

**ANALYSIS OF DETERMINANTS OF ACCESS, RETENTION AND
EDUCATION ACHIEVEMENT OF LEARNERS WITH INTELLECTUAL
DISABILITIES IN EMBU SPECIAL SCHOOL, EMBU COUNTY, KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL
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DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university or any other institution of higher learning for consideration. This research thesis has been complemented by referenced sources and duly acknowledged. Where text, data, graphics, pictures or tables have been adapted from other sources, including the internet, these are specifically credited and references cited in accordance with anti-plagiarism regulations.

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DEDICATION

This Thesis is dedicated to my dear wife Ndegi and my daughters Karimi, Mukami and Ngatha.

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ABBREVIATIONS AND ACRONYMS

AAMD	-	American Association on Mental Deficiency
ACK	-	Anglican Church of Kenya
DFID	-	Department For International Development
EARC	-	Educational Assessment and Resource Centre
EFA	-	Education For All
FPE	-	Free Primary Education
IDEA	-	Individuals with Disability Education Act
IC	-	Intellectually Challenged
ID	-	Intellectually Disabled
IQ	-	Intelligent Quotient
KICD	-	Kenya Institute of Curriculum Development
MoEST	-	Ministry of Education Science and Technology
PWDs	-	Persons with Disabilities
TIQET	-	Total Quality Integrated Education
SNE	-	Special Needs Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNICEF	-	United Nations International Educational Children Fund

ABSTRACT

The study sought to analyze determinants of access and retention of learners with intellectual disability in Embu Special School for learners with intellectual disability in Embu West District. The study adopted a descriptive research design, with both qualitative and quantitative methods. The target population comprised of 140 learners, 20 teachers, 1 Head teacher, 280 parents and 4 EARC officers in Embu special school. The study used purposive sampling to select teachers, head teacher and EARC officers. Simple random sampling was used to select parents and stratified random sampling to select learners. The sample size was 42 learners, 10 teachers, one head teacher, 42 parents and 2 EARC officers. Data was collected using questionnaires, interview schedules and observation schedules. Data was analyzed using the SPSS software package to yield descriptive statistics. The study established that both rates of the access and retention of learners with intellectual disability in Embu special school were good. The major factors that influence both access and retention of learners in Embu special school are adequacy of financial support, poor levels of community and parental awareness of the importance of SNE for children with ID, limited vacancies, and social stigmatization of learners with ID. The study also established that there was adequate infrastructure, financial support and personnel in the school. The school provided an enabling environment and a flexible curriculum for learners with ID. Majority of learners acquired skills for personal care, eating and social skills. The researcher made the following recommendations: MoEST should increase the financial allocation of a child with ID per year; the government should expand the facilities to accommodate a wider range of children with disabilities; stakeholders should undertake an awareness campaign to highlight the plight of learners with ID; the teachers should receive constant upgrading and updating of their education through in-service programs or through institutionalized study programmes; there is a need to explore in depth the relevance of the curriculum subjected to learners with intellectual disability and future researchers need to investigate the extent of the sensitization given to the communities on SNE.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section gives details on the background to the study, statement of the problem, purpose of the study and the objectives of the study. The section also presents the research questions and significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual frameworks and definition of significant terms.

1.1 Background to the Study

Intellectual disability is characterized by limitations in intellectual functioning resulting in the need for extra ordinary support for the person to participate in activities involved with typical human functioning Wehmeyer of Obremski (2010). Formerly the term mental retardation was being used for intellectual disability. The term mental retardation which is the term that has been used in most parts of the world, increasingly became stigmatizing and rejected by advocates and others (Schlock et al. 2007).

The distribution of learners with intellectual disability depends on severity of the disorder. Among those with intellectual disability are mild intellectual disability which affect 85%, moderate affecting 10%, severely affecting 4% and profound intellectually disabled which affects 2 % (Hallan, Kauffman, Pullen, 2009). This study targeted learners who are mild and moderate intellectually disabled. These learners demonstrate delays in cognitive, social and adaptive skills within typical classrooms setting. With appropriate support in place these children can achieve a high quality life in different

aspects .The curriculum and instructions must be carefully modified to help these children reach their potential.

In Kenya placement of children with intellectual disability is determined by severity of the impairments. The mild and moderate who are educable learn in special units and special schools. The severe and profound who are trainable are placed in special schools while others are managed at home by caregivers and parents. (Mutua & Domitror, 2001). Both the educable and the trainable require special education which can either be acquired in special schools or the special units.

Special education is designed for the students with special needs in a way that addresses the students' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, other interventions designed to help learners with special needs achieve a high level of personal self-sufficiency and access in school and community Heward (2009).

Although there has been an increasing awareness on the need to give these children proper education, many people and organizations still do not know much about them Obaseki & Osagie (2009). Likewise, during the World Conference for Education for All (EFA), in 1990 held at Jomtien, the significance of EFA as a fundamental human right and its pivotal role in the development of the society were reaffirmed. The most consistent message from the delegates through the Jomtien Conference was consideration for equity and particularly a reduction of the disparity in educational opportunities among

population groups. The participants at the Conference agreed that the process should begin by addressing the educational needs of the disadvantaged groups regardless of the gender, economic status, geographical location, physical or intellectual differences Moberg & Ngandu (2009).

Approximately 6.5 million people in the United States have an intellectual disability and nearly 1-3 percent of the global population has an intellectual disability. There are as many as 200 million people with intellectual disability globally (Wilmshurst, 2012). Intellectual disability is significantly common in low-income countries (Chakuchichi, Nyaruwata, and Chataika, 2012). In North America intellectual disability is subsumed into the broader term developmental disability, which also includes epilepsy, autism, cerebral palsy and other disorders that develop during the developmental period (birth to age 18). The service provision is tied to the designation 'developmental disability', it is used by many parents, direct support professionals and physicians. In the United States, however, in school-based settings, the more specific term mental retardation or intellectual disability, is still typically used, and is one of 13 categories of disability under which children may be identified for special education services under Public Law 108-446, (Wilmshurst, 2012).

Studies conducted in South Africa and Lesotho indicated that individuals with intellectual disability find it difficult to access education and training in Lesotho (DFID, 2008). In Lesotho, the research teams found that up to fifty-five (55) learners with intellectual

disability were being taught by a single teacher who was not specially trained on the use of special equipment and assistive devices.

According to Bob and James (2006) learners with intellectual disability often struggle tremendously to complete the same tasks that many of their peers do without any difficulty but with special assistance their struggle to learn can be highly successful. In teaching learners with intellectual disability special and mainstream teachers will find highly effective strategies for enhancing the academic and social skills of learners with intellectual disability in their classroom. For this reason, many governments in the world have established special schools for exceptional children especially those with intellectual disability. The purpose of these schools is to equip these learners with vocational skills and a positive attitude in life. The skills help the learners to function well and become independent members of the society. Special education is geared to meet the needs of specific types of individuals bound to be much diversified because of the uniqueness of such individuals Bieleck & Swender (2004). According to UNESCO (2007), special education is the educational component of rehabilitation for a person with intellectual disability. It should be provided for any child who has impairment in speech, intellectual and physical development and is unable to benefit from regular programs.

UNICEF (2007) noted that the goal of special education was to provide whatever is needed to accommodate the child who is handicapped in the educational system and equip individuals with necessary skills for them to be self-sufficient in life within the mainstream community. While the Kenyan government recognizes the need of educating

learners with intellectual disability, there is lack of mechanisms to ensure and oversee that all the learners have equal access to education (Mukuria & Obiakor, 2006). In addition to the articulated government commitment in the provision of education for learners with intellectual disability, the Kenyan constitution provides for formal and informal educational opportunities to individuals with disabilities. Kenya has made great strides to providing special education to learners with intellectual disability (Republic of Kenya, 2005)

In addition to that, the report of the presidential working party on education and manpower training for the next decade and beyond recommended that special education should be an integral part of each cycle of formal education in Kenya (Republic of Kenya, 1988). Further, the report indicated that the education for persons who are handicapped in Kenya should aim at providing skills and attitudes required for rehabilitation and adjustment to the environment. In this regard, the government of Kenya has established various institutions for the learners with intellectual disability in the country. Many of such schools have been established and are helping the children. Among such schools are schools for the intellectually disabled (Republic of Kenya 2010), Embu special school for the learners with Mental Handicap being one of them.

1.2 Statement of the Problem

According to policy framework for education, there are 3464 institutions for SNE in the country with 2713 integrated institutions and 751 special schools. Among the special schools, there are 36 special schools for the learners with intellectual disability in Kenya.

These figures show that access and retention of children with special needs is relatively low across the country.

Learners who have intellectual disability are expected to benefit in education so that they may acquire skills for life. These children are confronted with several challenges in life which may hinder access and retention to education. The failure to achieve education and essential skills for life is a big problem to children with intellectual disability. In addition, they also miss out on their human rights, special care and assistance particularly in relation to access to educational opportunities (UNICEF, 2007). Parents, guardians and entire communities are equally affected and usually strained to continue supporting their intellectually disabled relatives throughout their lives, even when they would otherwise have been productively occupied elsewhere.

Despite the fact that The Kenyan constitution provides for formal and informal educational opportunities to individuals with disabilities, discrimination against individuals with intellectual disability has continued to rise even in our modern society to the extent that some of the potential learners with intellectual disability have not only, had inadequate chances to access education, but some have been deliberately left out (Obaseki & Osagie, 2009). For those that are lucky to access schools, they hardly ever complete their education and rehabilitation courses (Oriedo, 2003).

It is in this regard that an analysis of determinants for access and retention in special educational institutions for learners with intellectual disability was considered important.

1.3 Purpose of the Study

Based on the problem stated, the purpose of the study was to analyze determinants of access, retention and education achievement of education for learners with intellectual disability. The study endeavored to find out what the government and the school administration have done to solve the problem and make recommendations. This would be in regards to access and retention of education for learners with intellectual disability in learning institutions in order to improve the skills achieved by the learners. This will facilitate the solving of problems faced by learners in accessing education and to enhance retention.

1.4 Objectives of the Study

The objectives of the study were to:

1. Find out the extent of access and retention of education by learners with intellectual disability at Embu Special School in Embu West District.
2. Determine factors influencing access and retention of learners with intellectual disability at Embu Special School in Embu West District.
3. Establish education measures taken by schools and the government to promote both access and retention of learners with intellectual disability at Embu Special School in Embu West District.
4. Determine the availability of resources in the education of learners with intellectual disability at the Embu Special School in Embu West District.
5. Establish the levels of skills achievement by learners with intellectual disability at Embu Special School in Embu West District.

1.5 Research Questions

To provide information that may improve accessibility and retention of education for learners with intellectual disability, the problems were investigated using the following questions:

1. What is the extent of access and retention of education for learners with intellectual disability at the Embu Special School in Embu West District?
2. What factors influence access and retention in the education of learners with intellectual disability at the Embu Special School in Embu West District?
3. What are the educational measures taken by schools and government as regards access and retention in the education of learners with intellectual disability at Embu Special School in Embu West District?
4. What are the sources of resources for the education of learners with intellectual disability at Embu Special School in Embu West District?
5. What is the level of skill achievements by learners with intellectual disability at Embu Special School in Embu West District?

1.6 Significance of the Study

The study findings may be of use to stakeholders particularly the Ministry of Education, Science and Technology in formulating policies for access to and retention of learners with intellectual disability in special schools in Kenya.

Further, the findings of the study on curriculum experiences for learners with intellectual disability could be useful in selecting appropriate materials in the curriculum which shall

ensure that their educational potential is realized. The study also serves as a springboard from which further research can be conducted in the area of accessibility and retention of education for learners with intellectual disability in Kenya.

1.7 Limitations and Delimitations of the Study

1.7.1 Limitation

This study was conducted in Embu special school for learners with intellectual disability and therefore the findings of the study cannot be generalized to special school for the mentally handicapped and any other area with similar characteristic. The study focused on determinants of access, retention and education achievement of learners with intellectual disabilities in only one school.

1.7.2 Delimitations of the Study

The study was conducted in one special school in Embu West District. The study was focused on determinants of access and retention for learners with intellectual disability. The respondents were learners, parents, EARC officials and teachers. The study focused on children who have mild and moderate intellectual disability since they were educable.

1.8 Assumptions of the Study

The study was carried out with the following assumptions: that there was an identification criterion for admission for all pupils who were admitted to study at Embu Special School for children with intellectual disability; that there was no tuition fee charged to the children with intellectual disability; that teachers created awareness to the learners and parents of the children with intellectual disability and; that the respondents would cooperate and provide reliable responses which would be used by the researcher.

1.9 Theoretical Framework

This study was guided by Maslow's hierarchy of needs motivation theory of 1943. The theory is useful in helping people understand human motivation or the desire to perform or learn. One aspect of this theory, states that within people are forces that seek growth and those that resist growth. The forces that seek growth impel learners forward towards full functioning of all their capacities and wholeness. While the forces within learners that resist growth make them afraid to take chances and move towards freedom and independence. For a learner to move forward as driven by internal motivation in order to become the best possible, he or she has to satisfy certain needs like the physiological needs which are needs such as water, air and general well-being as well as needs for safety. A child who is hungry may experience difficulty in concentrating in classroom activities and in prioritizing his or her education. It would therefore be difficult for parents to send their children to school on empty stomachs. The child would not be motivated to concentrate on studies when he or she is hungry or thirsty. The second level is safety needs which include need for shelter, orderliness and sameness, protection and security. Children without shelter or feeling of being secure have a problem in concentrating on their studies.

The third area of Maslow's theory of hierarchy of needs is love and belonging needs. We all desire to belong to a family or institution. This means that a child or person desires identification, acceptance and love. The fourth level is esteem needs. When learners have been accepted and belong to groups or have specific friends, they develop a sense of self-

worth or having status. The learners start developing the feeling of being important where he or she evaluates himself or herself more highly compared to when he or she was seeking belonging needs. This makes the learners have purpose in life to strive to achieve and succeed in life as well as doing well in school depending on their ability. The feedback that is given to children may help them build or lower their self-esteem. Negative remarks destroy their self-esteem especially when they internalize them. Children with intellectual disability should have positive portrayal and provide them with learning conditions and facilities that may help them build self-esteem so as to be retained in learning institutions. The last level is self-actualization which is the ultimate goal or purpose of human behaviour. At this level a learner wants to realize his or her full potential and continuous self- development. Learners with intellectual disability should be guided towards reaching their full potential. The school should provide a learning environment which encourages growth towards the best they are capable of being. This study, therefore, used Maslow's Hierarchy of needs theory because it is the one that supports the education for the children with intellectual disability. A child may not develop the motivation to learn and move towards personal growth unless survival needs are met. They have medical problems; have need for good diet, rest and air.

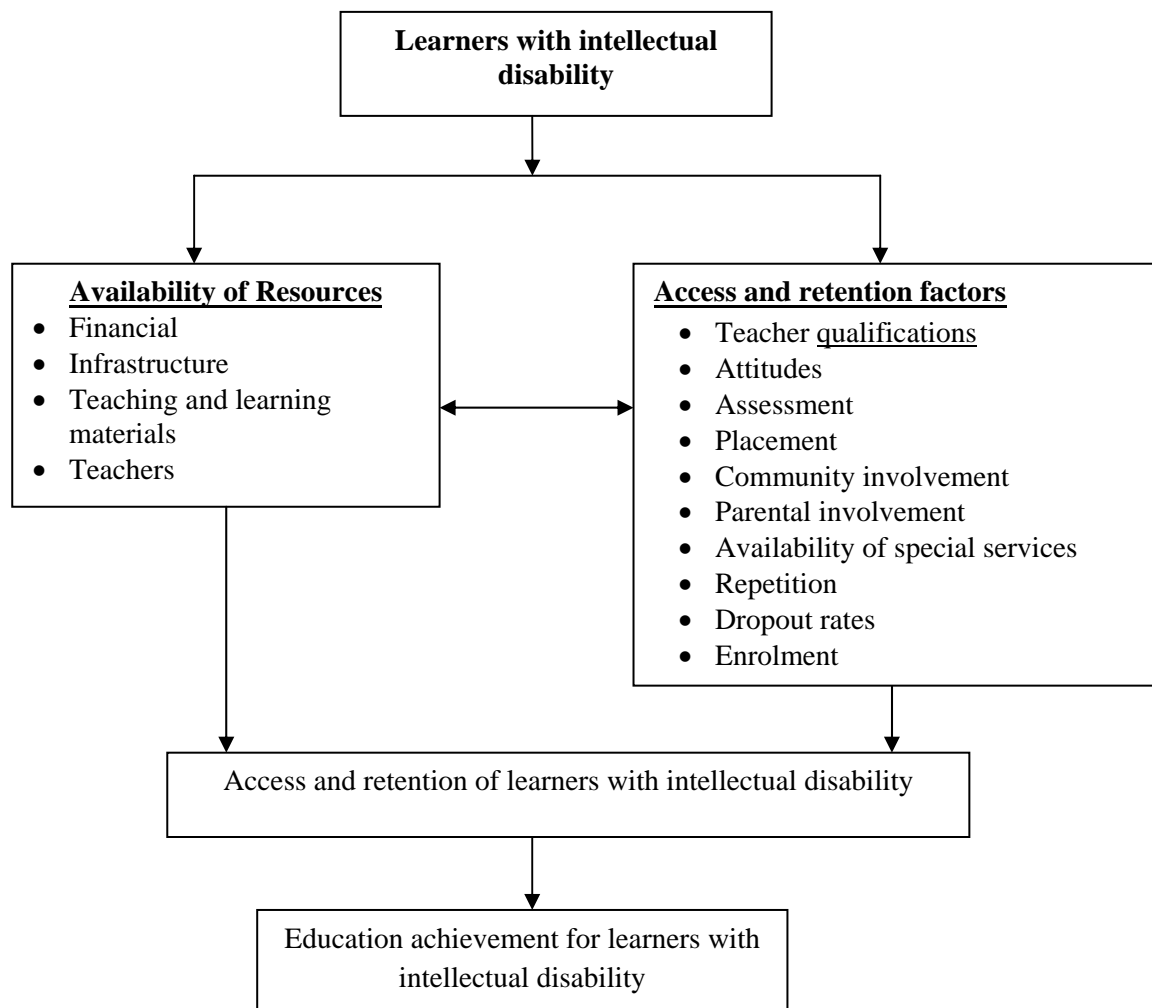
Disability imposes a number of limitations so they may need a safe and stable environment that spells out physical, social and mental security. There is need to help these learners value themselves and help them acquire social and personal skills that enhance social interaction and value, hence self-esteem. The learning environment should be able to stimulate their cognitive development and expose them to a variety of

experiences. With the provision all those needs learners with intellectual disability will access education and be retained in school but if their needs are not met, they may not realize the above.

1.10 Conceptual Framework

The conceptual framework of the research was as shown in the figure 1.1 below.

Figure 1.1: Conceptual Framework



Source: Researchers' own interpretation of the specific objectives

The independent variables are availability of resources and the determinant of access and retention whereby its indicators are; availability of resources and access and retention factors. The indicators for the independent variables will influence education achievement for learners with intellectual disability which is the dependent variable.

1.11 Definitions of Operational Terms

Access – Opportunities and ease of availing oneself of the learning in an educational institution for the intellectually disabled.

Assessment – Collecting data on learners for correct placement to special school.

Community involvement – Community has to take children to school to acquire skills for life functioning.

Curriculum - Educational experiences provided to the learners consciously or unconsciously to learners in special needs educational programs to achieve the set goals.

Determinants – Availability of resources and access and retention factors.

Determinants-Availability of resources and access and retention factors.

Disability - A condition that makes an individual unable to function normally in a particular social context. (Funnel, Koutoukidilis and Karen, 2008)

Education - A process and outcomes of instructing and training a learner to become aware of his/her environment.

Education measures - All efforts and material provisions made by government, EARC officers, teachers and parents in giving education for learners with intellectual disability.

Handicap - A disability which retards, distorts and adversely affects normal growth, development or adjustment to life for a substantial period or permanently.

Intellectual disability- Significantly sub-average intellectual functioning existing concurrently with deficits in adaptive behaviors manifested during the developmental period.

Placement – Putting learners in the institution which caters for their special education needs to avoid school dropouts.

Retention – remaining in schools for learners with intellectual disability until one acquires skills and attitudes that can make them self-reliant.

Special education– A system of education where adapted, adopted, or specialized curriculum intervention process of teaching through individualized educational programmes and special facilities are provided to assist exceptional children to perform to the level of their abilities.

Teaching resources- Materials that the teachers use in teaching to ease the process of the learners acquisition of knowledge and skills.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature related to the study. The chapter covers a review of literature on meaning and concept of intellectual disability, accessibility of education for learners with intellectual disability, retention of education for learners with intellectual disability, parental attitudes, parental involvement in education for learners with intellectual disability, home-based factors that affect education for the learners with intellectual disability, social stigma in education for learners with intellectual disability, education measures for learners with intellectual disability, economic factors affecting education for learners with intellectual disability, levels of skills acquisition and Kenyan government support in education for learners with intellectual disability.

2.2 Meaning and Concept of Intellectual disability

The parents of children with intellectual disability are ashamed to report or say that their children have this condition (Bielecki & Swender, 2004). This fear and worry compels parents to overprotect and indulge them in indoor activities. As a result, such children don't grow or develop intellectually (Kiarie, 2006). For these reasons, to assist and help these children many governments in the world have established special schools for the children with intellectual disability. The purpose of these schools is to equip the learners with skills and attitudes for survival. Special education is geared to meet the needs of specific types of individuals bound to be diversified because of the uniqueness of such individuals Mundia (1993).

According to UNESCO (2010), special education is a component of rehabilitation for persons with disabilities. It should be provided to any child whose impairments are sensory, speech, mental and physical developments who are unable to benefit from regular programmes. The goal of special education is to provide whatever is needed to accommodate the child with disability by equipping the individuals with necessary skills for self-sufficiency within the mainstream community life Beirne & Pattor (2006). Special education has been designed to cater for the exceptional child because education is a right of every child in any country Turnbull & Ron (2002). In Kenya, many such schools have been established and are doing well in helping the children by impacting skills, knowledge and attitudes so as to enable them achieve their potentiality. Among such schools is Embu Special School for Children with intellectual disability.

The perception of the concept of intellectual disability is continually changing and the changes can be seen as a reflection of the changing public perception towards individuals with intellectual disability Wilmschurt & Bruce (2010). Indeed, this is a step in the right direction based on the research done and a clear understanding of the issues involved in defining the concept (Kiarie, 2006). According to American Association on Mental Deficiency (AADM), intellectual disability refers to significantly sub-average general intellectual functioning existing concurrently with the deficits in adaptive behavior and manifested during the developmental period Gargiullo (2006). A child who is intellectually disabled has limitations in intelligence conditions which usually arise between conception and 18 years.

2.3 Access and Retention to Education for learners with intellectual disability

2.3.1 Access to Education for Learners with Intellectual disability

Many children with profound intellectual disability do not receive any educational services in Kenya Ryndak & Alper, (1996). These are the children and youth most likely to be denied access to the schools as they are deemed unlikely to benefit from any educational instruction or to be hidden away by their parents (Dorothy, 2003). The absence of 2010 American's Law, the equivalent of the one embodied in the American-based Individuals with Disabilities Education Act (IDEA), means that even though parents may recognize education as a right for every child and rise above society's negative attitudes, they cannot require that schools open their gates to all children. Parents can still decide that some children are uneducable and therefore do not belong in the school environment. For a variety of reasons, imposing an externally mandated curriculum on students with disabilities is inconsistent with requirements in the IDEA for development of individualized education programs. Individualization is a hallmark of disability policy in the US in general Turnbull and Turnbull (1998), and a focus on educational supports and services to meet each student's unique educational needs is at the core of IDEA. The intent of providing access is identified in the IDEA regulations that require a description of how a child's involvement in general curriculum is a statutory requirement and cannot be deleted. The requirement is important because it provided the basis for determining what accommodations the child needs in order to participate in general curriculum to the maximum extent appropriate Federal Register (1999, Pg. 12592). Expectations are low for students with intellectual disability. Field

man and Hoffman (1997) pointed out one of the best supported findings in recent years demonstrated that students as participants in the education process facilitates the development of self-determination within students. The development of self-determination skills will afford additional opportunities for learners to access education programmes thus fostering learners' development Hughes (2005).

Education is a critical tool to liberate the mind from the shackles of poverty and ignorance because it helps an individual to evaluate a problem and come up with alternative solutions. Educated parents can handle a child with disabilities better than their counterparts without education (Opini B. (2010). Boyle et al (2011) point out that education of individuals with intellectual disabilities cannot be fully addressed without taking cognizance of the challenges facing special needs education today. These challenges include but are not limited to the following: Assessment, Identification and Referral Process, Categorization, placement and protection of individuals with intellectual disabilities, as well as individualizing instruction and funding. Access and enrollment in schools for children with intellectual disabilities reported in the special education literature, hinge on a lot of factors. According to Michael (2000) cited by Hardman, Drew and Egan (2005), poverty plays a dominant role in creating difficulties for children in education. Thus poverty, according to Webb-Mitchell (2010), can fail to inspire any educational decision-making by parents for children regarded as difficult to educate.

Children with special needs are vulnerable to neglect, abandonment, and mistreatment. They are excluded from general education (Wilmshurst, 2012). There are a number of reasons that can explain this trend. First, the societal perception towards individuals with disabilities, Second, highly competitive examination oriented system, Third, large class-size, Fourth, in accessible school facilities, Fifth, lack of trained personnel in special needs education, Sixth, limited research in special needs education and inadequate financial resources to support programs in special needs education. Furthermore, due to lack of proper assessment tools and trained personnel, early identification and placement are nonexistent in many parts of the country. Consequently, many students with disabilities are misidentified, mis-categorized, misplaced and mis-educated (Korir, Mukuria, and Andea, 2007). For a student's educational needs to be addressed, he/she must be placed in an educational program that would enable him or her maximize his or her potential, (Opini B. (2010).

Due to lack of mechanism to enforce and oversee special education services, there has been an ineffective effort to identify reliable and valid instruments to assess the strengths and weaknesses of students with special needs. The current Kenyan economy limits the availability of funds for research and development of the assessment tools that are culturally-relevant which can be used to assess learners from diverse cultures (Mukuria & Korir, 2006). While Kenya has put in place institutions (such as schools, teacher training and special units) geared to providing services to individuals with disabilities, it has not reached the point of utilizing the entire process of assessment that includes identification

and referral, categorization, procedural safeguards and individualized plans, (Chomba, Mukuria, Kariuki, Tumuti, and Bunyasi, 2014)

2.3.2 Retention of Education for Learners with Intellectual disability

Susan, palmer and Martin (2004) argued that expectations that teachers hold about performance are related to subsequent learners' outcomes. Teachers form high expectations for learners' learning and progress according to special education labels that intellectual disability are associated with the lowest expectations. The support that teachers give to the learners will make them achieve higher outcomes depending on their level of ability Tejeda and Delgado (2009). The outcomes of learners who are intellectually disabled is individualization. These categories of learners have unique learning needs that require curriculum modification from time to time and alterations as a function of learners' age and intensity of support needs. When these learners receive the required support from teachers, parents and care givers it leads to enhanced retention rates in education and there will be very few dropouts (Garguilo, 2006). Helping teachers to develop supportive learning communities, where teachers and learners form learning partnerships, there is support from family and friends, there is establishment of goals and progress towards those goals is measured and where student self-esteem and self-confidence are obvious, contributes to increased retention and learning gains. Team work and relationship building are critically important factors that contribute to student retention and persistence Trishlink, (2003).

The limitations of focusing only on issues of access were revealed by outcome studies which revealed that although students with disabilities were receiving special education

and related services, many were not finishing high school and were achieving only limited services as adults in US. Many of the learners with emotional disturbance had difficulty in completing school Cortiella, (2009). The individual and social costs of their failure to achieve positive outcomes in school and beyond are quite high underscoring the importance of improving public policy and programming of adults and adolescents with serious emotional disturbance (Smith, 2007). Some of the methods used by teachers to identify students with intellectual disability are similar to those used by teachers in identifying learners with emotional disturbance. Wagner (1995) notes that the purpose of assessment was to evaluate the specific abilities and disabilities of the child in order to determine whether he or she qualifies for special education and related services seen most appropriate given to the child's identified with special needs. Among the students with emotional disorders who had left school had not completed school which was more than twice the rate of the general population. Hughes, Gleason and Zhang (2005) observes that, with appropriate personalized supports over a sustained period, the life functioning of the person with intellectual disability improves. Susan, Palmer and Martin (2004) states that the first and the most fundamental step in ensuring success in education for learners with intellectual disability is to ensure that general and special educators approach the teaching with high expectations for the learners. Caroline (2002) argued that schools need physical arrangements that are adaptable to a variety of student needs as well as instructional approaches. Scheduling approaches should also reflect similar flexibility. She also asserts that there are many ways to demonstrate learning, and

students' performance expectations should be as individualized as their instruction Mercia & Barnes (2007).

2.4 Factors that influence access and retention for the Learners with Intellectual disability

2.4.1 Parental Attitudes and Education for the Learners with Intellectual disability

The attitudes of the parent determine a child's chances of enrolling in education. The parent controls the initial decision of a child to attend school and often the nature of the child's participation in education UNICEF (2010). A positive attitude on the part of the parents favours school and social integration. In most cases people have a negative attitude towards persons with disabilities. Such an attitude attach slow value to the work, educational prospects, constructive ideas, activities performed by a child with a disability thus affecting their ability to access educational and training opportunities Republic of Kenya (2001).

The children who have intellectual disability are belittled, considered useless and unproductive, insulted, beaten and mistreated in their own communities. As a result parents are not willing to send their children with disabilities to school or to play for fear of being endangered, hurt and segregated Cherkosee & Ayalew (2000). Many parents have a general tendency of assuming that learners who are intellectually disabled cannot attain much in terms of education and thus it is a waste of time and resources to invest in their education (Patti & Harrison, 2005). Other parents believe that there are no benefits that accrue from educating a child with intellectual disability. Some of these parents do not take their children to school because they don't see what the benefits would be. The

attitudes of the parents may be positively correlated with their children's access and retention to education as well as ability, which in turn, results into higher participation for the child. Mercia and Barnes (2007) argued that a parent who has a positive attitude towards education for a child with intellectual disability is likely to provide a more conducive learning environment for their children.

Parental beliefs have been noted by Hornby and Lafaele (2011) to bear a strong influence on the role they play in supporting the child learn. Parents who still hold on to the traditional belief of only getting the child to school and assigning all educational responsibilities to professionals whom they believe to be all knowledgeable will not put effort in assisting the child. Edwardraj et al., (2010) in the UK, conducted focus group discussions with 29 Indian mothers to ascertain their perceptions regarding the intellectual disability of their child and their experiences of support. The researcher concluded that feelings of blame and guilt were most likely a reflection of the attitudes of the family and wider community who blamed the mothers for the disability of their child. These mothers reported experiencing a lot of stigma and lack of support from their communities, as well as feeling unsupported by their husbands and in-laws. The attitudes of family members and the wider community escalated their experiences of guilt, shame, embarrassment and isolation. However, the study did not elaborate on the influence of the parents' attitudes towards access and retention of learners in schools. It is also crucial to look into the differences between mothers and fathers or the role of gender of the child with an intellectual disability on access and retention in education. Thus, it cannot be determined whether gender differences which are found in studies conducted are also

applicable in the Kenya where socio-economic conditions are very different, as are potentially discourses about disability.

2.4.2 Parental Involvement in Education for the Learners with Intellectual disability

According to Patrickahou and Weissberg (2008), parental contribution in a child's education can be crucial in developing a child's academic ability and confidence. According to Bedi, Kimalu, Manda and Nafula (2004) parents can contribute directly or indirectly in the education of their children. Parents of children who are intellectually disabled can contribute to the functioning of their child's school by taking part in school committee meetings, attending parent-teacher duties, volunteering among others. Parents can also contribute by ensuring that children, in spite of their disability status, attend school without fail. Although Bedi (2004) states that being in school in Kenya has both direct and indirect costs, it is the responsibility of the parents to make sure that they cater for informal expenses of education such as fees, uniform and other personal effects that a child with intellectual disability may require.

These costs have mental financial implications on the family and parents sometimes are unable to provide for their children with intellectual disability UNICEF(2000). Failure of parents to provide informal fees, uniform and other personal requirements can cause a child to stay away from school. Some children with intellectual disability depend on well-wishers and require support services and support staff to assist them without which it will be difficult to keep the child in school Hughes, Gleason and Zhang,(2005). These children also require many sets of uniforms owing to their nature and therefore lack of uniform can keep them out of school. (Moberg & Ngandu, 2009) reported that 40% of

school going children with disabilities in Zambia dropped out of school because they could not afford uniform.

The role of parents in supporting their children in education has kept on improving from passive recipients of services to equal collaborators. Hartas (2008) observed that parental involvement works indirectly on school outcomes by helping the child build a pro social, pro learning self concept and high educational aspirations. In turn the climate of the school transforms for the better. Aspects such as school performance, attendance, attitudes and overall outlook for all the participants at the school improve. Therefore, parents' perceptions of invitations from schools are considered crucial in developing effective parental involvement. Studies by Chakuchichi (2012); Boyle et al (2011); and Bazyk, (1989) concluded that over the years, the place of parents has evolved from parents as co therapists to parents as equal partners with professionals in intervention programs for children with intellectual disabilities. Parents need to be included as integral participants for all disability groups. Ngwenya (2010) noted that as material deprivation worsened, parental involvement decreased markedly. On another aspect, parents can assist their children to have a positive attitude towards staff and the work of the school and by helping them to develop organizational strategies to support learning, parents can positively impact on their child's learning (Mansour and Martin, 2009). What perhaps educators need to know in this context is that, although they possess appropriate skills that can assist parents, keen education managers should acknowledge that parents possess unique relationships with their children that educators can capitalize on (Glanz, 2006). Whether this has been entrenched in the Kenyan education system or by schools in

Embu County will be established through this study. Further, the awareness level of the parents on the collaborative programs with learning institutions will be sought. Though Chakuchichi (2012) established that, the place of parents has evolved from parents as co therapists to parents as equal partners with professionals in intervention programs for children with intellectual disabilities, there is need to further establish whether this has impacted on access to education and retention of learners with intellectual disability in Embu County.

2.4.3 Home Based Factors that Affect Education for the Learners with Intellectual disability

Educating children with intellectual disability is a shared responsibility of both the school and home. When the learners are outside the school, the home in which these children come from become the salient source of learning, encouragement and support for them and any schooling reform that fails to acknowledge the importance of the parent factor will fail to raise the educational outcome (Lopez & Hellen, 2009).

According to Lopez and Hellen (2009) family life plays a great deal on children's education in many ways. The structure of the family in which a child belongs is a serious issue in education of these children, and the schools need to understand the family situations of their students if these children are to succeed in education (Bedi, Kimalu, Manda and Nafula 2004). For the category of children with intellectual disability, cooperation of the family members as well as the mobilization of the community and voluntary organization and support of the public at large to ensure success in education is necessary Beirn, Smith, Patton and Kim (2006). This is because, children with

intellectual disability in almost all cases don't know what is happening to him or her and therefore, is left to the parents, care givers, families, communities and the state and in many times, even their most basic human rights are trampled upon; this includes their right to education (UNESCO, 1994).

Contributing reports from home on child's performance especially for children with disabilities is part of valuable home-based involvement. Sanders (2008) noted that psychological barriers may also operate for parents and inhibit participation and involvement. For example, parents with young families or large families may find it more difficult to get involved in parental involvement because of their caretaking responsibilities. Parents' work situations can also be a factor. Likewise, due to traditional biases that view individuals with disabilities as evidence of punishment from diminished life, and a curse from God, disadvantage education for learners with intellectual disability. In India, children with disabilities are mistreated and ignored. As it is in Kenya, insufficient funding hampers the provision of special education services in both India and Zimbabwe. In the three countries, only the rich can afford to send their children with disabilities to private institutions (Chomba, et al., 2014).

Sanders (2008) observed that lack of money and time are two major inhibitors. When parents are unemployed, they fail to provide resources needed. It follows that material deprivation has a strong, negative effect on parental involvement. However, the setups of households' social-economic factors have different impacts for the learners with intellectual disability. Since Sanders (2008) observed that lack of money and time are two

major inhibitors for parental involvement in the child's education, the household factors in Embu County were to be established in this study and also their influence on access and retention of learners with intellectual disability in learning institutions.

2.4.4 Stigmatization in Education for the Learners with Intellectual Disability

Mary and Nicole (2012) define stigma as an attribute behavior or reputation which is socially discrediting in a particular way. They see social stigma as severe social disapproval of personal characteristics or beliefs that are perceived to be against cultural norms. Stigma occurs when an individual is identified as deviant linked with negative stereotype that engender prejudiced attitudes which are acted upon in discriminatory behaviour.

Children with intellectual disability and host of deviant from expectations of a group are subject to stigmatization and discrimination, locking them into circles of low expectations and other achievement Dorothy (2003). A study which was conducted by the Commonwealth Education Fund (2005) revealed that some parents refuse to register the disabled children in order not to be associated with them. They don't want to be fathers and mothers of the disabled children UNESCO (2005). Most frequently, some of the families do not believe the children with intellectual disability can be of use to the community. According to Kiarie (2006) some children with disabilities are hidden away from public glare because they are seen as a cause of embarrassment to the family. As a result, parents do not show love and attention as they do not take their children to school for fear that these children will likely be laughed at or be discriminated against.

Teachers have to treat special needs students differently based on their ability on their learning level. Special needs students are deprived of a suitable education when they are taught at a mismatched level with students who are significantly above their level. This can negatively affect a student's sense of self-esteem and dignity. Even in physical education classes, students with intellectual disabilities are disadvantaged because the curriculum is not clear to include them (Combs, Elliott, & Whipple, 2010). This can cause students with disabilities to face discrimination and bullying from their peers. Causing them to experience low self-esteem, isolation, depression, and in some cases aggression (Khudorenko, 2011). These emotional breakdowns can lead to violence (Frances & Potter, 2010). Teachers and parents as well as the education officers have the capacity and responsibility to minimize stigma for the learners with intellectual disability both at home and in the schools. Their influence has not however been clearly captured in the review and the study will deepen this knowledge. As Combs, Elliott, and Whipple, (2010) had established even in physical education classes, students with intellectual disabilities are disadvantaged because the curriculum is not clear to include them, the study will establish whether there is any correlation between stigma, education curriculum, access and retention of the learners with intellectual disabilities in schools.

2.4.5 Economic Factors Affecting Education for the Learners with Intellectual Disability

According to UNICEF (2008), poverty plays a great role in hindering access to education for learners with intellectual disability. There has been rising high levels of poverty, growing unemployment and diminishing remittances. Many poor and vulnerable

households have to cut back on education spending or withdraw their children from school. Paying school fees for these parents is an impossibility as they usually struggle to make ends meet especially in light of the ongoing food crisis and the burden of HIV and AIDS in their families and communities UNESCO (2010). Many children with intellectual disability are orphaned and vulnerable because of high rates of divorce and separation of their parents. On the other hand, HIV and AIDS highly affect them because they are prone to rape, incest and other sexual violations UNESCO (2010). Bedi, Kimalu, Manda and Nafula (2004), points out that attending school in Kenya has both direct and indirect costs. Such costs, make families suffer because of household consumption. In addition, the household has to make choices between benefits that accrue from education including externalities and household consumption forgone.

Learners with intellectual disability are often overlooked and when poor and vulnerable households are faced with inability to take their children to school with the meager resources available for the education of their children, the first priority is given to those without disability, thus leaving children who have intellectual disability at home (Koech report, 1999). Cherkosee and Ayalew (2000) identified three distinct problems. The first one was lack of proper nutrition such that children can go to bed without food. The parents' income is limited in such a way that they live a hand-to-mouth life. It is therefore difficult to satisfy the basic needs of family members. Education in this hierarchy of needs and for this reason, poor households would rather not take the child who is intellectually disabled to school but instead use this money for food and do the basic necessities (Oriendo, 2003).

Secondly, the economic problems of the family also mean there is no money to spend on medical examinations for the child with disability. Inability of the parents to afford medical expenses makes the situation of the children and their families more difficult (Patrikakou and Weissberg, 2008). Many children who are intellectually disabled have disabling conditions like epilepsy which is managed by drugs which are most expensive. Lack of drugs to manage these conditions mean the child is kept out of school because of the frequent epileptic attacks that occur as a result. Epileptic children cannot do without these drugs Leslie and Said (2011). Many learners with intellectual disability have health problems and need drugs and special care. In many cases the parents do not send their children to school because the child is in poor health, or there are no drugs and needed special care and there would be no one to look after their children in school UNICEF (2007).

The third challenge of children with intellectual disability is discrimination in terms of employment opportunities in the society. Most of the parents with children with intellectual disability have got a belief that children with intellectual disability have no economic benefit accruing from educating the children UNESCO (2005). With the current trends on unemployment, the parents cannot see the reason for educating a child who is intellectually disabled if many people who have acquired degrees and cannot find jobs. In fact, there is greater economic benefit to the family if the child with intellectual disability helps in the family business or in the fields rather than 'wasting' resources in school.

Chitiyo and Chitiyo (2007) also found that poor families, with little or no resources are unable to send their children to school, and the situation becomes worse for children with disabilities. Kabzems and Chimedza (2002) also noted that when families cannot raise the money for school fees or transportation, children with disabilities become the first to stay at home. This suggests that, generally, there is a strong relationship between poverty and access to education for these children. Economic issues as identified in the literature, point to the fact that poverty contributes significantly to the enrollment of any category of children in school. However, for children with intellectual disability, as noted by Bowe (2004), the importance of parents attach to education may influence whether or not children with special needs will receive appropriate education.

It is also important to note that the economic situation in Kenya dictates that people work long hours with little pay especially if they are in non-skilled employment (Ngwenya, 2010). This coupled with the fact that there are few institutions or organizations that take care of the intellectually disabled learners makes the role of caregivers enormous. This gives less time for the parents to attend to the child's learning process at home and in the institution, as well as financial contribution for learning needs. In this view, this study seeks to establish the economic status of the parents and guardians of learners with disability as well as government contribution towards education for learners with intellectual disability.

2.5 Education Measures for Learners with Intellectual Disability

The Kenya Education Report was the first national report after independence that made recommendations on the education sector (Ominde Report, 1964). It focused on non-

discrimination in education for all children. The report recommended the establishment of special schools for children with disabilities. However, no special measures were proposed to enhance education for children with disabilities given their vulnerability. In addition, the government's role was not stated clearly.

Educating learners who are intellectually disabled requires specialized services which do not follow the regular academic curriculum UNESCO (2010). The children receive special education which enables them to contribute to the society and to their own needs in accordance with their capabilities Heward (2009). These special education services are offered in units, in regular schools and residential settings for the children with intellectual disability. These children are taught by teachers who are trained in special education. However, there are some schools which lack teachers who are trained in special education. Educational programming for learners who are intellectually disabled requires marriage of emphasis in various areas or focal points Hoover (1998). Among these areas are; functional academic skills, vocational training, community living and self-help skills as well as exposure to the general education curriculum. Learners with intellectual disability represent an especially heterogeneous population of learners with wide range of skills and abilities Gargiulo (2006).

Following the initiation of 8.4.4 system of education, the government formed the commission of enquiry into education systems of Kenya also known as Koech Commission of Enquiry. The report contained some findings and recommendations made with specific reference to education for children with disabilities. The report observed

that the goal of education of children is to provide equal opportunities for all children including those with disabilities. The report also observed that the rapid growth in education sector had not been reflected in the special education category. According to Koech report, education for learners with special needs had largely remained at the margins of implementation of public policy and education. The Koech Commission recommended that; the review or re-enactment of Education Act and enactment of Special Education Act, as well as preparation and adoption of a new session paper on education to replace the 1998 session paper. The report recommended the development of specialized curriculum by KIE (Kenya Institute of Education). Many recommendations of the Koech Commission have not been implemented even though they are directed towards enhancing the right to education for children with disabilities Koech (1999).

The curriculum has been defined in various ways. For instance Hoover (1998) defines curriculum as planned learning experiences that have intended educational outcomes. Armstrong (2003) defines it as a master plan for selecting content and organizing learning experiences for the purpose of changing learners' behavior and insights. The curriculum for the learners who are intellectually disabled is individualized, functional and comprehensive. However, programming for these learners who are intellectually disabled must be forward looking, giving due consideration to the student's current and future needs Hughe & Gleason (2005). This means that the curriculum must be sensitive to the environments in which the individuals will ultimately be expected to adapt and function after leaving school (Heward, 2009). Heward further asserts that functional curriculum, is one that instructs pupils in life skills required for successful living and also

prepares them for situations and environments they will encounter upon leaving school. According to Heward, in functional curriculum, academic skills are applied to everyday practical life situations in order to maximize the student's potential for independence. The functional academic skills are often the core instructional programmes for the individuals with mild or moderate intellectual disability Kiarie (2006). The learners are normally exposed to skills with the main focus on personal hygiene, independent living skills, community resources and other duties that collectively are designed to enhance their current and future independence or skills to be used in real life situations Mukuria and Obiakor (2006).

This will require use of real objects rather than mere representation in simulated settings. The instructions should occur in a natural setting using the actual items. This will eliminate the difficulties which are faced by learners who are intellectually disabled in trying to transfer what they have learnt in real life situations as well as classroom settings Garguilo (2006). This type of education is important to learners with intellectual disability as it prepares them to be independent and self-reliant. The purpose of special education is to enable learners to successfully develop to their fullest potential by providing a free and appropriate education in compliance with Individuals with Disability Education Act IDEA (2004). According to IDEA, (2004), special education and related services should be designed to meet unique learning needs of eligible children with disabilities from pre-school through to the age of 21 years. Learners with intellectual disability should be prepared for further education, employment and independent living Obaseki & Osagie (2009).

The Kenyan school system remains highly examination oriented Muchiri & Robertson, (2000). Resulting in ranking of schools, therefore, districts do not recognize special schools as examination centers Oriendo (2003). As a consequence, the benefits of education for children who are unlikely to succeed in national examinations are unclear to those supervising the system Muchiri & Robertson (2000).

Education factors influencing access and retention of learners were reviewed in the study. The implementation of the IDEA Act (2004) and its effectiveness in ensuring access and retention of learners with intellectual disability in school has not been clearly stipulated. The fact that majority of the parents of the learners with intellectual disability come from poor households should be captured in the government strategies of affordable education to all. However the way in which the government has handled the case of learners with intellectual disability in Kenya needs deeper insight. Other researchers (Opini, 2010; Mukuria and Korir, 2006) assert that more data is required to provide a basis for policy formulation and decision making. Though free primary education has been established, learners with intellectual disability have further needs such as teaching aids and a longer study program. Further, the school environment which needs to be adapted to provide an enabling environment for effective learning for the persons with intellectual disability was overlooked. The skills level of the facilitators to provide reliable knowledge to the learners with intellectual disability is crucial to establish as a factor influencing development of learners. Parents may be demoralized to take their children to institutions where no educational value is developed for the learners. Actually, there is a need to provide appropriate educational facilities, materials, equipment, and trained teachers,

professional and support staff to address the diversities in children who have have SEN at all levels. Whether this has been undertaken to date in Kenya and Embu County in particular was established through this study.

2.6 Sources of Resources for Education for the Learners with Intellectual disability

2.6.1 Kenyan Government Support in Education for the Learners with Intellectual disability

According to Republic of Kenya (2009), the cost of providing services to learners with disabilities especially intellectually disabled, is relatively high and constitutes the single-most limiting factor against increased enrolment, retention and transition of such learners within educational programmes. The government is providing required specialized teaching staff although there is retardation faced in having required numbers. The learners require specialized material resources for their education than their non-disabled peers (UNICEF, 2007). These materials are needed at both school and individual levels. The physical environment should be accessible to them and disability friendly. The government allocates material resources to improve physical structures and provide individual learners with basic learning aids. Under FPE, every Kenyan child in regular and special institutions receives Kshs. 1020 and Kshs. 2000 respectively for tuition annually. This is not adequate for an intellectually disabled learner who requires more specialized resources. These will be supplemented by other service providers which include: individuals, faith organizations, civil society organizations, the corporate sector, bilateral and multilateral agencies (Republic of Kenya, 2012).

Financing of special education still remains a challenge to the government. The government spends 0.2% of the total education budget on special education which is inadequate. Consequently, most of the financing comes from the civil society particularly local and international NGOs. In view of the Constitution of Kenya (2010) its commitment to international protocols on the rights of children and its commitment to EFA goals, a framework incorporating the financing requirements of Special Education should be established.

Issues affecting other areas of special education services in Kenya also affect the delivery of services for students with intellectual disability. Among these, lack of vital human and material resources Kiarie (2005). The other is lack of legal law that mandates funds and enforces educational and other services for all students with disabilities. In the education of students with disabilities, a law is needed to provide and enforce services for this population Mukuria and Obiakor (2006). Without legal laws' mandate at national levels and ways of ensuring that schools abide by the laws, many students with disabilities and especially students with severe intellectual disability are likely to be locked out of the educational arena.

2.7 Acquisition of Skills by the Learners with Intellectual Disability

Intellectual disability is categorized according to severity which ranges from mild, moderately or profoundly handicapped Oriendo (2003). Those children who are mild are perceived as educable Ministry of Education (1995). The classification according to

severity puts emphasis on levels of intellectual functioning and clarification by IQ scores emphasize educational functioning of the individual child (Koech Report, 1999).

Those children who are intellectually disabled usually have deficits in adaptive behaviour and their learning styles are characterized by poor memory, slow learning rates, attention problems, difficulty in generalizing what they have already learnt and are not motivated Gargiulo (2006). The rate at which children with intellectual disability acquire knowledge and skills is well below that of typically developing children. They learn more slowly, some educators have assumed that instruction should be slowed down to match their lower rate of learning Mukuria and Obiakor (2006). Research has shown that these children benefit from the opportunity to learn only that they acquire different skills at their own pace depending on their ability Miller, Hall, and Heward (1995). Children with intellectual disability are exposed to curriculum content focusing on personal hygiene, independent living skills and other issues that collectively are designed to enhance their current and future independence and successful adjustment in life Johnson (2005).

Variations of functional curriculum are considered appropriate for individuals identified as moderately intellectually disabled and in some cases, for learners considered severely retarded. The areas of emphasis are individualized based on the current and the future needs of these learners Obaseki & Osagie (2009). Typical domains include self-help skills, socialization, communication and vocational training along using community resources and exposure to very basic survival academics Joseph and Konrad (2009).

Once a decision is made on how to teach, the educators are confronted with questions on how best to instruct their learners. The decisions that professionals make about what and how to teach learners with intellectual disability are crucial for learners' success in school Beirne , Smith & Kim, Patton (2006).

Children with intellectual disability require intensive training to inculcate appropriate social behaviour. If they are given a chance to mingle with others during childhood, they will gain more social competency. Training should be started very early. The family, neighbor, friends and society at large are responsible for social skills training of a person with intellectual disability NIMH (1990). Social development is a multifaceted process in which children acquire competencies and behaviour that allow them to function within a social environment in a way that is beneficial to their well-being and others as well.

Atsenga (2002) states that effective teaching methods impact positively on learning. According to KIE (2008) the objectives of teaching self-help skills are to develop awareness of oneself and need to be able to communicate effectively with other children, parents or guardians and other people on issues and concerns that affect self-development skills that promote personal hygiene and make informed healthy choices on issues affecting the self (Thompson et al., 1997).

Myers (2002) argues that as children grow the parents and teachers should make an effort of helping them acquire important skills in order to fit well in the society. The children with intellectual disability have slow developmental milestones and require more attention so that they may be able to acquire different skills Obaseki and Osagie (2009).

This can be done by caregivers, teachers and guardians guiding them to use different items such as plates, spoons and other items used in eating. They should also be assisted and guided when eating on skills such as washing hands, eating from a plate, knowing where to take the plate after eating as well as skills such as social skills, how to greet people, being courteous and general manner and mannerism. These children experience problems with language and other social skills NIMH (1990). They have behavior problems and also experience low academic achievements as well as personality problems. These children have problems with making friends and are withdrawn. They lack self-help skills, lack adjustments skills and may be associated with disabling problems such as autism, epilepsy and cerebral palsy Ministry of Education (2012). Teacher qualification with strong role for a teacher rank are equally good predictors of the impact of school quality on student performance as are school fixed effects, indicating that most of the non-observable components of fixed effects can be accounted for by observable teacher qualification Smith (2007).

Inclusion education focuses on the reconstruction of curricular provision to remove barriers to learning and participation. Children said to have SNE have unique needs and it is vital that their individual strengths and weaknesses are realized. However, Oketch (2010) and Mukuria & Korir (2007) state that the Individual Education Plan (IEP) system and systems of services to provide for the children's needs are not obvious in Kenya. Systems for identification, assessment and placement are important for teachers to appropriately support the learning of children said to have SNE. Without an IEP, the unique special need for the child will not be made transparent. A review of reading

studies focusing on students with intellectual disabilities noted that although reading itself requires mastery of several related skills, most reading instruction with intellectually disabled students focused on sub-skills of reading (Allor, Champlin, Gifford, & Mathes, 2010). Historically the sub-skill taught to students with intellectual disabilities has been sight words with emphasis on functional words used in the home, community, or at work such as danger, poison, men, women, stop, and walk. Reading instruction was sometimes divided into two parts, with one focus on literacy skills and one on sight words, presumably as a safe-guard in case the student did not learn to read (Erickson et al., 2009). In this study, the levels of the acquisition of skills by the learners in Embu special school were sought as well as its influence on their retention in the schools, and access to education.

2.8 Summary of Related Literature

From the reviewed literature; education is compulsory and non-discriminative; however accessibility of education for learners with intellectual disability remains a challenge in Kenya. Expectations are low for children with intellectual disability which is a contrast of the fact that teachers are generally supposed to have high expectations of the achievement of the learners. This study sought to find out education measures taken by government and school to enhance access and retention. On the other hand attitude of teachers and parents also influence retention of learners with intellectual disability. Further this study sought to find out how attitude of teachers and parents affects access and retention of education for learners with intellectual disability.

The cost of education for learners with intellectual disability may be high and the parents may not be able to meet the costs. Moreover the cost of education in Kenya remains a challenge. This study therefore sought to find out ways in which cost of education and sources of resources has affected access and retention of education for learners with intellectual disability.

These children have a limitation in their intellectual ability and therefore requires support from parents, teachers and others which may not be always offered due to lack of awareness of needs of those children. They experience stigma and discrimination which consequently results to poor access and retention rate. Further, awareness level of parents on education for learners with intellectual disability is sought though Chakuchichi (2012) established that the place of parents in education has evolved from parents as co-therapists to parents as equal partners in education for learners with intellectual disability. There was need to establish whether this has impacted on access and retention for learners with intellectual disability in Embu County.

According to study by Chomba et al., (2014) in India, children with disabilities are mistreated and ignored. In Kenya and Zimbabwe insufficient funding hampers the provision of education services. In the three countries, only the rich can afford to take their children with disabilities to private schools. Sanders (2008) observed lack of money and time as the two barriers to education for learners with intellectual disability. There was need to establish the sources of resources and their impact on the education for learners with intellectual disability.

Combs, Elliot and Whippe (2010) noted that in physical education classes learners with intellectual disability were disadvantaged because the curriculum was not clear to include them and this could cause them experience low self esteem and isolation. Teachers and parents have capacity to minimize stigma both at home and in school. Their influence has not been clearly captured in the review and the study would deepen this knowledge.

Chitiyo and Chitiyo (2007) found that poor families with little or no resources are unable to send their children with disabilities to school. Kabsewis and Chimedza (2002) also noted when families cannot raise the money for school fees, children with disabilities become the first to stay at home. There is a strong relationship between poverty and access to education. There was need to establish the causes of drop outs in education for learners with intellectual disability in Embu Special School.

Opini (2010): Mukuria and Korir (2006) assert more data is required to provide basis for policy formulation and decision making. Though free primary education has been established, learners with intellectual disability have further needs such as teaching aids, adapted and adopted curriculum as well as conducive environment for learners with intellectual disability. This study sought to establish what the school and the government have done to enhance access and retention for learners with intellectual disability. Oketch (2010) and Mukuria and Korir (2007) state that the Individual Education Plan (IEP) system and systems of services to provide for the learners needs are not obvious in

Kenya. In this study the levels of skills achievement by learners with intellectual disability is sought.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter highlights methodological details to the study; research design, variables, location of the study, target population, sampling techniques and sample size determination, construction of research instruments; pilot study, validity, reliability, data collection techniques; data analysis, logistical and ethical considerations.

3.2 Research Design

Research design is a plan to gather how and when to collect data and how to analyze the data obtained (Orodho, 2005). This study adopted a descriptive survey with both qualitative and quantitative orientation. According to Best (1993), a descriptive study presents what is and interprets the nature of an ongoing event. It is concerned with conditions or relationship that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing. The design was suitable for this study because the qualitative approach allowed the use of observation checklist, questionnaires and interview schedules. The open ended questions were used to allow probing; quantitative approach in this study was relevant because it produced data that was quantifiable through questionnaires.

3.2.1 Variables

This study had both the dependent variables and independent variables. An independent variable is the one that the researcher manipulates in order to determine its effects on

another variable. The independent variables were the measures of access and retention such as; enrollment, repetition and dropout; measures taken by the school to enhance access retention, teacher qualifications and attitudes. Other independent variables included factors influencing access and retention such as; assessment, placement, community involvement, parental involvement and availability of special services; availability of resources such as; infrastructure, finance, teaching and learning materials. The dependent variable was the education achievement for learners with intellectual disability.

3.3 Location of the Study

The study was conducted in Embu Special School for the intellectually disabled, which is situated in Embu West District in Embu County. Embu is about 140km from Nairobi, the capital city of the republic of Kenya. The school was founded in 1984 by (Anglican Church of Kenya (ACK) as a church expression of loving care to the children who are intellectually disabled. Embu Special School is a school for various categories of children who have intellectual disability.

The location of the study was chosen because it was among the first to be established by the ACK Church in 1984 in Embu region, hence it had a long tradition in dealing with learners who are intellectually disabled in Embu Region. Embu Special School was easily accessible to the researcher and no similar research has been carried out in the school at the time of doing this research. The school also admits pupils from different parts of the country. It had at a total population of 77 girls and 63 boys by the time of data collection.

3.4 Target Population

The study population is the group of participants in a study. In this study, the target population comprised 140 learners, 20 teachers, 1 Head teacher, 280 parents and 4 EARC officers. These served in enabling collection of data for analysis on determinants of access and retention of learners with intellectual disability in Embu Special School.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Techniques

A sample population is a representative case from the larger population. The study used purposive sampling to select teachers, head teacher and EARC officers and stratified random sampling technique to select the learners. Simple random sampling was also used to select parents. Purposive sampling is handpicking the cases to be included in the sample on the basis of one's judgment of their typicality (Orodho, 2005). In purposive sampling, the goal is to select cases that are likely to be "information rich" with respect to the purpose of the study. The intent is to achieve an in-depth understanding of selected individuals (Gall, Bong and Gall 1996). The professionals were purposefully selected because those working in the school were expected to have relevant information on services provided to the learners. The professionals were the teachers, head teacher and Education Assessment and Resource Centre Officers.

Stratified random sampling technique was used to group students according to gender and classes. In stratified sampling techniques, the population is divided along some characteristics before a simple random technique is done. The learners were grouped

according to gender and classes; boys and girls separately. A list of learners in each stratum was made and a number assigned to every learner in the list. These were then written on a piece of paper, folded and put in a container and then the researcher picked one paper at random. The learners whose names corresponded to the numbers picked were included in the study. This gave every learner an equal and independent chance of being selected

3.5.2 Sample Size

Through random sampling, 10 teachers out of a total of 20 (50 %) were selected from the school. The learners were selected through stratified random sampling from the selected classes with a total of 42 representing 30% of the target population of 140 learners. Only two EARC officers were purposefully selected because of their limited number, representing 50% of the target population. Further, 42 parents were selected representing 15% of the target population whereby one of the parents from the family of children participating in the study was selected to participate in the study. According to Mugenda and Mugenda (2003) for a descriptive study.

A sample of 10% is good but where time and resources allow a researcher should take as a big sample as possible. The sample size was as shown in the table below.

Table 3.1: Sample size

Population	Target	Sample size
Learners	140	42
Teachers	20	10
Head teachers	1	1
Parents	280	42
EARC officers	4	2
Total	445	97

3.6 Research Instruments

The researcher used questionnaires, an interview guide, and observation checklists.

3.6.1 Questionnaires

According to Orodho (2003), a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time and also ensures confidentiality. Closed ended items in the questionnaires were used to elicit salient and specific data to enable the study to be more focused and realistic in its findings. The open ended items allowed respondents to give their views and opinions on the support services given to learners. The researcher used questionnaires for the teachers (Appendix I), a questionnaire for the head teachers (Appendix II), and a questionnaire for the EARC officers (Appendix III).

Head teacher’s questionnaires: Section A had questions 1-6 focusing on general information such as gender, age, teaching experience and professional qualifications, section B questions 7-11 on rates of access, section C 12-14 on education measures taken

by school, section D Questions 15-20 on factors influencing access and retention and section E Questions 21-24 target resources.

Teachers questionnaires: Section A had questions 1-6 focusing on general information such as gender, age, teaching experience and professional qualifications, section B questions 7-11 on rates of access and retention, section C questions 12-14 on education measures, section D questions 15-20 on factors influencing access and retention and E questions 21-24 on resources.

EARC Officers questionnaires: Section A had questions 1-6 focusing on general information such as gender age working experience and professional qualifications, section B questions 7-11 on rates of access and retention section C questions 12-14 on education measures, section D 15-20 on factors influencing access and retention and section E questions 21-24 focus on resources.

3.6.2 Interview Guide for the Parents

According to Cohen, Marion and Morrison (2001), an interview can produce in-depth data not possible with a questionnaire and the reason for a particular response can be determined. According to Kerlinger (1973), people are willing to communicate orally than writing and this provides data readily. Mugenda and Mugenda (1999) observe that interview instruments yield high responses and personal and sensitive information can be extracted. The researcher used an interview guide (Appendix IV) for the parents.

Question 1-3 focused on general information such as gender, age and period of time child had been in Embu Special School. Question 4-6 focused on rates of access and retention

such as what leads to drop outs, how they rank rate of access and retention ,what influences access and retention, role and support of parents. Question 7-8 focus on education measures taken by the school as regards access and retention. Question 9-10 focus on factors influencing access and retention. Question 11 – 14 focus on sources of resources for the education for learners with intellectual disability.

3.6.3 Observation Checklist for the Learners with Intellectual disability

Observation checklist (appendix V) was used for collecting data on non-verbal learners' behaviour. Onda (as cited in Thendu, 2006) recommended such a tool for collection of data relating to socialization, eating, personal care and clothing, which constituted the major items of the study.

3.7 Pilot Study

The pilot study was conducted in Kianjokoma Special Unit for the mentally handicapped in Embu North District. Piloting involved 3 teachers, 1 EARC officer, 10 learners and 10 parents selected from Kianjokoma Special Unit for the intellectually disabled. The procedure, which was employed, was similar to that one of the actual study. Piloting was done to check the validity and reliability of the research instruments. Some instruments required clarity or adjustments. They were also subjected to expert opinions who were two supervisors from Kenyatta University who commented and guided on areas that required improvement and these was done before main study was done. Piloting also enabled modification and removal of ambiguous items on the instruments. The selected

school for piloting did not take part in the main study. The pilot study took four days because the sample was small while the actual study took 20 days.

3.7.1 Validity

Orodho (2003) notes that validity is the degree to which a test measures what it purports to measure; that is, whether the instrument measures the characteristics or traits for which it was designed or intended. Content related validity was used as a measure to determine validity. Content related validity is concerned with a tests ability to include or represent all of the content of a particular construct (Dorothy, 2003). Content validity refers to how much a measure covers the range of meanings included within a concept (Babbie, 1992). The content validity is also determined by expert judgment (Franklin and Thrasher, 1976). As such researcher sought assistance from the research supervisors in order to improve validity of instruments whereby, interview guide for the parents, questionnaires and observation checklists were scrutinized and approved.

3.7.2 Reliability

According to Kombo and Tromp (2006), reliability is a measure of how consistent the results from the test are. It is the degree to which approximately the same results would be obtained if the test were to be administered again. Unless a test is valid it cannot be reliable (Salvia & Ysseldyke, 1981). In general, in all social sciences, unreliable measurements of people's beliefs or intentions will obviously hamper efforts to predict their behavior (David & Garson 2009). Reliability Item Analysis may be used to construct reliable measurement scales, to improve existing scales, and to evaluate the reliability of

scales already in use. The data collection instruments were administered at Kianjokoma Special Unit for the mentally handicapped for piloting twice in two weeks.

Although many other methods of testing the reliability were available such as spearman rank order correlation coefficient and Chrombach's alpha reliability test, the split half technique was used because of its ease in generation and interpretation with SPSS. The Split-Half Reliability is a common statistical method used to determine the reliability of a typical test. It is used for multiple choice tests most often, but it can be used on any test that can be divided in half and scored consistently. Split-Half Reliability assumes that, if a test is reliable, a test item (or a respondent) should score equally as well or poorly on two randomly selected halves (i.e. odd numbered and even numbered items) of the test.

If the sum scale is perfectly reliable, we would expect that the two halves are perfectly correlated (i.e., $r = 1.0$). Less than perfect reliability will lead to less than perfect correlations. A reliability of 0.8 and higher is generally considered to be good. The reliability of the sum scale can be estimated using the Spearman-Brown split half coefficient:

$$r_{sb} = 2r_{xy} / (1+r_{xy}).$$

In this formula, r_{sb} is the split-half reliability coefficient, and r_{xy} represents the correlation between the two halves of the scale. The reliability of the items for teachers indicated an alpha value for both parts of 0.5367 and 0.5202 for part one and two respectively. This is just slightly above half of desirable 1.00 level of alpha for complete

reliability. There was still good consistency in observed and categorical or non-scale items and hence overall results can be trusted. In the case of observation schedule for learners, the alpha values were very close to unity being 0.8893 and 0.9192 respectively which indicated the instrument was able to measure the intended characteristics of the sample. The reliability of parents' interview schedule was 0.604 for part one and 0.623 for part two alpha values. This is above half of desired 1.00 level of alpha for complete reliability and therefore the results can be trusted. However, the good thing with SPSS is that the reliability coefficient (rsb), were automatically calculated and it was not necessary to go through tedious calculations.

3.8 Data Collection Technique

Before data collection, the researcher requested for a research permit from the Ministry of Education after getting an introduction letter from the University. After getting the permit, the researcher sought permission from the DEO to gather data from sampled school in the District. The District Commissioner and District Education Officer, Embu West were visited to brief them about the study. Protocol and logistic procedures were also followed downward to the school. Prior appointments were made so as to visit the school at a time convenient for them. Clear instructions were given to teachers, head teacher and EARC officers on how to fill in the questionnaires. A total of 13 questionnaires were distributed to the teachers, head teacher, and the EARC officers. A maximum of two weeks was given to the respondents to fill in the questionnaires. Completed instruments were then collected after the respondents had filled in. The

researcher interviewed the parents the first five days of opening, from Monday to Friday as had been requested earlier.

The researcher sought the permission of the teachers before accompanying them to class to observe the learners as they went about their normal class and interactive business. The researcher sat at the back of the class and noted the behaviour of the designated learners who were to participate in the study. It took the researcher four days to capture these observation sessions and to record in the observation sheet for each learner.

3.9 Data Analysis

Both qualitative and quantitative methods were used to analyze the data collected. After actual collection of data from the school, using a questionnaire, interview guide and observation checklist, data were grouped according to emerging themes and classified by different categories. The items that sought information on the same objective were grouped together. The responses to the items were coded by assigning numeral symbols to values or levels of each variable. The coded data were then entered into the computer using the programme SPSS to generate descriptive statistics.

3.10 Logistical and Ethical Considerations

The researcher obtained a research permit from the National Council for Science & Technology through an introduction letter from the Dean Post Graduate School at Kenyatta University before administering research instruments in the field. Further permission was requested from the head teacher to conduct research in the school. Kombo and Tromp (2006), maintain that researchers must justify beyond any reasonable

doubt the need for data collection. Participants were informed of the purpose of the study and direct consent was sought from the teachers, EARC officers and the parents who were involved in the study.

CHAPTER FOUR

FINDINGS, INTERPRETATION AND DISCUSSION

4.0 Introduction

The purpose of this study was to analyze the determinants of access and retention of learners with intellectual disability at Embu Special School, Embu County, Kenya. For systematic presentation and analysis of data, this chapter has fundamentally been organized in two sections. Section one presents general demographic information while section two is presented by tackling each of the study objectives ; the extent of access and retention of learners with intellectual disability; factors influencing access and retention in the education of learners with intellectual disability; education measures taken by schools and the government to promote access and retention in their education; the availability of resources in the education of learners with intellectual disability and the acquisition of skills by the intellectually disabled learners.

4.1 General and Demographic Information

The general and demographic information was sought from the respondents in order to better understand the dynamics surrounding their behaviour and perceptions of the salient issues. The Table 4.1 summarizes the general characteristics of the teachers in terms of overall response rates, gender, age and qualifications of the teachers at Embu special school.

Table 4.1: General characteristics of teachers

Teachers' characteristic		Frequency	Valid Percent
Teacher's gender	Male	2	20
	Female	8	80
	Total	10	100
Age of teachers in years	Below 31	0	0
	31-40	1	10.0
	Over 41	9	90.0
	Total	10	100.0
Highest professional qualification	Post graduate Degree	1	10.0
	Degree	6	60.0
	Diploma	2	20.0
	Certificate	1	10.0
	Total	10	100.0
Experience in teaching in years	5 years and below	1	10
	11-20	4	40
	Over 20 Years	5	50.0
	Total	10	100.0
If teacher trained in special education	No	0	0
	Yes	10	100

All the ten classroom teachers, the head teacher, over 97% of the learners, two EARC officers and parents participated in the study. Nearly all parents who had been sampled

for the study were interviewed by the researcher with only one missing out. Generally the response rate was good.

Majority of the teachers (80%) were female and only a fifth (20%) were male. All the teachers were above 41 years of age except one who was aged forty years. About two thirds of them were first degree holders while one had postgraduate qualification. One of the teachers had a certificate in education while two had diplomas. All the teachers had been trained in special education as indicated in Table 4.1. The study revealed that half of the teachers had taught in the school for a period of over 20 years who were 5 out of 10 teachers while 4 teachers out of the 10 teachers had teaching experience of between 11 to 20 years. However, only one teacher had an experience of below 5 years of teaching. This implies that majority of teachers were well experienced to teach children with intellectual disability. Teachers experience in teaching learners with intellectual disability could improve their performance.

There were two EARC officers, one male and one female, both of whom were over forty years of age. One of them had special training in dealing with learners who have hearing Impairment while the other was an expert in teaching learners who are visually impaired. One officer had worked at the center for five years while the other had worked for six years. In addition, one officer had a total teaching experience of between six and ten years but the other one did not respond to that item. In 2012 and 2013 these officers assessed 67 and 63 learners with ID respectively for entry to the special school.

Figure 4.1 shows the distribution of the ages of the parents.

Figure 4.1: Ages of parents

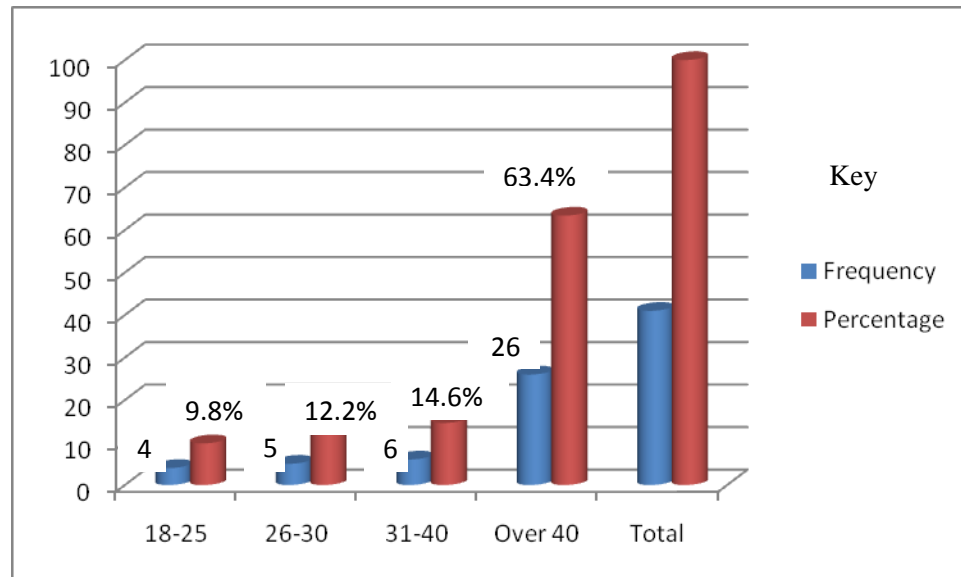


Figure 4.1 shows that majority of the parents (63.4%) of them were over forty years old, followed by (14.6%) who were aged between 31 and 40 years and only a few parents were between 18 and 30 years (9.8%). This observation, even though it was not one of the objectives of the study, might seem to indicate that the older the parent (particularly when they are female) the more likely they are to get children with ID Laura, G. (2014). Further investigation on this observation might give more information on specifically how old the parents were when they got their ID children in order to avoid or decrease the probability of giving birth to children with ID.

4.2 Access and Retention of Learners with Intellectual disability

Objective one sought to establish the rates of access and retention of the learners with ID in the special school. The information was sought from the head teacher on the trend of enrolment for the last five years. The data was analyzed and categorized into enrolment rates for the males and females for the years 2010 and 2014 and recorded in Table 4.2 below.

Table 4.2: Enrolment and dropout rates for the last five years

Enrolment rates				
Year	Boys	Girls	Total	Drop outs
2014	60	80	140	Nil
2013	58	80	138	Nil
2012	55	74	129	Nil
2011	57	60	123	7
2010	56	74	130	5
2009	60	74	135	-
Mean Enrolment	57	74	131	2

Table 4.2 above shows that the average enrolment for the past five years was 57 boys and 74 for girls which brought the total to 131 learners. From the table, there were only 2 boys admitted and no girls were admitted into the school between 2013 and 2014. There were 3 boys and 6 girls who were newly admitted between 2012 and 2013. The results also indicate that there were 5 dropouts in 2010 and 7 dropouts in 2011. Thus, a

significant drop out rate was realized during the two mentioned years. Accordingly, the enrolment seemed to grow between 2012 and 2014 each year. The enrolment may have grown because of some factors as one being cited by UNICEF (2000) which found that the parents control their children enrolling in education. The study results were supported by a study conducted by Trishlink (2003) which found that learners' self-esteem and self-confidence are obvious contributors to increased retention and learning gains. However, the enrollment grew because learners were comfortable in the school and received quality services which raised self-esteem and self-confidence thus increased retention rates. Seventy percent of the teachers reported that there were some parents who have children with intellectual disability yet they do not take them to school, while a quarter of them did not agree. In addition, nearly all of the parents said that the attendance to school by the learners with ID was regular.

The EARC officers were asked to state the number of learners with intellectual disability they had assessed in the last two years. The response was that they assessed 67 learners in 2012 and 63 in 2013. At Embu special school, there was an average of 57 boys and 74 girls placed in the school. Interestingly the EARC officers informed this study that not all the learners who had been assessed and placed in intellectually disabled institutions actually joined it. They gave reasons such as financial constraints and sometimes lack of vacancies. In general the officers declared that the rate of access and retention of learners with intellectual disability at Embu special school was moderate.

Retention of Learners with ID in Institutions of Learning

Retention of learners with ID was seen as central to their completing the course and acquiring the essential skills. To ascertain the schools ability to retain learners with ID teachers reported the following as indicated in Figure 4.2 below:

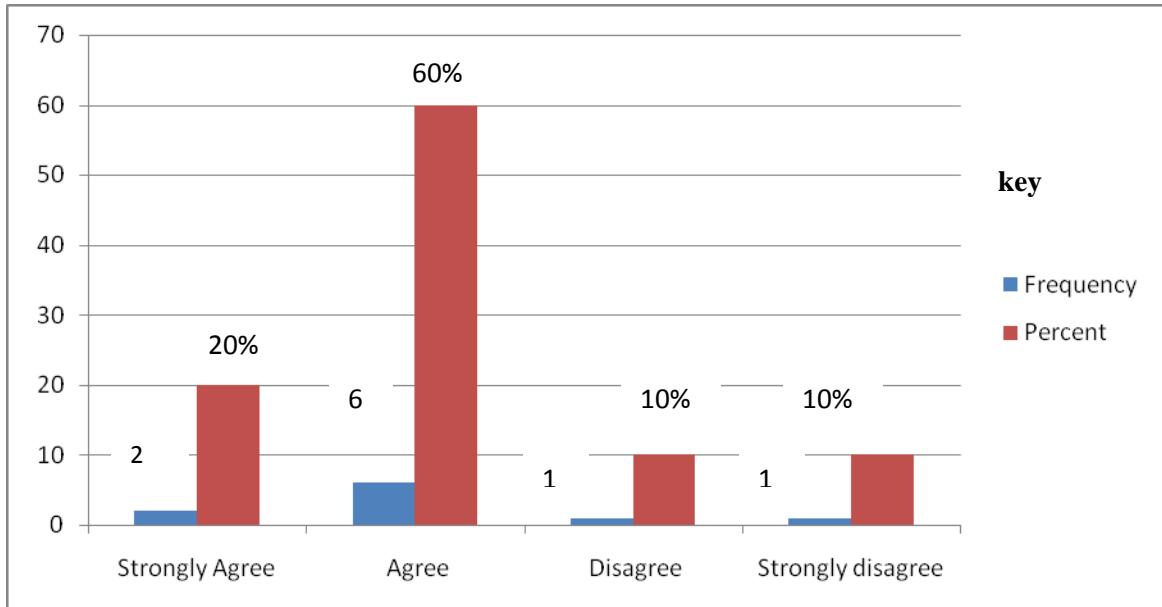


Figure 4.2: The school's ability to retain learners

As indicated in Figure 4.2, more than half of the teachers said there were no dropouts, something that seems to support the head teacher's declaration of few dropouts annually. Less than a quarter of the teachers disagreed that there were dropouts while a few strongly disagreed and agree respectively. This may imply that the school lacked the ability to retain learners with ID at a given level.

Rates of school attendance of learners with ID

The rate of school attendance is as shown on table 4.3 as reported by the parents and teachers.

Table 4.3: Rates of school attendance of learners with ID

	Parents		Teachers	
	Agree	Disagree	Agree	Disagree
	%	%	%	%
Learners rate of school attendance				
Learners attend school regularly	92.7	7.3	90	10
Learners rate of attendance was moderate	6.3	90.7	10	90
Learners rate of attendance was irregular	1	2	0	0

Table 4.3 shows that, an overwhelming majority of over 92.7% of the parents believe that the learners attended the school regularly and only (6.3%) of them thought that the students' attendance at school was moderate. This is supported by study by Trish Link (2003) that found that helping teachers develop supportive learning where teachers and learners form partnership and there is support from family and friends that made learners develop passion for school and get involved in all school activities thus contributing to their retention in school. This view was also supported by a majority of the teachers (90%) who said that the rate of the attendance of learners was regular.

Reasons for Learners with ID to Drop out of School

The reasons that led to learners dropping out of school were investigated and the responses of the parents were analyzed as in Table 4.4.

Table 4.4: Reasons why learners drop out of the special school

Reasons given by Parents		
	Frequency	%
Financial reasons	23	55
Social Stigmatization of the child with IC	12	28
lack of support	5	12
lack of knowledge (awareness)	2	5

Parents gave several reasons for lack of continuity of schooling or dropout. More than half (55%) of the parents blamed financial reasons besides the government support on education for learners with ID. Further, this may contribute to challenges on access and retention. In another response, 28% of parents indicated Social Stigmatization of the child as a reason why learners with ID drop out of school while a minority blamed both lack of support and knowledge (awareness) of the need to take children with IC to school. In addition, the EARC officials were of the view that learners with IC drop out of school due to age, poverty level of parents, health problems and also due to inadequacy of trained teachers. Failure of parents to provide informal fees, uniform and other personal requirements can cause a child to stay away from school. The study results were supported by the observation by UNICEF (2008) that poverty plays a great role in

hindering access to education for learners with intellectual disability. Many poor and vulnerable households have to cut back on education spending or withdraw their children from school. Some children with intellectual disability depend on other people and require support services and support staff to assist them without which it will be difficult to keep the child in school.

4.3 Factors that Influence Access and Retention to Education for Learners with ID

Objective two of this study established that factors that affect access and retention include cost of education, parental attitudes, distance to school from the homes of the learners, use of flexible methods of teaching and the nature of the curriculum. Data collected from parents was analyzed and summarized as illustrated in Figure 4.3 next page.

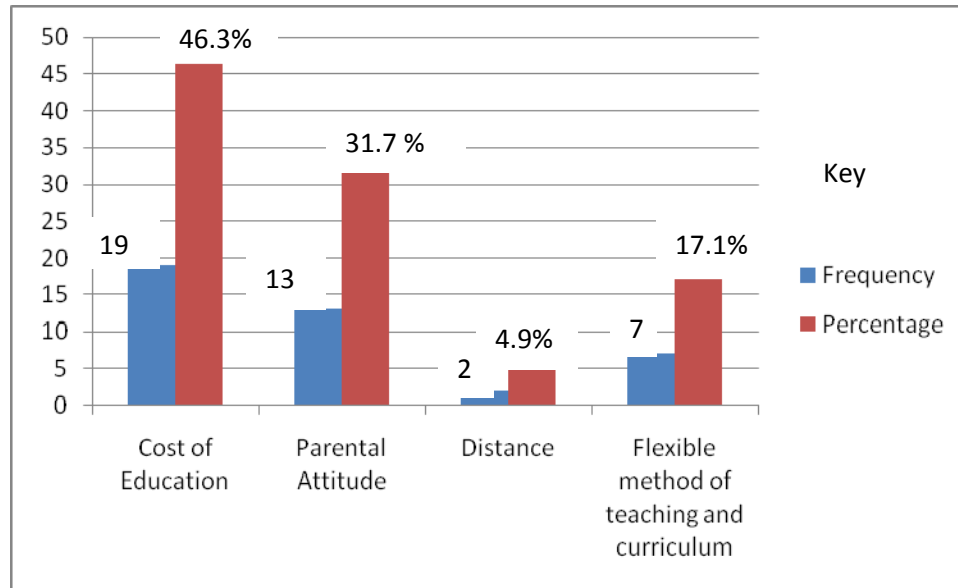


Figure 4.3: Factors that influence access to education for the learners with ID by parents

From figure 4.3, the parents rated the factors contributing to access and retention of learners with ID in school. Nearly half (46.3%) of them cited the cost of education as affecting access and retention of the learners in school. The study results were supported by UNESCO's (2007), observation that for these parents, paying school fees is impossibility as they usually struggle to make ends meet especially in the light of the ongoing food crisis and the burden of HIV and AIDS in their families and communities (UNESCO, 2010). Negative parental attitudes towards educating children with ID came second with slightly more than thirty percent preferring it. The study results were supported by Dorothy (2003) that such youth are most likely to be denied access to education or to be hidden away by their parents as they are deemed unlikely to benefit from any educational instructions. Cherkosee and Ayalew (2000) supported my study that

parents assume that learners with ID cannot attain much in education and thus it is a waste of time and resources to invest in them.

The appearance of the fees factor is surprising given that the government already provides financial support and pays teachers in the school. Basic education has also been declared free in both primary and secondary schools. Unless the parents were mixing up the terms of fees and financial support they give to their children, it is their responsibility to cater for the informal expenses of education such as uniform and other personal effects a child with IC may need Bedi, Kimalu, Manda and Nafula (2004).

Significantly low scores on the list were obtained by the effect of distance of the school from home and the methods of teaching employed by the teachers. No parent cited lack of uniform as a factor of keeping children from school unlike the case in Zambia where 40% of school going children with disabilities were found to drop out of school since they could not afford school uniforms (Moberg & Ngandu, 2001).

During the interviews, the parents were asked to state the kind of support they can give in relation to access and retention of learners with intellectual disability. They indicated that they gave support by asking their children to practice the learned skills, engaging the services of guidance and counseling personnel and paying of school fees.

EARC officers reported negative parental attitudes towards children with ID and the ignorance of the parents as some of the factors that hinder education for learners with ID. Negative attitudes are caused by among many factors the social stigma associated with

the ID. Commonwealth Education Fund (2005) supported the study report that parents do not want to be associated with children with ID or laughed at or embarrassed. The teachers' professional qualification was another factor, given that qualified teachers give better and quality services since they have skills and knowledge needed to handle these kind of learners. The EARC officers further revealed that SNE policy in place facilitates access to education for the learners with ID as it makes education a right to all children and emphasizing on education for all. However, EARC officers face challenges of placement of learners with ID due to inadequacy of institutions for placement and also due to parental ignorance on SNE. Consequently, this may lead to lack of access and retention to education for learners' with ID.

4.4 Measures taken by School and Government to Enhance Access and Retention

Objective three of the research sought to establish the measures put in place to enhance both the access and retention of the learners in schools. The parents and teachers were asked to point out several measures that the school has been able to put in place to enhance the access and retention of learners in Embu Special School. These results were summarized in Tables 4.5 and 4.6 below.

Table 4.5: Desired measures to be taken by school to enhance retention of learners as identified by parents

Measures	Frequency	Percent
1. Enlarging the facility by adding dormitories and classrooms to accommodate more children	8	20
2. Taking good care of the learners by giving them good feeding, love, acceptance, motivation, guidance and counseling services and medical care	12	29
3. Providing a supportive environment in the form of good rapport with teachers and stake holders, supportive school management and assisting needy parents and children	9	22
4. Creating awareness of the existence of the school and soliciting funds from well-wishers	6	15
5. Provision of quality teaching due to availability of trained teachers and a flexible curriculum.	6	15

From the above Table 4.5, parents suggested prominent measures to be taken by the school to enhance access and retention of learners. Parents reported that taking good care of the learners by giving them good feeding, love, acceptance, motivation, guidance and counseling services and medical care as the most significant. This may imply the above highlighted measures may not have been to the standards expected by the parents.

Another measure which was noted to have been of significance was providing supportive environment in the form of good rapport with teachers and stake holders, supporting school management and assisting needy parents. This may indicate that needy parents and their children may require more support than others. Parents also indicated that enlarging the facility by adding dormitories and classrooms to accommodate more children would enhance retention of learners. This may consequently lead to high levels of access and retention.

Creating awareness of the existence of the school and soliciting funds from the well wishers and provision of quality teaching through availability of trained teachers and flexible curriculum were also significance measures taken by the school to enhance retention of learners. This is a clear indication that there is need for concerted effort towards improvement of the above mentioned measures by the parents.

Support Provided by Teachers to Enhance Access and Retention

The study found out that there were various ways in which parents viewed teachers support. The parents indicated the type of support given by teachers to include the following: methodology (supervising learning, teaching appropriate behavior, imparting different skills, providing support resources, giving a flexible curriculum); guidance and counseling (like, providing options available in the curriculum for the students) and offer consultation services to stake holders; motivating learners with ID by encouraging them to work hard, raising their self-esteem and placing them into the right classes; teachers get involved in the life of the learners with ID by providing them with love and

understanding, cooperating with parents, taking these children for trips and games and being friendly to them; and teachers sensitizing and educating parents on importance of education for ID learners and enhancing awareness of the importance of special needs education among the communities. These findings are supported by a study done by Susan, Palmer and Martin (2004) which found that expectations that teachers hold about performance are related to subsequent learners' outcome. Support by teachers gives the learners a chance to achieve higher outcomes depending on the level of their ability.

Table 4.6 below represents teachers' opinions about the measures taken by the school to enhance the access and retention of learners in the school.

Table 4.6: Measures Taken by the School to Enhance Access and Retention as per the Teachers

Measure to enhance access and retention of learners with ID	Ranking				
	First priority	Second priority	Third priority	Fourth priority	Non response
	%	%	%	%	%
Caring teachers and support staff	42.9	28.6	00	28.6	0
Subsidized costs	0	28.6	14.3	57.1	0
Adequate infrastructure	0	20.0	40.0	10.0	30
Parental involvement)	40.0	10.0	20.0	0	30

Majority of teachers (42.9%) identified caring teachers and support staff the best measure for retaining IC students in school. Heward (2009) supported the study results that children with intellectual disability should be taught by teachers who are trained in special education. Another equally important factor was parental involvement which was prioritized first by forty percent of the teachers. A third factor was the adequacy of infrastructure and the fourth was lack of subsidization of costs in the school which was given fourth priority by over fifty percent of the teachers. From an open ended question, some teachers thought that parents had a negative attitude towards education of learners with IC. Some children with disability are hidden away from public glare because they are seen as a cause of embarrassment to the family. As a result, parents do not show love and attention as they do not take their children to school for fear that these children will likely be laughed at or be discriminated against, this has already been observed by UNESCO (2005).

Support Given by the Parents to Learners with ID

Concerning the support given by the parents towards access and retention of education for learners with ID, the following were the findings. Majority of parents informed the researcher that they ensured that the child is first and foremost taken to school, taken for treatment and appreciated. Others said that they do that by encouraging learners to go to school, paying for their school fees and providing for other educational needs. One parent further explained that there was a need to have the child guided and counseled and all of them had positive perceptions towards education for learners with ID. This implies that

parents knew their roles and with this kind of support many learners are likely to access and be retained in school.

Role of EARC Officers in Enhancing Access and Retention of Learners with ID in School

Both the teachers and the EARC officers were in agreement on the roles of the EARC officers in enhancing and retaining the learners with ID in the schools. They identified the role of EARC officers in supporting access and retention of learners with ID as providing the following supportive service, the first of which was assessment and placement of learners with special needs as well as making referrals of such learners to centers of specialized attention and providing affected students with learning aids such as hearing aids. The EARC officers sensitize parents and other stakeholders on the need to support education of learners with ID. They also visit homes for learners with ID counseling and advising both the communities and parents of pupils with ID. The study results are being supported by Wagner (1995) that found the purpose of assessment was to evaluate the specific abilities and disabilities of the child to determine whether he or she qualifies for special education and related services and to provide recommendations regarding which services seem most appropriate given the child's identified special needs. However the major challenges the EARC officers face on placement of ID include inadequate institutions and parental ignorance of SNE.

Measures Taken by the Government to Enhance Access and Retention of Learners with ID

The study sought measures taken by the government to enhance access and retention of learners with ID according to the most significant to least significant in their own opinion.

Table 4.7 below presents the respondents' prioritized opinions on measures taken by the government in enhancing access and retention of learners in schools.

Table 4.7: Measures taken by government to enhance access and retention according to parents

Access and retention Measures by Government	Priority of measures			
	One	Two	Three	Four
Caring teachers and support staff	42.9%	0	14.3%	42.9%
Subsidized costs	14.3%	28.6%	14.3%	42.9%
Adequate infrastructure	-	28.6%	57.1%	14.3%
Parental involvement	28.6%	42.9%	28.6%	0

As shown in Table 4.7, the study revealed that majority of parents rated caring teachers and support staff as the most significant measure that the government has taken in ensuring the access and retention of the learners with ID with an equal number rating this factor as fourth at 42.9% each. However the government scored poorly when it came to subsidizing the costs as a measure of making education accessible to learners with IC as

well as retaining them in school, with majority (42.9%) rating it as last. A minority (14.3%) rated it as a first priority measure taken by the government. Certainly no one thought that the government has provided an adequate infrastructure to support the access and also to retain learners with ID in the school. Actually, majority 57.1% rated this measure as number three with a further 14.3% rating nearly last. Parental involvement in the management of education of the learners with ID as a measure of increasing their access and retention was rated as priority two by the majority (42.9%) of the respondents.

A further 28.6% rated this measure as both priorities one and three, indicating that the government has not done its best to sensitize and involve the parents of children with ID to either seek their access to the special school or to support their children to remain in school. This study report is supported by Patrickakou and Weissberg (2008) who found out that parental contribution in a child's education can be crucial in developing a child's academic ability and confidence, and also Bedi (2004) who noted that parents contribute by ensuring that children, in spite of their disability status, attend school without fail.

Therefore, it is apparent that the government's effort to ensure access and retention of learners with ID are more concentrated in providing caring teachers and support staff, followed by parental involvement, then provision of infrastructure and lastly, subsidization of costs. Consequently, the costs of educating learners with ID could be the one keeping most of them from accessing and sustaining their learning at Embu Special School. Similarly, the availability of teachers and support staff could be the least factor contributing to lack of access and also retention of learners in Embu Special School.

4.5 Sources of Resources for Education for Learners with Intellectual disability

Status of the Infrastructure

Objective four sought to establish the sources of resources for education for learners with intellectual disability.

The role and adequacy of infrastructure in the support of the education of learners with ID was also investigated. The following were the responses given by the parents as indicated in table below.

Table 4.8 below shows the responses of the parents to the question on the status of the infrastructure at the Embu Special School.

Table 4.8: Status of the Infrastructure in the School

State of infrastructure	Frequency	%
Facilities were excellent	2	4.9
Facilities were good	36	90.2%
Facilities were bad	2	4.9

Majority of parents (90.2%) thought that the facilities in the school were good. Only a minority part of parents (4.9%) thought the facilities were bad. There were 2 (4.9%) parents who thought the facilities in the school were excellent. It was apparent that the parents were contented with the status of the facilities in the school. This may result to relatively high levels of access and retention for learners with ID.

Sources and Adequacy of Funds for the Education of the Learners with ID

The researcher wanted to establish the sources of funds that run the special school, and assess their adequacy. Parents listed the government, donors, well wishers and non-governmental organizations (NGOs) as the main financiers of children with ID. The rest was paid by parents at an annual fees of Kshs. 17,500 as reported by majority of the parents at 80.5% .The EARC officers reported that the government funding has been poor or inadequately given at Kshs. 2000 per child annually. This confirms a statement by the Constitution of Kenya (2010) that financing of special education still remains a challenge to the government. It indicates the government spends 0.2% of total education budget on special education which is not adequate. Figure 4.4 shows the perceptions of the parents, teachers and the head teacher about the adequacy of the funds given by the government.

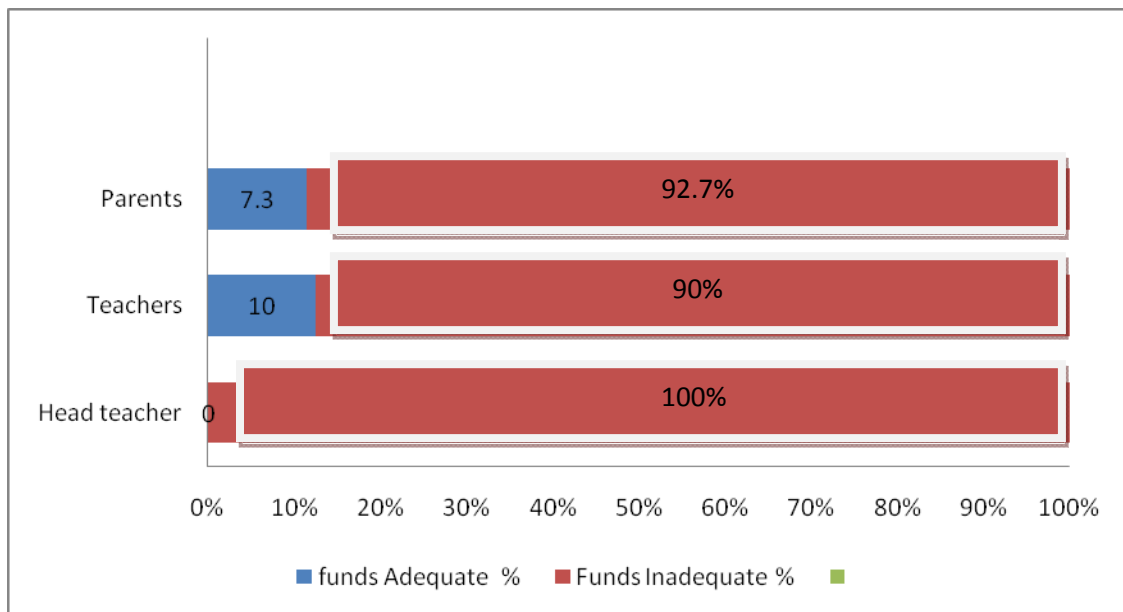


Figure 4.4: Adequacy of Funds

The level of funding by the government influences the education of learners with ID by enhancing learning through boarding facilities. As shown in Figure 4.4 above, the head teacher was of the opinion that the funding was not enough to cater for the education of the learners with ID. This view was also held by (92.7%) of parents and (90%) of teachers who said the funding from the government was inadequate while a minority (7.3%) of parents and another 10.0%, of teachers said it was adequate. The head teacher added that the parents do not give adequate support to learners with IC although the parents paid for maintenance and feeding. Consequently, many services are not provided to the learners by the school.

Towards attaining adequacy of funds, the teachers suggested several strategies of increasing the school's funds. They suggested that the school should come up with income generating projects although they did not mention any specific projects; the government should increase funding per child per year and the school should seek donors and well-wishers to support its activities.

The school faces some financial challenges whose severity was not established by this study. All the same, the parents and EARC officers were able to pinpoint some of these challenges. Some of the parents said it was not easy for them to raise fees and other charges because they had other children with needs and they too required support. The EARC officers said the schools faced several financial challenges such as accumulated large bills. The school could not hire required support staff and it also could not provide enough teaching and learning resources. The study by (Kiarie, 2005) supports this study

.Kiarie (2005) asserts that special education faces challenges of lack of vital human resource as well as material resources.

4.6 Curriculum Delivery and Achievement of Skills by Learners with ID at Embu Special School

Objective five was to establish the level of skills achievement by learners with ID. The learners were observed to determine whether or not they had acquired skills in various subjects under the headings of personal care and clothing, eating and social skills. Table 4.9 presents these findings.

Table 4.9: Skills achievement by the learners with ID

Subject	Skill	Acquired		Not Acquired	
		F	%	F	%
Personal care Clothing	Toileting	36	87.8	5	11.9
	Dressing	36	85.7	6	14.3
	Bathing	34	81	8	19
	Personal hygiene	28	66.7	14	33.3
	Washing	33	78.6	9	21.4
Eating	How to eat from a plate	40	95.2	2	4.8
	Washing hands before eating	31	73.8	11	26.2
	Washing hands after eating)	31	73.8	11	26.2
	Knowing where to take utensils after eating	35	83.3	7	16.7
	Cleaning plate, spoon and cups after eating	31	73.8	11	26.1
social skills	Being courteous	28	66.7	14	33.3
	How to greet people	34	81	8	19
	Establishing and maintaining relationships	24	57.1	18	42.9
	General manners and mannerisms	29	69	13	31
	Paying attention and calling for attention	33	78.6	9	21.4

As shown in Table 4.9 above, in personal care and clothing the researcher observed that majority (87.8%) of the learners had acquired the skill of toileting. From the sampled group of learners in the study, majority had acquired the skill of dressing and could bath themselves. In addition, more than a half (66.7%) of the learners had acquired the skills of maintaining personal hygiene while more than three quarters (78.6%) of the learners had acquired washing skills. These results are supported by KIE (2008) which stated that objectives of teaching self help skills are to develop awareness of one self and promote personal hygiene as well as making informed health choices on issues affecting self.

It was observed that in the skill of eating, majority of the learners (95.2%) could eat from a plate while nearly three quarters (73.8%) washed their hands before and after eating. The researcher further observed that most of the learners (83.3%) knew where to take utensils after eating while almost three quarters of them could clean their utensils after eating. Atsenga (2002) states that effective teaching methods impact positively on learning. The learners achieved high levels of skills acquisition because teachers were able to give quality teaching. Table 4.10 further shows that in social skills, more than a half of learners knew how to be courteous, majority knew how to greet people, more than a half could establish and maintain relationships. More than three quarters were able to pay and calling for attention.

Therefore, majority of learners at Embu Special School had generally acquired many skills in personal care, eating and social skills. Johnson (2005) supports the results of this study that children with intellectual disability are exposed to curriculum content focusing

on personal hygiene, independent living skills and other issues that are collectively designed to enhance their current and future independence and successful adjustment in life. However, the tool did not distinguish between the lengths of stay at the school before such skills were achieved by the learners and therefore the rate of learning could not be estimated.

The above results while generally showing that the learners were not fully self-reliant in most of the skills, they however compare well with the assertion by the Ministry of education (1995) who noted that such children have problems making friends, may be withdrawn and lack self-help skills. The results are supported by the findings of Gargiulo (2006) who asserted that children with intellectual disability usually have difficulties in adaptive behaviour, have poor memory and are slow learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of the study was to analyze determinants for access and retention of education of learners with intellectual disability. The research questions sought to establish the extent of access of special education by learners with intellectual disability at Embu special school in Embu West District, the factors influencing access and retention of those learners, the educational measures taken by schools and the government to enhance access and retention in the school; the adequacy of resources for the education of learners with intellectual disability and the extent of skills achievements by the learners with intellectual disability at Embu special school in Embu West District. This chapter discusses the implications of the results of chapter four, in an attempt to find the answers to the research questions. The subsections in this chapter were organized in order of the research questions as presented in chapter one. After each discussion, conclusions were made based on the extent to which the results met or failed to meet the demands of each research question. Finally recommendations were made at the end in line with conclusions.

5.1 Summary of Findings

The enrolment seemed to grow for the last three years which is an encouraging trend, since it shows that more and more parents are getting aware of the benefits of educating

their children with ID. This trend might also reflect the effort made by both the school and the EARC officers.

Results also indicated that there were children with ID whose parents had failed to take them to Embu Special School even after having been assessed and placed in institutions for the intellectually disabled. The failure of these children to access school meant they did not easily acquire the essential skills for self-reliance in their lives, were likely to be dependent on others throughout their lives, a negative factor on the growth of the economy as the able bodied caretaker will be removed from active productivity. There were few dropout rates annually (actually 12 learners in 5 years), which also shows that once a child had been enrolled the efforts to sustain him/her in school were effective.

The reasons (factors) for learners with ID joining school essentially revolved around awareness and sensitization of the populations on the needs to educate learners with ID, availability of vacancies, stigmatization, and financial limitations of the parent. Specifically parents' inability to pay school fees is something that the government had been requested to address by allocating finances upwards from Kshs. 2000 per child per year.

The major reason for dropping out was inability of parents to sustain financial support for provision of essential needs for the learners with ID. They also dropped out of school due to being over-age, health problems, and social stigmatization of the child with ID and also due to inadequate infrastructure to support the retention of learners with ID in the school. The government and the school had made several measures to enhance the access

and retention of learners in the school. The government provided the school with structures to service learners with ID, paid trained teachers and EARC officers and gave financial support to the school. The school provided a supportive environment, a flexible curriculum coupled with quality teaching by trained teachers. The school management maintained good rapport with all stakeholders. The EARC officers supported access and retention of learners with ID by assessing, placing and making referrals of such learners to centers of specialized attention and by providing affected students with learning aids. Parents supported learners with ID by taking them to school, ensuring they were taken for treatment and appreciated, paying for their school fees and providing other educational needs. Majority of the learners had achieved required skills under the headings of personal care, clothing, eating, and social skills.

5.2 Implication of the Findings

According to all the respondents, the access and retention rate of learners with intellectual disability in the Embu Special School was ranked as good. The enrolment seemed to grow between 2012 and 2014. The government's financing and provision of professionally qualified, caring teachers and support staff who give better and quality services had been a major factor in access and retention of intellectually disabled learners in the Embu Special School.

Results indicated that there were children with ID whose parents had failed to take them to the Embu Special School even after having been assessed and placed in institutions for the intellectually disabled. The reasons for not joining include financial constraints,

sometimes lack of vacancies, lack of awareness of the facility by the community, parental ignorance on availability of SNE services and sometimes parents' negative attitude towards children with ID, parents' inability to pay school fees and limited vacancies.

Further, the government had not put enough effort to sensitize and involve parents of children with ID to either seek their access to the special school or to support their kids to remain in school.

There were very few dropout rates annually. However the learners with ID who dropped out of school did so due to age, poverty level of parents, health problems, social stigmatization of the child with ID.

The government and the school had made several measures to enhance the access and retention of learners in the school. The government provided and paid trained teachers and supported the school financially. The school provided a supportive environment and the curriculum was flexible with quality teaching due to availability of trained teachers. The school management maintained a good rapport with teachers and stakeholders by creating awareness about the existence of the school. Best of all, the school had been taking good care of the learners by providing food, love, acceptance, motivation, guidance and counseling services and medical care.

EARC officers supported access and retention of learners with IC by first assessing and placing the ID learners in the special schools as well as making referrals of such learners to centers of specialized attention. They also sensitized the parents and other stakeholders

on the need to support the education of learners with ID. EARC officers also provided affected students with learning aids such as hearing aids. Parents supported learners with ID by taking them to school, ensuring they are taken for treatment and appreciated, paying for their school fees and providing other educational needs.

The major financiers of education for the IC children are the government, donors and well wishers, non-governmental organizations (NGOs) and fees paid by parents. However the funding is not sufficient and was cited as one of the factors limiting the access and retention to education of the ID learners. Due to such financial limitations, the school was facing challenges such as paying accumulated large bills, hiring required support staff and it also could not provide enough or adequate teaching and learning resources.

The teachers' qualifications affect their ability to make learners with ID to achieve the desired skills, since they needed relevant pedagogical approaches and right methodologies of teaching and handling ID learners. The results of the observation of learners showed that most of them had achieved required skills in personal care, clothing, eating, and social skills.

5.3 Conclusions

The researcher concluded that although some parents did not take their children with ID to school due to, among other reasons, stigmatization and lack of awareness of the need and availability of SNE and special schools, the rate of the access and retention of learners with intellectual disability in Embu Special School was good. The major factors

that influenced both access and retention of learners in Embu Special School were inadequacy of financial support by the government, parental awareness or ignorance of the availability and importance of SNE for their children with ID, availability of vacancies, age of learners, health problems and social stigmatization of learners with ID. The researcher also concluded that both the government and the school had played their roles in supporting the education of learners with ID. The government had provided adequate infrastructure, financial support and personnel. The school on the other hand had created an enabling, guiding, loving and motivating environment plus a flexible curriculum which was supportive to learners with ID. Most of the learners acquired the skills taught in the school such as personal care, feeding and social skills.

5.4 Recommendations

From the findings and conclusions of the study, the researcher makes the following recommendations:

- i. The local and national government should increase the allowances needed by the special school per child per year and continue revising it upwards as the situation demands.
- ii. The national government, education officials, teachers and the county government administrators should use the public media and the school system to sensitize the public on the plight of the learners with intellectual disability and the benefits of taking them to special schools to get education.
- iii. The government should expand the existing educational facilities in the school for ID to enable them handle a wider range of children with disabilities and reduce

referrals to far off places and thus increase the rates of access and also retention of learners with ID in school.

- iv. The school should create a more enabling environment for learners with ID and provide proactive guiding and counseling services by partnering with local communities and religious groups.
- v. The MoEST need to continuously provide in-service training to teachers on education of learners with ID so as to upgrade their skills and capacities to handle such learners.

5.5 Further Research

The following are suggestions for further research.

- (i) There is need to explore the in depth relevance of the curriculum subjected to learners with intellectual disability under all inclusive education services.
- (ii) There is need to investigate the extent of the sensitization given to the communities and content of refresher courses required for all teachers in SNE.
- (iii) There is need to investigate the suitability of the current curriculum for the learners with ID.

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APPENDICES

APPENDIX I: TEACHERS' QUESTIONNAIRE

This questionnaire is aimed at collecting data on access and retention in the education of learners with intellectual disability in Embu Special School for learners with intellectual disability. It is hoped the findings of the study will be found useful by a wide cross section of audience and will be instrumental in enhancing accessibility and retention of education for the learners with intellectual disability. Kindly respond to the questions as accurately, completely and as honest as possible by placing a tick (✓) against one choice as appropriately or filling in the space provided. The information will be treated with ultimate confidentiality.

SECTION A: DEMOGRAPHIC INFORMATION

1. Your gender
Male [] Female []
2. Your age
18 -25 [] 26-30 [] 31-40 [] Over 41 []
3. Your experience in teaching
5 years and below [] 6 – 10 years [] 11 -20 years [] over 20 years []
4. Indicate the period of time you have been teaching the class you are teaching
Less than 1 year [] 2-5 years [] 6-10 years [] Above 20 years []
5. Are you trained in special education
Yes [] No []
6. What is your highest professional qualification
Post graduate [] Degree [] Diploma [] Certificate []

SECTION B:

7. From where do you admit learners?
Within Embu region [] Local community [] within & Outside Embu []

8. How many pupils have dropped within the year?
 Males [] Females [] Total -----
9. Is the school able to retain learners in the school?
 Agree [] strongly agree [] Disagree [] strongly disagree []
10. In your opinion how do you rate the pupils' attendance?
 Regular [] Irregular [] Moderate []

SECTION C:

11. Below are the measures taken by the school to enhance access and retention of learners with intellectual disability. List them according to most important and least important in your opinion.
12. In what ways does the school management committee enhance access and retention of learners with intellectual disability? _____

13. How does the teacher qualification influence access and retention? _____

SECTION D:

14. What is the parental perception towards education of learners with intellectual disability?

15. Which of the following categories of special education are you trained in?
- Intellectual disability
 - Inclusive education
 - Physically handicapped
 - Visual impairments
 - Hearing impairments
 - Any other area in special needs education

16. What are the benefits of the curriculum offered to the learners with intellectual disability? _____

17. What are the roles of EARC officers in relation to access and retention of education for learners with intellectual disability? _____

18. What are the duties of the head teachers in enhancing access and retention of the education for the learners with intellectual disability?

SECTION E

19. How much money does the government provide for every pupil for the education for learners with intellectual disability? _____

20. Do you think the money is adequate? If no, suggest what can be done? _____

21. What payments are made by the parents to cater for the education for learners with intellectual disability _____

22. What influence do these payments have on education for learners with mental retardation? _____

Thank You

APPENDIX II: HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is aimed at collecting data on access and retention in the education of learners with intellectual disability in Embu Special School for learners with intellectual disability. It is hoped the findings of the study will be found useful by a wide cross section of users and will be instrumental in enhancing accessibility and retention of education for the learners with intellectual disability. Kindly respond to the questions as accurately, completely and as honest as possible by placing a tick (✓) against one choice as appropriately or filling in the space provided. The information will be treated with ultimate confidentiality.

SECTION A: GENERAL INFORMATION

1. Your gender

Male [] Female []

2. Your age

i) 18 -25 [] ii)26-30[] iii) 31-40[] iv) Over 41[]

3. Your experience as a head teacher

i)5 years and below [] ii)6 – 10 years [] iii)11 -20 years [] iv) over 20 years []

4. Your professional qualification

PI [] Diploma [] Degree[] Masters Degree [] others

5. Period of time you have been teaching in this school? _____

6. Are you trained in special education

Yes [] No []

SECTION B: Rate of Access and Retention

7. How many learners with intellectual disability has your institution admitted within the last one year?

0- 5 []

6 – 10 []

11 – 15 []

16 – 20 []

Over 20 []

8. How many learners with intellectual disability have dropped out of school from your institution for the last one year?

1 – 5 []

6 - 10 []

11- 15 []

16 – 20 []

Over 20 []

9. What has been the trend for the enrollments for the last five years? Please insert in the table below-

Year	Boys	Girls	Total
2014			
2013			
2012			
2011			
2010			

10. How can you rank the rate of access of learners with intellectual disability into your school?

Excellent (81- 100%) []

Good (61-80%) []

Fair (41-60%) []

Bad (21-40%) []

Very bad (below 21 %) []

11. What is the percentage of dropouts (retention) of the students with intellectual disability?

0-20% []

21- 40% []

41 -60% []

61 – 80% []

81 – 100% []

SECTION C: Education measures taken by the school

9. What are the measures taken by the school to enhance access and retention of education for learners with intellectual disability?

10. How do teachers' qualifications affect curriculum delivery?

11. a).How many teachers have been trained to deal with learners with intellectual disability in your school?

b) How many teachers are not trained in the area of intellectual disability?

SECTION D: Factors Influencing Access and Retention

12. What support is given by the teachers in relation to access and retention of education for learners with intellectual disability? _____

12. What support is given by the parents towards education for learners who are intellectually disabled? _____

13. What are the status of the infrastructure available in relation to access and retention of education for learners with intellectual disability?

14. How do EARC offices enhance access and retention for learners with intellectual disability?

15. What factor below do you think influences the most, the access for the learners with intellectual disability?

- Cost of education []
- Parental attitude []
- Distance to and from school []
- Flexible methods of teaching and curriculum implementation []

SECTION E: financial sources for learners with intellectual disability

16. How does the funding of the government influence education for learners with intellectual disability?

17. Funding from the government is enough to cater for education for learners with intellectual disability.

- a. Agree []
- b. Disagree []
- c. Strongly agree []
- d. Strongly disagree []

18. Parents give adequate support to the education for learners with intellectual disability_

Thank You

APPENDIX III: QUESTIONNAIRE FOR EARC OFFICERS

This questionnaire is aimed at collecting data on access and retention in the education of learners with intellectual disability in Embu Special School for learners with intellectual disability. It is hoped the findings of the study will be found useful by a wide cross section of users and will be instrumental in enhancing accessibility and retention of education for the learners with intellectual disability. Kindly respond to the questions as accurately, completely and as honest as possible by placing a tick (✓) against one choice as appropriately or filling in the space provided. The information will be treated with ultimate confidentiality.

SECTION A: GENERAL INFORMATION

1. Your gender

Male [] Female []

2. Your age

18 -25 [] 26-30 [] 31-40 [] Over 41 []

3. Your experience as an EARC officer

5 years and below [] 6 – 10 years [] 11 -20 years [] over 20 years []

4. How many years have you been in this Centre (work station?)

5. Please indicate your academic qualifications

i) PI [] Diploma [] Degree [] Masters Degree []

Others specify _____

ii) What is your area of specialization in special education? _____

SECTION B: Rates of Access and Retention

6. a. How many learners with intellectual disability have you assessed in the last two years? _____

b. How many have been placed in Embu Special School? _____

7. a) In your opinion, do all the learners who have been assessed and placed in intellectually disabled institutions join the institutions?

Yes [] No []

b) If No, Explain why. _____

8. What is the rate of access of learners with intellectual disability in schools?

i) High (80-100%) [] ii) Moderate (50-79%) [] iii) Low (less than 50%) []

9. How do you rate retention of learners with intellectual disability in Embu Special School?

Excellent (above 90%) []

Good (80-89%) []

Fair (50-79%) []

Bad (30-49%) []

Very bad (below 30 %) []

SECTION C: Education measures

10. What support does EARC the office give to ensure that learners with intellectual disability access education? _____

11. What is the role of EARC office in ensuring there is quality in the education of learners with intellectual disability? _____

How does the EARC office sensitize the parents and other stakeholders on education for learners with intellectual disability? _____

SECTION D: Factors Influencing Access and Retention

12. How do teacher's professional qualifications affect education for learners with intellectual disability? _____

13. How does the SNE Policy facilitate the access to education for the intellectually disabled learners? _____

14. a) What challenge(s) does the EARC office face on placement of children with intellectual disability? _____

b) What measures has EARC office taken to ensure schools observe policies that protect the interests of learners with intellectual disability? _____

c) State five most important factors that you think have led to dropout of learners with intellectual disability from schools. _____

SECTION E: Financial Sources for Learners with Intellectual disability

15. Who funds education for the learners with intellectual disability (specify)

16. How does the funding influence the education for learners with intellectual disability? _____

17. How has the government been funding over the last five years and how much per child? _____

18. What are some of the financial challenges faced by the schools for intellectually disabled? _____

Thank you

APPENDIX IV: INTERVIEW SCHEDULE FOR THE PARENTS

This questionnaire is aimed at collecting data on access and retention in the education of learners with intellectual disability in Embu Special School for learners with intellectual disability. It is hoped the findings of the study will be found useful by a wide cross section of users and will be instrumental in enhancing accessibility and retention of learners with intellectual disability. Kindly respond to the questions as accurately, completely and as honest as possible. The information will be treated with ultimate confidentiality.

SECTION A: GENERAL INFORMATION

1. Your gender

Male []

Female []

2. Your age

18 -25 []

26-30 []

31-40 []

Over 41[]

3. How long has your child been in Embu Special School? _____

4. How do you rate your child attendance in the school?

i) Very good (over 80% of school days) ---- ii) good (61-80% of school days) -----

iii) fair (41-60 of school days) -----iv.) Poor (below 21% Of school days) -----

5. Are there some parents who have children with intellectual disability who do not take them to school? _____

6. What is your perception towards education for learners with intellectual disability? _

SECTION B: Rate of access and retention

7. What is the role of parents in enhancing access and retention of the education for the learners with intellectual disability?_____

8. What support is given by the parents towards education for learners who are intellectually disabled in order to increase the rate of access and retention?_____

9. How do you rank the rate of access and retention of children with mental retardation?__

10. What do you think leads to school drop out of children with intellectual disability?_____

SECTION C: Education measures

11. What measures do you think the school has put to ensure access and retention of children with intellectual disability? _____

12. What measure do you think the government has put to enhance access and retention for education of learners with intellectual disability? List them according to the most important to least important according to your opinion.

Measures	Rank			
	one	two	three	four
Caring teachers and support staff				
Subsidized costs				
Adequate infrastructure				
Parental involvement				

(i) In your opinion what is the school doing to retain learners in the school? _____

SECTION E: Factors Influencing Retention and Access of Learners with Intellectual disability

13. What support is given by the parents in relation to access and retention of education for learners with intellectual disability? _____

14. What support is given by the teachers towards education for learners who are intellectually disabled? _____

15. What is the status of the infrastructure available in relation to access and retention of education for learners with intellectual disability? _____

16. How does the school enhance access and retention for learners with mental retardation? _____

17. What do you think influence access for the learners with intellectual challenges?

Cost of education []

Parental attitude []

Distance []

Flexible methods of teaching and curriculum []

SECTION D: Financial Factors

19. a) How much money do you pay to the school as school fees for your child every year? _____

b) Who else apart from the parents finances education for learners with intellectual disability?

20. How do you rate the amount of money given by the government per child? _____

21. What challenge(s) do you face when paying fees for the learners with intellectual disability? _____

Thank you.

APPENDIX V: OBSERVATION SCHEDULE FOR THE STUDENT

SUBJECT	Skill	Acquired	Not
Personal care and clothing	a. Toileting		
	b. Dressing skills.		
	c. Bathing.		
	d. Personal hygiene.		
	e. Washing		
Eating	a. Identifying items of food.		
	b. How to eat from a plate.		
	c. Washing hands before eating.		
	d. Washing hands after eating.		
	e. Knowing where to take utensils after		
	f. Cleaning plate, spoon cups after		
Social skills	a. How to greet people.		
	b. Being a courteous.		
	c. Establishing and maintaining		
	d. General manners and mannerisms.		
	e. Paying attention and calling for attention.		