   
   Male [ ]
   
   Female [ ]

2. Indicate your professional qualifications

   Primary teacher certificate [ ]
   
   Diploma [ ]
   
   Degree [ ]
   
   Masters [ ]

3. Indicate the highest special training you have undertaken in special needs education.
4. Do you agree to the following roles of the headteachers in units of intellectually challenged children?

- **Maintain favourable school condition**
- **Curriculum supervision**
- **Provision of resources**
- **Collaboration with stakeholders**

Please indicate any other roles you play as a headteacher in your unit of intellectually challenged children.
5. Do you carry any supervision to ensure learners with intellectual disabilities are taught effectively?

YES  ☐

NO  ☐

If YES what is involved in your supervision?
______________________________________________

______________________________________________

6. Which curriculum is used for teaching learners with intellectual disabilities in your school?

______________________________________________

Adapted curriculum  ☐

General curriculum  ☐

Adopted curriculum  ☐

7. Do you have enough facilities to be used by children with intellectual disabilities?

YES  ☐

NO  ☐

If YES list some of these facilities.
______________________________________________

______________________________________________

8. Do you have trained personnel to handle these children with intellectual disabilities?

YES  ☐

NO  ☐
9. Do you encounter any challenge while playing your administrative roles in ensuring learners with intellectual disabilities?

   YES ☐
   NO ☐

   If YES what are some of the disabilities?

   ____________________________________________

Thanks for your participation.

**APPENDIX B : QUESTIONNAIRE FOR TEACHERS OF CHILDREN WITH INTELLECTUAL DISABILITIES.**

In this study the information will be treated with total confidentiality. Please give all the information correctly to the best of your knowledge.

**TICK WHERE APPLICABLE**

1. Indicate the following

   **Gender**

   Male ☐
   Female ☐

2. Indicate your professional qualifications ☐

   Primary teacher certificate ☐
Diploma

Degree

Masters

3. Do you have curriculum adapted for children with intellectual disabilities?

YES □

NO □

If NO which curriculum do you use?

________________________________________

________________________________________

4. What teaching methods do you apply while facilitating learning?

________________________________________

________________________________________

________________________________________

5. What are the intervention strategies you apply to ensure learning takes place?

________________________________________

________________________________________

________________________________________

________________________________________

6. Does your headteacher supervise how you teach your learners?

YES □

NO □
If YES rate the supervision.

- Very well
- Well
- Not well

7. Do you have the adequate facilities to be used by intellectual challenged children?

- Adequate
- Inadequate

8. Are you trained in special needs Education?

- YES
- NO

If YES what is your area of specialization and level of training?

________________________________________________________________________
________________________________________________________________________

9. Do you encounter any disabilities while teaching learners with intellectual disabilities?

- YES
- NO

If yes list at least three disabilities.

________________________________________________________________________
________________________________________________________________________
APPENDIX C

LESSON OBSERVATION CHECKLIST

(To be filled by the researcher while observing the lessons proceeding.)

SECTION A: General Information

School____________ Date__________
Name of Learner _____________
Age of Learner ________
Date of admission in the Unit ________
Duration in the unit ____________

Personal care                  Able  Not Able
  ➢ Buttoning, unbuttoning, zipping
  ➢ Brushing teeth
  ➢ Washing hands
  ➢ Oiling and combing the hair
  ➢ Use handkerchief correctly
Feeding

- Identify plate, spoon
- Tell their uses
- Name different types of fruits

Social and communication skills

- Name friends in the class
- Tell the name of the teacher
- Name different types of food
- Name sources of food

Time management

- Name days of the week
- Name some activities they do at home

Appendix D: Work Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jan-Dec</td>
<td>Mar</td>
</tr>
<tr>
<td>Writing Proposal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation to Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporation of Comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pilot testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection &amp; Compiling,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis and interpretation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing of thesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation to Department</td>
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## APPENDIX E: RESEARCH BUDGET

<table>
<thead>
<tr>
<th>No.</th>
<th>Item Description</th>
<th>Units</th>
<th>Quantity</th>
<th>Rates @ (Ksh)</th>
<th>Amount (Ksh)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparations</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Typing and printing at Thirty shillings per page</td>
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<td>60</td>
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<td>2,000.00</td>
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<td>Photocopy services at two shillings per page</td>
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<td>1,000.00</td>
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<tr>
<td></td>
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<td>Dozen</td>
<td>12</td>
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<tr>
<td></td>
<td>Travelling</td>
<td>Km</td>
<td>-</td>
<td>-</td>
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<td>Data collection &amp; analysis</td>
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<tr>
<td></td>
<td>Assistants</td>
<td>Per diem</td>
<td>10 days</td>
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<tr>
<td>Description</td>
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<td>Amount</td>
<td>Total</td>
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<td></td>
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<td>--------</td>
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<tr>
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<td>3 Final report</td>
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<tr>
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<td>12,000.00</td>
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<tr>
<td><strong>Sub total</strong></td>
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<tr>
<td>Miscellaneous</td>
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APPENDIX F: MAP MATHIOYA SUB-COUNTY