

**EXAMINING SCHOOL AND COMMUNITY PREPAREDNESS FOR  
TRANSITION OF YOUNG ADULTS WITH INTELLECTUAL  
DISABILITY FOR INDEPENDENT LIVING IN SELECTED  
COUNTIES, KENYA**

**BY**

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Degree of Doctor of Philosophy in the Department of Early Childhood and  
Special Needs Education School of Education, Kenyatta University**

**JANUARY, 2021**

## **DECLARATION**

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

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## **DEDICATION**

This thesis is dedicated to my husband Denis Makumi and children Peter Njubi, Samuel Njoroge and Magdalene Wanjiru. Without your support and encouragement I would not have completed this thesis.

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## **ABBREVIATIONS**

<b>CBO</b>	Community Based Organization
<b>CRPD</b>	Convention on Rights of Persons with Disabilities
<b>EARC</b>	Educational Assessment and Resource Centre
<b>EFA</b>	Education For All
<b>FBO</b>	Faith Based Organization
<b>FPE</b>	Free Primary Education
<b>GoK</b>	Government of Kenya
<b>ID</b>	Intellectual Disability
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Educational Program
<b>IFSP</b>	Individualized Family Service Plan
<b>ITP</b>	Individualized Transition Plan
<b>IQ</b>	Intelligent Quotient
<b>KISE</b>	Kenya Institute of Special Education
<b>LRE</b>	Least Restrictive Environment
<b>NGO</b>	Non- Governmental Organization
<b>SNE</b>	Special Needs Education
<b>UDHR</b>	Universal Declarations of Human Rights
<b>UN</b>	United Nations
<b>US</b>	United States
<b>WHO</b>	World Health Organization

## **ABSTRACT**

The aim of this study was to examine the school and community preparedness for transition of learners with intellectual disability for independent living in Kiambu and Murang'a Counties. The study adopted descriptive research design which utilized both quantitative and qualitative research approaches. Target population was 2,643 while the sample size was 278. Respondents comprising headteachers, teachers, young adults with ID and opinion leaders were selected using purposive sampling and simple random sampling techniques. Questionnaires and interview guides were used to collect data. Questionnaires were used to collect data from headteachers and teachers, interview schedules were used to collect data from local leaders and young adults who had graduated from school while focus group discussion was conducted on young adults in school. Data were analyzed using Statistical Package for Social sciences (SPSS). Qualitative data from interviews, group discussions and observations were analyzed by use of descriptions and thematic text through coding data in the context of research objectives while quantitative data was analyzed using descriptive statistics. The study established that the curriculum offered in most of the special schools and units would prepare learners with intellectual disability to lead an independent life though a significant proportion disagreed that they were taught how to apply and maintain employment. Availability and retention of teachers, provision of teaching and learning materials and classification of pupils according to ability were identified as major factors hindering full implementation of the curriculum to learners with ID. The study further found out that after learners with ID graduated from special schools/units, most of them went back home and were not engaging in any income generating activity. The main reason being most of them lacked support from the parents and community in terms of availing job opportunities and financial support to start businesses hence hardly leading independent life. The study recommends that; parents and community members be involved in transition planning and be willing to offer transition services as attachments, financial advice, job training and job opportunities; the government through the Ministry of Education needs to employ more trained teachers; create a special class in secondary schools for those in the borderline; provide policy that Ministries, NGOs, private sectors among others should employ young adults with ID to promote independent living.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

This chapter includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, assumptions, limitations and delimitations, significance of the study, theoretical and conceptual framework.

#### **1.1 Background to the study**

Successful transition from school to community for learners with intellectual disability is important in laying foundation for independent living. During transition, teachers and professionals involved reflect back on what has been accomplished to help the student take the next steps to successfully venture out to a life beyond the classroom (Wehman, 2013). Transition from school to the society is an exciting but challenging period, which see the youth between their teenage to mid-twenties setting off on adult roles (Jekielek & Brown, 2005). Transition curriculum is part of education which is a prerequisite for providing the required environment for securing people's economy, wellbeing, good health, security, participation in political and social activities and liberty.

According to IDEA (1997), transition refers to coordinated and outcome-oriented activities that promote movement from school to post-secondary education, vocational training, continuing or adult education, employment, adult services, independent living, or community participation.

Transition is based on individual student's needs, preferences, and interests, and must include instruction, related services and community experiences leading to the development of employment hence independent living.

Young adults with mild and moderate intellectual disability have not fully benefited from special and regular education even after being in school for decades in Kenya. After leaving school, these learners who are now adults join the community but remain dependent. Majority of young adults with ID continue to be in special schools and special units irrespective of their age, ability and duration of schooling (Thressiakutty & Rao, 2001). At times, uninformed people believe persons with ID are not capable of obtaining and holding a job. As a result they rarely become productive members of their society after leaving school and joining their community (Gargiulo, 2009).

Blacher (2001), reveals that most research findings on individuals with ID are derived from two ends of the continuum which are childhood and old age leaving a wide gap in research between childhood and adulthood further proposing that researchers should fill the gap by examining the critical transition period for young adults with ID between the ages of 18 to 20 years. This gap can be filled by studies on transition which may provide information that can be used by policy makers and employers to facilitate planning for the future of young adults with ID. Learners with ID need to be provided with education in a meaningful way which entails changes in curriculum decisions and appliances and above all appropriate preparation by the teacher and other professionals (Patanjali, 2005).

Intellectual disabilities occur in 2.3% of the general population, which begins in childhood or adolescence before the age of 18 years, which is defined as Intelligence Quotient (I.Q) score below 70-75 (Gargiulo, 2012). Deficits in intellectual functioning and related impairments in adaptive behavior result in individuals being classified into one of the four levels of intellectual challenges which are mild, moderate, severe and profound.

Approximately 85% of the population with ID is in the mildly challenged category with I.Q score ranging 50-75. They can acquire academic skills up to standard six, become self-sufficient and in some cases live independently with community and social support. Moderate intellectual disability constitutes 10% of this population with I.Q score of 35-55 and can carry out work, self-care tasks with moderate supervision, can acquire communication skills and can function successfully in the community in a supervised environment. Severe intellectual disability constitutes 3-4% of the population with intellectual disability with I.Q scores of 20-40 and may master very basic self-care skills and some communication skills.

Many are able to live in a group home. Profound intellectual disability is only 1-2% with I.Q scores of 20-25 and may be able to develop basic self-care and communication skills with appropriate support and training (Obidigbo, 2012). This study focused on learners with mild intellectual disability who constitute majority of the population with ID, can acquire academic skills, be self-sufficient and can live independently. It also included those with moderate ID for they can work, do self-care tasks, acquire communication skills and

function successfully in the community within a supervised environment. The goal of training and employment is the same for all individuals. Work offers opportunities for social contacts, independence and allows greater access to community services and programs (Jekielek & Brown, 2005).

A study by Papay (2011), on best practices in transition to adult life for young adults with intellectual disability in United States found school programs to be significantly correlated with post school success stating other factors linked to successful transition as individual characteristics, family characteristics and school characteristics. Most students with mild ID require specific instruction in skills that will qualify them for well-paying jobs. They also need instruction in the appropriate social and advocacy skills necessary to access or maintain employment and enjoy the protections afforded them. Others will need ongoing support through adult service agencies in order to remain employed and to live independently (Meese, 2001). The concern in the current study was where learners with mild mental disability proceed to after graduating from school. The study investigated whether the schools were ready to release the young adults after training and whether the community was prepared for them.

Article 23 in the UN Convention of the Rights of the Child of 1989 stipulates that the child's education shall lead to the fullest possible social integration and individual development, including his or her cultural and spiritual development having the right to enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

This study sought to establish the extent to which education handled to self-development, social integration and promoted self-reliance of young adults with mild intellectual disability. Enjoying good health is important for individuals with ID if successful transition has to occur.

In Europe, a report reviewing the current situation of children and adolescents with intellectual disability (ID) in the World Health Organization (WHO), European region recognized need to promote the health of these children to enable them to live simulating and fulfilling lives in the community with their families, with a view to successful transition to adulthood (Conference Secretariat, 2010). Further, the report notes that though most of the European countries have ratified the principles embodied in the UN Conventions and other international instruments, the reality in many countries is that children with ID and their families remain one of the most vulnerable population groups. According to WHO (2010), general attitude and approaches towards ID are in transition from segregation in institutions to community-based living and social inclusion in the European countries.

Dieffenbach (2012), in a study on developmental disabilities and independent living found that many of those individuals in Minnesota in United States were capable of living on their own or with a roommate, when provided with an adequate level of support services and most of them desired to live in more independent settings. Papay (2011), in a study on best practices in transition to adult life states that comparative studies have found significantly higher proportions of successful employment outcomes for youth with ID who

received work experiences or vocational education and youth who had participated in a program that included transition planning, age appropriate inclusion, and interagency collaboration than for youth who did not have these experiences.

Grigal, Dwyre and Darisas as cited by Gargiulo (2009), confirm that transition problem is being addressed in Baltimore city in Maryland, United States through a model that supports the learners with ID to transit to the world of work by integrating their training with attachment to work stations. It was not clear how the transition planning was in Kenyan special schools and special units for learners with ID which the current study sought to establish.

In India, only few special schools for children with ID were available having a few admitted to mental hospitals while many stayed at home but now it has become their right to receive education, vocational training and rehabilitation, which the government has to provide without choice (Patanjali, 2005). In efforts to seek a solution to the transition challenge, Special Needs educators have developed a transition guide to assist the students with ID to smoothly transit from school to the world of work (Thressiakutty & Rao, 2001). Many African countries have ratified the Convention on the Rights of Persons with Disabilities (CRPD) in 2007. An example is South Africa, which since 1996 has introduced strong constitutional protection, legal and policy measures to safeguard every child's right to education free from discrimination, which has not translated into equal opportunities on the ground (Human Rights Watch, 2015).

Many young adults with ID are disadvantaged on accessing appropriate schools, face discriminatory physical and attitudinal barriers in mainstream schools, discriminatory fees and expenses, face violence, abuse and neglect in many schools, lack quality education and preparation for life after basic education.

The government of Kenya (GOK) signed article 26 of the Universal Declaration of Human Rights (UDHR, 1948), subsequently recognizing and committing itself to the right of every child to get education. The government aims at providing EFA through introduction of FPE done by the Ministry of Education which shows its commitment to the provision of quality and relevant education and training opportunities to all Kenyans (The National Special Needs Education Policy Framework, 2009-2013). The Kenya National Survey for Persons with Disability (KNSPWD) report of 2008 intended to provide the basis for improving planning for persons with disability in terms of education, training, infrastructure, rehabilitation, assistive devices and environmental factors. Through this, young adults with ID were to be assisted and enabled to participate effectively and with dignity as full members of the society. Musima (2014), in her research into Factors Influencing Transition Rate of Learners with ID from Vocational Training to Employment in Nairobi County Kenya, states that transition of learners with ID from school to employment remains a challenge.

Chomba, Mukuria, Kariuki, Tumuti and Bunyasi (2014), in their research paper recognize Kenya's great potential for enhancing education for individuals with ID in developing programs for special education in institutions of higher learning and in starting special schools and units. This has led to improved enrolment of children with ID in special schools and special units. It has also enhanced improvement in teacher expertise in handling learners with ID. However, the goals of education for individuals with ID which are geared towards achievement outcomes that enhance self-sufficiency, including adult responsibility and community membership have not been achieved in Kenya. Out of the issues facing transition of young adults with mild and moderate intellectual disability, the researcher examined how prepared the school and the community were for effective transition.

### **1.2 Statement of the problem**

Despite the Government of Kenya's commitment to provide education for all its citizens including those with disability, those with mild and moderate ID seem not to proceed for further education, training, employment and settling in their community after special or primary school. For instance, a study by Makanya (2012), found that 16 students had graduated between years 2005 and 2010 and only 10 were traceable because they were working in the institution of study. According to this study, there were 100 trainees in the vocational center of study out of a total of 300 in all other special institutions with vocational training in Kiambu County during the time of the study. The question was on where learners that had undergone education and training had gone and where

those undergoing the same were intending to go after graduating from special schools and special units.

The Kenyan system of education has various distinct levels that a learner has to go through beginning pre-school, primary, secondary, tertiary colleges and university with certification at every level. Another study by Musima (2014), established that potential employers were not willing to offer employment to learners with ID.

This implies that in spite of the much efforts put by the families, the skilled special educators and mental health professionals, learners with ID are still discriminated upon and cannot access education, training and employment as adequately as their counterparts with other special needs and those in regular classes. The issue arose on the matter of completing school and where to place the young adults as a way of having smooth transition to the community to settle and live as happy independent productive citizens. This therefore prompted this study, which sought to examine the school and community preparedness for successful transition of young adults with mild and moderate intellectual disability for independent living in Kiambu and Murang'a Counties.

### **1.3 Purpose of the study**

The study sought to examine the school and community preparedness for transition of young adults with mild and moderate intellectual disability for independent living in Kiambu and Murang'a counties, Kenya.

#### **1.4 Objectives of the study**

1. Examine the transition curriculum offered to learners with intellectual disability in preparation for independent living in Kiambu and Murang'a counties;
2. Determine the community involvement in the planning of transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties;
3. Investigate barriers to successful transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties;
4. Establish the levels of independent living among young adult graduates of special schools and special units for learners with intellectual disability within the last five years in Kiambu and Murang'a counties.

#### **1.5 Research questions**

The study sought to answer the following questions:

1. Does the transition curriculum offered to learners with intellectual disability prepare them for successful transition for independent living in Kiambu and Murang'a counties?
2. How is community involvement in planning for transition of learners with intellectual disability for independent living in Kiambu and Murang'a counties?
3. What are the barriers to transition for independent living of young adults with intellectual disability in Kiambu and Murang'a counties?

4. What are the levels of independent living among graduates of special schools and special units within the last five years in Kiambu and Murang'a counties?

### **1.6 Assumptions of the study**

1. There were existing institutions for learners with intellectual disability with many issues concerning their exit from school.
2. That there were no procedures laid down for job placement of young adults with intellectual disability after graduating from school.
3. That there was little or no community involvement in the learning, training and employment hence minimal job placement of young adults with intellectual disability in public and private sectors.
4. There was still much dependence of young adults with intellectual disability even after going through school.

### **1.7 Limitations and Delimitations of the study**

#### **1.7.1 Limitations of the study**

Pitfalls encountered included institutions of study being sparsely distributed leading to travelling long distances hence more time and resources were required to cover the whole sample. The study focused on six special schools and twenty four special units in Kiambu and Murang'a counties leaving out other schools in the same counties, hence generalization of results. Tracking young adults through snowball method was challenging. A lot of time was taken to elicit information from some of them due to slurred speech which required a teacher familiar to them to interpret. Some respondents expected

some form of payment for information given which might have influenced their responses if not paid.

### **1.7.2 Delimitation of the study**

The study was delimited to young adults with intellectual disabilities in special schools and special units and those who had already graduated from the same institutions leaving out other young adults with other disabilities because the latter may transit through the regular education system. Teachers of learners with ID were targeted because they were the ones interacting with the target category of learners hence would give information required for the study leaving out other teachers in the schools and units of study. The community with young adults with ID was included in the study for they were aware of their existence hence resourceful for the study. The study targeted public schools for they benefit directly from the government support allocated as free primary education and provision of teaching staff with strict quality assurance and standards as opposed to private schools which at times may be profit making.

## **1.9 Theoretical and Conceptual**

### **1.9.1 The Theoretical Framework**

The study was supported by systems theory of the Tavistock (1960s) which was first proposed in the 1940s by Ludwig Von Bertalanffy. This theory defines organizational purposes and processes analyzing the way individuals, organizational structures and cultures operate putting emphasis on interaction between school and community for effective process that influences the value

of the product which is the learner. It suits this study in that learners with intellectual disability are taken to school by their parents as inputs to go through education process expected to change due to teaching and learning experiences. Completion of school should mean releasing them back to the community as output empowered with skilled manpower to join in nation building and enjoy gainful living. The theory states that schools are part of a larger environment within which they interact and in particular are affected by technical and economic factors just as much as social factors (Cole and Kelly, 2011).

Bush (2011), supports Hoy and Miskel (1987), who argue that school systems are viewed as open systems, which must adapt to changing external conditions to be effective and in the long term survive. An educational institution is an open system that receives resources (inputs) from the environment and transforms them into products (outputs). During transformation, education process takes place through influence of structures, people and technology which includes implementation of transition plans through skills training which eventually leads to job placement hence independent living. Open systems encourage interchanges with the environment, both responding to external influences and in turn, seeking support for the achievement of objectives of the organization in this case the school. In education, open systems theory shows the relationship between the institution and external groups such as parents, community members, curriculum developers, policy makers, employers and the local education authority (Bush, 2011). For successful transition to occur,

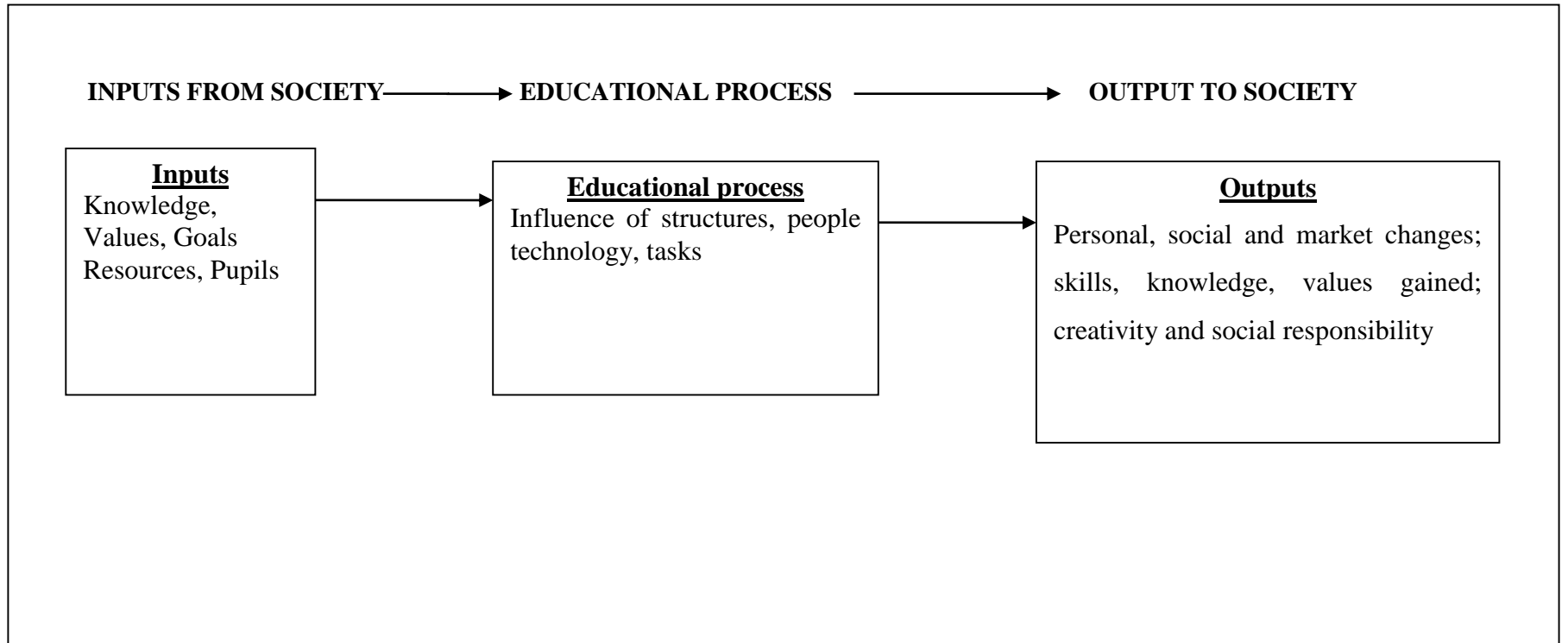
all the stake holders have to come together to plan for early transition intervention of young adults with intellectual disability which would focus on living independently in their community. Hoy and Miskel (2013), say that organizations such as schools take inputs from the environment, transform them and produce outputs.

Further, schools are social systems that take resources such as labor, students and money from the environment and subject these inputs to an educational transformational process to produce literate and educated students and graduates. For schools, inputs include teachers, students, classrooms, books, computers and infrastructural materials: transformation process includes; teaching, learning, co-curricular activities, skill training and management: output includes; personal, social and market changes-skills, knowledge and values, creativity, communication and social responsibility. Ideally, students are transformed by the school system into educated graduates, who then contribute to the broader environment or society. The society provides inputs to the education institution which are transformed through teaching and learning to outputs in form of educated graduates who should be absorbed in the job market. The community has to be ready to absorb and accommodate the products of their schools and so has to offer opportunities for practical attachments and job placement. Children with intellectual disabilities are taken to school by their parents to go through education process expecting them back to the society as skilled manpower also to be absorbed in the job market to enjoy a profitable life and live independently.

This study sought to find out the state of school and community preparedness to successful transition for independent living of young adults with intellectual disability

The following is figure 1.1 which elaborates more on the systems theory. The society in the environment gives the inputs for educational processing expecting to receive back outputs of value after the process.

**Figure 1.1: Education as an Input-Process-Output System**



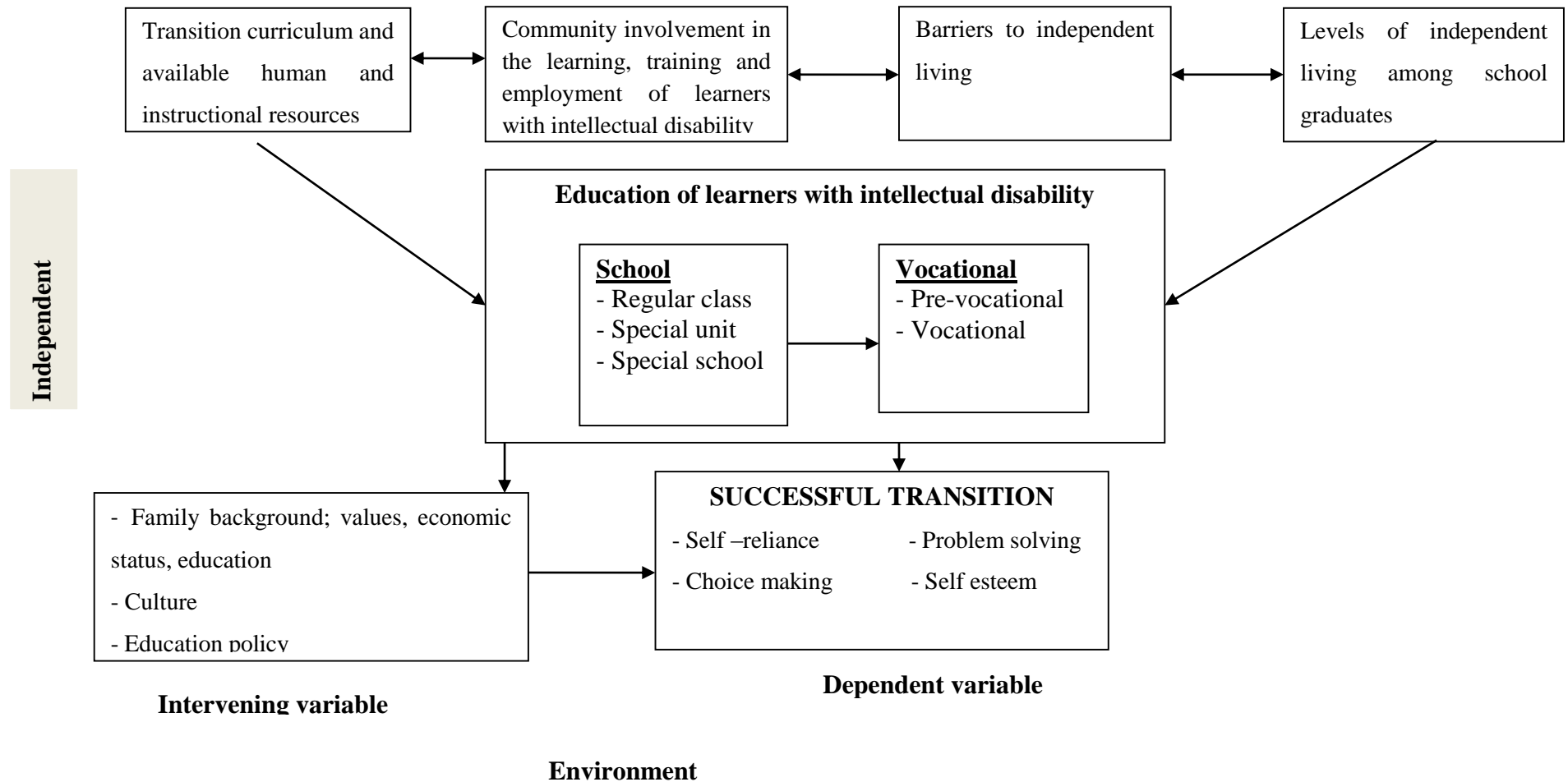
**Source: Adapted from Law & Glover (2000), Systems Model**

### **1.9.2 Conceptual Framework**

Children with intellectual disability are capable of learning when presented with appropriate environment. However, the researcher based her study on learners with mild and moderate intellectual disabilities. Manipulation of inputs such as learning resources, qualified teachers, right knowledge and values from the community and government through education process is expected to produce individuals who are able to serve themselves and society. In support to Heward (2003), educators' primary responsibility is to design and implement effective instruction for academic, social, vocational, and personal skills which influence the quality of our lives. This entails working effectively and efficiently at our jobs, being productive members of our communities, maintaining a comfortable lifestyle in our homes, communicating with our friends and family, and using our leisure time meaningfully and enjoyably. The proof of the process is the product.

Education which occurs in special schools, units and vocational institutions is expected to lead to job placement, higher levels of education and improved decision making capacity hence independent living. The independent variable was the school curriculum, community support, state of the young adults and barriers to independent living. The intervening variable included the family background (values, education level and economic status), culture and education policy. The dependent variable was the successful transition leading to independent living expected after going through school.

**Figure 1.2: Successful Transition for Independent Living**



Source: Researcher, 2021

### **1.10 Operational definition of key terms**

**Community** – Refers to a group of people living in the same place having a particular characteristic in common (National Institute of Health and Care Excellence, 2016). In this study, community is the people surrounding the schools and homes of young adults with ID.

**Independent living** – Benjamin (2012) defines it as housing with no more than 3 residents living together, with or without a developmental disabilities diagnosis, and less than 24 hour staff support. In this study, it is the ability of individuals with ID to make decisions that affect their lives, participate in the community and live happily.

**Intellectual disability** – Defined as significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period (Schalock, Borthwick-Duffy, Bradley, Buntinx, Coulter, Craig, Yeager, 2010). It includes both a component relating to mental functioning and skills relating to individuals ability to adapt in their environment in this study which is based on mild and moderate intellectual disability.

**Special Units** – According to Republic of Kenya (2009), special units are classes set aside either in regular or special schools to cater for needs of learners with special needs. In this study special units

refer to classes within ordinary schools that offer education to learners with intellectual disability.

**Transition** – Refers to coordinated services and outcome-oriented activities that promote movement from school to post-secondary education, vocational training, continuing or adult education, employment, adult services, independent living or community participation (Patton & Kim, 2016). This definition applies to this study.

**Young adults** – World Bank, (2009) defines young adult/youth as individuals aged between 15 and 24. This refers to learners and graduates with intellectual disabilities between the age of 14 and 30 years in the current study.

**Preparedness** – The state of being ready (Donahue, 2011). Whether the school is ready to release young adults with intellectual disability to the environment equipped with skills to lead a life of less dependence. In this study, it also refers to the readiness of community to accept young adults with intellectual disability and support them to enjoy productive living.

**Graduate** – Refers to a person who has successfully completed a course of study or training (Oxford dictionary). In this study, graduate refers to a young adult with mild or moderate intellectual disability who has completed the requirement of a course at special school or special unit.

**Opinion Leaders** – Influential members of the community/group/society to who others turn for advice, opinion and views (Business Dictionary). In this study opinion leaders are chiefs and assistant chiefs.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter covered review of literature and studies related to school and community preparedness for successful transition of young adults with intellectual disability for independent living. It was based on objectives of the study.

#### **2.2 Transition curriculum for learners with intellectual disabilities**

Starting transition planning and services early in school when services are free and accessible and youth have time to participate in valuable experiences is important. Wehman (2013), argues that young people with disabilities cannot feel part of their school if they do not have access to the general curriculum, make friendship with their peers or have chances to participate in extracurricular activities. Transition curriculum for learners with intellectual disability includes various emphasis areas as functional academic skills, vocational training, community living and self-help skill along with a growing emphasis on exposure to the general education curriculum. The individual needs of the student dictate how a specific educational program is constructed (Gargiulo, 2012).

Transition curriculum encompasses coordinated set of activities that: are result oriented; focus on improving achievement; are based on individual needs, strengths, preferences and interests; and include instruction, related services,

community experiences and the development of posts-school adult living objectives (Individuals with Disabilities Education Improvement Act, 2004). Students with an IEP plan must have a transition plan by the age of 16, although many schools begin the process at age 14. Transition services are intended to minimize personal and societal limitations and help students with ID adapt to life after school. Post-school outcomes are highly dependent upon the quality of transition services (Howlin, Mawhood & Rutter, 2000; Moxon & Gates, 2001). These services, including family – school – community partnerships, student-directed planning and, and academic social and vocational/community-based skill instruction, are linked to post-school success (Kohler, Gothberg, Fowler, & Coyle, 2016; Test, Fowler, et al., 2009). High expectations across systems (family, school and community), are key to positive and long lasting outcomes (National Centre on Secondary Education & Transition,2004; Wagner, Newman, Cameto, Levine & Marder, 2007).

Social skills cover a broad range of transition outcomes and activities including community recreation and leisure activities, social relationship, marriage and parenting. Social interaction is essential to successful and satisfying adult living. Self-determination is believing that one can control own destiny and is a combination of attitudes and advantages to having developed social skills (Lehman et al., 2002).

Ryan et al. (2000) explains that Social skills are those we use to communicate and interact with each other both verbally and non-verbally, through gestures, body language and our personal appearance. Further, human beings are

sociable creatures and they have developed many ways to communicate their messages, thoughts and feelings with others.

What is said is influenced by both verbal language and the way it is used – tone of voice, volume of speech and the words chosen as well as body language, gestures and other non-verbal communication methods (Ryan et al., 2000). Developing social skills is about being aware of how we communicate with others, the messages we send and how methods of communication can be improved to make the way we communicate more efficient and effective and suggest important skills for social development: goal Setting Skills; goal setting is determining exactly what you want to achieve. Goals provide a direction for implementing a game plan for success, reduces anxiety, increases intrinsic motivation, improves performance, provides satisfaction and self-confidence and gives clear expectation.

Goal setting helps focus a person's energy, making it central to success and parents play an important role in the development of this skill. They can help not only with goal setting but with analyzing, monitoring and providing motivation along the way (Ryan et al., 2000). Teaching students to set goals is a life skill that will be helpful throughout their academic career. Setting realistic, time sensitive goals often requires direct teaching. Leisure skills are those that develop ability to participate in recreational activities and to independently make effective use of one's time and opportunities. Therapeutic recreation is when we are doing the things we most enjoy hence experiencing the 'therapeutic' benefits of leisure. Recreation is when we engage in some

activity that will help us to decompress, feel better, reenergize after school or work.

However, leisure and recreation service delivery that uniquely focuses upon people with disabilities must be considered differently in order to suit their specific needs (Ryan et al., 2000). Self-determination involves the capacity to choose and being able to act on those choices (Wehman, 2013). Self-determination helps youth with intellectual disabilities achieve positive adult outcome.

Throughout most of the United States, special education is available to children with ID. Transition is governed by federal special education law IDEA (The Individuals with Disabilities Education Act) and various States Statutes and Rules to achieve the purpose of special education which is to prepare children to lead productive and independent adult lives to the maximum extent possible (Gargiulo, 2012). Dr. Jed Baker in life skills research bulletin says that predictors of successful transition into adulthood include life skills, the ability of individuals to understand their strengths as well as challenges so that they can pursue their talents and effectively get help for challenges, persistence, the ability to handle mistakes and accept help (Research Bulletin Issue No. 17. 2015). In the States, transition education curriculum options for learners with intellectual disability involve IEPs and ITPs.

### **2.2.1 Individualized Education Program (IEP)**

The IEP is a required document that provides a commitment to the student and family that the school will provide services and supports to a student with a

disability. Persons with intellectual disability are a heterogeneous population with various individual differences which need to be considered when planning educational programs (Gargiulo, 2012). IEPs are written by a team, which includes a parent/guardian; the Child's teachers including a general education teacher and special educator; a representative of the school district; and an individual able to interpret the instructional implications of the evaluation (Gargiulo, 2012). The researcher wished to find out the availability and effectiveness of IEPs in discovering talents and potential of learners with intellectual disability.

### **2.2.2 Individualized Transition Plan (ITP)**

The ITP describes essential skills and services required by the student when he or she is no longer in school. It should include functional and measurable goals and objectives designed to help students on the job, at home, or in the community. It promotes skills as using leisure time wisely, managing money, getting along with coworkers, travelling about the community and promotes collaboration among special educators and state rehabilitation counselors, professionals who often serve persons with disabilities after they leave school. Thus students, parents, teachers, counselors and representatives from adult service agencies, all must be involved in transitioning services (Galgiulo, 2012). Baltimore City public school in the US has come up with a transition model that has been implemented in some of its local colleges which has been supporting students towards positive transition experiences and outcomes (Grigal, Newbert & Moon, 2006). Baltimore model has been a success with the

students exiting education system having been connected to adult service agency of their choice.

In India, transition planning is given high priority in special need education and vocational rehabilitation programs (Thressiakutty & Rao, 2001). A transition model has been developed that shows four stages of vocational training and employment for persons with ID. First stage is the foundation systematic school instruction, the 2<sup>nd</sup> stage involves planning for transition, 3<sup>rd</sup> is the placement of students into employment and 4<sup>th</sup> is the ongoing support services. A model to guide transition of individuals with ID in special schools and special units in Kiambu and Murang'a counties in Kenya did not exist. This was a gap that this study sought to bridge.

Kenya National Adult Literacy Survey Report of 2007 revealed that people with special needs which included those with ID were unable to access adult literacy programs. The survey also noted that the skills offered were not suitable to all adult learners with ID and recommended that literacy programs should target all the illiterate groups including those with ID and that the program should link with the broader national development plans and objectives which should be designed to prepare learners to be able to adapt and participate in a highly developed and sophisticated society envisioned for 2030. The researcher was concerned about what was happening in terms of ensuring learners with ID accessed education and training that was guided by an appropriate curriculum to promote sustainable and independent living.

A case study by Makanya (2012), on vocational education and community integration of young adults with intellectual challenges in Kiambu County found that there was no special vocational curriculum and that teachers used the regular one which they modified to suit the needs of the learners. The target population of that study was all young adults with intellectual challenges of ages 20 to 40 years who had graduated from Maria Magdalene vocational institution between 2005 and 2010. Sixteen had graduated and only ten were traceable. On curriculum the study targeted the headteacher and two vocational teachers by use of purposive sampling technique and data collected through questionnaires, interview and observation. The findings led to the recommendation that the government needed to implement the vocational curriculum through Kenya Institute of Curriculum Development. This study intended to look at curriculum offered in special schools and special units in relation to transition of learners with ID while targeting many such institutions.

### **2.2.3 Teaching and learning resources for learners with intellectual disability**

The researcher supports Gargiulo (2012), that children with ID are capable of learning. To be successful however, they require an instructional program that is individualized to meet their unique needs. Despite the contemporary trend towards educating children with disabilities in more normalized settings, pupils with intellectual disabilities are more than three times as likely as other students with exceptionalities to be educated in a separate class. Only 15.3% of all individuals with disabilities were educated in self-contained classrooms during the 2007-2008 school year, but 48.8% of youngsters with intellectual

disabilities were placed in this environment in the United States (U.S Department of Education,2009) as quoted by Gargiulo ( 2012).

About a third of the youngsters with intellectual disabilities spent at least part of their educational day in the general education program classroom, but more than 57% of these students received services in a self-contained classroom and 8% attended a separate school (Gargiulo, 2012). With appropriate placement learners with ID can learn successfully and become resourceful.

Like other organizations, schools require money to run its day-to-day activities like paying staff, buying equipment and other supplies for successful implementation of curriculum. The Sessional Paper number 1 of 2005 underscored the importance of Special Needs Education as human capital development that empowers those most likely to be marginalized to participate in mainstream education sector. The government is working in collaboration with various partners in provision of SNE. The private sector form a core group of partners with whom the government joins hands in the implementation of SNE for example NGOs, CBOs and FBOs (The National Special Needs Policy Framework, 2009). A lot is being done by the government hence the need to carry out this study to establish whether the young adults with ID are able to compete in job market.

Effective special educators have high expectations for their students and they expect their pupils to learn and succeed. Effective teachers establish realistic goals, monitor progress carefully and frequently, provide feedback and reward

successes while giving individualized instruction to meet the unique needs of each child still ensuring active participation in the learning process.

Teachers communicate clearly why a particular skill or concept is important when it is to be used and how it should be applied and relate new learning to previously learned material. Lessons are well planned and carefully delivered so as to enhance student achievement expecting positive academic outcomes which are the result of instructional clarity. Effective teachers involve all children and interact frequently with them varying their teaching methodology designed to maintain pupil's attention and elicit correct responses. Students performance is evaluated frequently using multiple procedures to get data which is used to assess students understanding of the material and to plan future lessons (Gargiulo, 2012).

### **2.3 Community involvement in the planning for transition of young adults with intellectual disability**

People are the most important aspect of the pupils' environment. Good relationships are essential to enable the development of trust which in turn provides a security through which pupils develop an increased self-awareness and self-esteem essential for learning (Corinna et al., 2005). Transition planning is a shared responsibility of education and other school personnel, adult service providers from the community, family members and the student. Armstrong et al. (2003) acknowledge this social and community domain as one that does not receive enough attention. There is need to prepare members of the community to understand the needs and potentialities, as well as recognize the

limitations of individuals with intellectual disabilities so that they may be afforded opportunities for success, without demanding from them more than they are able to give.

Bush (2011), argues that schools are open systems that assume permeable boundaries and an interactive two-way relationship between them and their environment stating that school is part of the community and cannot survive independent of it. Education is not different from life and society but is the process of learning to live as a useful and acceptable member of the community.

In the United States, planning for transition involves many people in the community. The first step is to create an interdisciplinary committee representing each of the major players and organizations including the local school system, students and their families, college or university personnel, local and state rehabilitation personnel, state developmental disabilities personnel, adult service providers, employers and representatives of the local career centers (Grigal, Neubert & Moon, 2006). Interagency partnerships among school psychologists, special educators, families and community agencies are essential to create robust transition plans that successfully address long-term outcomes such as integrated employment, independent living, and post-secondary enrolment (Antosh et al., 2013; Talapatra, Miller & Schumacher-Martinez, 2018).

In Germany, the decision of a child's school career is reached through cooperation of the school concerned, the school supervisory authority and

various agencies within and outside the school system including school psychological services, the public health office, the youth welfare office and education counseling services. Schools cooperate with career guidance departments of public employment agencies (Republic of German, 2013).

All the aims of education should harmonize in seeking to produce people who are completely integrated in the community. The school can never be shut out from the life of a community, otherwise education would be unreal and would be unable to bind impact on the mind and character of children. The school must enrich the community and the community must support the school. The school should take itself to the community, regard it as a laboratory, discover its resources, understand its culture, appreciate its problems and also suggest solutions for them. The immediate community is a wonderful curriculum laboratory which can provide extremely dynamic, interesting and real life opportunities for learning.

The teacher of children with intellectual disability needs to be an active member of the community to connect learners, parents and community at large. The teacher's influence upon the acceptance of children with ID as members of the community plays a great role. The teacher can influence community attitude towards these learners by talking to the right people at the right time and hence tendency to transfer its respect and liking for the teacher to the pupils (Meese, 2001). However, school regions/districts often only look to special educators to shoulder the responsibility for the transition process. Special educators like other school personnel, are often overworked and

overwhelmed and incorporating other trained professionals to assist with transition tasks is best practice. Transition activities related to academic, social, or behavioral instruction, the development of post-school adult living objectives that identify individual needs, strengths, preferences and interests can be provided by speech-language pathologists, occupational therapists, social workers and school psychologists (Brunsting, Sreckovic & Lane, 2014).

Maina (2016), in an investigation on what determines transition of learners with ID from special school to work in Nakuru County, Kenya found that transition is not given much attention hence over age learners in special schools and special units. The study targeted a population of 228 and a sample of 32 recommendation being government and community to support transition of individuals with intellectual disability.

Mbae (2015), investigated factors influencing instructions among learners with ID in special units in Maara District in Tharaka Nithi County and found that negative attitude among the school community was one of the major factors influencing teaching and learning of those learners. The target population in this study was 150, a sample of 40 respondents which included teachers, parents and a county director. The current study investigated what the community is doing in terms of engaging and supporting young adults with intellectual disability in productive living after completing school. It established the connection and interaction between the school and the community to facilitate smooth transition of school graduates.

## **2.4 Barriers to independent living for individuals with intellectual disability**

Meese (2001), states that barriers to successful transition include teachers who believe students with disabilities lack the academic skills to participate in technical or apprenticeship programs and those who believe students with mild disabilities do not need transition services. Others are schools that discontinue vocational programs and emphasize only high standards and college attendance, eroding public support and funding for vocational programs, and bias that fails to provide the same opportunities in the job market for females or members of ethnic groups. Individuals with ID are also more likely to have coexistent medical conditions than individuals' without ID. There is an increased likelihood that individuals will have received a diagnosis of chronic illness such as epilepsy or mental health diagnoses. For example 4 out of 10 young people with intellectual disabilities experience mental health problems during their adolescence (Vedi & Bernhard, 2012).

Townsley (2004), in a project called 'The Road Ahead' in England and Wales identified many aspects of transition that may be different for young adults with ID. Leaving home; may occur later in the life of someone with ID or may occur much earlier, with an increased likelihood of children with disabilities going into care or specialist units. Managing money; young people with ID may not have had any experience of managing their own money. Legal Independence; some individuals with ID may not gain legal independence, despite reaching the age of majority, if they do not have mental capacity. Independent social life; people with ID face some barriers to establishing

independent social lives, such as lack of access to transport or communication technology, adult surveillance, and lack of access to a peer group. Finding employment; young people with ID are less likely to gain paid employment (Townesley, 2004).

Transition usually coincides with the development of sexual maturity. The screening programs uptake by young women with ID is reduced compared to other groups of women. Those people with ID who belong to minority ethnic groups may experience additional differences in their transition arising from cultural differences like time to leave the family home which is different in different ethnic groups often accompanies other transitions as marriage. In the context of young people with ID there may not have been adequate opportunity to develop the necessary skills required to minimize risks like the first sexual encounter, lifestyle choices and abuse at the hands of others (Townsley, 2004).

People with ID remain at increased risk of abuse at the hands of others like bullying and verbal abuse at the hands of their peers (McConkey & Smyth, 2003). The experience of being bullied in turn leads to lowered self-esteem and its consequences such as low mood. Transition marks a time where an individual gains greater choice and autonomy as they become independent. This can be a source anxiety for parents and caregivers. Parents are also in a stage of transition as their child enters young adult life. There are major changes and challenges for parents as they adapt their role and promote their child's growing independence and life choices.

The period of transition from adolescence into young adult life is a time when experiences of disability can have an impact on the construction of self-identity. However, lack of access to information about impairment and disability rights, inappropriate post school placements and limited opportunities for peer support can have a negative impact on emotional well-being of disabled young people and those with ID (Townesley, 2004). One of the major constraints to progress in the education of learners with ID in Kenya is the shortage of specially trained teachers which varies greatly in duration, recruitment criteria and qualifications required.

In 1986, the Kenya Institute of Special Education (KISE) was established to build the capacity of special needs education (SNE) service providers through teacher training, teacher in-servicing and research (SNE Policy Framework, 2009). Negative attitude among the school community was found to be one of the major factors influencing teaching and learning as said by Mbae (2015), in the study “Factors Influencing Instruction among Intellectually Challenged learners in special units in Maara District in Tharaka Nithi County. Nyaga (2015), did an analysis of determinants of access and education achievement of learners with ID in Embu special school, Embu County finding them to be inadequacy of financial support, poor levels of community and parental awareness of the importance of SNE, limited vacancies and stigmatization. The target population of that study was 140 pupils, 10 teachers, 1 headteacher, 280 parents and 4 EARC officers while the sample size was a total of 55.

Musima (2014), studied factors influencing transition rate of learners with ID from vocational training to employment in Nairobi finding that employers were less willing to offer employment opportunities to persons with ID due to lack of supportive documents, lack of community awareness, inadequate follow-up, poor communication skills among trainees and low productivity.

The current study sought to find out how ready the school and community were towards helping the individuals with ID become productive and lead their lives independently finally coming up with appropriate recommendations.

Murungi (2019) investigated job preparedness among learners with intellectual disability in Nakuru County. The study targeted 2 headteachers, 30 teachers and 196 parents for learners with ID in Nakuru hills and Pangani special schools. Among them a sample of 32 study respondents (2 headteachers, 10 teachers and 20 parents) was selected to participate in the study. The study established that transition from school to work in the special schools is not given much attention hence having over aged learners in the school. The major factors which hindered proper preparation of the learners for transition included lack of interdisciplinary transition teams in the schools and lack of adequate teaching and learning resources aimed at preparing the learners for life after school. From these findings, it was suggested that government through the Ministry of Education, Science and Technology should pay attention to the current and future needs of learners with intellectual disability to enable them prepare to join the world of work with ease.

Sandjojo, Gebhardt, Zedlitz, Hoekman, Haan and Evers (2019) carried out a study with an aim of finding out how independence of people with intellectual disabilities can be promoted. The study population comprised of legal representatives and support staff promoting independence in this population. The sample comprised of 7 individuals with intellectual disabilities, 13 legal representatives and 17 support staff. Data used for the study was collected through focus group discussions and analyzed qualitatively using an inductive approach. The study found out that although people with ID required support from others, majority of them wished to lead an independent life. The most common barriers experienced by support staff and legal representatives during the promotion of independent living among people with ID included lack of time among the support staff, family taking up tasks allocated to individuals with ID, emotional difficulties among the individuals with ID and greater exposure to hazards. This study therefore suggests that in order to promote independence among the persons with ID, more support and time is required as well as clear step-by-step tailored approach and good communication between all parties involved.

A study on the effectiveness of teaching methods for daily-living skills to learners with intellectual disability in special units in primary schools was conducted by Ruteere (2013) revealed that learners with mental retardation were not taught daily living skills effectively. The study adopted a descriptive survey research design. A sample of 84 respondents among them learners, teachers and head teachers was selected to participate in the study. Two

questionnaires, one for the headteachers and another one for the teachers were used for data collection. The researcher also used an observation checklist to obtain information from the learners with intellectual disability. Data was both qualitative and quantitative in nature and it was analyzed using frequencies and percentages. The results of the analysis revealed that learners with mental retardation were not taught daily living skills effectively because teachers did not use appropriate teaching methods, strategies, or correct teaching/learning materials. It further emerged that majority of the teachers (78.0%) were not trained to teach learners with ID. As such, the study concludes that learners with ID in the sampled schools were not taught Daily Living Skills appropriately and hence this was one of the major barriers for their independent living even after graduating from special school.

### **2.5 Levels of independent living among graduates of special schools, special units and vocational institutions**

Being able to make use of the opportunities available regarding living arrangements, employment situations, means of transport, social and recreational activities and other aspects of everyday life is what determines independent living (Ratzika, 2005). If an individual with ID is able to make use of all or some of these opportunities, then he or she is living independently to some level.

Gargiulo (2012), notes that becoming a productive, self-sufficient, and independent adult frequently remains an elusive goal for youth with ID. The graduates of special education programs do not yet participate fully in the economic and social mainstream of their communities. The researcher concurs

with Gargiulo (2012), that today many individuals with intellectual disability either are under employed or remain unemployed.

Congress Reports (U.S. Department of Education, 1997), indicate that 28.24% of students with disabilities over the age of seventeen exited school during 1994 – 95, of these students, 4.94% dropped out and 3.49% exited with “unknown” status.

Most of those dropping out are those with emotional and behavior disorders and those with intellectual disability (Meese, 2001). Makanya (2012), in her study on vocational education and community integration of young adults with ID found that only few had jobs in their former school while the rest trainees just left for their homes.

Musima (2014), investigated factors influencing low transition rates of learners with ID from vocational training to employment in Nairobi with findings that some learners remain in school even after vocational training so long as they can be accommodated and that job placement is not adequately addressed. Many youth with intellectual disability have unexplained exit from school hence low employment and independence. The study would establish what schools and communities were doing to support these young adults towards independent living and consequently give recommendations.

### **2.5.1 Job placement in public and private sectors for individuals with intellectual challenges**

For most individuals with or without intellectual disability, work is an important part of status, financial success and personal fulfillment and is a

vehicle for opportunities to participate in one's community. Oftentimes there are people who believe that individuals with intellectual disability are incapable of obtaining and holding a job. This is not true because with appropriate training, such individuals are able to secure and maintain meaningful and gainful employment.

A case study of an employer done in Kiambu county showed that there is a mismatch of training skills acquired and jobs that employees with ID are doing. No one was employed to perform what one was trained to do hence feeling of dissatisfaction within employees with ID (Makanya, 2012).

This was a study done on one employer where 10 out of 16 graduates of vocational training were studied. The researcher was concerned about post primary education, training and job placement of young adults with intellectual challenges in Kiambu and Murang'a Counties. This study was intended to investigate further on job placement in public and private sectors involving more learning institutions through tracer study.

### **2.5.2 Sheltered Workshop**

Early job training programs based on sheltered workshop is a very popular training option, particularly for individuals with moderate or severe intellectual challenges, who typically require long-term and intense support. Sheltered workshops are large facilities that provide job training in a segregated environment. Clients as the workers are called, typically work on contract jobs that are often repetitive in nature and require low skill level. Their jobs are of short duration and offer the clients minimal job training. Placement in a

sheltered workshop may in some cases, be transition to obtaining employment in the community, but it is more likely to be a permanent position.

In recent years, sheltered workshops have been under critics by those who have focused their attention on the low wages paid to workers, the segregated work setting, the absence of meaningful training, and the failure to move clients' into competitive employment (Migliove, Mank, Grossi & Rogan, 2007; Murphy, Rogan, Hanolley, Kincaid & Royce-Daris, 2002; Simons & Flexer, 2008) cited by Gargiulo (2012).

### **2.5.3 Supported competitive employment**

Contemporary movement toward more integrated and normalized experience for individuals with intellectual challenges has led to the motion of supported competitive employment. In this model, which has proven effective in preparing adolescents for employment in community settings an individual with intellectual disabilities is placed on a competitive job site alongside other workers who are not disabled. A job coach or employment specialist provides on-the-job assistance and support to the worker with intellectual disabilities. This person's role is to train the adolescent with intellectual disability on the specific job requirements and then, hopefully decrease support services as the employee becomes more proficient. Job coaches are also responsible for location of the job and matching the needs of employer to the abilities of the student (Worker).

Individuals with intellectual disabilities who are prepared using this approach function better in competitive employment settings than persons who only have

experience in sheltered workshops (Gargiulo, 2012). This approach has its limitations that include excessive dependence on the job coach, disruption of the job environment by the presence of the job coach, differential performance when the job coach is on-site. These disadvantages have contributed to the idea of using co-workers as natural supports who function as mentors and friends, offering valuable assistance and encouragement as needed to workers with intellectual disabilities. This study intended to trace graduates of special school/units for learners with intellectual disability for the last five years aiming to establish what they were doing for a living. The findings would help to gauge their level of independence in the life they were leading.

## **2.6 Summary of the literature review**

For many young adults with ID, competitive employment is a goal that can be achieved. It is important to start transition planning early in school when services are free and accessible. Gargiulo (2012), argues that if transition experiences can be provided from early stages, schools can maximize the probability that students who have intellectual disability will have successful post school adjustment not only in the area of employment but also in other domains of life. There is need to prepare members of the community to understand the needs and potentialities, as well as recognize the limitations of individuals with intellectual disabilities so that they may be afforded opportunities for success without demanding from him or her more than he or she is able to give. Given an opportunity, many adults with intellectual disabilities are capable of working successfully in the community. This would highly promote independence hence self-reliance which would be an indication

of successful transition of young adults with intellectual disability hence reduce burden to their parents and guardians.

In agreement with Baker's response to an interview in Middle Town Centre for Autism in 2015, one of the keys to happiness and life satisfaction is to feel valued in the community and to have a meaningful impact on others.

Moreover, good quality of life is when one has the skills and opportunity to have choices about what you do, where you live and where you have fun. This chapter contained literature review on curriculum offered to learners with ID; community involvement in planning for transition; barriers to independent living and levels of independent living of young adults with intellectual disability who have graduated for the last five years.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methods and strategies used to achieve the study objectives. It presents the research design, variables, location, target population, sampling techniques, research instruments, piloting, validity, reliability, data collection procedure, data analysis and presentation, logistical and ethical considerations.

#### **3.2 Research Design**

The study adopted descriptive survey design in the investigations which finally aided making inferences from the findings (Fraenkel & Wallen, 2009). It utilized both quantitative and qualitative research approaches to investigate school and community preparedness for transition of young adults with intellectual disability. These two approaches complement each other and were preferred in this study in order to elicit as much information as possible to answer the research questions (Johnson, Onwuegbuzie & Turner, 2007). This allowed the researcher to combine elements of qualitative and quantitative research approaches so as to compensate for the weakness of one single approach with the strengths of the other in order to achieve the best outcome (Creswell & Clark, 2011). The study therefore used interviews in order to compensate for likely bias that might have been brought by questionnaires. Quantitative analysis was used for the purpose of clarification, strengthening, explaining and supporting qualitative information and also making generalization.

### **3.3 Variables**

#### ***3.3.1 Independent variables***

Independent variables are the variables that affect the dependent variable when manipulated (Helmenstine, 2017). In this study independent variables were the transition curriculum, education in general, vocational training, teaching and learning resources and community involvement.

#### ***3.3.2 Intervening variable***

The intervening variable was the family background - values, economic status and education level; culture and education policy. Intervening variable is used to explain causal links between other variables (Williams, 2017).

#### ***3.3.3 Dependent variable***

The dependent variable was successful transition leading to independent living hence, self-reliance, economic growth, improved social aspects and self-esteem. This variable is the outcome and is presumed to be affected by the independent variable (Fraenkel & Wallen, 2009).

### **3.4 Location of the study**

Both Kiambu and Murang'a Counties are located in central Kenya. Kiambu County borders Murang'a, Machakos, Nairobi, Kajiado, Nakuru and Nyandarua Counties. Administratively, the county has 12 sub-counties. Main economic activities include farming, food processing, motor vehicle assembly, wholesale and retail trade. Most of the special schools and units are in highly productive areas although poverty prevails in some few areas where residents seek relief food. Kiambu County is metropolitan hosting various ethnic groups from within and outside Kenya (Republic of Kenya, 2018).

It is under urbanization and is seen as a future anchor to the capital city Nairobi which is under rapid development with limited space for growth. Kiambu County has a close proximity to Nairobi City hence densely populated hosting many people who commute to work in the city (Kenya Information Guide, 2015). Murang'a County is located between Kiambu, Nyeri, Nyandarua and Kirinyaga counties and has eight sub-counties. Murang'a holds Aberdare ranges and Ndakaini Dam which supplies water to Nairobi. There is also Mukurwe Wa Nyagathanga Shrine believed to be the origin of Kikuyu ancestors and agriculture as main economic activity (Republic of Kenya, 2014). Murang'a and Kiambu Counties have several special schools and special units which provided an adequate study sample to represent the target population.

### **3.5 Target population**

According to Kothari (2011), target population is defined as all items in any field of inquiry which is also known as the universe. Target population comprises of individuals, households, or organizations with similar characteristics about which a researcher wants to make inferences (Cooper & Schindler, 2014). In this study, the target population comprised 9 special schools and 230 special units in regular schools. The study targeted 239 headteachers, 405 teachers, 1200 young adults in school, 600 young adult graduates and 199 opinion leaders which added up to a target population of 2643 as shown in Table 3.1.

### **3.6 Sampling techniques and sample size**

#### ***3.6.1 Sampling techniques***

Ogula (2005) suggests that sampling is a process, technique or procedure of selecting a sub-group from a target population to take part in the research. The study adopted purposive and simple random sampling techniques to select the study sample. Purposive sampling method was used to select Kiambu and Murang'a as the study counties. The two counties were typical in provision of information required for the study, Kiambu being metropolitan hosting different ethnic groups and is close to Nairobi city while Murang'a hosts many of the targeted institutions. Purposive sampling is handpicking the cases to be included in the sample on the basis of ones judgment of their typicality. In purposive sampling the goal is to select cases that are likely to be information rich with respect to the purpose of the study with the intention of understanding selected individuals in depth. In this technique, researchers use their judgment to select a sample that they believe, based on prior information, will provide the data they need (Fraenkel & Wallen, 2009; Creswell, 2008; Orodho, 2005; Kombo & Tromp, 2006 & Mugenda, 2008).

To get the number of schools, simple random sampling method was used to select 6 special schools and 24 special units out of the targeted 9 special schools and 230 special units in Kiambu and Murang'a counties. From the sampled special units and special schools, all 6 headteachers from special schools and 24 from special units participated in the study. According to Fraenkel and Wallen (2009), simple random sampling is the process of selecting a sample in such a way that all individuals in the defined population

have an equal opportunity of selection for the sample. In this the researcher has no control of sample selection. Young adult learners and graduate respondents were selected through purposive sampling. They were 14 years and above to represent young adults for most of them were in pre-vocational/vocational classes and who could at least express themselves. Guidance and direction to get graduate respondents was sourced from special schools and units teachers who guided visits to their homes and work places through background information from pupils' files and admission books. Simple random sampling was employed to select teacher respondents in special schools where they were more than the four required for the study. It was still used where a special unit had more than one teacher. Lottery technique was used to select the research respondents where yes was written, folded with blank papers and whoever picked it became the respondent. Opinion leaders were selected through purposive technique to ensure there was at least a special school or special unit for learners with ID in their jurisdiction.

### ***3.6.2 Sample Size***

Data was collected in 6 out of 9 special schools and 24 out of 230 special units for learners with intellectual disability in the selected counties. Downing & Brown (2010) suggest that 10% of target population can provide an adequate study sample. In each of the 6 special schools and 24 special units sampled, the headteacher, classroom teacher for special units, 4 classroom teachers in special schools, 4 young adult learners, 2 graduates of the school who left between 2010 and 2015, and 1 opinion leader between two schools were selected to participate in the study giving a total of 278 respondents. Simply, the sample

size comprised of 30 headteachers, 48 SNE classroom teachers, 120 young adults in school, 60 young adult graduates and 20 opinion leaders.

**Table 3.1: Target and Sample Population**

<b>Subject of study</b>	<b>Target population</b>	<b>%</b>	<b>Sample</b>
Head teachers	239	13	30
SNE teachers	405	12	48
Young adults in school	1200	10	120
Young adult graduates	600	10	60
Opinion leaders	199	10	20
Total	2,643	55	278

### **3.7 Research instruments**

The research instruments used in this study were questionnaires, interview schedules and observation schedules. Questionnaires were used to collect data from head teachers and SNE teachers of the selected six special schools and twenty four special units in the selected counties. Interview schedules were used to gather information from opinion leaders and young adult graduates while target group discussion was conducted on young adults in special schools and units. Observation schedules were used on learning and living environment of young adults with intellectual disability.

#### ***3.7.1 Questionnaire for headteachers***

Questionnaires were administered to headteachers. The questionnaire was preferred because it aids the researcher to reach a large sample within a limited time and maintains confidentiality (Creswell, 2003).

The questionnaire was in two sections, first aimed at collecting demographic information and second consisted of open and closed ended questions. The questionnaire for head teachers included administrative items and school practices where respondents ticked and filled their responses in regard to transitional school curriculum and community preparedness to accommodate young adults with intellectual disability.

The items included 5 point Likert scale ranging from ‘strongly agree’ to ‘strongly disagree’. Kothari (2009) explains that 5 point Likert scales are used because they are more reliable and can provide more information. Chimi and Russel (2009), suggest that Likert scale is used in scholarly fields in a variety of circumstances like when seeking for beliefs, opinion, effect, and when the answer cannot be definite with precision. Open ended items gave a chance to respondents to add information that might not have been included in the closed ended questions.

### ***3.7.2 Questionnaire for SNE classroom teachers***

A questionnaire was structured to collect data from SNE classroom teachers. It consisted of six sections. Section A of this questionnaire captured background information of the SNE teachers. The information captured in this section included gender, academic qualifications, work experience and area of specialization. Section B consisted of data on curriculum offered to learners with intellectual disability. Under this section, teachers were presented with eight items in a five point likert scale. The scale ranged from 1 to 5 with 1 representing strongly disagree, 2 disagree, 3 undecided, 4 agree and 5 strongly

agree. Additionally, this section captured information on the effectiveness of factors affecting the implementation of the curriculum offered to learners with ID in a four point likert scale. Section C captured data on teaching/learning resources for learners with intellectual disability. In this section, teachers were asked to indicate the availability of teaching and learning resources in their current schools. Section D consisted of community involvement in the learning, training and employment of young adults with intellectual disability while section E captured information on barriers to independent living of individuals with intellectual disability. Under these sections, teachers were asked to indicate the level of involvement among the community members in a four point likert scale comprising of highly involved, moderately involved, lowly involved and not at all involved. Teachers were also asked to indicate factors hindering learners with intellectual disability from leading an independent life using “yes” or “no” responses. In all the items, SNE teachers were required to indicate their responses using a tick.

### ***3.7.3 Interview schedule***

Three different interview schedules were used for the various groups of the study respondents. Interviews were preferred as a method of data collection in the study since using questionnaires alone would have some demerits such as a possibility of ambiguous replies or omission of replies to certain questions according to Kothari (2009). The investigation followed a rigid procedure that sought answers to a set of preconceived questions through personal interview for opinion leaders, special school and special unit graduates while focus group interview was conducted for young adult learners with intellectual disability.

Interviews are an oral administration of questions to respondents which the researcher preferred on opinion leaders due to their busy schedule.

Interview was appropriate to individuals with intellectual disability because they might not have been able to read and interpret written questions giving written responses. On average, special schools/units released one pupil every year which could be by graduation or parent's own volition (information from head teachers).

Group discussion was preferred to collect data from young adults with intellectual disability who were in school to allow in-depth probing during the process. Punch (2009), suggests that well facilitated group interaction can assist in bringing to the surface aspects of a situation that might not otherwise be exposed and can also stimulate people in making explicit their views, perceptions, motives and reasons.

#### ***3.7.4 Observation Guides***

There were two observation guides for the study. This method implies the collection of information by way of own investigation and observation using structured and unstructured schedules (Hartas, 2010). The information obtained relates to what is currently happening and is not influenced by past behavior or future influences or attitudes of respondents. The researcher used observation schedules to help record particular kinds of information about things occurring in the setting. Data was recorded through note taking.

The researcher observed the schools (compound, infrastructure, activities and general outlook) during delivery and collection of questionnaires visits.

Observation was also done during target group discussions with pupils (classroom setup, books, walls, teaching/learning aids, pupils' work, pupils' behavior and interaction).

The researcher observed the living and working environment of young adults who had graduated from special schools and special units for learners with ID. This was done during visits to conduct the interview. Qualitative data elicited on various selected themes was recorded. Unstructured interview was conducted on head teachers and teachers to explore in-depth information on their interpretations and meanings of events and situations, and their symbolic and cultural significance (Punch, 2009).

### **3.8 Pilot study**

The research tools were tested on their validity and reliability through a pilot study prior to the actual data collection. Piloting helped to check for ambiguity and appropriateness of sentence structure of the question items so that similar responses can be elicited from all the respondents (Orodho, 2005; Kothari, 2004; Creswell, 2008). Piloting enabled to evaluate the suitability of the instruments especially on the clarity of instructions in the instruments question items and their relevance. The pilot study was conducted in Garissa Road primary special unit for learners with intellectual disability which was not included in the actual study. The subjects of the pilot study were the headteacher, 2 SNE teachers, 4 young adults in school, 2 young adult graduates and a local chief adding up to 10 respondents. The responses from the pilot study were analyzed and ambiguity addressed appropriately.

Purpose of the pilot study was to identify weaknesses in the tools and check for clarity of the items for the purpose of improvement and modification of the instruments. In addition, pilot study was done with an aim of availing data that was used in assessing the reliability and validity of the research instruments. More so, during the pilot study, some logistical issues which could have posed challenges during actual data collection were identified and aligned.

### ***3.8.1 Validity***

Validity is the degree to which a test measures what it is supposed to measure and consequently permits appropriate interpretation of scores (Gay, et al., 2009; Orodho, 2005). Content related validity was used as a measure to determine validity in the research tools. Donald (2003) defines content validity as the degree to which the sample of the test represents the content that the test is designed to measure. According to Creswell (2008), content validity is examined by expert judgment therefore questionnaires, interview schedules and observation guides were scrutinized and approved by competent educator in the area of Special Needs Education. The question items should measure what they are supposed to measure. Content related validity was used to evaluate the extent to which the question items were understood by the respondents to enable them give responses to the items concerning school and community preparedness for transition of young adults with intellectual disability for independent living.

### **3.8.2 Reliability**

Reliability is the degree to which the same results would be obtained if the test were administered again. For a test to be reliable, it must first be valid (Orodho, 2005; Creswell, 2008). Test-retest method was used to test the reliability of the instruments in this study. The test was administered and then re-administered after two weeks elapsed. A comparison of the respondents' responses of the tests was made and Spearman Rank Order used to compute the correlation coefficient (r). According to this formula a perfectly reliable test would have a reliability coefficient of 1.00 (Gay et al., 2008). The instruments are expected to have correlation coefficient (r) of about 0.75 or above close to 1.00 for it to be reliable (Orodho, 2008). A correlation coefficient alpha of 0.87 was obtained for headteachers' questionnaire whereas teachers' questionnaire obtained a correlation of 0.72.

$$r = 1 - \frac{6\sum (D)^2}{N(N^2 - 1)}$$

Where:

r = Correlation coefficient

N = Sample,

$\sum$  = Summation of scores,

D = Deviation

### **3.8.3 Credibility and trustworthiness of qualitative data**

Credibility of qualitative data was achieved through member check, probing questions, focus group, field notes, lengthy stay and concurrent data analysis.

### **3.9 Data Collection Procedure**

The questionnaires were delivered to the schools by the researcher, handed over to the respondents and date of collection agreed upon with them. The opinion leaders were interviewed in their offices and others through mobile phone while interviews and target group discussions were held with pupils in the schools visited recording their responses. To trace young adult graduates, the sampled schools/units were visited to consult teachers on details of their former pupils such as home contacts, location, name and year of graduation. The parents/guardians were contacted for consent and direction on the young adults' whereabouts then their homes visited for interview while recording their responses. Observation of the learning and living environment was done during the process and notes made. Research assistants were not involved due to foreseen challenges in communication and fear within learners with ID towards strangers who might not understand their psychology.

### **3.10 Data analysis**

After collecting data the raw data was edited and organized to enable analysis of the quantitative and qualitative data which was done through descriptive statistics. The quantitative data from the questionnaires was analyzed by use of descriptive statistical analysis that involved tabulation and description of data (Orodho, 2005; Kothari, 2004). Descriptive statistics included frequencies which showed the number of teachers that responded to different items and their percentages showing the maximum possible score in form of mean and standard deviation. Statistical Package for Social Sciences (SPSS) computer

program was used to calculate the mean and standard deviation which were relevant so as to get verifiable findings.

The qualitative data from the interviews, focus group discussion and observations were analyzed by use of descriptions and thematic text (Creswell & Plano, 2011). Data was coded with codes that were used to develop themes in the context of the research objectives. The process of coding reduces text data base to descriptions and themes by transforming it into a simplified form that could be understood in relation to research questions (Taylor – Powell Runner, 2003). After identifying themes the data was organized in tables and then enumerated to assist clarify words as ‘many’, ‘some’ or ‘few’ that were used in the report. The number helped to clarify meaning of frequency and to identify patterns and interrelationships across themes. The findings from interviews, focus group discussions and observations were reported in narrative discussions and descriptive illustrations.

Through comparison between the findings and the literature, interpretation was done (Creswell, 2008). The information collected from interviews was used to clarify and complement the quantitative data from responses of questionnaires (Creswell & Plano Clark, 2007; Classen et al., 2007). Descriptive analysis was done on data from observations and interpreted based on research objectives. The information from the quantitative and qualitative data was integrated in the interpretation of the overall results.

Kombo & Tromp (2006) suggest that data analysis is complete only when views and opinions of respondents are incorporated. The results of data analysis were presented in frequency tables and figures.

### **3.11 Logistical and Ethical consideration**

A letter was obtained from Graduate School of Kenyatta University office of the Dean for introduction as a post graduate student to relevant authorities. A research permit was obtained from National Commission for Science, Technology and Innovations (NACOSTI) which was presented to Kiambu and Murang'a County Commissioners and consequently County Directors of Education for their consent and written authorization. Visits were done to special schools and special units handling learners with intellectual disability to establish rapport with headteachers and discuss the relevance of the study. Other considerations were, getting informed consent from teachers before handing questionnaires and from all other respondents - parents/guardians of learners and graduates with ID, the young adults with ID themselves and local leaders before interviewing them. The respondents were informed about the purpose of the study, assured of confidentiality of information collected, respecting their rights to withdraw at any time and treating them with dignity. To achieve this, the respondents' responses and schools were not identified by their real names but assigned secret codes such as Learner 1, learner 2, graduate 1, Chief 1 which guarded their identity.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

This chapter presents data analysis and discussions of the study findings. The main goal of the study was to examine the school and community preparedness for successful transition of young adults with mild and moderate intellectual disability for independent living in selected counties in Kenya. The chapter is organized into six sections. The first section of this chapter contains questionnaire return rate. The second section presents demographic characteristics of the study respondents while the remaining four sections present findings of the study based on the following research objectives:

- i. Examine the transition curriculum offered to learners with intellectual disability in preparation for independent living in Kiambu and Murang'a counties;
- ii. Evaluate the community involvement in the planning of transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties;
- iii. Analyze barriers to successful transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties;
- iv. Establish the levels of independent living among graduates of special schools and special units within the last five years in Kiambu and Murang'a counties.

#### 4.2 Questionnaire Return Rate

To get data for the study, questionnaires were administered to 30 headteachers and 48 teachers from 30 special schools and units. Among them, 26 headteachers and 45 teachers completely filled and returned their questionnaires hence giving a 91.0% return rate. According to Mugenda and Mugenda (2006), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a rate of 70% and over is excellent. In addition, 20 opinion leaders, 120 young adults in school and 60 young adult graduates also took part in the study. This gave a total of 278 study respondents.

#### 4.3 Demographic Characteristics of the Study Respondents

The information captured in this section includes respondents' gender, academic qualifications, area of specialization and work experience. Category of the sampled schools is also captured in this section.

Table 4.1 illustrates category of the sampled schools.

**Table 4.1: Category of the sampled schools with frequency and percent of headteachers and teachers**

School category	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Special school	6	23.1	25	55.6
Special unit	20	76.9	20	44.4
<b>Total</b>	<b>26</b>	<b>100.0</b>	<b>45</b>	<b>100.0</b>

As shown in Table 4.1, out of the 26 school heads who participated in the study, at least three quarters of them were from special units while 6 (23.1%) were from special schools. Among the teachers, over 50.0% of them were from special schools whereas 44.4% of them were from special units.

**Table 4.2: Teachers' Demographic Characteristics**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	26	57.8
Male	19	42.2
<b>Total</b>	<b>45</b>	<b>100.0</b>
<b>Academic Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
P1	17	37.8
Diploma in education	12	26.7
Bachelor in Education	14	31.1
Masters in Education	1	2.2
PhD	1	2.2
<b>Total</b>	<b>45</b>	<b>100.0</b>
<b>Work Experience in school</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	2	4.4
1-3 yrs	6	13.3
4-6 yrs	10	22.2
7-9 yrs	13	28.9
10-12 yrs	5	11.1
Above 12 yrs	9	20.0
<b>Total</b>	<b>45</b>	<b>100.0</b>
<b>Ever attended training</b>	<b>Frequency</b>	<b>Percent</b>
Yes	43	95.6
No	2	4.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

Table 4.2 shows that at least half of the teachers who took part in the study were female and the remaining 42.2% of them were male teachers. This shows that the proportion of female teachers was slightly higher compared to that of male teachers in the sampled special schools/units. In concurrence with the study, Maina (2016), studied challenges facing transition of learners with intellectual disability from special schools to work and established that most of the teachers in the special schools and units were female teachers. Male teachers were very few.

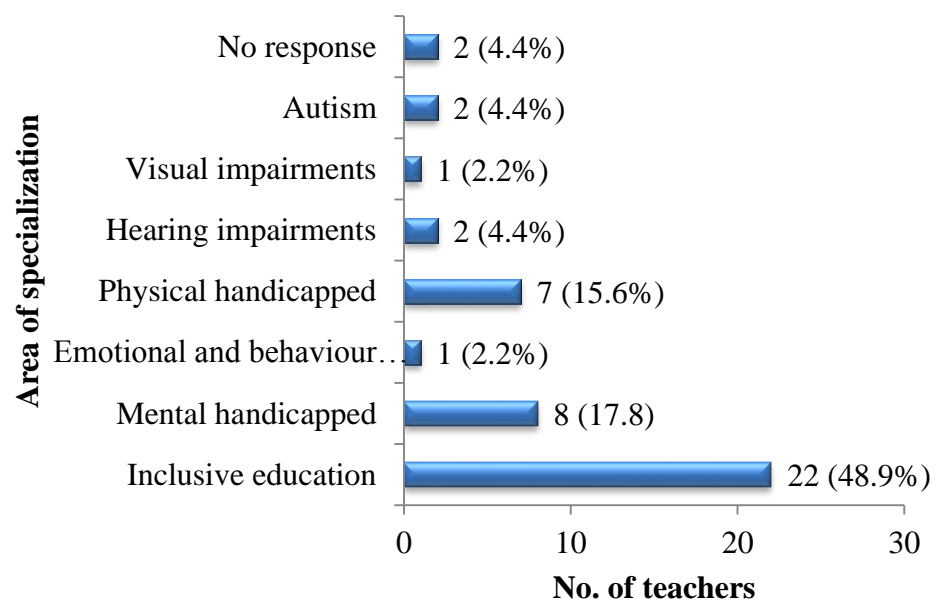
In terms of academic qualifications, 17 (37.8%) teachers had P1 qualifications, 14 (31.1%) had bachelor in education, 12 (26.7%) had diploma in education, 1 (2.2%) had Masters in Education and the remaining 1 (2.2%) had PhD qualifications. This implies that most of the teachers had P1 qualifications. In relation to their working experience, 13 (28.9%) teachers had served for 7-9 years, 10 (22.2%) had served between 4 and 6 years, 9 (20.0%) had served for over 12 years, 5 (11.1%) had served for 10-12 years while 6 (13.3%) had served for 1 to 3 years. This shows that at least 60% of the teachers had served in the current special schools/units for over 4 years. As such, majority of the respondents were expected to have good information about learners with intellectual disability in their current schools.

Concerning male teachers teaching learners with ID in the sampled special schools/units being fewer than female teachers, further probing from teachers showed that male teachers perceived teaching as a female profession and that males disliked dressing, toileting, bathing and feeding learners with ID. Rice & Goessling (2005), found that the percentage of male student who complete an undergraduate degree in the field of special education continues to be much lower than that of female graduates. It was further established that low status, low salaries, the perception of teaching as females' work, potential complain of child abuse and sexual harassment and a lack of male peer group factor into this low percentage.

Rice and Goessling (2005) emphasized the need to train and recruit more male teachers to play as positive role models for all children. Woods (2012), also

recommended that more male teachers are needed not only in special education settings but in all schools.

Regarding training, over 90.0% of the teachers had attended training while 4.4% had not attended training. This shows that majority of the teachers had attended training on special education and hence were expected to be more conversant with the curriculum offered to learners with intellectual disability. According to Orao (2010), teachers experience in teaching learners with intellectual disability would improve performance of learners. However, long teaching duration without refresher training and exposure to the changing trends in education of learners with intellectual disability could result to ineffectiveness in imparting skills. A look at the area of specialization of teachers in Figure 4.1.



**Figure 4.1: Teachers' area of specialization**

Results in Figure 4.1 show that almost fifty percent of the teachers had specialized in inclusive education, 8 (17.8%) had specialized in intellectual disability, 7 (15.6%) had specialized in physical impairment, equal proportions of teachers 2 (4.4%) specialized in hearing impairments, autism and those who did not indicate their areas of specialization. 1 (2.2%) had specialized in visual impairment and another similar proportion specialized in emotional and behaviour disorder. This shows that there were very few teachers who had specialized in the area of intellectual disability in the sampled schools. In line with this finding, Musima (2014), in a study on factors influencing transition rate of learners with intellectual disability from vocational training to employment established that a learner with intellectual disability requires teachers specially trained in the area of intellectual disability to understand the learner's special needs and abilities so as to teach and train them accordingly. A teacher with professional training in Special Needs Education should be able to identify specific curriculum content areas to adapt (Heward, 2003). The study found out that despite majority of the respondents having qualifications in special education in the sampled schools, those with specialized training for handling learners with intellectual disability were very few. Ruteere (2013) confirms that learners with intellectual disability were not taught daily living skills effectively because teachers did not use appropriate teaching methods, strategies, or correct teaching/learning materials, further revealing that majority of the teachers (78.0%) were not trained to teach learners with intellectual

disability. Presented in Table 4.3 are headteachers' demographic characteristics.

**Table 4.3: Headteachers' Demographic Characteristics**

<b>Academic Qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
P1	0	0.0
Diploma in education	5	19.2
Bachelor in Education	13	50.0
Masters in Education	7	26.9
PhD	1	3.8
<b>Total</b>	<b>26</b>	<b>100.0</b>
<b>Experience as a school head</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 3 yrs	4	15.4
3-5 yrs	6	23.1
6-8 yrs	5	19.2
9-12 yrs	9	34.6
14 years and above	2	7.7
<b>Total</b>	<b>26</b>	<b>100.0</b>
<b>Work Experience in current school</b>	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	4	15.4
1-3 yrs	5	19.2
4-6 yrs	6	23.1
7-9 yrs	3	11.5
10-12 yrs	7	26.9
Above 12 yrs	1	3.8
<b>Total</b>	<b>26</b>	<b>100.0</b>
<b>Ever attended training</b>	<b>Frequency</b>	<b>Percent</b>
Yes	11	42.3
No	15	57.7
<b>Total</b>	<b>26</b>	<b>100.0</b>
<b>Area of specialization</b>	<b>Frequency</b>	<b>Percent</b>
Inclusive education	4	15.6
Intellectual disability	6	23.1
Emotional and behaviour disorder	1	3.8
Physical impairment	0	0.0
Hearing impairments	0	0.0
Visual impairments	0	0.0
Autism	0	0.0
No response	15	57.7
<b>Total</b>	<b>26</b>	<b>100.0</b>

Data presented in Table 4.3 shows that out of 26 headteachers who took part in the study, half of them had bachelor in education, slightly above quarter had Masters, 5 (19.2%) had attained diploma in education while the remaining one had attained PhD qualifications. This shows that half of the headteachers had attained Bachelor in Education. In relation to experience as the school head, 9 (34.6%) headteachers had served as the school head for 9-11 years, 6 (23.1%) had served between 3 and 5 years, 4 (15.4%) had served as the for less than 3 years and 2 (7.7%) had served for 14 years and above. This shows that most of the headteachers had served for over 6 years and hence they were expected to have reliable information concerning the state of school and community preparedness to successful transition of young adults with intellectual disability.

The table further showed that 7 (26.9%) of the headteachers had served in the current school for 10-12 years, 6 (23.1%) had served for 4-6 years, 5 (19.2%) had served in the current schools/units for a duration of 1 to 3 years, 3(11.5%) had served between 7 and 9 years whereas 1 (3.8%) had served for over 12 years. In terms of training attendance, 11 (42.3%) of the headteachers had attended training on special education whereas 15 (57.7%) of them had not attended training on special education. This implies that over 50.0% of the headteachers had not attended training on special education. In concurrence with the findings, Mauya (2016), in the study on school based barriers affecting performance of learners with learning disability revealed that majority of the principals had not attended training in special needs.

According to Bartak and Fry (2004), pre-service and in-service courses that address the skills and the attitudes of teachers towards students with disability are deemed insufficient.

However, with regard to the area of specialization, out of the 26 headteachers who took part in the study, over half of the headteachers did not indicate their area of specialization which could mean that they had not done any special needs education. 6 (23.1%) had specialized in intellectual disability. Four (15.6%) had specialized in inclusive education and 1 (3.8%) had specialized in emotional and behaviour disorder. None of the headteachers from the sampled schools had specialized in physical impairment, hearing impairments, visual impairments and autism. Only 6 out of 26 headteachers had specialized in teaching learners with ID, 4 specialized in inclusive education, 1 had specialized in emotional and behavior disorder a total of 11 while 15 of them had no training yet heading those special schools and units of study. Lack of SNE training within headteachers of special schools and units would affect the support offered by the school administration to teachers and learners with special needs particularly those with intellectual disability. This would affect easy understanding of learners with ID in terms of behavior and specific needs of different individuals for provision of relevant resources. Lack of training would be detrimental to supervision of transition curriculum implementation in special schools and units. This affects innovativeness of managers towards ensuring successful transition is achieved for independent living of young adults with ID.

In concurrence with the finding, Takala, Pirttimaa and Tormanen (2009) suggested that schools should have access to teachers trained in SNE when required to provide assessments, develop individualized education plans, and coordinate services to ensure there are higher transition rates.

Table 4.4 depicts the number of teachers in each of the study schools who were handling learners with intellectual disability.

**Table 4.4: Number of teachers handling learners with intellectual disabilities**

<b>No. of teachers</b>	<b>No. of schools</b>	<b>Percent</b>
1 – 3	18	69.2
4 – 6	4	15.4
7 – 9	1	3.9
10 and above	3	11.5
<b>Total</b>	<b>26</b>	<b>100.0</b>

As reflected in Table 4.4, most of the schools (69.2%) had between one and three teachers handling learners with intellectual disability, 4 (15.4%) had 4 to 6 teachers, three schools (11.5%) had ten or more teachers while another one school (3.9%) had seven teachers handling learners with intellectual disability. This shows that most of the sampled schools had few teachers handling learners with intellectual disability. This implies that special education teachers were very few and hence they could not be in a position to give learners individual attention. Effective special educators have high expectations for their students and they expect their pupils to learn and succeed. Effective teachers establish realistic goals, monitor progress carefully and frequently, provide feedback and reward successes while giving individualized instruction to meet the unique needs of each child. Individualized instruction also

enhances active participation in the learning process. Using this teaching technique, teachers are also capable of evaluating students' performance frequently using multiple procedures; assess their understanding of the materials and plan future lessons (Gargiulo, 2012). This is only possible with enough teachers in schools and units for learners with ID.

Table 4.5 explains adequacy of teachers handling learners with intellectual disability as reported by headteachers.

**Table 4.5: Adequacy of teachers handling learners with intellectual disability**

<b>Adequacy of teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Adequate	5	19.2
Not adequate	21	80.8
<b>Total</b>	<b>26</b>	<b>100.0</b>

Table 4.5 shows that most of the schools had inadequate teachers to handle learners with intellectual disability. This clearly implies that in most schools there were inadequate teachers who had specialized in special education. As a consequence, learners with intellectual disability lacked the attention they deserved from the teachers in the learning process. This would undermine achievement of successful transition affecting independent living of young adults with ID. Teachers communicate clearly why a particular skill or concept is important when it is to be used and how it should be applied and relate new learning to previously learned material while ensuring that lessons are well planned and carefully delivered so as to enhance student achievement expecting positive academic outcomes which are the result of instructional

clarity. Effective teachers involve all children and interact frequently with them varying their teaching methodology designed to maintain pupil's attention and elicit correct responses (Gargiulo, 2012). When teachers are too few teaching is ineffective and achievement of expected results is difficult. It can then be noted that schools are not well prepared for successful transition of young adults with ID to the community due to lack of adequate number of trained teachers. Consequently, this results to continued dependence of young adults with ID upon their families and others even after the learning process.

#### **4.4 Transition Curriculum Offered to Learners with Intellectual Disability**

The first objective of the study was to examine the transition curriculum offered to learners with intellectual disability in preparation for independent living in Kiambu and Murang'a counties. To address this objective, headteachers and teachers were asked to indicate their level of agreement and disagreement on various areas that were captured in the curriculum offered to learners with intellectual disability. A five point likert scale was used. The scale ranged from 1- 5 with 1 denoting strongly disagree, 2 representing disagree, 3 undecided, 4 agree and 5 strongly agree. The midpoint of the scale was a score of 3. Therefore, mean scores above 3 denoted that respondents agreed with the statements on the scale while mean scores below 3 denoted that respondents disagreed with the statements on the scale. Table 4.6 illustrates means and standard deviations obtained.

**Table 4.6: Headteachers' responses on curriculum offered to learners with intellectual disability scores showing mean and standard deviation**

Curriculum Offered	SA		A		U		D		SD		Mean	Std. Dev.
	f	%	f	%	F	%	f	%	F	%		
Employ self-care skills for their basic hygiene	22	84.6	4	15.4	0	0.0	0	0.0	0	0.0	4.85	0.368
Communicate their needs	16	61.5	7	26.9	3	11.5	0	0.0	0	0.0	4.50	0.707
Develop social skills	12	46.2	14	53.8	0	0.0	0	0.0	0	0.0	4.46	0.508
Maintain appropriate behavior	12	46.2	12	46.2	2	7.7	0	0.0	0	0.0	4.38	0.637
Be safe e.g. First aid	14	53.8	9	34.6	1	3.8	2	7.7	0	0.0	4.35	0.892
Use money	8	30.8	7	26.9	10	38.5	1	3.8	0	0.0	3.85	0.925
Maintain employment	3	11.5	11	42.3	4	15.4	7	26.9	1	3.8	3.31	1.123
Apply for a job	4	15.4	7	26.9	7	26.9	8	30.8	0	0.0	3.27	1.079

**Key: SA-Strongly Agree, A-Agree, U-Undecided, D- Disagree, SD-Strongly Disagree**

As shown in Table 4.6, the mean score obtained by the headteachers on curriculum offered to learners with intellectual disability ranged from 3.27 to 4.85. The high ranked statements were; learners with ID were taught how to employ self-care skills for their basic hygiene (4.85), they were taught how to communicate their needs (4.50), how to develop social skills (4.46) and maintain appropriate behaviour (4.38). The low ranked statements were; learners with ID were taught how to use money (3.85), maintain employment (3.31), and also to apply for a job (3.27). This implies that majority of headteachers reported that learners with intellectual disability in their

respective schools were taught daily living skills which are very crucial for leading an independent life. Contrary to the findings, Ruteere (2013) study on the effectiveness of teaching methods for daily living skills to learners with intellectual disability in special units established that most of the teachers from the sampled schools were not aware of the Daily Living Skills required by learners with intellectual disability since most of them had not specialized in that area. This was an indication that most of the teachers did not know much of what learners with intellectual disability were supposed to be taught.

Although in the current study the headteachers reported that young adults with ID were taught skills to help them lead independent life, most of the previous studies findings were in disagreement with this. For instance, Makanya (2012) found that there was no functional vocational curriculum that was in operation in a case study of a vocational class in Kiambu County recommending that such a curriculum be implemented through Kenya Institute of Curriculum Development. Survey report of 2007 by Kenya National Audit Literacy revealed that people with special needs were unable to access adult literacy programs and recommended that such programs should target all the illiterate groups including those with ID. This study therefore reveals a lot of uncertainty about whether the skills imparted to young adults with ID in special schools and units prepared them for smooth transition to the community.

Table 4.7 shows teachers' responses on curriculum offered to learners with intellectual disability.

**Table 4.7: Teachers' responses on curriculum offered to learners with intellectual disability scores showing mean and standard deviation**

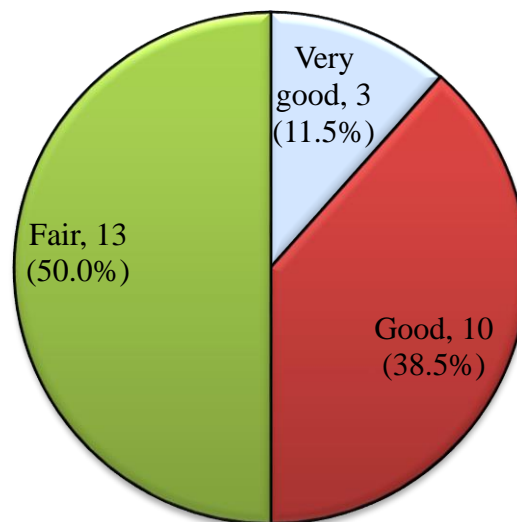
Curriculum Offered	SA		A		U		D		SD		Mean	Std. Dev.
	f	%	f	%	f	%	F	%	F	%		
Employ self-care skills for their basic hygiene	33	73.3	12	26.7	0	0.0	0	0.0	0	0.0	4.73	0.447
Communicate their needs	26	57.8	19	42.2	0	0.0	0	0.0	0	0.0	4.58	0.499
Be safe e.g. First aid	22	48.9	23	51.1	0	0.0	0	0.0	0	0.0	4.49	0.506
Develop social skills	25	55.6	20	44.4	0	0.0	20	44.4	25	55.6	4.31	0.973
Maintain appropriate behavior	25	55.6	20	44.4	0	0.0	20	44.4	25	55.6	4.31	0.973
Use money	7	15.6	34	75.6	1	2.2	3	6.7	0	0.0	4.00	0.674
Maintain employment	8	17.8	20	44.4	7	15.6	5	11.1	5	11.1	3.47	1.236
Apply for a job	7	15.6	10	22.2	9	20.0	14	31.1	5	11.1	3.00	1.279

**Key: SA-Strongly Agree, A-Agree, U-Undecided, D- Disagree, SD-Strongly Disagree**

As shown in Table 4.7, the mean scores obtained by teachers ranged from 3.00 to 4.73. The highest scored statements were; learners with intellectual disability are taught how to; employ self-care skills for their basic hygiene (4.73), communicate their needs (4.58) and how to be safe (4.49).The lowest ranked statements were learners with intellectual disability were taught how to; maintain employment (3.47) and apply for a job (3.00). From the findings presented above, it is clear that majority of the respondents were in agreement with the statements on the scale, meaning learners with ID were taught skills which could help them to lead an independent life after school. However, it emerged that a significant number of teachers were not sure whether learners

with ID were taught how to apply for the job and maintain employment. This study finding concurs with Musima, (2014) whose study established that transition from school to employment for learners with intellectual disability remains a challenge in Kenya. One of main reasons for lack of employment among these learners was that majority of them had not developed adaptive skills necessary for daily living activities (Gathua and Muthee, 2016).

Figure 4.1 illustrates headteachers' ratings on the relevance of the curriculum offered to learners with intellectual disability.



**Figure 4.2: Headteachers' ratings on the relevance of curriculum with frequency and percent**

Figure 4.2 illustrates that half of the headteachers felt that the curriculum offered to learners with intellectual disability was fair, 38.5% of them felt that it was good while 11.5% rated it as very good. This shows that half of the headteachers felt that the curriculum offered to learners with ID was not so good meaning there was a need for more curriculum review. Results of this analysis agree with Murungi (2018) whose study established that there was no

consistence on the use of the curriculum offered to learners with intellectual disability. Majority of the teachers cited that they had used the curriculum for about two years showing it may have been too short the period to show its impact.

Table 4.8 shows teachers ratings of the relevance of curriculum with frequency and percent.

**Table 4.8: Teachers’ ratings on the relevance of curriculum with frequency and percent**

<b>Relevance of curriculum</b>	<b>Frequency</b>	<b>Percent</b>
Very good	2	4.4
Good	19	42.2
Fair	24	53.3
<b>Total</b>	<b>45</b>	<b>100.0</b>

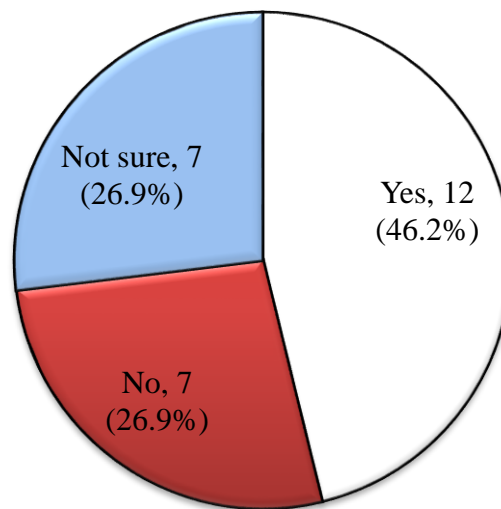
As reflected in Table 4.8, at least half of the teachers were of the view that curriculum was fair, 42.2% felt that it was good and 4.4% felt that it was very good. This implies that although a significant number of the teachers who participated in the study felt that the curriculum offered to learners with ID was good, slightly above half said it was fair. This may suggest need to review curriculum for learners with ID.

Through interviews with the opinion leaders, all the participants felt that the curriculum offered to learners with intellectual disability had an impact in their lives. As noted by one of the interviewee:-

*“Learners with intellectual disability are now aware of their state and they have learnt self-help skills like maintaining hygiene in their body (Chief A).”*

Further analysis was done with an aim of finding out from the headteachers whether the curriculum offered assisted learners to lead an independent life.

Presented in Figure 4.3 are the results of the analysis.



**Figure 4.3: Headteachers’ response on relevance of curriculum offered to learners with intellectual disability**

Out of the 26 headteachers who participated in the study, 12 (46.2%) felt the curriculum was relevant as it enabled learners with intellectual disability to lead an independent life, 7 (26.9%) were of the view that it did not assist learners to lead an independent life whereas the remaining 7 (26.9%) were not sure. This shows that although a significant number of the headteachers felt that the curriculum was relevant to learners with intellectual disability, there was a large number of them who felt that it was not relevant while others were

not sure. This clearly indicates that there was need for an improvement in the curriculum offered to learners with intellectual disability in special schools/units. In line with the findings, Mauya (2016) established that majority of the teachers indicated that the curriculum was not appropriate for learners with intellectual disability.

A further analysis was conducted with an aim of establishing the effectiveness of various factors influencing curriculum offered to learners with intellectual disability. A four point Likert scale was used. The scale ranged from 1 to 4 with 1 denoting very ineffective, 2 ineffective, 3 effective and 4 very effective. The midpoint of the scale was a score of 2.5. Therefore, scores above 2.5 denoted that majority of the respondents rated aspects on the scale as effective while scores below 2.5 signified that respondents rated aspects on the scale as ineffective. Presented in Table 4.9 are the means and the standard deviations obtained.

**Table 4.9: Teachers' response on factors influencing curriculum offered to learners with intellectual disability with mean scores and standard deviation**

Factors	VE		E		IE		VI		Mean	Std. Dev.
	F	%	f	%	f	%	f	%		
Teacher retention in school	19	42.2	0	0.0	24	53.3	2	4.4	3.33	.707
Provision of adequate teaching and learning materials e.g. Stationery, textbooks, Charts, aides	7	15.6	31	68.9	7	15.6	0	0.0	3.00	.564
Availability of SNE teachers	19	42.2	9	20.0	15	33.3	2	4.4	3.00	.977
Classifying pupils according to ability and placement in various class levels	8	17.9	27	60.0	10	22.2	0	0.0	2.96	.638
Retention of pupils in the school/unit	9	20.0	25	55.6	11	24.4	0	0.0	2.96	.673
Teacher support by school administration	9	20.0	25	55.6	9	20.0	2	4.4	2.91	.763
Provision of adequate specialized equipment and furniture	4	8.9	22	48.9	17	37.8	2	4.4	2.62	.716
Infrastructure e.g. classes, dormitory, toilets	0	0.0	29	64.4	14	31.1	2	4.4	2.60	.580
Availability of special curriculum	11	24.4	11	24.4	16	35.6	7	15.6	2.58	1.033
Preparation leading to independent living and participation in the community	2	4.4	23	51.1	14	31.1	6	13.3	2.47	.786
Availability of vocational training	0	0.0	29	64.4	6	13.3	10	22.2	2.42	.839
Transition from one class to the next and to employment	0	0.0	8	17.8	25	55.6	12	26.7	1.91	.668
Pupil exit procedure	0	0.0	9	20.0	20	44.4	16	35.6	1.84	.737

**Key: VE-Very Effective, E-Effective, IE- Ineffective, VI-Very Ineffective**

As shown in Table 4.9, the mean scores obtained by the teachers on the scale measuring the effectiveness of various factors influencing the curriculum offered to learners with intellectual disability ranged from 1.84 to 3.33 with a standard deviation of 0.737 and 0.707 respectively. The highest ranked factors

were; teacher retention in school (3.33), provision of adequate teaching and learning materials (3.00) and availability of SNE teachers (3.00). In addition to this, most of the teachers were of the view that pupils' retention (2.96) and pupils' classification and placement according to their ability (2.96) and teachers support by administration (2.91) were effective factors in the curriculum implementation of learners with intellectual disability. On the other hand, the lowest ranked statements were; provision of adequate specialized equipment and furniture (2.62), infrastructure e.g. classes, dormitory, toilets (2.60), availability of special curriculum (2.58), preparation leading to independent living and community participation (2.47) and availability of vocational training (2.42). Other factors which were lowly ranked by the study respondents included; pupil exit procedure (1.84) and transition from form one class to the next and to employment (1.91).

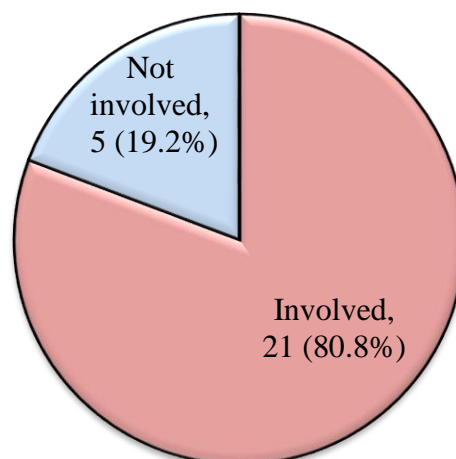
From the study findings, it emerged that majority of the teachers felt that teacher retention, provision of teaching/learning materials, availability of the teachers in special schools/units, classification of pupils according to ability and teachers support by the administration were very important in curriculum implementation for learners with intellectual disability. In line with the findings, Maina (2016) established that teaching/learning resources, trained teachers in ID and an inter-disciplinary transition teams in the schools were very important factors during curriculum implementation. However, all these factors were not met in the sampled special schools and hence hindering proper

curriculum implementation in the schools which aimed at preparing learners for living an independent life after school.

The findings presented above further concurred with a report released by UNESCO in year 2009 which revealed that learners with learning disability are at increased risk of exclusion when curricula and teaching methods are rigid and there is a lack of appropriate teaching materials – for example, where information is not delivered in the most appropriate mode and teaching materials are not available in alternative formats (UNESCO, 2009).

#### **4.5 Community Involvement in the Planning of Transition of Young Adults with Intellectual Disability for Independent Living**

The second objective of the study was to evaluate the community involvement in the planning of transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties. To meet this objective, the researcher first sought to find out from the headteachers whether community members were involved in any way in the education of learners with intellectual disability and the results of this analysis are presented in Figure 4.4.



**Figure 4.4: Headteachers' response on community involvement in transition of young adults with ID**

Figure 4.4 illustrates that majority of the headteachers (80.8%) reported that they were involving the community members in the education of learners with ID while 5 (19.2%) indicated that they were not involving community members in their schools. This shows that in most of the schools, community members were involved in learners' education. This finding agrees with Leonard, et al. (2016) who established that majority of the parents had been involved in decision making and transition planning for young adults with intellectual disability.

To find out the level of community involvement in learning, training and employment of young adults, the headteachers were provided with seven statements on a 4-point Likert scale. The scale ranged from 1 to 4 with 1 denoting not involved at all, 2 representing lowly involved, 3 moderately involved and 4 highly involved. The mid-point of the scale was a score of 2.5. Therefore, scores above 2.5 denoted that community members were involved to some extent in the learning, training and employment of young adults while mean scores below 2.5 signified that community members were rarely or not at all involved.

Table 4.10 illustrates the headteachers' response on extent to which community members were involved in the learning, training and employment of young adults with intellectual disabilities.

**Table 4.10: Headteachers' response on community involvement in learning, training and employment of young adults**

Statement	NI		LI		MI		HI		Mean	Std. Dev.
	F	%	f	%	f	%	f	%		
Participation in school/unit management	5	19.2	4	15.4	9	34.6	8	30.8	2.77	1.107
Provision of teaching and learning materials to special schools/units	7	26.9	5	19.2	12	46.2	2	7.7	2.35	0.977
Assisting in building projects of the special units	6	23.1	8	30.8	10	38.5	2	7.7	2.31	0.928
Attending education days	9	34.6	5	19.2	7	26.9	5	19.2	2.31	1.158
Offering job opportunities to learners who graduate from special schools/units	7	26.9	12	46.2	7	26.9	0	0.0	2.00	0.748
Volunteering in vocational training of learners	10	38.5	12	46.2	4	15.4	0	0.0	1.77	0.710
Participating in fund raising ceremonies in special units	14	53.8	8	30.8	4	15.4	0	0.0	1.62	0.752

**Key: NI- Not Involved, LI- Lowly Involved, MI-Moderately Involved, HI-Highly Involved**

The mean scores obtained by the headteachers on aspects of measuring community involvement in the learning, training and employment of young adults ranged from 1.62 to 2.77 with a standard deviation of 0.752 and 1.107 respectively. The highest scored statement was participation in school management (2.77) followed by provision of teaching and learning materials to special schools/units (2.35), assisting in building projects (2.31) and then attending education days (2.31). This shows that most of the headteachers indicated that community members were highly or moderately involved in school management, provision of teaching and learning resources assisting in building projects and attending education days. However, results in the table

further shows that the lowly ranked statements were offering job opportunities to learners who graduate from special schools/ units (2.00), volunteering in vocational training (1.77) and participating in fundraising ceremonies (1.62). More than half of headteachers indicate low participation of the community members. These findings were in line with the study by Verdonshot, de Witte, Reichrath, Buntinx and Curfs, (2009) which established that majority of the people with ID are three to four times less employed than non-disabled peers; they are less likely to be employed competitively and are more likely to work in sheltered workshops or in segregated settings than those with other disabilities. People with ID are less likely to be involved in community groups, and leisure activities are mostly solitary and passive in nature. Table 4.11 depicts teachers' responses on community involvement in learning, training and employment of young adults.

**Table 4.11: Teachers’ response on community involvement in learning, training and employment of young adults with scores showing mean and standard deviation**

Statement	NI		LI		MI		HI		Mean	Std. Dev.
	f	%	f	%	f	%	f	%		
Provision of teaching and learning materials to special schools/units	8	17.8	13	28.9	16	35.6	8	17.8	2.53	0.991
Participation in school/unit management	6	13.3	19	42.2	16	35.6	4	8.9	2.40	0.837
Assisting in building projects of the special units	15	33.3	10	22.2	16	35.6	4	8.9	2.20	1.014
Offering job opportunities to learners who graduate from special schools/units	8	17.8	25	55.6	12	26.7	0	0.0	2.09	0.668
Attending education days	10	22.2	22	48.9	13	28.9	0	0.0	2.07	0.720
Volunteering in vocational training of learners	23	51.1	9	20.0	11	24.4	2	4.4	1.82	0.960
Participating in fund raising ceremonies in special units	23	51.1	10	22.2	9	20.0	3	6.7	1.82	0.984

As presented in Table 4.11, teachers obtained mean scores ranging from 1.82 to 2.53 with standard deviations of 0.984 and 0.991 respectively. The highest ranked statements by the teachers were; provision of teaching and learning materials to special schools/units (2.53); participation in school/unit management (2.40) and assisting in building projects of the special units (2.20). The lowest ranked statements were; offering job opportunities to learners (2.09), attending education days (2.07), volunteering in vocational training of learners (1.82) and participating in fund raising ceremonies (1.82).

From the study findings, it is clear that in most of the statements, both teachers and headteachers obtained a mean score of below 2.5 meaning that majority of them felt that community members were lowly involved or not involved at all in learning, training and employment of young adults. The study found out that community members were rarely involved in fund raising ceremonies in special units, volunteering in vocational training of learners, attending education days, assisting in building projects and offering job opportunities to learners who graduate from special schools.

Table 4.12 illustrates headteachers overall ratings of community involvement in learning, training and employment of young adults.

**Table 4.12: Headteachers’ response on rate of community involvement in learning, training and employment of young adults with frequency and percent**

<b>Community involvement</b>	<b>Frequency</b>	<b>Percent</b>
Lowly involved	12	46.2
Moderately involved	9	34.6
Highly involved	5	19.2
<b>Total</b>	<b>26</b>	<b>100.0</b>

As shown in Table 4.12, 12 (46.2%) of the headteachers reported that community members were lowly involved in learning, training and employment, 9(34.6%) were moderately involved and 5 (19.2%) were highly involved. This shows that although over 50.0% of the headteachers reported that community members were involved in learning, training and employment, a significant number (46.2%) of them felt that community members were not

involved in the three mentioned areas. In concurrence with the findings, Newman, Wagner, Knokey, Marder, Nagle, Shaver and Schwarting (2011) established that there was a significant difference in terms of community engagement, financial stability, independent living, employment and post-secondary enrollment between learners with intellectual disability and their peers with high-incidence disabilities such as emotional disturbance, learning disability, speech and language and other health impairment. The study found out that young adults with ID were less likely to be involved in community activities and they secured fewer opportunities in terms of employment and vocational training as compared to their peers with other disabilities. As a consequence, this contributed to lack of stability in terms of finances among the young adults with ID and their failure in leading an independent life.

However, the above finding disagrees with the system theory by Tavistock (1960s) which guided the study. The theory emphasis on interaction between school and community for effective process that influences the value of the product which is the learner. Learners with intellectual disability are taken to school by their parents as inputs, go through education process and then expected to change due to teaching and learning experiences. After completion of school, learners with ID are released back to the community as output empowered with skilled manpower to join in nation building and enjoy gainful living.

Table 4.13 shows teachers' ratings on community involvement in learning, training and employment.

**Table 4.13: Teachers’ response on rate of community involvement in learning, training and employment of young adults with frequency and percent**

<b>Community involvement</b>	<b>Frequency</b>	<b>Percent</b>
Lowly involved	25	55.6
Moderately involved	18	40.0
Highly involved	2	4.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

As depicted in Table 4.13, over 50.0% of the teachers felt that community members were lowly involved in learning, training and employment of young adults, 18 (40.0%) of the teachers indicated that they were moderately involved whereas 2 (4.4%) of the teachers said that they were highly involved. This shows that community members were lowly involved in learning, training and employment of young adults.

To verify these findings, most of the local leaders reported that parents and relatives were mostly involved in learning, training and employment of young adults with intellectual disability as compared to other community members.

One of the interviewee noted that:-

*“Parents and relatives are the ones who take learners with intellectual disability to school; community members rarely support children with disability (Chief B).”*

In line with the findings, Gargiulo (2009) in the study on special education in the contemporary society established that the family members are the only ones who provide support to their children with special needs from birth to adult

life. As such they are the ones who know well the best services their children require to make it in the transition from school to adult life.

To verify the above findings, the researcher sought to find out through an interview, whether community members were involving graduates with intellectual disability in any community activity. In response to this, majority of the young adult graduates said that they were not involved at all whereas few of them said that they were given jobs like fetching water cultivating in people's farms with exchange of food or some few coins. As quoted from one of the graduates:-

*“Mimi nachoteanga watumaji, ananilipa 5 bob. Yule mzee wapale wananipea chakula na chai (Graduate 1)”.*

*I fetch water for people for 5 shillings. The other man gives me food and tea in exchange of work done (Graduate 1).*

The above finding agrees with Townsley (2004) who found out that young adults with intellectual disability were less likely to secure employment and for those who get job opportunities, majority of them were less likely to gain paid employment

Another graduate said:-

*“Nafanyanga kazi ya kulima ninalipwa mia mbili (Graduate 2)”.*

*I do farm work and I'm paid 200 shillings (Graduate 2).*

The researcher further noted that some graduates were involved with the family members in various activities. For instance, one of the young adult graduates said that:-

*“Nauzanga makaa na mum (Graduate 3).”*

*I sell charcoal with my mother (Graduate 3).*

From the above findings, it is clear that young graduates with intellectual disability can lead an independent life, if the community members and family members are willing to support them and offer them job opportunities. According to Hall (2017), individuals with intellectual disabilities have a desire to be more involved in community activities; however, they experience barriers that limit their inclusion. As such, community involvement of young adults with intellectual disability varies depending on the opportunities and supports available to them. Their inclusion in the community may be enhanced by additional transportation options, continuing education in vocational and social skills, personalized guidance from group members and environments that are welcoming to people with disabilities.

The finding were confirmed by Maina (2016) who found that transition is not given much attention hence over age learners in special schools and units recommendation being government and community to support transition of individuals with intellectual disability.

Mbae (2015), found that negative attitude among the school community was one of the major factors influencing teaching and learning of learners with ID.

Transition planning is a shared responsibility of education and other school personnel, adult service providers from the community, family members and the student. Armstrong et al. (2003) acknowledge this social and community domain as one that does not receive enough attention. Interagency partnerships among school psychologists, special educators, families and community agencies are essential to create robust transition plans that successfully address long-term outcomes such as integrated employment, independent living, and post-secondary enrolment (Antosh et al., 2013; Talapatra, Miller, & Schumacher-Martinez, 2018). The school must enrich the community and the community must support the school by taking itself to the community, regard it as a laboratory, discover its resources, understand its culture, appreciate its problems and also suggest solutions for them. The teacher of children with intellectual disability needs to be an active member of the community to connect learners, parents and community at large while making influence upon acceptance of children with ID as members of the community (Meese, 2001).

#### **4.6 Barriers to Successful Transition of Young Adults with Intellectual Disability**

The third objective of the study was to analyze barriers to successful transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties. To address this objective, the researcher first sought to establish whether learners with intellectual disability face barriers while leading an independent life. Table 4.14 shows results of this analysis.

**Table 4.14: Headteachers' responses on whether learners with ID face barriers**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	26	100.0
No	0	0.0
<b>Total</b>	<b>26</b>	<b>100.0</b>

Results presented in Table 4.14 shows that all the 26 (100) headteachers agreed that all the learners with intellectual disability face barriers while leading an independent life. Presented in Table 4.15 are teachers' responses.

**Table 4.15: Teachers' responses on whether learners with ID face challenges**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	45	100.0
No	0	0.0
<b>Total</b>	<b>45</b>	<b>100.0</b>

Table 4.15 shows that all the teachers (100.0%) agreed that learners with ID face barriers while leading an independent life. This finding concurred with the result by Reed, Strouse, Jenkins, Price, Henley and Hirst (2014) who found out that those individuals with disabilities and senior citizens face varying barriers while leading an independent life. Table 4.16 demonstrates various factors which were considered as barriers to independent living of learners with intellectual disability.

**Table 4.16: Headteachers’ response on some factors as barriers to independent living of learners with intellectual disability showing frequency and percent**

Some Factors as Barriers	Yes		No	
	F	%	F	%
Dual diagnosis (intellectual disorder)	22	84.6	4	15.4
Medical condition	22	84.6	4	15.4
Assistance of household skills e.g. cooking	15	57.7	11	42.3
Assistance of taking medications independently	23	88.5	3	11.5
Assistance of daily living skills e.g. Bathing, Dressing	14	53.8	12	46.2
Personal safety e.g. Intruders	19	73.1	7	26.9
Running or wandering from home	17	65.4	9	34.6
Loneliness	14	53.8	12	46.2
Mobility difficulties	18	69.2	8	30.8

As shown in Table 4.16, majority of the headteachers felt that assistance of taking medications independently (88.5%), dual diagnosis (84.6%), medical condition (84.6%), personal safety (73.1%), mobility difficulties (69.2%) and running or wandering from home (65.4%) were the major barriers to independent living of learners with intellectual disability. Other factors that were mentioned by at least 50.0% of the respondents were assistance of household skills, daily living skills and loneliness. This clearly indicates that learners with ID were facing barriers while leading an independent life. In concurrence with the findings, previous researchers showed that individuals with intellectual disabilities face barriers while engaging in personal care activities, household activities, community activities and also employment related barriers (Dusseljee, Rijken, Cardol, Curfs & Groenewegen, 2011; RamdossLang, Fragale, Britt, O'Reilly, Sigafos & Lancioni, 2012; Smith, Shepley, Alexander & Ayres, 2015). As a consequence these individuals relied on the support they received from their family members and others taking care

of them (Vilaseca, Gracia, Beltran, Dalmau, Alomar, Adam-Alcocer and Simo-Pinatella, 2017). Additionally, Solish, Perry and Minnes (2010) in their study on participation of children with and without disabilities in social, recreational and leisure activities established that adolescents and young adults with disabilities have fewer friends and lower participation rates in social and recreational activities, perhaps resulting in greater loneliness. Table 4.17 shows teachers responses on barriers to independent living of learners with intellectual disability.

**Table 4.17: Teachers’ response on some factors as barriers to independent living of learners with intellectual disability showing frequency and percent**

Some Factors as Barriers	Yes		No	
	F	%	F	%
Dual diagnosis (intellectual disorder)	45	100.0	0	0.0
Assistance of taking medications independently	42	93.3	3	6.7
Medical condition	41	91.1	4	8.9
Running or wandering from home	39	86.7	6	13.3
Loneliness	36	80.0	9	20.0
Personal safety e.g. Intruders	34	75.6	11	24.4
Mobility difficulties	31	68.9	14	31.1
Assistance of household skills e.g. cooking	30	66.7	15	33.3
Assistance of daily living skills e.g. Bathing, Dressing	30	66.7	15	33.3

Table 4.17 shows that majority of the teachers reported that the major factors which were considered as barriers to independent living of adult learners with intellectual disability included; dual diagnosis 45 (100.0%), assistance of

taking medication independently 42 (93.3%), medical condition 41 (91.1%), running or wandering from home 39 (86.7%), loneliness 36 (80.0%), personal safety 34 (75.6%) and mobility difficulties 31 (68.9%). Other barriers that were mentioned by teachers included; lack of finances, traditional myths, lack of adequate support from the parents. This implies that there were so many barriers hindering learners with intellectual disability to graduate from special schools/units in order to start leading an independent life. In collaboration with these findings, opinion leaders who participated in interviews reported that one of the major barriers to learners with intellectual disability was lack of freedom to choose where to stay or whom to stay with. Other barriers mentioned were some parents are over-protective towards these learners; learners with ID lack the opportunity to proceed with education and also they are rarely given chance to work in firms or getting involved in community activities.

Results in the Tables 4.16 and 4.17 revealed that duo diagnosis is a barrier to successful transition of young adults with ID as suggested by all teachers and most of the headteachers. Duo diagnosis is the coexistence of the symptoms of both intellectual disability and mental health disorders as in mood, anxiety, psychotic, personality and adjustment (The NADD, 2019). Many of the individuals with intellectual disability have multiple problems which may lead to wrong placement of individuals with ID consequently negatively influencing their learning and interaction with family, peers, teachers, and community at large. With appropriate placement, learners with ID can learn successfully and become resourceful.

Results in the table further showed that medical condition and assistance of taking medication are other barriers to transition for independent living of young adults with intellectual disability that were rated very high by teachers and headteachers. Individuals with ID are more likely to have coexistent medical conditions than individuals' without ID. There is an increased likelihood that individuals will have received a diagnosis of chronic illness such as epilepsy or mental health diagnoses previous studies suggesting that 4 out of 10 young people with intellectual disabilities experience mental health problems during their adolescence (Meese, 2001; Vedi & Bernhard, 2012). Other barriers that were highly rated in the study include running/wondering from home, loneliness, personal safety and intruders attacks, and mobility difficulties. In line with the findings, Reed, *et al.* (2014) in their research on barriers to independent living for individuals with disabilities established that the most common three barriers for individuals with disabilities center on safety and skill deficits which included personal safety, household skills, and medication assistance. On the other hand, the top barriers identified and rated as most important center on issues affecting independent living are memory loss/disorientation, wandering, and medication assistance, hygiene, using minor first aid, and upholding financial responsibilities.

However, their situation should not hinder them from leading a happy independent life and enjoy their rights as members of their communities.

Through focus group discussions, the researcher noted that most of the young adults with intellectual disability said that they lacked support from their

parents, society and government, stigmatized in their families and also not offered job opportunities within the society. Another barrier raised by majority of the young adults with ID was lack of money. As quoted from young adults with intellectual disability:-

*“Due to lack of money, I cannot manage to start my own business in order to lead an independent life. In addition, there are no jobs and community members, NGO’s and churches are not willing to support us (Learner 1)”.*

*Another learner said that:-*

*“Pesa ya vitu yakushona. Mwema alinunuliwa na mama ya Uhuru machine yakuchomelea. Selikali itoe kiwanja yetu tutengeneze vitu tuuze tupate pesa. Pesa tukipata kwa customer, tutanunua simiti tutengeneze ventilation tuuze tupatepesa (Learner 2)”.*

*Lack of money to buy materials for weaving is a big barrier. Mwema received a donation of a welding machine from President Uhuru’s mother. The government should spare a piece of land for us (young adults with intellectual disability) in which we can start workshops to make ventilations to sell and make money. When we get money from customers we will replace cement to sustain our business of making ventilations which we will sell to get money for our pay (Learner 2).*

*Another learner with ID added that:-*

*“Dad na mum wanaenda church. Wananiacha nyumba huko. Nataka kuenda huko nione watoto. Nicheze huko watu wengi. Wananiangalia. Huko wanaondoka (Learner 3)”*.

*My parents go to church and leave me in the house. I want to go to church to play with children and get to see many people. People stare at me and move away (Learner 3).*

Additionally, further investigation was carried out with the young adults who had already graduated from the special schools and units. One of the specific goals of the researcher carrying out an interview with the graduates was to find out whether these learners face barriers while leading an independent life after school. The following were some of the responses the researcher gathered.

As quoted from one of the graduates.

*“Nilimaliza shule mimi. Sijui miaka yangu. Nyanya mzee sana na mama alikufa. Nataka kupata bibi. Wasichana wanataka pesa. Sina pesa. Nafanya kazi ya kutega fuko ninapewa 50 bob. Nalala kwa room moja. Nataka watoto wangu (Graduate 4)”*.

*I finished school but I do not know my age. My grandmother is very old and mother passed on sometimes back. I would like to marry but I have no money to seduce girls to love me. My job is to trap moles and get 50 shillings per one. I sleep in a single room and desire to have children of my own (Graduate 4).*

*Another graduate said that:-*

*“Mimi najua kutengeneza necklace, bag ya beads iko na flag. Sina pesa ya kununua vitu ya kutengeneza (Graduate 5).”*

*I know how to make necklaces and bags with colors of the flag using beads. I have no money to buy materials to sustain my work (Graduate 5).*

Another graduate lamented that:-

*“Natengenezanga necklace na bags. Nazunguka huko hawanunui sana, sasa nakosa pesa yangu (Graduate 6)”.*

*I make ornaments and bags, go round selling them but they do not buy in plenty so I do not get adequate income (Graduate 6).*

The above presented findings were confirmed by Nyaga (2015) whose study on the determinants of access and education achievement of learners with ID in Embu special school discovered that the major barriers for learners with intellectual disability to lead an independent life were inadequacy of financial support, poor levels of community and parental awareness of the importance of SNE, limited job vacancies and stigmatization.

#### **4.7 Levels of Independent Living Among Graduates**

The fourth objective of the study was to establish the levels of independent living among graduates of special schools and special units within the last five years in Kiambu and Murang’a counties. To achieve this goal, the researcher first asked the headteachers and teachers whether they made any follow up of the young adults with intellectual disability who graduates from their special schools/units. Table 4.18 illustrates results obtained from headteachers.

**Table 4.18: Headteachers’ response on follow-up of the special school/unit graduates with frequency and percent**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	20	76.9
No	6	23.1
<b>Total</b>	<b>26</b>	<b>100.0</b>

Data presented in Table 4.18 depicts that at least three quarters of the headteachers (76.9%) made follow up of young adults with intellectual disability after graduating from special schools with only 23.1% of them indicating that they did not make any follow up. This finding concurs with Baer, Daviso, Flexer, Queen and Meindl (2011) who found out that most of the teachers were making follow-up of young adults with ID one year after high school completion. This study further established that participation in inclusive education among students with ID during high school almost doubled the chances of engaging in post-secondary education. Table 4.19 depicts teachers’ response on follow-up of the special school/unit graduates.

**Table 4.19: Teachers’ response on follow-up of the special school/unit graduates with frequency and percent**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	34	75.6
No	11	24.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

Table 4.19 shows that 34 (75.6%) teachers made follow up of young adults with intellectual disability after graduating from special schools while 11

(24.4%) of them cited that they did not make any follow up. The findings presented in Tables 4.18 and 4.19 show that a significant proportion of the headteachers and teachers were making follow up of the learners after graduating from their special schools/units. This was prove that both headteachers and teachers were in a position to tell what their former pupils were doing after graduating from school.

Further analysis was done with an aim of establishing whether graduates engaged in any activity after school to earn a living and lead an independent life. The results of this analysis are presented in Table 4.20.

**Table 4.20: Headteachers’ response on whether young adult graduates engage in any activity after school with frequency and percent**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	11	42.3
No	15	57.7
<b>Total</b>	<b>26</b>	<b>100.0</b>

Results presented in Table 4.20 show that 15 (57.7%) of the headteachers indicated that graduates were not engaging in any activity to earn a living after school to support independent living while 11 (42.3%) of them said that they were engaging in various activities after school. This is a clear indication that young adults were not fully prepared for transition and hence most of them were not engaging in any income earning activities after school. These findings concurred with Meadows, Alcorn, Beamish, Davies, Elias, Grimbeek and Punch (2006) whose research on the identification of where students with

disability transit to after graduating from schools, found out that this cohort (individuals with intellectual disability) is underrepresented in employment and vocational education training. In yet another study, Parmenter (2011) found that post-school employment opportunities for youth with disabilities such as intellectual disability are much lower as compared to the job opportunities for peers without disability. Table 4.21 demonstrates teachers' response on whether young adults engaged in any activity after school with frequency and percent.

**Table 4.21: Teachers' response on whether young adult graduates engage in any activity after school with frequency and percent**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	13	28.9
No	32	71.1
<b>Total</b>	<b>45</b>	<b>100.0</b>

Results presented in Table 4.21 show that majority of the teachers 32 (71.1%) reported that graduates were not engaging in any activity after school to earn a living and lead an independent life while 13 (28.9) said young adults engaged in such activities. This indicated that most of the young adults with intellectual disability were not engaging in any activities after school.

Among the few who were engaging in activities after school, most of the activities they were doing included; beadwork and weaving, hairdressing, scooping sand, casual workers in people's farms, rabbit keeping, employed at school as cleaners, assisting their parents, carpentry, casual work, dressmaking

and security work (guarding gates mostly in their former schools). This concurred with Gargiulo (2012) study which found out that many individuals with intellectual disability either are under employed or remain unemployed. More so, previous studies by Grigal, Hart and Migliore (2011); Lipscomb et al., (2017) discovered that comparing learners with intellectual disability and their peers with learning disabilities, communication disorders, and emotional disorders, as well as their peers without disabilities, individuals with ID are less likely to participate in post school activities such as education, employment, and independent living. This is because learners with ID are less likely to have employment experiences than young adults with other health impairments (Lipscomb et al., 2017). The study findings demonstrated that most of the headteachers and teachers accepted that graduates of their schools did not engage in profitable activities/employment that would facilitate smooth transition to the community in support to independent living. The study suggests urgent intervention be done to improve the situation if education process and life has to be meaningful to all humanity in the society. Table 4.22 illustrates areas where young adults go after graduating from special schools/units.

**Table 4.22: Headteachers' response on where young adults go after graduating from special schools/units**

Where young adults go	Yes		No	
	F	%	F	%
Vocational training	7	26.9	19	73.1
Home	7	26.9	19	73.1
Secondary school	4	15.4	22	84.6
To look for job	3	11.5	23	88.5
Polytechnic	2	7.7	24	92.3
Self-employment	2	7.7	24	92.3
Cleaning and security work	1	3.8	25	96.2
I don't know	2	7.7	24	92.3

As shown in Table 4.22, two similar proportions 7 (26.9%) of the headteachers reported that young adults joined vocational training after graduating from schools while others went back home. Findings in the table further showed that 4 (15.4%) of the headteachers cited that young adult graduates joined secondary school, 3 (11.5%) indicated that they went to search for jobs whereas 2 (7.7%) said that they joined polytechnic. This implies that although most of the young adults joined vocational training after graduating from special schools/units, there was still a notable number (26.9%) of learners who went back home after graduating meaning they were not fully prepared for transition from school to work environment. This finding is supported by Murungi (2019), whose study established that learners with intellectual disability were not adequately prepared for the world of work after their education citing major factors which hindered proper preparation for ID learners' transition as lack of interdisciplinary transition teams in the schools and lack of adequate teaching and learning resources aimed at preparing and supporting learners with intellectual disability for life after school. Presented in Table 4.23 are teachers' responses.

**Table 4.23: Teachers' response on where young adults go after graduating from special schools/units**

Where young adults go	Yes		No	
	F	%	F	%
Home	22	48.9	23	51.1
Vocational training	21	46.7	24	53.3
Polytechnic	16	35.6	29	64.4
To look for job	10	22.2	35	77.8
Self-employment	6	13.3	39	86.7
Secondary school	0	0.0	45	100.0
Cleaning and security work	0	0.0	45	100.0
I don't know	7	15.6	38	84.4

Table 4.23 shows that 22 (48.9%) of the teachers said that young adults went back home after graduating from special schools/units, 21 (46.7%) said that they joined vocational training, 16 (35.6%) joined polytechnic while 10 (22.2%) reported that they started searching for job after graduating from school. 5 (15.6) reported that they did not know where their learners went after school, 6 (13.3) saying they were self-employed while none of the teachers reported of any young adult joining secondary or doing cleaning and security work. Both headteachers and teachers findings showed that most of the learners with intellectual disability went back home having some others joining vocational training after graduating from special schools/units. The proportion of the young adults who were on employment/ self-employment was very small. This could be probably as a result of lack of job opportunities, funds, lack of skills among the young adults or community unwillingness to offer jobs to learners with ID.

Gargiulo (2012) confirms that the graduates of special education programs do not yet participate fully in the economic and social mainstream of their communities and that today many such individuals are either underemployed or remain unemployed. In line with the results, a study by Makanya (2012), discovered that only few young adults had jobs in their former school while the rest of the trainees just left for their homes. Musima (2014), found that employers were less willing to offer employment opportunities to persons with ID due to lack of supportive documents, lack of community awareness, inadequate follow-up, poor communication skills and low productivity among trainees.

Through focus group discussions, the researcher asked the young adults with intellectual disability what they would like to do after graduating from special schools/ units. Majority of them said that they would like to lead an independent life, secure a job, have a family and assist parents in their daily activities. For instance, one of the young adults said that:-

*“Niingenda gutuika administration police na GSU aria mathiaga Embakasi namarori. Njake nyumba yangoroba nahikie muiritu wa deputy ndimutware kuu (Learner 4).”*

*I would like to be an administration police or GSU who go to Embakasi by lorries, build a storied house and marry the daughter of our deputy.*

Another one said that:-

*“Nyumba yakwa, hiki Beatrice, Mbica ngamuhe. Kurera ciana ciakwa na Beatrice. Duka ya migathi na bag (Learner 5).”*

*I want to have my own house, marry Beatrice, have our own children and be able to take care of them. I will keep a shop to sell ornaments and bags (Learner 5).*

This is a clear indication that although young adults with ID required support from others, majority of them wished to lead an independent life (Sandjojo, et. al., 2019).

Another said that:-

*“Ngenda gutuika engineer thondekage itanda cia mbau. Ngathondekagira Ikinu gwisu. Mr. Njoroge niekunyonia meny (Learner 6).”*

*I want to be a carpenter to make wooden beds at Ikinu, my home. I will be taught carpentry skills by my teacher (Learner 6).*

The qualitative data analysis clearly reveals the wishes of young adults with ID to achieve independent status in life and acquire material things as anyone else in the community. Also revealed is the trust put on teachers to facilitate their achievement desires in the education process and also in life after school. Gargiulo (2012), confirms this finding by stating that for most individuals with or without intellectual disability, work is an important part of status, financial success and personal fulfillment and is a vehicle for opportunities to participate in one's community and that sometimes there are people who believe that individuals with intellectual disability are incapable of obtaining and holding a

job which is untrue because with appropriate training, such individuals are able to secure and maintain meaningful and gainful employment. Table 4.24 depicts factors considered by the school to conclude that a learner with intellectual disability had completed school and is ready to graduate.

**Table 4.24: Headteachers’ response on factors considered for learners to graduate from special school/unit with frequency and percent**

<b>Factors considered for graduation</b>	<b>Frequency</b>	<b>Percent</b>
When the child has learnt the required skills	14	53.8
When the parent demands the child to finish	5	19.2
When the child's family get tired of supporting the child in school	2	7.7
When they do KCPE	2	7.7
I don't know	3	11.5
<b>Total</b>	<b>26</b>	<b>100.0</b>

Table 4.24 shows that out of 26 headteachers, 14 (53.8%) reported that young adults graduate from special schools/units when they had learnt the required skills and 5 (19.2%) said when the parent demands the child to complete school. 3 (11.5) stated that they did not know what to consider for learners to graduate while two similar proportions 2 (7.7%) of the headteachers said young adult graduate when family members get tired of supporting learners in school and after doing KCPE. From the findings in the table, it emerged that at least half of the headteachers were of the view that learners with ID graduated from special schools after learning the required skills. Presented in Table 4.25 are teachers’ responses on factors considered for learners to graduate from special school/unit.

A number of headteachers reported that some learners graduate when their parents or guardians are tired of supporting them in school while few did not know. This tells that much needs to be done on streamlining factors to consider for graduation of learners with ID for there seems an existing vacuum that requires policy consideration for clarity in education stakeholders.

Table 4.25 shows teachers' response on factors considered for learners to graduate from special schools and units.

**Table 4.25: Teachers' response on factors considered for learners to graduate from special school/unit with frequency and percent**

<b>Factors considered for graduation</b>	<b>Frequency</b>	<b>Percent</b>
When the child has learnt the required skills	39	86.7
When the parent demand the child to finish	0	0.0
When the child's family get tired of supporting the child in school	6	13.3
When they do KCPE	0	0.0
I don't know	0	0.0
<b>Total</b>	<b>45</b>	<b>100.0</b>

As shown in Table 4.25,39 (86.7%) teachers reported that young adults graduate from special schools/units after learning the required skills while the remaining 6 (13.3%) teachers said that learners graduated when their families got tired of supporting them in school. This shows that over 50.0% of the respondents reported that young adults with intellectual disability graduates from special schools/ units after learning the required skills. In line with the findings, Maina and Muthee (2018) in their study on determinants of graduation for learners with intellectual disability found out that there was gradual imparting of skills for learners with intellectual disability though they

were promoted to the next level having not fully mastered the content of the previous level due to inadequate teaching and learning resources.

Table 4.26 illustrates headteachers' response on whether young adults received any certification after school.

**Table 4.26: Headteachers' response on whether young adults' received certification after graduating**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	12	46.2
No	14	53.8
<b>Total</b>	<b>26</b>	<b>100.0</b>

As reflected in Table 4.26, 53.8% of the headteachers reported that young adults were not given any certification after graduating from special schools/units while 46.2% of the 35.6% of the teachers said that young adults received certification after graduating from special school/units.

**Table 4.27: Teachers' response on whether young adults' received certification after graduating**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	16	35.6
No	29	64.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

As reflected in Table 4.27, 64.4% of the teachers reported that young adults were not given any certification after graduating from special schools/units. However, 35.6% of the teachers said that young adults received certification

after graduating from special school/units. This study reveals that in most schools studied learners with intellectual disability were not given any certification to assist them to proceed with education or search for employment. For one to compete in the job market, academic and professional certificates are a requirement to prove who one is, levels reached and what one can do best, making it difficult for young adults to apply and secure employment without academic documents. In accordance to this finding, Meese (2001), mentions about the Congress Reports (U.S. Department of Education, 1997) which indicated that 28.24% of students with disabilities over the age of seventeen exited school during 1994 – 95, of those students, 4.94% dropping out and 3.49% exiting with “unknown” status further stating that most of those dropping out were those with emotional and behavior disorders and those with intellectual disability. Musima (2014), found that employers were less willing to offer employment opportunities to persons with ID due to lack of supportive documents, lack of community awareness, inadequate follow-up, poor communication skills and low productivity among trainees. Table 4.28 illustrates various types of certificates given to young adults after graduating from special units/schools.

**Table 4.28: Headteachers’ response on types of certificates given to young adults after graduating from special schools/units**

<b>Certificate type</b>	<b>Frequency</b>	<b>Percent</b>
No certificate	15	57.7
Kenya Certificate of primary education	7	26.9
Leaving certificate	4	15.4
<b>Total</b>	<b>26</b>	<b>100.0</b>

Table 4.28 indicates that 15 (57.7%) headteachers said that there were no certificates for young adults graduating from special schools/ units, 7 (26.9%) said that they were given Kenya Certificate of Primary Education, while the remaining 4 (15.4%) reported that young adults were given leaving certificate after graduating from school.

This implies that in most of the sampled schools, young adults were not given certificates after graduating from special schools/units in the schools of study. This means that most young adults left school with nothing to show that they ever went to school. They had nothing to prove the skills achieved hence inability to tell what they can do best making it difficult for them to compete in the job market.

Table 4.29 depicts teachers' responses on various types of certificates given to young adults after graduating from special schools/units.

**Table 4.29: Teachers' response on types of certificates given to young adults after graduating from special schools/units**

<b>Certificate type</b>	<b>Frequency</b>	<b>Percent</b>
No certificate	29	64.4
Leaving certificate	12	26.7
Kenya Certificate of primary education	2	4.4
Certificate of merit	2	4.4
<b>Total</b>	<b>45</b>	<b>100.0</b>

Out of the 45 teachers who participated in the study, 29 (64.4%) indicated that there were no certificates for young adults graduating from special schools/ units, 12 (26.7%) cited that young adults graduating from special schools were given leaving certificate, 2 (4.4%) said that they were given Kenya Certificate

of Primary Education while another 2 (4.4%) cited that they were given certificate of merit. This shows that graduation of the learners with intellectual disability was not considered as a very relevant process in most of the schools sampled and hence learners were not given any certificate of completion. The findings confirmed results of a previous study by Thressiakutty and Rao (2001), who established that graduation of a learner with intellectual disability is not given much importance in most schools. The study further found out that majority of learners with intellectual disability remain in special schools irrespective of their age, duration of schooling and skills learnt which hinders them from transiting into adulthood, work and /or contributing to the society.

#### **4.8 Researcher's observation**

The researcher made observation of the school environment for learners with intellectual disability and the home environment for learners with intellectual disability who had already graduated from special schools/units and the following is a report of the observation.

##### **4.8.1 School Environment for learners with intellectual disability**

Through observation, the researcher noted that general environment of most special schools was learner friendly. In most schools, there was permanent infrastructure with some painting noted especially boarding school. School activities seemed to run in an organized way a sign of order in schools. Playgrounds were available in most of the schools for use by learners during their breaks although some seemed neglected. However, cleanliness was wanting in compound of most schools although few boarding schools were

neat. Specific special classes were well organized in some special boarding schools where talking walls were noted. These classes had many teaching/learning aids that were seen well stored in cup-boards.

However, they were not enough for every learner to get their favorites for in many classes the researcher noted pupils fighting for specific toys/teaching aides. In most of those classes, teachers seemed happy and most children busy with class work and good class control was noted.

Only few special classes in regular schools had teaching aids which seemed to have been teachers' own innovations. In such classes, a lot of inadequacy was noted where most learners seemed unoccupied despite their age and size. In this case, teachers looked demotivated and looked forward to someone who would save them from desperation by providing workshop and materials for vocational skills to occupy the older learners. Most pupils seemed tired during lessons that were theoretical and motivated during practical lessons. A lot of improvised teaching materials were noted in most classes for example wool, knitting needles, combs, among others.

In most schools visited, textbooks exercise books, pens/pencils, crayons were noted significantly. Most learners were doing weaving of baskets making of floor mats, table mats, and table clothes. Few schools were training barber skills and salon work which seemed to be preferred by most young adults with mild ID in those schools. Only two special schools had functional vocational unit.

#### **4.8.2 Home environment of young adults with intellectual disability who had already graduated from special schools**

Most young adult graduates visited were living with their parents/guardians in rented homes. Some helped in household chores. Some girls were nursing babies with help from their parents/ guardians still living in the same home.

Some boys were selling *mandazi* by bicycles sent by relatives or neighbors for some little pay. Some girls accompanied parents/ guardians in their small businesses like salon, charcoal selling, vegetable kiosks where they were assisting in simple work.

Among the few who seemed to be independent, majority were working in their former learning institutions. It was noted that some special schools had employed a number of young adult graduates of same institutions to work as day security and cleaners. Most of these employees seemed to enjoy their duties and could not be identified easily from the other employees in same schools. However, some young adult graduates were unkempt, idle, unhealthy, unhappy and lonely. They were not engaged in any activity to keep them occupied or at least earn money for upkeep. Some had desperate backgrounds and worse of it having their parents/guardians aging hence worries on the future of the young adults. Many young adult graduates in this study seemed not to lead an independent life. Most noted barriers were lack of resources, low self-esteem in most young adults and their parents /guardians for they seemed helpless and lack of support from people around them among others.

#### **4.9 Summary**

This chapter entails results and discussion of the study findings. The chapter had captured; curriculum offered to learners with intellectual disability, community involvement in planning and transition of young adults with intellectual disability for independent living and barriers for transition. Finally, this chapter had presented levels of independent living among the graduates with intellectual disability. The following chapter will present summary of the findings, conclusions and recommendations of the study.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The chapter contains summary of the findings, conclusions, recommendations of the study and areas for further research.

#### **5.2 Summary of the Study**

Despite the Government of Kenya's commitment to provide education for all its citizens including those with disability, those with mild and moderate ID seem not to proceed for further education, training, employment and settling in their community after special or primary school. It was against this background the study examined school and community preparedness for successful transition of young adults with mild to moderate intellectual disability for independent living. The study was based on system theory by Tavistock (1960s) which emphasis on interaction between school and community for effective process that influences the value of the product which is the learner. Literature reviewed was categorized into four sections; (i) curriculum offered to learners with intellectual disability; (ii) community involvement in the planning for transition; (iii) barriers to independent living and (iv) levels of independent living of young adults with intellectual disability. The study adopted descriptive research design which utilized both quantitative and qualitative research approaches. Quantitative data was collected using questionnaires while qualitative data was collected through interview schedules, observation checklist and focus group discussion. The study sample

comprised of 30 headteachers, 48 teachers, 120 young adult learners, 60 young adult graduates and 20 opinion leaders. Questionnaires and interview schedules were used as the main tools for data collection.

### **5.3 Summary of the Findings**

The summary of findings is based on the objectives of the study.

#### **5.3.1 Transition curriculum offered to learners with intellectual disability**

The study established that young adults with ID are taught how to employ self-care skills for their basic hygiene, communicate their needs and develop social skills. The findings however showed that learners with ID were not taught how to apply for a job and maintain employment. The study revealed that effectiveness of curriculum offered to learners with intellectual disability was influenced by availability and retention of the teachers in special schools and units, provision of teaching and learning materials, classification of pupils according to ability and teachers support by the administration. This clearly revealed that there was need for an improvement in the curriculum offered to learners with intellectual disability in special schools/units. There is need for provision of curriculum support in terms of materials, human resource and supervision.

#### **5.3.2 Community involvement in the planning of transition of young adults with intellectual disability for independent living**

In relation to this objective, the study found out that community members were lowly involved in learning, training and employment of young adults. The study found out that community members were rarely involved in fund raising ceremonies in special units, volunteering in vocational training of learners,

attending education days, assisting in building projects and offering job opportunities to learners who graduate from special schools.

### **5.3.3 Barriers to successful transition of young adults with intellectual disability**

The study established that dual diagnosis was the major barrier to independent living among young adult learners with intellectual disability. It further emerged from the findings that taking medication independently, medical condition, running or wandering from home and loneliness hindered learners with intellectual disability from leading an independent life. It was further revealed that lack of freedom to choose where to stay or whom to stay with was a major barrier others being over-protection and lack of opportunity to proceed with education, chances to work in firms and involvement in community activities.

### **5.3.4 Levels of independent living among graduates**

The study found out that after graduation, majority of the learners with intellectual disability were not engaging in any activities after school.

For those engaging in meaningful activities, such activities included beadwork and weaving, hairdressing, scooping sand, subsistence farming, rabbit keeping, assisting their parents with farm labour, carpentry, casual work, and dressmaking. Only a few of the learners had joined vocational training after leaving special schools or special units. Majority of the graduates did not access employment opportunities because the learners were not given any certification to assist them to proceed with education or search for employment hence low levels of independent living.

## **5.4 Conclusion**

This study concludes that learners with intellectual disabilities were receiving skills to lead an independent life in future though application for jobs and maintaining employment was not taught in the sampled special schools and units. Major factors that hindered full implementation of curriculum to learners with ID in special schools/units were: teachers' areas of specialization, teachers' retention, availability of teaching and learning materials, classification of pupils according to ability, teachers' support from the administration among others. The community was lowly involved in learning, training and employment of young adults with ID. Major barriers to successful transition for independent living emerged to be dual diagnosis, medical condition and assistance of taking medication, wondering from home, loneliness, personal safety and intruders' attacks. Young adults graduating from special schools and special units studied went back home and many were not engaging in any income generating activities. The level of independent living was low among individuals with intellectual disabilities in the schools and units of study.

## **5.5 Recommendations of the Study**

Arising from the study findings, the following recommendations were made.

### **5.5.1 Policy Recommendations**

- i. Policy makers should consider learners with ID and come up with policies supporting successful transition. A policy to have special units in secondary schools would be appropriate for transition of young adults with mild intellectual disability. Such special units in village

polytechnics would be beneficial to individuals with intellectual disability which would promote inclusion and transition for independent living.

- ii. The government through Ministry of Education and trade should create market for products made in vocational institutions. This would create income to engage more adults with ID for salaried work to improve their independence.
- iii. Affirmative action needs to be put in place by the government towards young adults with ID when they attend interviews for competitive employment. This may be done by including an official in the interviewing panels who understand the psychology of individuals with ID.
- iv. The government should come up with policies enforcing companies and other employment agencies to create job opportunities for young adults with ID.

#### **5.5.2 Recommendation for practice**

- i. The Ministry of Education should employ and post more teachers trained in the area of intellectual disability in special schools and units who are conversant with the curriculum and can adequately understand and appropriately prepare the learners for an independent life after school. It is necessary to have refresher courses for teachers and forums to share experiences in order to get way forward towards assisting young adults with ID to achieve their independence in the best way possible.

- ii. The curriculum should be reviewed to include training of skills to apply for a job and job retention skills.
- iii. The Government should provide adequate teaching and learning resources to the special schools/Units for the learners with intellectual disability to facilitate successful learning and teaching. All special units/schools should have a vocational class for teaching learners with ID practical courses such as Carpentry, Tailoring, Beauty and Knitting among others.
- iv. Ministry of education to improve curriculum supervision of special schools and units. This would aid understanding of challenges being experienced by pupils and teachers in these institutions and together seek solution through sharing ideas also making recommendation to policy makers for improvement.
- v. Parents, family and community members should be involved and willing to offer transition services such as practice attachments, job opportunities to learners with ID after graduating from special units/schools, involving them in community activities, supporting them with finances to start business after school, among others. This will help in ensuring effective transition of learners with intellectual disability from a dependent living to an independent living.
- vi. Local government should own the young adults with ID in their locality by sensitizing and educating members of the community on embracing and supporting them to be equally productive in their society through

the local leaders as a way of embracing them back after completing school.

- vii. Schools should regularly organize forums for parents of young adults with ID to share ideas, own experiences and concerns on how best these young adults can be assisted towards independent living. This can also facilitate discovery of where to get help to support their children in schools and in the community to promote smooth transition.
- viii. More involvement of the community by schools is required. Many people may want to volunteer but do not know how to begin. They may feel unwanted by teachers and children. Schools should reach out and provide avenues for members of the community to provide support.
- ix. The ministry of health should provide and assure free medication to all individuals with intellectual disability and sensitize them on how to take medicine on their own.

### **5.6 Areas for Further Research**

- i. Another study should be conducted with an aim of establishing support offered by the government in facilitating transition of learners with intellectual disability to the world of work.
- ii. A similar study should be carried out in other counties to find out how schools and community members are prepared for successful transition of learners with intellectual disability.
- iii. Another research should be carried out on young adults with severe and profound cases of intellectual disability to find out about their transition in the process of learning.

- iv. A study to establish the fate of individuals with ID when the parents/guardians are elderly and finally when they are no more should be carried out.

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## APPENDIX I

### SPECIAL EDUCATION TEACHERS' QUESTIONNAIRE

This questionnaire is intended to gather information that will be useful in building up a general description on the state of school and community preparedness to successful transition for independent living of young adults with intellectual disability. The information given will be used for this study only. Do not indicate your name. Please respond to each question by ticking in the spaces provided or writing required information.

#### Section A: Background Information

1. Name of the school.....
2. School category  
 Special school                       Special unit               Regular class
3. Indicate your gender                       Male                       Female
4. Your academic qualifications  
 Certificate                       Diploma in Education  
 Bachelor in Education               Masters in Education  
 PhD                      Any                      other  
(specify).....
5. How long have you served as a teacher in special school/unit?  
 Less than 1 year  
 1-3 years  
 4-6 years                       7-9 years  
 10-12 years                       Above 12 years
6. Have you ever attended any training on special education?  
 Yes                       No
7. Which is your area of specialization in special education?  
 Inclusive education  
 Learning disabilities  
 Mental handicapped  
 Emotional and behaviour disorder  
 Physical handicapped

- Hearing impairments
- Visual impairments
- Autism
- b) Any other (specify).....

**Section B: Curriculum Offered to Learners with Intellectual Disability in Preparation for Transition for Independent Living**

8. In the table below, please state your agreement or disagreement level with the statements on type of curriculum offered to learners with intellectual disability. Give your answer using the following key:

**SA= Strongly Agree, A = Agree, U= Undecided, D = Disagree, SD = Strongly Disagree**

<b>Learners with intellectual disability are taught how to.....</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Employ self-care skills for their basic hygiene e.g. toileting, dressing					
Develop social skills e.g. Respecting themselves and others, making their own decisions					
Maintain appropriate behavior					
Communicate their needs					
Be safe e.g. First aid					
Apply for a job					
Use money					
Maintain employment					

9. How do you rate the relevance of the curriculum offered to learners with intellectual disability in your school/ unit?

- Very good     Good     Fair     Poor

10. How do you rate the effectiveness of the following factors in relation to the curriculum offered to learners with intellectual disability? Give your answer using the following key:

**VE=Very effective    E=Effective    IE= Ineffective    VI=Very Ineffective**

<b>Factors</b>	<b>VE</b>	<b>E</b>	<b>IE</b>	<b>VI</b>
Provision of adequate teaching and learning materials e.g. Stationery, textbooks, Charts, aides				
Provision of adequate specialized equipment and furniture				
Infrastructure e.g. classes, dormitory, toilets				
Availability of SNE teachers				
Availability of vocational training				
Teacher support by school administration				
Classifying pupils according to ability and placement in various class levels				
Retention of pupils in the school/unit				
Teacher retention in school				
Availability of special curriculum				
Pupil exit procedure				
Transition from one class to the next and to employment				
Preparation leading to independent living and participation in the community				

**Section C: Teaching/ Learning Resources for Learners with Intellectual Challenges**

11. In the table below, please rate the availability of teaching and learning resources in your school/unit by placing a tick (√) in the appropriate space.

<b>Teaching/learning resources</b>	<b>Available</b>	<b>Not Available</b>
Visual aids		
Textbooks		
Age appropriate concrete materials		
Toilet facilities		
Classrooms		
Dining Halls		
School library		
Play grounds		
Dormitories		

12. Apart from the list provided above, which other resources are available in your school/unit?

.....  
 .....

.....  
.....  
.....

13. In general, how do you rate the quality of teaching and learning materials in your school/unit?

Very good                       Good                       Poor                       Very poor

14. Suggest other teaching and learning materials that are needed in your school/ unit to assist learners with intellectual disability in their learning.

.....  
.....  
.....  
.....  
.....

**Section D: Community Involvement in the Learning, Training and Employment of Young Adults with Intellectual Disability**

15. Does your school involve community members in any way in the education of learners with intellectual disability?

Yes                       No

16. In the table below, please indicate the extent to which community members are involved in the learning, training and employment of young adults with intellectual challenges. Give your answer using the following key:

**HI** = Highly Involved, **MI** = Moderately Involved, **LI**= Lowly Involved, **NI** = Not Involved at all

<b>Statement</b>	<b>Highly involved</b>	<b>Moderately involved</b>	<b>Lowly involved</b>	<b>Not involved at all</b>
Provision of teaching and learning materials to special schools/units				
Offering job opportunities to learners who graduate from special schools/units				
Participation in school/unit management				
Assisting in building projects of the special units				
Volunteering in vocational training of learners				
Participating in fund raising ceremonies in special units				
Attending education days				

17. In general, how do you rate community involvement in learning, training and employment of young adults with intellectual disability?

Highly involved

Moderately involved

Lowly involved

Not involved at all

### **Section E: Barriers to Independent Living of Individuals with Intellectual Disability**

18. Do you think learners with intellectual disability face challenges while leading an independent life?

Yes

No

19. If yes, do you consider the following factors as barriers to independent living of learners with intellectual disability?

<b>Factors</b>	<b>Yes</b>	<b>No</b>
Dual diagnosis (intellectual disorder)		
Medical condition		
Assistance of household skills e.g. cooking		
Assistance of taking medications independently		
Assistance of daily living skills e.g. Bathing, Dressing		
Personal safety e.g. Intruders		
Running or wandering from home		
Loneliness		
Mobility difficulties		

20. Apart from the above listed barriers, which other barriers do you think hinder these learners from living an independent life?

.....  
.....  
.....  
.....  
.....  
.....

**Section F: Independent Living of Young Adults with Intellectual Disability**

21. As a trained teacher in special education, do you make any follow-up of the graduates of your special schools?

Yes  No

b) If yes, do they engage in any activity after school to earn a living or lead an independent life?

Yes  No

c) Which are some of these activities they engage in?

.....  
.....  
.....  
.....  
.....

22. Where do young adults go after graduating from your school/ units?

Secondary school

Vocational training

Polytechnic

Home

To look for job

I don't know

Any other (specify).....

23. When do you say the learner has completed school/ unit and he/she is ready to graduate?

When the parent demand the child to finish

When the child's family get tired of supporting the child in school

When the child has learnt the required skills

I don't know

Any other  
(specify).....

24. Do young adults with intellectual disability receive any certification after school?

Yes

No

b) If yes, which kind of certificate?

Leaving certificate

Kenya Certificate of Primary Education

No Certificate

Any other (specify).....

***THANK YOU FOR PARTICIPATING***

## APPENDIX II

### HEADTEACHERS' QUESTIONNAIRE

This questionnaire seeks to collect information concerning the state of school and community preparedness to successful transition for independent living of young adults with intellectual challenges. Kindly, respond to the questions as honestly and accurately as possible. The information given will be used for the purpose of this study only.

#### Section A: Background Information

1. School name.....
2. When was the school started.....
3. School category  
 Special school       Regular school with special unit
4. Your professional qualifications  
 P1                                       Diploma  
 Bachelor in Education       Masters Degree  
 PhD                                       Any other  
(specify).....
5. How long have you served in this special school/unit as a school head?  
 Less than 1 year                                       1-3 years  
 4-6 years                                       7-9 years  
 10-12 years                                       Above 12 years
6. How long have you served as a school head?  
 Less than 3 years                                       3-5 years  
 6-8 years                                       9-11 years  
 12-14 years                                       14 years and above
7. Have you ever attended any training on special education?  
 Yes                                       No
8. If yes, which is your area of specialization in special education?  
 Inclusive Education  
 Learning disabilities

- Mental handicapped
- Emotional and behaviour disorder
- Physical handicapped
- Hearing impairments
- Visual impairments
- Autism

b) Any other (specify).....

9. How many teachers are handling learners with intellectual disability in your school?  
.....

10. Is the number of teachers available in your school adequate to handle the learners with intellectual disability?

- Yes  No

11. Indicate the number of learners in your special school/units

Boys.....Girls.....Total.....

**Section B: Curriculum Offered to Learners with Intellectual Disability in Preparation for Transition for Independent Living**

12. In the table below, please state your agreement or disagreement level with the statements on type of curriculum offered to learners with intellectual disability. Give your answer using the following key:

**SA**= Strongly Agree, **A** = Agree, **U**= Undecided, **D** = Disagree, **SD** = Strongly Disagree

<b>Learners with intellectual challenges are taught how to.....</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
Employ self-care skills for their basic hygiene e.g. toileting, dressing					
Develop social skills e.g. Respecting themselves and others, making their own decisions					
Maintain appropriate behavior					
Communicate their needs					
Be safe e.g. First aid					
Apply for a job					

Use money					
Maintain employment					

13. How do you rate the relevance of the curriculum offered to learners with intellectual disability in your school/ nit?

Very good       Good       Fair       Poor

14. Does the curriculum offered to young adults with intellectual disability assist them in leading an independent life?

Yes       No       Not sure

**Section C: Teaching/ Learning Resources for Learners with Intellectual Disability**

15. In the table below, please rate the availability of teaching/ learning resources in your school/unit by placing a tick (√) in the appropriate space

Teaching/learning resources	Available	Not Available
Visual aids		
Textbooks		
Age appropriate concrete materials		
Toilet facilities		
Classrooms		
Dining Halls		
School library		
Play grounds		
Dormitories		

16. Apart from the list provided above, which other resources are available in your school/unit?

.....

.....

.....

.....

17. In general, how do you rate the quality of teaching and learning materials in your school/unit?

Very good       Good       Poor       Very poor

18. Suggest other teaching and learning materials that are needed in your school/ unit to assist learners with intellectual disability in their learning.

.....

.....

.....

.....

.....

**Section D: Community Involvement in the Learning, Training and Employment of Young Adults with Intellectual Challenges**

19. Do you involve community members in any way in the education of learners with intellectual challenges?

Yes                       No

20. In the table below, please indicate the extent to which community members are involved in the learning, training and employment of young adults with intellectual challenges. Give your answer using the following key:

**HI** = Highly Involved, **MI** = Moderately Involved, **LI**= Lowly Involved, **NI** = Not Involved at all

<b>Statement</b>	<b>Highly involved</b>	<b>Moderately involved</b>	<b>Lowly involved</b>	<b>Not involved at all</b>
Provision of teaching and learning materials to special schools/units				
Offering job opportunities to learners who graduate from special schools/units				
Participation in school/unit management				
Assisting in building projects of the special units				
Volunteering in vocational training of learners				
Participating in fund raising ceremonies in special units				
Attending education days				

21. In general, how do you rate community involvement in learning, training and employment of young adults with intellectual disability?

Highly involved

Moderately involved

Lowly involved

Not involved at all



c) Which are some of these activities they engage in?

.....  
.....  
.....  
.....  
.....

26. Where do young adults go after graduating from your school/ units?

Secondary school                       Vocational training

Polytechnic                               Home

To look for job                         I don't know

Any other

(specify).....

27. When do you say the learner has completed school/ unit and he/she is ready to graduate?

When the parent demand the child to finish

When the child's family get tired of supporting the child in school

When the child has learnt the required skills

I don't know

Any other

(specify).....

28. Do young adults with intellectual disability receive any certification after school?

Yes

No

b) If yes, which kind of certificate?

Leaving certificate

Kenya Certificate of Primary Education

No Certificate

***THANK YOU FOR PARTICIPATING***

### **APPENDIX III**

#### **INTERVIEW SCHEDULE FOR OPINION/LOCAL LEADERS**

1. How long have you stayed in this village as a local leader?
2. a) Do you think curriculum offered to learners with intellectual challenges had any impact in their life?  
b) If yes, how?
3. How do you rate the quality of teaching and learning materials available in schools/units for learners with intellectual disability?
4. a) Are the community members involved in learning, training and employment of young adults with intellectual disability?  
b) If yes, in which ways?
5. How do you rate community involvement in learning, training and employment of young adults with intellectual disability?
6. a) Are there barriers which hinder learners with intellectual challenges from living an independent life?  
b) If yes, which ones?
7. What do you think can be done to minimize these barriers?
8. a) Do the graduates of special school/unit engage in any activity after school to earn a living or lead an independent life?  
b) Which are some of these activities they engage in?

***THANK YOU FOR PARTICIPATING***

## **APPENDIX IV**

### **FOCUS GROUP DISCUSSION OF YOUNG ADULTS WITH INTELLECTUAL DISABILITY**

1. a) Do you like being in school or at home?  
b) Give a reason for your answer
2. a) Does your school have good teaching and learning materials?  
b) Which teaching and learning materials are available in your school/unit?
3. a) Do community members in your village offer job opportunities to learners with intellectual disability?  
ssb) If yes, which kind of job do community members give you?
4. a) Are there barriers which hinder learners with intellectual disability from living an independent life?  
b) If yes, which ones?
5. a) After school, would you like to lead an independent life?  
b) If yes, what would you like to do to earn a living or lead an independent life?

***THANK YOU FOR PARTICIPATING***

## **APPENDIX V**

### **INTERVIEW SCHEDULE FOR YOUNG ADULTS WHO HAVE GRADUATED FROM SCHOOL**

1. Whom do you live with after graduating from special unit?
2. After school, what do you do to earn a living?
3. How do you relate with the community members in your village?
4. Do community members involve you in any communal work?
  - b) If yes, which ones?
5. Do community members in your village offer you job opportunities after graduating from special unit or school?
  - b) If yes, which kind of job do community members give you?
6. Do you like being in school or at home?
  - b) Give a reason for your answer
7. Are there barriers which hinder you from leading an independent life after graduating from special unit or school?
  - b) If yes, which ones?
8. In your opinion, what do you think the following should do to ensure that learners with intellectual disability lead an independent life after graduating from special units?
  - a) Parents
  - b) Community members
  - c) Government
  - d) Special units teachers

***THANK YOU FOR PARTICIPATING***

## APPENDIX VI

### OBSERVATION SCHEDULE

<b>School</b>	<b>Yes</b>	<b>No</b>
Are the teachers available in school enough to handle learners with intellectual disability?		
Is the teaching and learning environment in special units/schools conducive for learners with ID?		
<b>Home/ Living environment</b>		
Are the young adults who have graduated from special schools/ units capable of carrying out daily living activities such as maintaining their body hygiene, washing clothes, cooking?		
Are the young adults who have graduated from special schools/ units doing anything to earn a living?		
Are they leading an independent life after school?		
What are the major barriers hindering these adults to lead an independent life?		

## APPENDIX VII

### APPROVAL OF RESEARCH PROPOSAL



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

---

Our Ref: E83/24898/12

Date: 5<sup>th</sup> July, 2018

The Director General,  
National Commission for Science, Technology & Innovation,  
P.O. Box 30623-00100,  
**NAIROBI**

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. MARY W. MAKUMI - REG. NO. E83/24898/12

I write to introduce Ms. Makumi who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the **Department of Special Needs Education in the School of Education**.

Ms. Makumi intends to conduct research for Ph.D. thesis entitled, **“Examining School and Community Preparedness for Transition of Young Adults with Intellectual Disability for Independent Living in Selected Counties, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

  
**REUBEN MURIUKI**  
**FOR: DEAN, GRADUATE SCHOOL**

RM/cao

**APPENDIX VIII**  
**RESEARCH AUTHORIZATION**



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [kubps@yahoo.com](mailto:kubps@yahoo.com)  
[dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

---

Our Ref: E83/24898/12

Date: 5<sup>th</sup> July, 2018

The Director General,  
National Commission for Science, Technology & Innovation,  
P.O. Box 30623-00100,  
**NAIROBI**

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. MARY W. MAKUMI - REG. NO. E83/24898/12

I write to introduce Ms. Makumi who is a Postgraduate Student of this University. She is registered for a Ph.D. degree programme in the **Department of Special Needs Education in the School of Education**.

Ms. Makumi intends to conduct research for Ph.D. thesis entitled, **“Examining School and Community Preparedness for Transition of Young Adults with Intellectual Disability for Independent Living in Selected Counties, Kenya”**.

Any assistance given will be highly appreciated.

Yours faithfully,

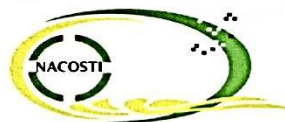
  
**REUBEN MURIUKI**  
**FOR: DEAN, GRADUATE SCHOOL**

RM/cao



## APPENDIX X

### RESEARCH AUTHORIZATION FROM NACOSTI



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. NACOSTI/P/18/67510/24302

Date: 17<sup>th</sup> August, 2018

Mary Wangui Makumi  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Examining school and community preparedness for transition of young adults with intellectual disability for independent living in selected Counties, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu and Murang’a Counties** for the period ending **17<sup>th</sup> August, 2019**.

You are advised to report to **the County Commissioners and the County Directors of Education, Kiambu and Murang’a Counties** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.

*National Commission for Science, Technology and Innovation is ISO9001:2008 Certified*

APPENDIX XI

RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF  
EDUCATION MURANG'A COUNTY



**MINISTRY OF EDUCATION**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Email: [cdemuranga@gmail.com](mailto:cdemuranga@gmail.com)  
Telephone: 060 2030227  
When replying please quote

COUNTY DIRECTOR OF EDUCATION  
P.O BOX 118 - 10200  
MURANG'A

REF: MGA/CTY/GEN./64/VOL.III/138

4<sup>th</sup> September, 2018

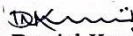
Mary Wangui Makumi  
Kenyatta University  
P.O.Box 43844-00100  
NAIROBI

**RE: RESEARCH AUTHORIZATION**

The County Education office is in receipt of your request and authority letter from the National Commission for Science, Technology and Innovation, reference No. NACOSTI/P/18/67510/24302 dated 17<sup>th</sup> August, 2018 to carry research on **"Examining school and community preparedness for transition of young adults with intellectual disability for independent living in selected Counties, Kenya"**

Authority is hereby granted to carry out research in **Murang'a County** for a period ending **17<sup>th</sup> August, 2019**.

You are kindly advised to deposit a copy of the final research report to the County Director of Education office.

  
Daniel Kamau  
For: County Director of Education  
MURANG'A

FOR: COUNTY DIRECTOR OF EDUCATION  
MURANGA.

**APPENDIX XII**

**RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER  
KIAMBU COUNTY**

**OFFICE OF THE PRESIDENT  
MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT  
COUNTY COMMISSIONER, KIAMBU**

County Commissioner  
Telephone: 066-2022709  
Fax: 066-2022644  
E-mail: [countycommkiambu@yahoo.com](mailto:countycommkiambu@yahoo.com)  
When replying please quote



Kiambu County  
P.O. Box 32-00900  
**KIAMBU**

Ref. No: **ED.12 (A)/1/VOL I/185**

**3<sup>rd</sup> November, 2018**

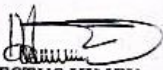
Mary Wangui Makumi  
kenyatta university  
P.O. Box 43844 00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION**

Reference is made to National Commission for Science, Technology and Innovation letter Ref No. NACOSTI/P/18/67510/24302 of 17<sup>th</sup> August, 2018.

You have been authorized to conduct research on "*Examining school and community preparedness for transition of young adults with intellectual disability for independent living in Kiambu County*". The data collection will be carried out in *Kiambu County* for a period ending 17<sup>th</sup> August, 2019.

You are requested to share your findings with the County Education Office upon completion of your research.

  
**FESTUS KIMEU**  
FOR: COUNTY COMMISSIONER  
**KIAMBU COUNTY**

Cc County Director of Education  
**KIAMBU COUNTY**

National Commission for Science, Technology and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

All Deputy County Commissioners (*For information and record purposes*)  
**KIAMBU COUNTY**

APPENDIX XIII

RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONER  
MURANG'A, COUNTY

AP

REPUBLIC OF KENYA



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

Telephone: 060-2030467  
Email: cc.muranga@interior.go.ke

*When replying please quote*

COUNTY COMMISSIONER  
MURANG'A COUNTY  
P. O. BOX 7-10200  
MURANG'A

REF.NO.PUB.24/11/VOL.II/29

4<sup>th</sup> September, 2018

Mary Wangui Makumi  
Kenyatta University  
P.o Box 43844-00100  
**NAIROBI**

**RE: RESEARCH AUTHORIZATION.**

In reference to a letter **NACOSTI/P/18/67510/24302** dated **17<sup>th</sup> August, 2018** from National Commission For Science, Technology and Innovation regarding the above subject, You are hereby authorized to carry out research in this County on ***“Examining school and community preparedness for transition of young adults with intellectual disability for independent living in selected Counties, Kenya,”*** for a period ending on **17<sup>th</sup> August, 2019.**

 DEPUTY COUNTY COMMISSIONER  
MURANG'A EAST

**Peter Majiwa**  
For: **COUNTY COMMISSIONER**  
**MURANG'A COUNTY.**

APPENDIX XIV

RESEARCH AUTHORIZATION FROM COUNTY DIRECTOR OF  
EDUCATION, KIAMBU COUNTY



NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.  
2241349.3310571.2219420  
Fax: +254-20-318245.318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P O Box 30623-00100  
NAIROBI-KENYA

Ref No. NACOSTI/P/18/67510/24302

Date: 17<sup>th</sup> August, 2018

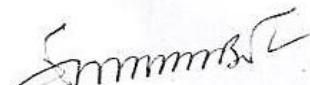
Mary Wangui Makumi  
Kenyatta University  
P.O. Box 43844-00100  
NAIROBI.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Examining school and community preparedness for transition of young adults with intellectual disability for independent living in selected Counties, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in Kiambu and Murang’a Counties for the period ending 17<sup>th</sup> August, 2019.

You are advised to report to the County Commissioners and the County Directors of Education, Kiambu and Murang’a Counties before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
BONIFACE WANYAMA  
FOR: DIRECTOR-GENERAL/CEO

COUNTY DIRECTOR OF EDUCATION  
KIAMBU COUNTY  
P. O. Box 2300-00900  
KIAMBU

Copy to:

The County Commissioner  
Kiambu County.

The County Director of Education  
Kiambu County.

**APPENDIX XV**

**KIAMBU COUNTY MAP**



## APPENDIX XVI

### MURANG'A COUNTY MAP

