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**CHALLENGES FACING TEACHERS IN LEARNING RESOURCE
MANAGEMENT IN PRIMARY SCHOOLS AND UNITS FOR
MENTALLY CHALLENGED LEARNERS IN KIAMBU DISTRICT,
KENYA.**

BY

MARY WANGUI MAKUMI

Makumi, Mary Wangui
*Challenges facing
teachers in learning*



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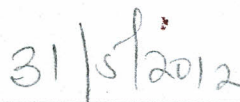
DECLARATION

This research project is my original work and has not been submitted for a degree to any other institution for any other award.



MARY WANGUI MAKUMI

E55/CE/14286/09



DATE

This project has been submitted for examination with our approval as the University Supervisors:



DR. MARY OTIENO

Senior Lecturer,

Department of Educational Management,

Policy and Curriculum Studies,

Kenyatta University.



DATE



DR. DOROTHY KYALO

Senior Lecturer,

College of Education and External Studies,

University of Nairobi.



DATE

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ABSTRACT

The purpose of the study was to find out the challenges faced by the teachers in resource management in schools and units for mentally challenged learners. The objectives of the study were to: analyze the educational problems faced by the mentally challenged learners; identify available learning and teaching resources versus the number of mentally challenged learners in Kiambu district; find out about adequacy and quality of human resource which include teachers, teacher aides and caretakers; identify the sources of financial support to the special schools and units and how it is utilized; investigate the community involvement towards supporting the learning, training and employment of the mentally challenged persons; and establish the kind of attitude teachers, parents and community have towards learning resources for M.H. learners. The study used a descriptive survey design targeting all the headteachers and teachers from the 35 schools (33 special units and 2 schools for mentally challenged). Purposive sampling was used to select 10 schools. In addition, all the 10 headteachers from the selected schools were also selected to take part. Simple random sampling was used to select 20 teachers (2 per school), giving a total of 30 respondents. A questionnaire designed for headteachers and another one for teachers were used as the main tools for data collection. A pilot study was conducted in one special unit school. The purpose of the pilot study was to pre-test the data collection tools and clear any ambiguity. Data was both qualitative and quantitative. Quantitative data collected was coded and entered into an SPSS programme for analysis. Qualitative data was put under themes consistent with the research objectives. The results were presented frequency tables and bar charts. The study established that most schools were inadequately equipped with teaching/learning facilities and also lacked enough teachers who had trained on special education. The study established that the main source of funds to develop school/unit facilities were from the government, well wishers and cooperative donors, however these funds were not adequate to run the institutions. It was established that the major educational problems that faced learners with mental challenges were: negative attitude by the community and parents towards the learners, lack of enough schools and lack of financial support and support services. The study recommends that: more teachers should be empowered through in service training to handle learners with mental challenges in inclusive setting (mild challenges); the Government should provide more funds in schools in order to improve on schools infrastructures, for example, classrooms and provision of enough assistive teaching and learning resources; the schools administration should ensure that there is conducive environment for learners with mental challenges; among other recommendations.

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LIST OF ABBREVIATIONS AND ACRONYMS

SNE	-	Special Needs Education
MOE	-	Ministry of Education
FPE	-	Free Primary Education
EFA	-	Education For All
GOK	-	Government of Kenya
UDHR	-	Universal Declaration of Human Rights.
MH	-	Mentally Handicapped
AAMD	-	American Association on Mental Deficiency
DPEP	-	District Primary Education Programme (used in India)
NGO	-	Non-Governmental Organization.
KISE	-	Kenya Institute of Special Education
IQ	-	Intelligence Quotient

INTRODUCTION

CHAPTER ONE

1.1 Background to the study

Resource management is crucial in the entire learning process in education. It is known that education is a prerequisite to national development. It is education that is intended to provide the required state for securing people's economic well-being, good health, security, participation in political and social activities and liberty. Therefore, all school going children whether disabled or not, have the right to education as they are the future citizens of the country. Some children with special needs may not benefit from regular classroom education due to various reasons including disability. In such a case, it is appropriate that they be provided with education in some other meaningful way. This entails changes in curricular decision and teaching/learning facilities and above all appropriate teacher preparation (Patanjali, 2005).

According to World Bank (1988), many children were being denied access to education mainly because of developmental defects. Children who had mental handicaps, visual and hearing impairments, did not receive education and seemed discriminated upon. It was the responsibility of the world community to provide best education regardless of physiological, physical, economic or social barriers.

In pre-independence India, the country had a few special schools for children with intellectual impairment run by non-governmental organizations, a few mentally retarded persons were admitted to mental hospitals and many stayed at home. India has come a long way since independence in the area of disability rehabilitation. There has been a

shift in the lifestyle of people with disabilities from charity to right. It is no more the wish and choice of the given government to provide education, vocational training and rehabilitation, but the right of the persons with disabilities to receive the support (Patanjali, 2005).

Our work with the retarded should be guided by our values. For humanists, the priority value is the individual's well being, existence, communion among people and awareness of many manifestations as quoted by Kathryn (1970). This humanistic orientation has many implications for the way we deal with the retarded.

Special education services in Africa began shortly after the Second World War, with the establishment of schools for visually handicapped and expanded to cover schools for the hearing impaired, mentally retarded and the physically handicapped learners. By 1963 when Kenya got independence there was realization of inadequacy in skilled labour in various government sectors. Europeans had introduced their kind of education to Africans which was shallowly done just to enable the latter to provide cheap labour to the settlers.

It was after independence, that Kenyans saw the need to acquire proper education that would enable them qualify for executive jobs and not only for vocational ones. The kind of education then was of no help to the young Kenyans. The Kenya education commission of 1964 (Ominde commission), was appointed which restructured and reformed the entire education system inherited from colonial government, making education responsive to the needs and aspirations of Kenyans. The government recognized education as one of the basic human rights and hence a powerful vehicle for human growth as has been demonstrated by the government's expansion of schools and

other educational facilities.

The government of Kenya (GOK) is committed to the quality and relevant education and training opportunities to all Kenyans. The government aims at providing Education For All by introduction of FPE through the Ministry of Education (MOEST, 1999). The government signed article 26 of the universal declaration of human rights, subsequently recognizing and committing itself to the right of every child to access education (MOEST, 2009).

Education opportunities for children with special needs and disabilities are a major challenge to the education sector. The national education system has been characterized by inadequate system and facilities. There is emphasis on equalization of opportunities which affirms the equal rights of children, youth and adults with handicaps to education, provision of education in integrated and also in the general school settings.

Parents of a handicapped child require extra consideration as the initial shock of learning that their child is brain damaged is not easily overcome. The family's adjustment may take months or years and divorce is high among couples with handicapped children. Mentally challenged learners are a category among those requiring special needs education (SNE). They learn in special schools and special units (classes) in regular primary schools. There are no secondary schools specifically for the mentally handicapped and instead they join pre-vocational and vocational classes where they learn skills to equip them to compete in job market (Ebersole, Kephat and Ebersole, 1968).

The general objective in the training of the mentally retarded should be to prepare them to live a good life, a life lived as happily, actively and purposively as potentialities

permit. The nature and scope of the curriculum should consider their interests and their mental and social capacities as related to the opportunities which their area of living may be expected to afford them (Blake, 1976).

If best results are to be attained the special class teacher will need to be a clinically-minded individual. Connor (1964), quotes Stillson who stated that the teacher should by nature and training be able to look at each child as an integral human whole. Although he/she should be aware of the child's limitation, there should be even more awareness of his ability. The teachers should have knowledge of how to uncover a child's hidden talents and special aptitude. He or she needs to have a broad understanding of how to interpret child behavior as related to inherent and environmental factors and influences. Important to the teacher is his or her philosophy of life, his or her reasons for being and the value he places on the human individual.

The teacher's views on the purpose for personal and educational striving in his/her work with handicapped children will influence his/her ability to help children attack their problems and achieve worthy goals. These children need a teacher who can be emulated in his ways of acquiring knowledge, of applying it, of testing it and of enjoying it. The teacher armed with an optimistic outlook on life, acquiring attitude, and an appreciation of the viewpoints of others obtained through reading, observation, and discussion is in a position to enhance the existence of a disabled child, to give him a base for action and an opportunity to move from the imprisonment of disability (Connor, 1964).

1.2 Statement of the problem

Despite the government's commitment to provide education for all its citizens including

those with special needs, there is still much more to be investigated concerning the challenges teachers face in managing learning resources for mentally challenged learners in Kiambu District. The government commits itself to developing strategies to enhance participation of children in special circumstances and work with partners to ensure barrier-free primary schools for those with special needs and disabilities. Towards this end, the government undertakes to provide special capitation grants for special needs education. Many teachers have been granted study leave with pay to further education in order to specialize in teaching and managing learning resources for learners with special needs.

As was the case in the United States before the enactment of the Education for All Handicapped Children Act (1975), (Ryndak & Alper, 1996), it is likely that majority of the children with profound mental challenges do not receive any educational services in Kenya. Records in the assessment centres in Kiambu show that there are many school going age mentally challenged children who are not placed in learning institutions which may indicate inadequate facilities. The following number of children with special needs were assessed and recommended for replacement in years, 2009, 2010 and 2011 consecutively that is 171, 123 and 93. Only 30% of those to join special schools got placements and 60% joined special units. Kamau (2009) in his report says that the major challenge in the Educational and Assessment Resource Centre (EARC) activities in Kiambu District is lack of placement opportunities. In spite of the much effort put by the families, the skilled special educators and mental health professional, the mentally challenged learners are still discriminated upon and cannot access education and training as adequately as their counterparts in regular classes. This study therefore sought to

establish the challenges facing headteachers and teachers in special schools and those in schools with special units in management of learning resources in Kiambu district.

1.3 Purpose of the study

The purpose of the study was to elicit information concerning the available resources in the education of the mentally retarded learners and challenges encountered by teachers in management of these resources.

1.4 Objectives of the study

The main objective of the study was to find out challenges that teachers face in resource management in special schools and units for mentally challenged learners which was done through a survey. The study therefore intended to:-

1. Analyze the educational problems faced by the mentally challenged learners.
2. Identify available learning and teaching resources versus the number of mentally challenged learners in the District.
3. Find out about adequacy and quality of human resource which include teachers, teacher aides and caretakers.
4. Identify the sources of financial support to the special schools and units and how it is utilized.
5. Investigate the community involvement towards supporting the learning, training and employment of the mentally challenged persons
6. Establish the kind of attitude teachers, parents and community have towards learning resources for M.H. learners.

1.5 Research questions

The study sought to answer the following questions;

1. What are the problems faced by the mentally challenged learners?
2. How adequate are the available teaching and learning resources for the existing number of mentally challenged learners in the District?
3. Is staffing in the special schools and units regarding adequacy and training of human resource which includes teachers, teacher aides and caretakers sufficient?
4. How is financing in the special schools and units in terms of sources and utility?
5. How is the community involvement in support to the learning, training and employment of mentally challenged persons?
6. What is the general attitude of the parents, teachers and the community towards the mentally handicapped learners?

1.6 Basic assumptions of the study

There were existing schools and units for the mentally handicapped in the district.

1. Teachers handling the Mentally Handicapped learners had no control of the financial resources granted to those learners.
2. There were many challenges facing the Mentally Handicapped learners.
3. Available special schools and units were inadequate to accommodate the number of M.H learners in the district.
4. There were few trained teachers to handle the mentally challenged learners. Very few special schools and units have trained teacher aides.
5. Teaching and learning resources were inadequate for the learning and training of the M.H learners.

6. There was little or no community involvement in the learning, training and employment of the M.H. learners.

1.7 Significance of the study

The study may reveal the challenges encountered by teachers handling the mentally challenged learners in managing learning resources in special schools and units in Kiambu District. This information may be used in planning for better resource management. The information may also be used to improve classroom instruction through provision of teaching/learning resources by the concerned stakeholders.

It is hoped that the study may lead to improved involvement of teachers towards suggestion of required learning resources for the mentally challenged learners in various levels. The information from the study may be used to formulate policies to improve management of resources and instruction in handling learners in the area of Special Needs Education.

1.8 Limitations of the study

1. The special schools and units for the mentally challenged are few but sparsely distributed in the district, therefore hindering coverage of all the units in the area of study.
2. Time allocated for the study may not be enough to complete the research. The researcher will strictly follow the time schedule proposed.
3. Lack of adequate finances for transport, typing, photocopying of materials required during the research period may be experienced.
4. Some information may not be disclosed especially on funds allocated to the special

needs in fear that teachers may be victimized.

1.9 Delimitations

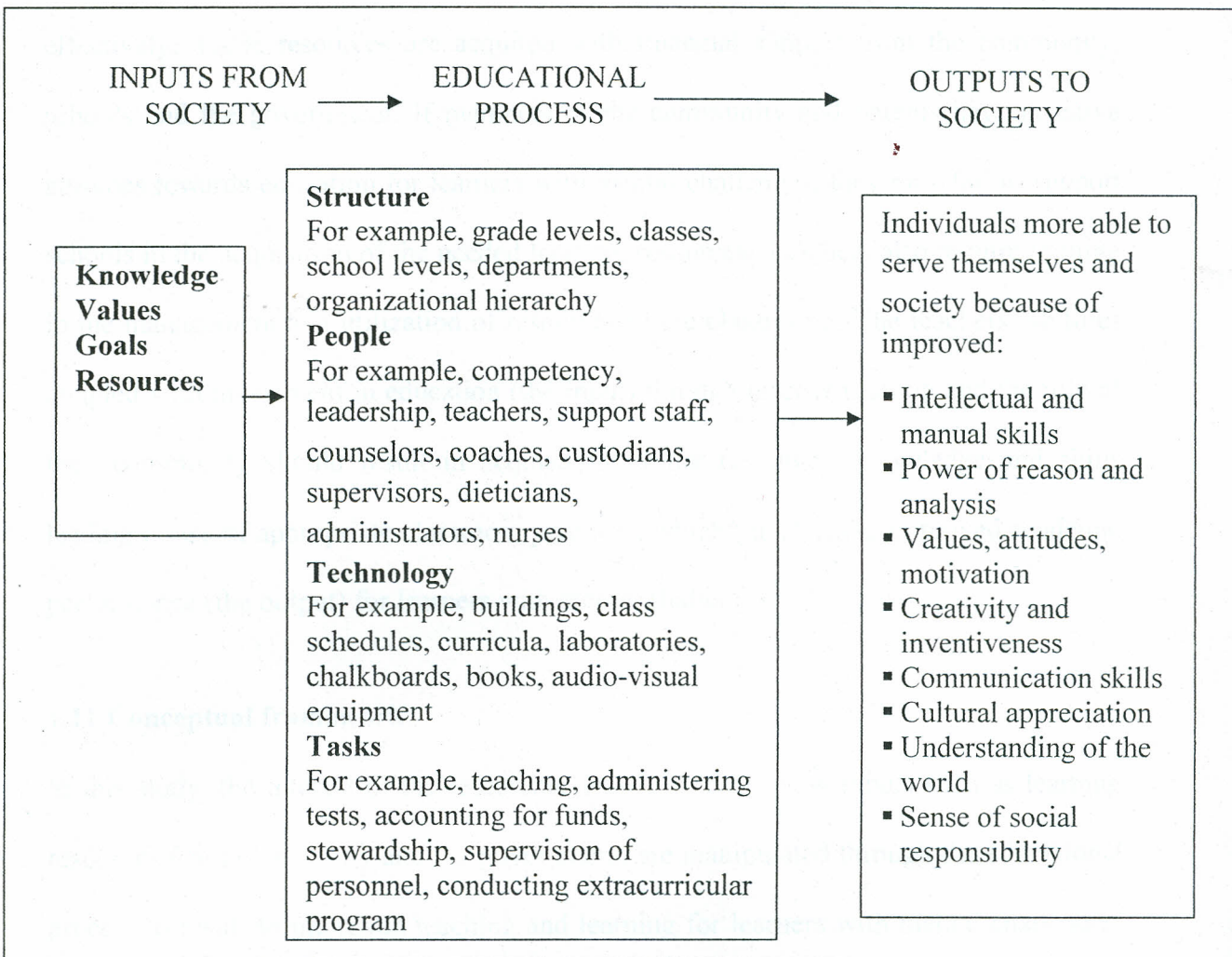
The delimitations here are the boundary limitations in that the study focuses on only headteachers and teachers leaving out the parents and pupils.

The private schools were excluded in the study for they did not benefit directly from the government support through Free Primary Education and allocation of teachers.

1.10 Theoretical Framework

The study was based on Dixon's (1991), Systems Theory. The theory explains the behaviour of a whole organization: its people, structure, environment and technology. According to Schemerhorn (1993), a system is a made of interrelated parts that must function together as a whole to achieve a common purpose. Owens (1981) views an educational institution as an open system that receives resources (inputs) from the environment and transforms them into products (outputs). As an open system, the educational institution receives inputs from its environment in form of people, finances and raw materials, which it processes in order to produce products, which are then released back into the larger society. The products or outputs in this case are the beneficiaries of the educational institution and the skills they have attained while the environment is the larger society.

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



***Source:** *Organizational Behaviour in Education* by Owens, (1981, p64)

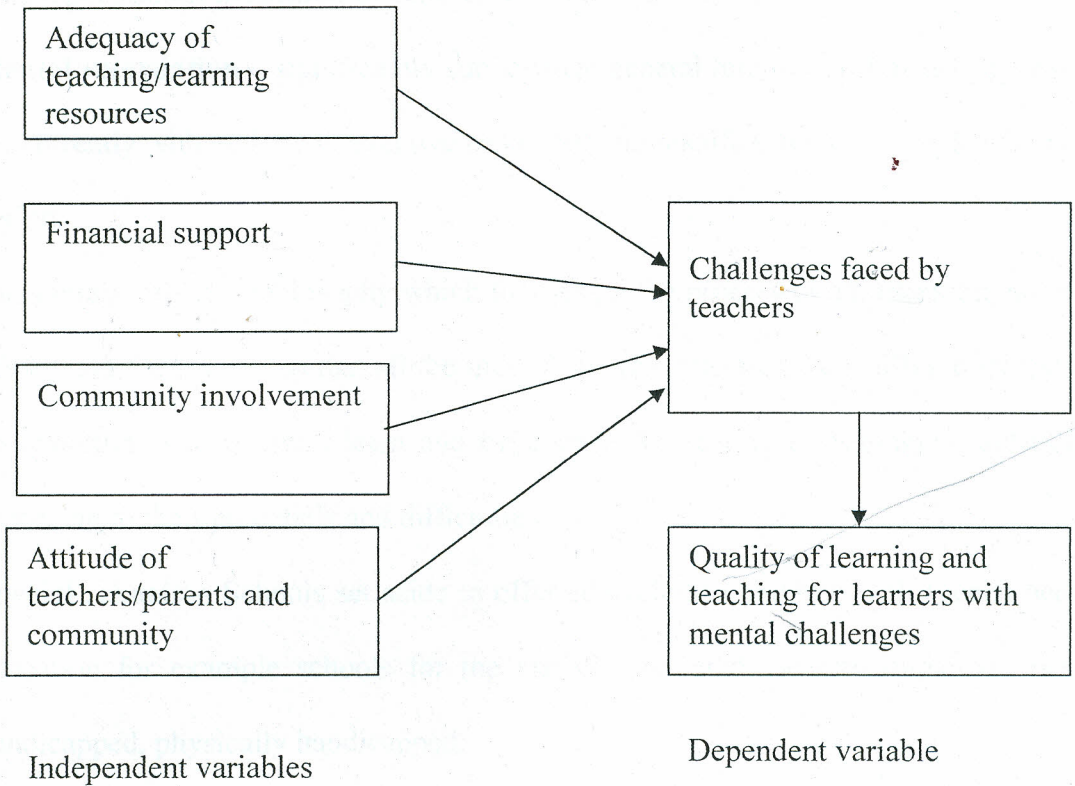
Inputs from society are transformed through the educational process to outputs in form of educated graduates who should be absorbed in the job market. A system is composed of sub-systems or sub-units that work together in a division of labour so that the entire organization can achieve its goals. The ultimate goal is for all sub-systems to perform in ways that facilitate high productivity for the whole organization. According to the systems theory, if one sub-system fails, the whole system is put in jeopardy. This study

argued that teachers need adequate resources for teaching and learning to occur effectively. These resources are acquired with financial support from the community, schools and the government. If members of the community and parents have negative attitudes towards education for learners with mental challenges, they may fail to support schools in the acquisition of the needed learning resources. Teachers also require training in the management and utilization of resources in the classroom. The teachers' abilities coupled with investment in education (the input) through teacher training and the role of the community should result in acquisition of the resources, knowledge and skills leading to use of appropriate classroom practices, which translates to improved academic performance (the output) for learners with mental challenges.

1.11 Conceptual framework

In this study, the interest of the researcher was to find out how inputs such as learning resources from community and the government, are manipulated through the educational process to result to improved teaching and learning for learners with mental challenges. Figure 1.2 shows the conceptual model on challenges faced by teachers in learning resource management in schools and units for the mentally challenged children.

Figure 1.2: Conceptual framework



The independent variables of the study were adequacy of teaching/learning resources, financial support, community involvement and attitude of teachers, parents and community; while the dependent variable was quality of learning and teaching for learners with mental challenges. It is expected that teaching/learning resources, financial support, community involvement and attitude of teachers, parents and community influence the effectiveness of teaching and learning for learners with mental challenges.

1.12 Operational definition of central terms

Mental retardation – significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period.

Inclusion – this is a philosophy which focuses on the process of adjusting the home, the school and the society so that all the individuals regardless of their differences can have an opportunity to interact, learn and experience the feeling of belonging and develop according to their potentials and difficulties.

Special schools – Schools set aside to offer education to children with special needs in education for example schools for the visually impaired, hearing impaired, mentally handicapped, physically handicapped.

Special Unit – Is a class within an ordinary school that offers special needs education.

Inclusive Education – This is an approach in which learners with disabilities and special needs, regardless of age and disability are provided with appropriate education within regular schools.

Regular School – These are institutions referred to as mainstream schools and normally admit learners who are not disabled.

Special Needs Education – This is education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning.

Teacher Aides – Staff that assists teachers in special needs education to carry out some of the duties due to the diversity of the learners needs.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher intended to review literature and studies related to the area of study. The focus was on the current and previous studies at international level and studies done in Kenya concerning management of resources in the provision of education to the learners with special needs in education. The emphasis was on the management of learning resources in relation to the mentally handicapped learners. The review included challenges facing teachers in learning resource management worldwide, special education in Kenya, procedure for identification and classification of the retarded, learning resources for the mentally handicapped children, community involvement in the education of the mentally handicapped children and the summary.

2.2 Teachers' challenges in managing learning resources in special primary schools and units for the mentally challenged learners worldwide

Throughout most of the United States, special education programs are available to mentally retarded children. The requirements of educational programming specify procedures for the differential appraisal of the educational functioning of children with learning difficulties in order to establish their eligibility for classes for the mentally retarded. Measures of intelligence are administered to establish the level of mental retardation.

In California as quoted by Lambert, Wilcox and Gleason (1974) courts heard suits of inappropriate assessment and placement of minority children in classes for the educable

while Pennsylvania echoed the philosophy of many parents and educators that all children had a constitutional right to an education at public expenses (Lambert N. M. et al, 1974). People have had different views concerning education of the mentally handicapped. Their assessment is a challenge and some of these learners may end up getting misplaced.

Guggenbuhl (1863) established the first residential setting for the teaching and medical care of mentally defective children. The services in the programme included diet, medication, sensory stimulation and environmental modification. This attracted visitors from Western Europe and North America who returned to establish such institutions in their countries. The institution failed in 1850s due to lack of proper administrative management which resulted in several unfortunate incidents and an official investigation discredited him. Samuel Home (1876) made the earliest contributions to institutionalized care in North America. In 1848 he began a school in Boston for the mentally retarded (Lambert, N. M. et al, 1974).

In Rome Maria Montessori believed that the retarded were neglected. She taught the mentally retarded learners of 3 to 7 years cleanliness, manners, becoming acquainted with their environment and with plants and animals. The idea of establishing special classes for mentally retarded children within the regular public school system occurred in the nineteenth century but received little support because professionals and general public supported residential care approach. In Germany, this idea of public education began in the 1900 with several cities having programmes. There were only a few classes in the United States which served children with discipline problems as well as the retarded (Lambert, N. M. et al, 1974).

2.3 Special education in Kenya

Kenya earliest efforts for organized care and provision of special needs education dates back to the late 1940s with much involvement of the religious institutions, notably the Salvation Army Church, Anglican, Catholic, Methodist and Presbyterian Churches in establishing special schools and institutions for SNE learners. These children include those with visual, hearing, physical and mental disabilities in various parts of the country where the churches had missions. Since then the management of most of these institutions has been taken over by the Ministry of Education (MOEST, 2009).

One of the major constraints to progress in Special Education in Kenya is the shortage of specially trained teachers. As said earlier special education started back in 1940s but the teacher training programmes varied 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.

2.3.1 Financing special education in Kenya

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 implementation of FPE led to an influx of new categories of SNE children such as autistic children, Down's syndrome, Cerebral Palsy, loco-motor impairment, maladjusted children, multiple handicapped children and gifted and talented learners in public school. This led to increased demands from parents and teachers overstressing the ministry's resources.

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. NGOs, CBOs, FBOs, the private sector form a core group of partners with whom the government joins hands in the implementation of SNE. These groups of partners provide services directly through sponsoring institutions, facilitating improvement of learning facilities and infrastructure through provision of grants, carrying out advocacy and providing technical support to the government and SNE institutions (MOEST, 2009).

2.4 Procedure for identification and classification of the retarded

In the older American terminology, feeble minded was the generic term for all persons sufficiently intellectually subnormal to warrant special considerations while the terms moron, imbecile and idiot designated various degree of sub-normality. The American Association of Mental Deficiency (AAMD) more recently has proposed that Mental retardation become the preferred generic term and its various degrees be indicated as mild, moderate, severe and profound (Telford and Sawrey, 1981).

The researcher has noted concern shown by a large number of professionals who feel that the term 'retardation' is unpolite and stigmatizing. The term mental challenge is being used interchangeably with mental retardation in Kenya, although not yet in policy. According to UNESCO resource material 3 (December 1979) and KIE syllabus for learners with mental handicap (2009), four levels of mental retardation are indentified as:-

The mild - Retarded but may not be noticed, manifest delays and difficulties in learning and adjustment. These are learners who can easily be integrated in regular schools but will require remedial assistance since they exhibit learning difficulties. Socially they can function almost independently like their non handicapped peers. They are educable and attain can literacy skills.

The moderate - They have noticeable delays in motor development especially in speech, respond to training in various self - help activities, social and occupational skills depending on ability level. They can relatively independent and integrated but will need supervision in life.

Severe - Have marked delays in motor development, communication skills, but responds to training in elementally self help programmes. They lead a semi-independent life.

Profound - Those with gross retardation and minimal capacity for functioning in sensory motor areas. These learners are often multiply handicapped. With persistent and varying training methods they can learn some basic self-help skills.

The diverse levels of mental retardation require specialized learning resources and training personnel to ensure effective learning. They require special or modified curriculum and specially adapted environment if they have to be appropriately educated.

The researcher concurs with Stevens (1976) that the mentally retarded must have the same opportunities as normal children to show what they can do, how they can learn and how far they can get before we think of their difficulties in any special way. He says that these children may not be provided with exciting and appropriate activities and experiences with lively and understanding teachers and may continue to receive

standardized tests and traditional school curriculum (reading, writing and sums).

The inability to see these children as children as cited by Stevens is revealed in a number of ways as: discussing them in their presence in terms of their mental, medical, clinical conditions; not using their names to gain their attention while talking to them; exaggerated concern for social competence and a narrow interpretation of social education; acceptance of observed behavior because he is mentally handicapped rather than because he is indulged in home or school mismanagement; tendency to give withdrawn profoundly handicapped children less systematic planned attention because they will not improve; little thought has been given to the possibility that quality of life for that child would be enhanced if he gained his share of attention.

2.4.1 Social and cultural perspectives on mental retardation

Many investigations illustrate that in many non-western societies intelligence is prized and mental retardation is recognized. Although the mildly mentally retarded individual may not pose a particular problem to his society, he is noticed as having less adequate intelligence. In many of these societies mental retardation is not only recognized but labeled. Some cultures endow the mildly retarded as well as the psychotic with religious significance however available data indicate the retarded as victims of over discrimination in a very large number of non-western cultures.

In other societies the problems presented by the mentally retarded must be viewed with respect to difficulties in obtaining a livelihood, norms reflective marriage, the potential for trouble-making, property damage, or assault. Stigmatization is a genuine problem.

2.4.2 Social and psychological considerations for the mentally challenged

As Telford and Sawrey (1981) say, individual differences are universal hence no two individuals are exactly alike and the differences between the extremes of human variability are tremendous. The researcher concurs with these writers that people have differences in weight and many other aspects. People range intellectually from the extremely gifted having IQ as high as 200 referred to as the gifted and talented to the totally custodial.

The researcher agrees with the fact that in every dimension of human development in aptitude and achievement, the extent of individual differences is tremendous. There are set of norms used by the society to measure standards, therefore introducing terms “normal” and “abnormal”. When expectations are not realized additional categories are developed to fit deviations from the normal: this is labeling. The researcher has observed the effect of labeling to be very negative to the individual, family and the society around the exceptional person. The social concerns manifested towards mental handicaps derive from people’s uncertainties and therefore perceive mental deviates as unpredictable, unreliable and prone to violent and antisocial behavior.

Sagarin (1976) notes that labeling concept perceives disadvantaged exceptional people as the victims of a corrupt or “sick” society and that labels are attached to troublesome categories of people to justify segregating, institutionalizing and dehumanizing them under the guise of treatment. The researcher supports Sagarin, that people should stop blaming the victim - the disadvantaged exceptional person and concentrate on the reformation of society, the true culprit (Telford and Sawrey, 1981).

2.4.3 Learning ability of the mentally retarded learners

The researcher observes formal education as part of our culture and intellectual achievement having prestige value. Intellectual skills are also a prerequisite to many trades and professions and the individual who does not progress in school has failed in an important social area. The researcher concurs with Telford and Sawrey (1981) that failure in school is often a symptom of inadequate intellectual functioning. Therefore if school failure is not as a result of other causes as severe emotional disturbance, absence from school, sensory or motor handicaps then this can indicate mental retardation.

The retarded are essentially normal individuals who differ from the non retarded primarily in their slow rate and lower level of cognitive development. Performance is predominantly a function of developmental level and the retarded are similar to chronologically younger non – retarded children. The teachers of the mentally retarded can be reassured by the fact that no special insights are required for teaching and handling the retarded. Telford and Sawrey (1981) note that there is no special psychology of the retarded and that they can be handled and taught basically as the non – retarded of comparable levels of mental development and educational achievement. They note that all teaching methods are largely variations on a few common themes and that those that are good for the non – exceptional are also good for the exceptional. While teaching, the teacher should start a little below where the child is. It is important to provide success to these learners so that the child who expects failure does not have his expectation confirmed as he or she starts a new task.

2.5 Learning resources for the mentally handicapped children

A curriculum is void of practical meaning without supportive materials such as textbooks, visual aids, paper, chalk among others. The researcher concurs with Mbiti (2007) who says that equipment and supplies for any given school must be up to date, appropriate and in line with the current syllabus. The researcher feels the equipment and supplies should be adequate and available to enable teachers and pupils achieve success in the teaching and learning process.

Just as Oluoch (1982) states about lack of resources both human and material as major constraints in curriculum implementation, the researcher accepts that inadequate personnel ends up in increased workload to available human force leading to poor performance.

Socio-economic background determines the quality of education thus a place with low socio-economic status, the learner is disadvantaged hence inadequate provision of necessary requirements as compared to high socio-economic regions. This situation is noted in primary schools where facilities and equipments to foster instruction process has been successful in urban areas where parents earn salaries than in rural areas where there are more peasants (Republic of Kenya, 1999; Amulando and Shiundu, 1992).

When resources are scarce human resource development becomes poor. Brenman (1985) notes that the combination of curriculum teaching support and learning conditions to meet the learners special educational needs may be done individually or in association with others. Nyongesa (2007) says that the Headteacher is referred to as mediator because he is an administrator representing the committee and the board of governors in the

running of the school. He represents the staff members welfare as the liaison officer. He is an organizer and an officer and passes official policies on to the staff members. He/she caters for the needs of teachers, support staff, parents and students. The researcher concurs with Nyongesa to say that the headteacher should strive to provide a democratic atmosphere in his school.

Connor (1964) states that uniqueness of the child with mental retardation is responsible for his need for special education and that the teachers uniqueness is also worthy of exploration. Demands and expectations in the special class are adapted to the special behavioral and intellectual limitations of the children. Telford and Sawrey (1981) report on a study done in America which saw all teachers talking of large class sizes. It was noted that a great deal had to be done to class sizes and to prepare both special and regular teachers to work together to meet the needs of a wide variety of children with different disabilities.

The classroom teachers are going to be faced with children whose educational objectives may be quite different from those of the non-handicapped. For the educable mentally retarded, high priority has been given to the development of vocational and social skills to enhance these persons transition from school to a job setting (Telford and Sawrey, 1981).

2.6 Community involvement in the education of the mentally retarded learners

The 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 (Farrant, 1964). The researcher supports Farrant

when he said that all the aims of education should harmonize in seeking to produce people who are completely integrated in the community. Its true that the social misfit as well as the young school failure are both reflections of unreached goal of education.

Kochhar (1988) said that 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 researcher supports the latest slogan in progressive countries which is "Let us study the community, use the community, serve the community and involve the community in the education process." (Kochhar, 1988).

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 its problem. The immediate community is a wonderful curriculum laboratory which can provide extremely dynamic, interesting and real life opportunities for learning.

The researcher concurs with reasons given by Kochhar (1988) as to why teachers should study the community, being: to understand the backgrounds of the pupils who come to the school and help them according to their needs; to utilize the community as a resource for the school curriculum; to utilize the community leadership as a help in the development of the school's programme; and to provide leadership by the school for community betterment. Further the teacher of the retarded children 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 retarded children as members of the community plays a great role. The teacher can influence community attitude towards the

mentally retarded by talking to the right people at the right time and hence place tendency to transfer its respect and liking for the teacher to his/her pupils.

The teacher of the mentally retarded may be called upon to speak before community groups where he/she needs to emphasize the potentialities and better qualities of the mentally retarded. The researcher supports Slaughter (1964) who says that, the responsibilities of community members in helping retardates make worthwhile community adjustments need emphasis. Suggestion about the need for volunteers to help with recreational or guidance programmes or to help find employment for the retarded need to be made to the community.

As Slaughter (1964), the researcher bears the same view that only in a limited number of school organizations is there any provision made for guidance and follow-up work for the mentally retarded after they leave school. The teacher should make such contact as are possible with employment agencies, social agencies, and individuals who may be of assistance with guidance problems.

The retarded individuals should be taught those skills, knowledge, habits and attitudes that will enable him to live as adult-like as he/she can as a member of the community. He/she needs to know what the community has to offer him/her vocationally, recreationally and socially. As Slaughter (1964) says the members of the community need to be prepared to understand the needs and potentialities, as well as recognize the limitations of the retarded so that he/she may be afforded opportunities for success, without demanding from him more than he is able to give.

2.7 Summary of literature review

The review has shown that education is paramount to all persons including those with disability. Towards education of the mentally challenged the following gaps were identified which the study intended to fill: Children with disability were less likely than other children to receive appropriate education that develops their academic potential to the full. They pose a considerable challenge to the education system. The study identified some of these challenges and suggested possible solutions for appropriate intervention; there were no support strategies that had been well established to assist education of the mentally retarded in special schools and units in the community. The study established ways the community would be utilized in support to the education of the mentally handicapped children; the Government is committed to supporting education for all children. Education for special needs children is being funded but there is still a problem in the provision of learning resources in special school and units. The study intended to identify these problems for possible intervention by the government; follow-up work was inadequate and few institutions organized for guidance provision to mentally challenged learners and lack of resources both human and material was clear as a major constraint in curriculum implementation leading to overload to available human resource hence poor performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods and strategies used to achieve the study objectives. It presents the design and locale of the study; the target population and sampling techniques; types of research instruments (types and development; data collection techniques; data analysis techniques).

3.2 Design of the study

The study used descriptive survey design to investigate challenges faced by teachers in management of resources in special schools and units. The researcher summarizes, presents and interprets information for the purpose of clarification (Borg and Gall, 1989). Orodho (2002), states that survey research deals with incidence, distribution and interrelation of educational variables. A survey design is used in collecting data by interviewing or administering a questionnaire to a sample of individuals. The choice of the survey research design is based on the fact that the variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions.

3.3 Location of the study

The researcher collected information in two special schools and eight units in the larger Kiambu District in Central Province of Kenya. These schools are Komothai and Karatina Special Schools for the mentally handicapped. These are the only full schools for the mentally challenged in Kiambu District. Both are mixed boarding schools. The eight

special units are Kiambu, Ndumberi, Mukeu, Githiga, Mitahato, Thirime, Gicharani and Kiambaa. The study was done on 10 schools out of thirty five.

Most of these special schools and units are in highly productive areas in agriculture where residents are farmers and business people. In some areas there are coffee plantations, tea plantations, cattle rearing and people are busy working on these for sustenance. However, poverty prevail in some few areas where residents seek for relief food.

3.4 Target population

The headteachers of the selected schools were given questionnaires to fill. These included eight headteachers of schools with special units and two headteachers of special schools. There were also questionnaires for the teachers handling the mentally challenged learners in the ten schools. There was a guide to the observation of the environment and learners. The total number of schools and units for mentally handicapped learners is 35 in the district.

3.5 Sampling procedure and sample size

The larger Kiambu District has a total of 33 special units in regular primary schools and two schools for the mentally challenged learners adding up to 35. Since it was not possible for the researcher to conduct her study in all the schools and units, the researcher randomly selected 28% of the whole population which is ten (10) schools out of thirty five. Mugenda and Mugenda (1999) suggest that at least 10% of the target population is adequate for descriptive studies. There are five sub-districts which are Kikuyu, Limuru, Lari, Kiambu and Githunguri. The schools of study have been selected from all the five

sub-districts. In each of the 10 schools sampled, the headteacher and 2 teachers were subjects of study. For teachers in special schools random sampling was used but for those in special units purposeful sampling was suitable because the target was those handling the learners directly.

3.6 Research instruments

Data was collected through use of questionnaires which was administered to the headteachers and teachers of the selected ten special schools and units in the district. The researcher asked the respondents not to indicate their names on the questionnaires. This assured the respondents confidentiality of the information they would give. Interview was used on the parents because the researcher was unsure of their literacy levels. The researcher orally interviewed the targeted respondents to get information that may not be included in the questionnaires.

3.7 Piloting

The questionnaires were piloted to test validity and reliability of the instruments before administration to the actual study groups. Any necessary corrections were made. The researcher used Mukubu Primary Special Unit for pilot purpose. The pilot group was not used for the actual study.

3.8 Validity

Validity is the degree to which a test measures what it purports to measure (Orodho, 2008). The researcher requested three competent judges in the area of Special Need Education to assess the relevance of the content of the questionnaire items. These examined the questionnaire individually and then provided feedback. The researcher

incorporated the panel's recommendations in the final questionnaire.

3.9 Reliability

Reliability is the extent to which a test produces similar results under constant conditions in all occasions (Mugenda and Mugenda, 1999). Test-retest method was used to test the reliability of the instruments. The test was administered, then re-administered after two weeks. Spearman Rank Order was used to compute the correlation coefficient (r). Scores of each respondent is expected to be close if the test is reliable (Orodho, 2008).

3.10 Data collection procedure

The questionnaires were delivered to the schools by the researcher and date of collection agreed upon with the respondents. The researcher organized with boarding special schools on how to meet the parents for interview. Two parents were interviewed in the sampled schools. The intention is to get the parents during the school visiting days for the interview. For the special units, parents live near the schools with special units therefore can easily be found with teachers' assistance.

3.11 Ethical consideration on data collection

The researcher sought permission from the Ministry of Education after which she sought consent of the DEO in Kiambu District and then the headteachers of the sampled schools to be allowed to collect data. The researcher assured confidentiality of information collected by keeping it anonymous.

3.12 Data analysis plan

Data collected from the field were coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient. Data collected were both qualitative and quantitative nature. Qualitative data were analyzed by arranging responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts were used to analyze the quantitative data obtained. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics. Borg and Gall (1989) also hold that the most widely used and understood standard proportion is the percentage. The results of data analysis were presented in frequency tables and bar charts. Thereafter, conclusions and recommendations were drawn.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter covers analysis of data and the findings of the study. The purpose of the study was to find out the challenges that teachers face in resource management in special schools and units for mentally challenged learners in Kiambu district, Kenya. The study was guided by six research objectives:

1. Identify available learning and teaching resources versus the number of mentally challenged learners in Kiambu district.
2. Find out about adequacy and quality of human resource which include teachers, teacher aides and caretakers.
3. Identify the sources of financial support to the special schools and units and how it is utilized.
4. Investigate the community involvement towards supporting the learning, training and employment of the mentally challenged persons.
5. Establish the kind of attitude teachers, parents and community have towards learning resources for M.H. learners.
6. Analyze the educational problems faced by the mentally challenged learners.

The study targeted a sample of 10 head teachers and 20 teachers from two special schools and eight units in larger Kiambu District. All the questionnaires that were distributed were returned and this represented a 100% questionnaire return rate.

4.2 Demographic Data of the Respondents

Out of the 20 teachers, 14 (70%) were females while 6 (30%) were males. Table 4.1 illustrates teachers' designation in school.

Table 4.1: Designation

	Frequency	Percent
Deputy Head teacher	1	5
Senior teacher	4	20
Subject panel head	1	5
In-charge of special unit	8	40
Class teacher	6	30
Total	20	100

Table 4.1 shows that 8 (40%) teachers were in-charge of special units, 6 (30%) were class teachers while 4 (20%) were senior teachers. This shows that the special schools had an organizational structure. Table 4.2 shows age bracket of the study respondents.

Table 4.2: Age bracket of the respondents

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
25 years and below	0	0	0	0
26-30 years	0	0	0	0
31 – 45 years	3	30	10	50
46 and above	7	70	10	50
Total	10	100	20	100

As shown in Table 4.2 above, 70% of the headteachers were over 46 years while 30% of them were between 31-45 years. However, 50% of the teachers were aged between 31 and 45 years while the remaining 50% were aged 46 years and above. This shows that

majority of these teacher are parents and therefore would be expected to handle the mentally challenged learners well. Table 4.3 illustrates respondents' academic qualification.

Table 4.3: Headteachers' and teachers academic qualifications

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Masters'	2	20	0	0
Degree	7	70	8	40
Diploma	1	10	10	50
Certificate	0	0	2	10
Total	10	100	20	100

Table 4.3 shows that 7 (70%) headteachers had degree qualifications, 2 (20%) had Masters' while 1 had diploma qualification. On the other hand, 10 (50%) teachers had diploma qualifications, 8 (40%) had degree qualifications while 2 (10%) had certificate. This implies that all the respondents were educated and were therefore in a position to respond well on matters relating to resource management in institutions. Table 4.4 shows teachers' areas of specialization

Table 4.4: Area of specialization

Specialization	Frequency	Percent
Mentally handicapped	3	15
Hearing impaired	1	5
Visually impaired	3	15
Learning disability	1	5
Behaviorally disordered	1	5
Inclusion	11	55
Total	20	100

As shown in the table, 55% of the teachers were trained to teach inclusive education while two similar proportions (30%) had specialized on mentally handicapped and visually impaired. The results imply that all teachers who took part in the study had special education though majority of them were trained to teach inclusive education. This was an indication that most of the teachers could not encounter problems including learners with disabilities in normal classrooms since they could feel that inclusion would give both the disabled children and the normal children an opportunity to learn and interact with each other. According to Stevens (1976) mentally retarded must have the same opportunities as normal children to show what they can do, how they can learn and how far they can get before other people think of their difficulties in any special way. Table 4.5 illustrates teachers experience in years.

Table 4.5: Teaching experience

	Teaching mentally challenged learners		Duration served in special school	
	Frequency	Percent	Frequency	Percent
1 - 5 years	11	55	6	30
More than 5 years	9	45	14	70
Total	20	100	20	100

Table 4.5 above shows that 55% of the teachers reported that their length of service in teaching mentally challenged learners was between 1 and 5 years while 45% of them indicated they had taught mentally challenged learners for more than 5 years. In addition, 70% of them had served in special unit/school for more than 5 years whereas 30% had served for 1-5 years. This was indication that most teachers had served in special schools

for a long time and hence they could be able to give reliable information about special schools/units.

4.3 Identify available learning and teaching resources versus the number of mentally challenged learners

The first objective of the study was to identify available learning and teaching resources versus the number of mentally challenged learners. A curriculum is void of practical meaning without supportive materials such as textbooks, visual aids, paper and chalk among others. To address this objective, all school heads were requested to indicate number of learners with mental challenges in their schools. Table 4.6 show their responses

Table 4.6: Number of learners with mental challenges

Mentally challenged learners				
	No. of boys	No. of girls	Total no. of learners in each school	Average no. of learners
School A	0	0	0	0
School B	13	7	20	10
School C	19	5	24	12
School D	39	22	61	31
School E	22	29	51	26
School F	7	18	25	13
School G	11	16	27	14
School H	7	10	17	9
School I	13	20	33	17
School J	0	0	0	0
Total	131	127	258	129

As shown in Table 4.6, all schools registered mentally challenged learners except schools A and J. School D registered 61 learners, the highest number of pupils with mental disabilities from the ten schools, followed by school E which registered 51 learners and then school I which registered 33 learners. In all schools, Schools D and E registered the highest numbers of boys and girls with mental disabilities. This implies that most of the schools in Kiambu district registered learners with mental disabilities. Given the diversity of the definitions, there are no clear global statistics on the number or percentage of learners with disabilities. UNESCO (2003) estimates that the number of children with disabilities under the age of 18 years around the world varies from 120 to 150 million. The Koech commission (1999) gives insight on the status of special education in Kenya; however, the commission does not indicate the total number of learners with disabilities who are enrolled in institutions of learning.

Table 4.7: Mode of teaching learners with special needs

Mode of teaching	Frequency	Percent
Special school	2	20
Special unit	1	10
Special unit and integration	5	50
Have no mentally challenged learners	2	20
Total	10	100

Table 4.7 shows that 50% of the headteachers suggested that to cater for learners with special needs, their schools needed special unit and an integrated teaching methods, 20% of them needed special schools while 10% required special unit. Two schools had no pupils with special needs and therefore they did not indicate the mode of teaching that should be applied to learners with special needs. This implies that most respondents

suggested special unit and integrated teaching methods. This teaching method enhances the performance of learners with special needs .It also helped learners meet individual needs of acquiring necessary input from lessons irrespective of their diverse backgrounds as they interact and socialize with their non disabled learners.

Table 4.8 illustrates teachers' rating of the available special education facilities and learning materials.

Table 4.8: Rating of special education facilities and learning materials

	Availability		Adequacy		Suitability	
	F	%	F	%	F	%
Very good	3	15	1	5	2	10
Good	6	30	4	20	8	40
Fair	9	45	12	60	9	45
Poor	1	5	2	10	1	5
Very poor	1	5	1	5	0	0
Total	20	100	20	100	20	100

As shown in Table 4.8, 45% of the teachers reported that teaching and learning resources were easily available, 60% of them indicated they were fairly adequate while 50% of the teachers felt they were suitable for use. This implies that in most schools teaching and learning resources were inadequate and also were not easily available. This hindered smooth teaching and learning process in schools as teachers were ill equipped with resources. To verify these findings, 70% of the teachers indicated that they were not able to accommodate learners requiring services in special unit while 30% confirmed that they were able to accommodate them. These results were in agreement with Mbiti (2007) who says that equipment and supplies for any given school must be up to date,

appropriate and in line with the current syllabus. This would enable teachers and pupils to achieve success in the teaching and learning process. Peresuh and Ndawi (2001) in Canada argued that countries of the south lack financial, human and material resources to effectively provide educational and related services to learners who are mentally challenged.

4.4 Find out about adequacy and quality of human resource which include teachers, teacher aides and caretakers

The second objective of the study was to find out adequacy and quality of human resources which include teachers, teacher aides and caretakers in Kiambu district. To address this objective, the researcher first sought to determine number of teachers in schools. Table 4.9 shows headteachers' responses on number of teachers in their schools.

Table 4.9: Number of teachers in each school

	Teachers					
	Male		Female			
	F	%	F	%	F	%
Sch A	3	5	7	6	10	6
Sch B	5	9	6	5	11	6
Sch C	5	9	19	16	24	14
Sch D	6	11	35	29	41	23
Sch E	1	2	2	2	3	2
Sch F	7	13	21	18	30	17
Sch G	5	9	6	5	11	6
Sch H	10	18	6	5	16	9
Sch I	7	13	5	4	12	7
Sch J	6	11	12	10	18	10
Total	55	100	119	100	176	100
Average	6		12		18	

The table above illustrates that the total number of teachers ranged from 3 to 30. There are more female teachers than male teachers with only 2 schools (schools H and I) having more male teachers than female teachers. The average number of teachers in the schools was 18. This implies that most primary schools in Kiambu district had more female teachers than male teachers and hence gender imbalances.

Qualified teachers understand needs of the learners in class and were able to approach them. They were able to handle learners with challenges without discrimination from other learners. Table 4.10 shows the number of teachers qualified in special needs education

Table 4.10: Number of teachers trained in special needs education

School	Teachers trained in special education					
	Male		Female			
	F	%	F	%	F	%
Sch A	1	7	1	3	2	4
Sch B	4	27	4	13	8	18
Sch C	0	0	3	10	3	7
Sch D	1	7	2	7	3	7
Sch E	1	7	4	13	5	11
Sch F	2	13	2	7	4	9
Sch G	3	20	5	17	8	18
Sch H	2	13	3	10	5	11
Sch I	1	7	6	20	7	16
Total	15	100	30	100	45	100
Average	2		3		5	

Table 4.10 shows that the total number of teachers trained in special education ranged from 2 to 8. Out of 10 schools, each school had an average of 2 male and 3 female

teachers trained on special education. This was an implication that female teachers were more trained on special education compared to their male counterparts. It also emerged that comparing the number of teachers in schools as illustrated in Table 4.9 and those who are trained in special education, the results shows that most schools had a very small number of teachers trained in special education. Lack of well equipped and adequately trained personnel is a challenge posed by implementing inclusive system of education. The teachers are in short supply because of lack of training in areas of specialization. This brings the problem of multiplicity of needs to be taken care of by the regular teacher who may have little or no knowledge on how to deal with these diverse needs (Okumbe & Malatsi, 2005).

The researcher further sought to determine teacher pupils' ratio per class. Table 4.11 illustrates results obtained

Table 4.11: Teacher-pupil ratio

Teacher-pupil ratio	Frequency	Percent
1:9	2	10
1:11	2	10
1:12	1	5
1:3	1	5
1:16	1	5
1:18	1	5
1:20	2	10
1:24	2	10
1:25	1	5
1:31	1	5
1:36	2	10
1:42	1	5
1:52	1	5
1:53	1	5
1:60	1	5
Total	20	100

As shown in Table 4.11, 4 teachers were teaching over 40 pupils in their classes, 6 had a range of 20-36 pupils in classrooms while 3 teachers had below 10 pupils. This shows that in most schools teacher pupil ratio were not exceeding the recommended ratio of 1:40. However, in classes where pupils with special educational needs are integrated into normal classes, more use of specialized personnel and support services are needed. This is because pupils with disabilities needed individual attention from the teacher in order to be able to compete with other pupils. Due to the problem of understaffing in most schools pupils with special needs were integrated in normal classes. This as a result leads to teachers being unable to focus on each an individual and hence pupils with special needs lag behind in academic performances.

The American Association of Mental Deficiency (AAMD) more recently has proposed that Mental retardation become the preferred generic term and its various degrees be indicated as mild, moderate, severe and profound (Telford and Sawrey, 1981). Table 4.12 shows teachers' responses on number of learners with mild, moderate, severe and profound mental challenge in their class.

Table 4.12: Level of mental challenge among learners

school	Level of mental challenge				
	Mild	Moderate	Severe	Profound	
Sch A	26	3	0	0	25
Sch B	27	10	3	0	40
Sch C	8	11	5	0	24
Sch D	19	5	0	0	24
Sch E	40	21	0	0	61
Sch F	31	5	0	0	36
Sch G	9	21	2	0	32
Sch H	5	11	5	0	21
Sch I	9	6	1	0	16
Sch J	28	7	0	0	35
Total	202	100	16	0	318

As shown in the table above, all schools registered 318 learners with mental challenges. Specifically, all schools had a total of 202 learners with mild case, 100 learners with moderate case and 16 with severe case. Out of the 10 sampled schools, none of the school had learner with profound case. This implies that in most schools there were no severe cases of learners with mental disabilities. The results show that most of the learners had mild and moderate cases and therefore could be integrated in regular schools though they required remedial assistance since they exhibit learning difficulties.

The researcher sought to determine whether teachers were able to comfortably manage the class. In response, 8 (40%) teachers indicated they were able to manage the class while 12 (60%) of them reported that they were unable to manage the class. Figure 4.1 illustrate factors which facilitated 8 teachers to comfortably manage the class.

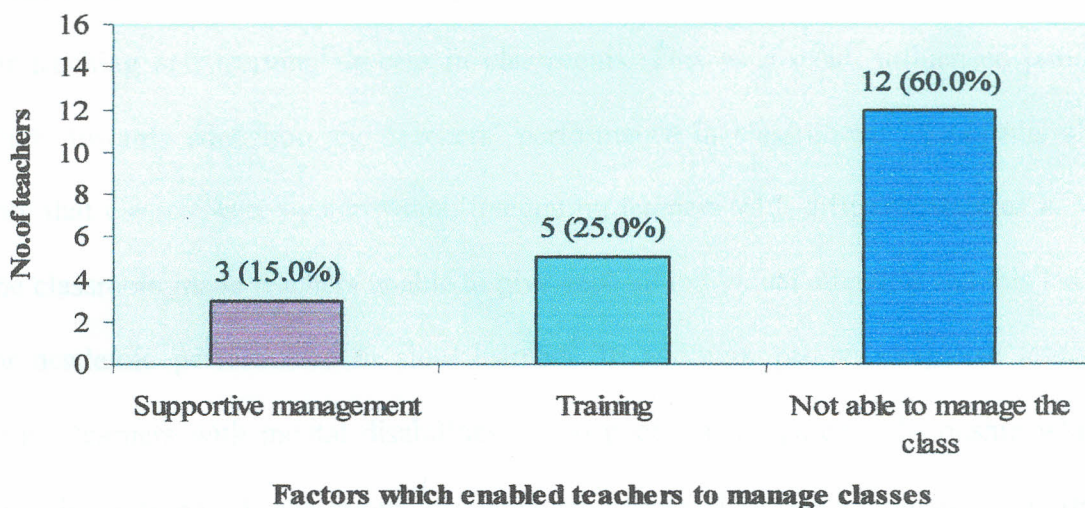


Figure 4.1: Factors which facilitated teachers to comfortably manage classes

Figure 4.1 illustrates that of the 8 teachers who were able to manage classes, 25% succeeded because they had undergone training on class management while 15% of them reported due to support they got from the school management body.

Table 4.13 illustrates Problems hindering teachers' to successfully manage classes

Table 4.13: Problems hindering teachers' success in class management

Problems	F	%
Inadequate teaching and learning facilities	18	90
Different ability levels of learners	17	85
Overcrowding	15	75
Parents negative attitude towards learners with mental disabilities	12	60
Special units suffer most as they are sandwiched between primary schools and secondary schools' interests	10	50

As shown in the table, majority of the teachers reported that they were unable to manage classes due to: inadequate teaching and learning facilities (90%), teaching learners with different ability levels (85%), overcrowding in classrooms (75%) and parents' negative attitude towards learners with mental retardation (60%). Based on the findings above, it emerged that lack of enough teaching and learning resources in schools contributed to poor teaching and learning process in classrooms. This as a result influenced pupils' attitude towards education and teachers' performance in classrooms. The results also imply that classes were overcrowded; integrating learners with different abilities in the same classroom made teachers unable to give each an individual attention and this led to poor academic performance to slow learners. In addition, parents' negative attitude towards learners with mental disabilities led to poor teacher-parent relationship which eventually influenced classroom management. Table 4.14 shows number of staff members in school/unit

Table 4.14: Number of staff members in school/Unit

School	Teacher aides	Cooks	House parents	Security officer	Secretary	Bursar	Ground worker
Sch A	0	2	0	1	1	0	1
Sch B	0	2	0	0	0	0	0
Sch C	0	0	0	0	0	0	0
Sch D	0	0	0	0	0	0	1
Sch E	0	0	0	0	0	0	1
Sch F	0	2	0	1	0	0	1
Sch G	0	3	2	1	0	0	1
Sch H	0	2	6	1	1	0	2
Sch I	0	2	6	1	1	0	2
Sch J	0	0	0	0	0	0	0
Total	0	13	14	5	3	0	9

As reported by teachers all schools lacked teachers aides and bursars. The table shows that 6 schools had cooks, 5 had security officer while 7 had ground workers. Only 3 schools had secretary. This shows that most of the schools had inadequacy of staff members leading to available human resources being overloaded with work. The findings presented above concurs with Oluoch (1982) who states that lack of resources both human and material is a major constraint in curriculum implementation, the researcher accepts that inadequate personnel ends up in increased workload to available human force leading to poor performance.

4.5 Identify the sources of financial support to the special schools and units and how it is utilized

The third objective of the study was to identify the sources of financial support to the special schools and units and how it is utilized. To address this objective, the researcher first sought to establish whether schools budget for the special need education separately

from regular learners and whether the mentally challenged paid money to the school. In response, 20.0% of the headteachers agreed that mentally handicapped pay school fees while 80.0% of them disagreed. To confirm these findings, all the school heads reported that they separately budget for special needs. Table 4.15 shows teachers responses on sources of funds.

Table 4.15: Sources of funds to develop your school/unit facilities and teaching aides

Sources of your school finances	F	%
Government through MoE	15	75
Well wishers	12	60
Individual and co-operative donors	11	55
Parents' contribution	10	50
Church sponsor	8	40
CBM	7	35
Sales from items made by learners e.g. necklaces, dusters etc	4	20

Table 4.15 shows that 75% of the teachers reported that schools received funds from government through MoE, 60% indicated from well wishers while 55% indicated from individual and co-operative donors. Other sources of funds that were mentioned by teachers included: Parents' contribution (50%) and church sponsor (40%).

Table 4.16: Sources of school finances

Sources of your school finances	F	%
Government through MoE	9	90
Donations from well wishers	8	80
GoK	7	70
Parents' contribution	5	50

As shown in the table, majority of the headteachers confirmed that schools get funds from government through MoE (90%), donation from well wishers (80%) and Gok (70%). This implies that government was the major source of funds in schools.

To determine how funds were spent in schools, teachers were requested to indicate whether they were involved in the planning and procurement of learning materials. In response, 90% of them agreed they were included in planning and procurement process while 10% of them reported they were not included in the process. The researcher then asked school heads to indicate how they utilize unit finances in schools. Table 4.17 illustrates responses obtained.

Table 4.17: Headteachers' responses on how schools spend unit finances

How school spends finances meant for special unit	F	%
Provision of specialized learning materials	10	100
Renovation of learning environment e.g. improving classroom furniture's	9	90
Purchasing pre-vocational training materials e.g. sisal fibre, knitting yarn, timber etc	8	80
Through a budget made by the teachers, approved by the SMC and expenditure granted by District Special Needs assessment co-ordinator	7	70
Purchase food stuff	6	60

Table 4.17 above illustrates that schools spend school unit finances by: purchasing specialized learning materials (100%), renovating of learning environment (90%), purchasing pre-vocational training materials e.g. sisal fibre, knitting yarn, timber etc (80%) and also purchasing food stuffs (60%).

However, they further reported that financial resources were inadequate and hence were not fully catering for mentally challenged. To solve this problem, the researcher sought to

establish whether schools had other income generating activities to supplement the school financially. In reference to this, only 10% of the schools had income generating projects while 90% of them had no income generating activities. This was an implication that most schools were looking forward for money received from the government, sponsorship and parents.

4.6 Investigate the community involvement towards supporting the learning, training and employment of the mentally challenged persons

The fourth study objective of the study was to investigate the community involvement towards supporting the learning, training and employment of the mentally challenged persons. The 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 (Farrant, 1964). To address this objective, school heads and teachers were requested to indicate school management body.

Table 4.18 shows responses obtained

Table 4.18: School management body

	Headteachers		Teachers	
	F	%	F	%
School management committee	8	80	13	65
Board of governors	2	20	7	35
Total	10	100	20	100

Table 4.18 shows that 80% of the headteachers reported that the schools were managed by school management committee while 20% of them reported board of governors.

However, 65% of teachers indicated schools were managed school management committee while 35% of them indicated board of governors. This implies that most schools were managed by school management committee

In addition, 80% of the sampled schools had school management committee/ board of governors representing special need education in schools while 20% of the schools did not have. The SMC/Board of governors had a parent representative and a teacher in special unit.

Table 4.19: Headteachers' and teachers' responses on community involvement towards mentally handicapped education

	Headteachers		Teachers	
	F	%	F	%
Do you involve community in any way in education of mentally challenged	4	40	15	75
Do mentally handicapped learners participate in community activities (presenting in shows, prize-giving days, barazas, church events)	10	100	19	95
Total	10	100	20	100

As shown in Table 4.19, all headteachers reported that mentally handicapped learners participated in community activities such as presenting in shows, prize-giving days, barazas and church events. They also added that to create room for mentally challenged learners to participate in the community activities, schools involved community in education of mentally challenged (40%). On the other hand, 95% and 75% of the teachers indicated that mentally handicapped learners participated in the community activities and community members were involved in education of mentally challenged respectively. The above findings were in line with Kochhar (1988) who found out that school must enrich the community and the community must support the school. The researcher

therefore, supports the latest slogan in progressive countries which is “Let us study the community, use the community, serve the community and involve the community in the education process.”

Table 4.20: Community participation in education of learners with special needs

	Headteachers		Teachers	
	F	%	F	%
Advocacy in change of attitude toward Learners with disabilities	9	90	15	75
Sensitizing on how to handle children with special needs	8	80	17	85
Providing lunch, clothes and learning materials	10	100	14	70
The church community has facilitated residence for most of our physically/mentally challenged learners.	7	70	10	50

As shown in the table, over 80% of the headteachers were of the views that community participated in: provision of lunch, clothes and learning materials (100%), advocacy in change of attitude toward Learners with disabilities (90%) and sensitizing on how to handle children with special needs (80%). However, majority of the teachers reported that they participated in Sensitizing on how to handle children with special needs (85%) and advocacy in change of attitude toward Learners with disabilities (75%). This implies that 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 Kochhar (1988).

4.7 Attitude of Teachers, Parents and Community towards Mentally Handicapped

Learners

The fifth objective of the study was to establish the kind of attitude teachers, parents and community have towards MH learners in Kiambu, County. To respond to this objective, school heads and teachers were asked to indicate the duration learners take to complete school. Teachers and schools heads reported that there was no time limit for school completion since level of disability varies and also learners' ability varies.

The researcher further sought to determine whether there are cases of drop outs in schools. To answer this question, 55.0% of the teachers agreed drop out cases existed while 45.0% of them disagreed. This was an indication that learners were dropping out of school. Table 4.21 illustrates reason for dropping out of school

Table 4.21: Reasons for dropping out of school

Reasons for dropping out of school	F	%
Stigmatization in the society	19	95
Withdrawal by parents due to a feeling that educating a mentally challenged child not important	18	90
Learners health problems	17	85
Over-age	16	80
Walking for long distances (for day institutions)	13	65
Relocation of parents	12	60
Separation of parents	11	55
Parents unable to pay school fees	10	50

Table 4.21 shows reasons for dropping out of schools. As reported by the teachers, learners dropped out of school due to: Stigmatization in the society (95%), parents' negative attitude towards educating mentally challenged children (90%), health

complications (85%) and over-age (80%). This therefore implies that the surrounding environment had a great impact towards the education of mentally handicapped learners. The results also show that parental factors highly contributed to learners dropping out of school. The researcher further sought to determine how the schools assessed learners with mental disabilities academic performance.

Table 4.22: Headteachers responses

	Yes		No	
	F	%	F	%
Are there examinations for the mentally handicapped	3	30	7	70
Do mentally handicapped receive any certification while leaving school	3	30	7	70

Table 4.22 shows that 70% of the headteachers confirmed that there were no examinations set for mentally handicapped and also they did not receive any certification while leaving school. This shows that most schools were not assessing mentally handicapped learners academic performances.

Table 4.23: Statement measuring headteachers' and teachers attitude towards learners

	Yes		No	
	F	%	F	%
Headteachers	4	40	6	60
Teachers	9	45	11	55

As shown in Table 4.23, over 50% of teachers and headteachers disagreed that there were follow up in schools to learners who complete or drop out of schools. This was an

indication that both school heads and teachers had no follow up of learners who completed or dropped out of school and hence parents were left to guide their children to various vocational training. According to Slaughter (1964), very few number of school organizations provide guidance and follow-up work for the mentally retarded after they leave school. This shows negative attitude among teachers and school heads towards education for mentally handicapped learners.

4.8 Analyze the educational problems faced by the mentally challenged learners

The sixth study objective sought to analyze educational problem faced by the mentally challenged learners in Kiambu County. To address this objective, teachers were asked to indicate the constraints affecting access to education of mentally handicapped children.

Table 4.24 below shows their responses.

Table 4.24: Educational problems faced by mentally handicapped learners

Educational problems	Frequency	Percent
Negative attitude by community and parents towards the learners who are mentally challenged	19	95
Lack of enough schools for mentally handicapped	18	90
Lack of financial support and support services	17	85
Lack of physical facilities	15	75
Lack of trained teachers	13	65
Parents not realizing the importance of education learners who are mentally handicapped	11	55

As shown in Table 4.24, majority of the teachers were of the views that the major educational challenges mentally handicapped learners faced were: Negative attitude by community and parents towards the learners who are mentally challenged (95%), lack of

enough schools for mentally handicapped (90%), lack of financial support and support services (85%) and lack of physical facilities (75%).

Schools heads and teachers were asked to give their opinions on ways of minimizing the educational problems faced by mentally challenged learners. The following were their recommendations:-

- 1 Government should provide more funds in schools in order to improve on schools infrastructures e.g. classrooms and provision of enough assistive and learning resources
- 2 Sensitize the parents and community on the need to educate children who are mentally challenged.
- 3 Community members should ensure learners have access of all activities performed by others in schools, churches and in the community.
- 4 Advocacy towards learners with disabilities should be intensified
- 5 More teachers should be empowered through in-service training to handle learners with mental challenges in inclusive setting (mild challenges).
- 6 The schools administrative should ensure that there is conducive environment for learners with mental challenges.
- 7 Soliciting well wishers and sponsors for donation of funds
- 8 Parents and teachers should identify learner's strengths and develop on their area of interest.
- 9 MoE to access training for SNE in regular training institutions to avail personnel to attend to the SNE pupils
- 10 Availability of syllabuses will make the teaching more learner-friendly and

interesting. Teachers need to put a lot of effort in teaching mentally challenged learners.

11 The government through MoE should introduce more special units in many regular schools.

12 The MoE should employ more teachers trained on special education.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion, recommendations and suggestions for further studies. The purpose of the study was to find out the challenges that teachers face in resource management in special schools and units for mentally challenged learners in Kiambu County, Kenya. Data for the study was collected from 10 head teachers and 20 teachers, from two special schools and eight units in larger Kiambu District. Given below are the key study findings.

5.2 Summary of the study findings

The study established that all schools registered mentally challenged learners except two schools. Fifty percent of the headteachers reported that in order to cater for learners with special needs, their schools needed special units and integrated teaching methods to enhance performance of learners. Regarding facilities, majority of the teachers reported that teaching/ learning facilities were inadequate. For example the schools can not accommodate all the learners who require this facility, also the schools were short of teachers especially those trained on special education; as a result, this hindered the effective learning/teaching in these institutions. To confirm this, eight of the teachers indicated that they were able to manage their classes because they had undergone training and also due to the support they got from schools the school management. However, some of the pronounced problems that hindered class management as reported by more than 70% teachers included: inadequate teaching and learning facilities, teaching learners

with different ability levels and overcrowded classrooms. The study established that the main source of funds to develop school/unit facilities were from: the government through the Ministry of Education, well wishers and co-operative donors. The headteachers reported that these funds were spent on purchasing specialized learning materials, renovating of learning environment, purchasing pre-vocational training materials and purchasing food stuffs. The headteachers however reported that these funds were not adequate to run the institutions.

Regarding community involvement, majority of the headteachers and teachers indicated that the mentally handicapped participated in community activities such as presenting in shows, prize-giving days, barazas and church events. In addition they indicated that they involved the community on the education of the mentally challenged. This is by teaching the community on how handle children with special needs so as to change their attitude towards learners with disabilities.

More than 50% of the teachers indicated that there were cases of dropout by mentally challenged learners from school. According to the teachers some of the main the reasons for dropping out include: stigmatization in the society, withdrawal by parent due to a feeling that education for a mentally challenged child is not important, learner's health problems and over age. More than 50% of the teachers and the headteachers confirmed that even after dropping out or completion of school, no follow-up was made on the mentally challenged learners. This would probably imply that teachers and headteachers had no interest in the progress of the mentally challenged learners after leaving school. Some of the pronounced educational problems faced by the mentally challenged learners as highlighted by the teachers were: negative attitude by the community and parents

towards the learners who are mentally challenged, lack of enough schools for the mentally handicapped and lack of financial support and support services.

5.3 Conclusion

This study concludes that all schools registered mentally handicapped learners except two schools. However, it was established that most schools experienced mild cases and hence severe cases for learners with mental disabilities were rare. To cater for these learners the study concludes that the schools needed special units and integrated teaching methods. In relation to teaching and learning resources, the study concludes that most schools had inadequacy of teaching and learning facilities and inadequate staff members. This led to teachers being unable to manage classes since they were teaching learners with different levels of abilities, classes were overcrowded and parents' had negative attitude towards learners with mental disabilities. It was also revealed that most schools had very small number of teachers trained on special education. This as a result undermined teachers' effectiveness in content delivery in classrooms, creation of good interpersonal relationship with learners and parents and also classroom management. To solve these problems, teachers required support from school management body, parents and the community members. This would positively influence teachers' performance in classroom and in turn enabled learners to meet their potentials not only in schools settings but also in the world of work.

5.4 Recommendations

Based on the above findings the following recommendations were made;

1. More teachers should be empowered through in service training to handle learners

with mental challenges in inclusive setting (mild challenges).

2. Government should provide more funds in schools in order to improve on schools infrastructures e.g. classrooms and provision of enough assistive teaching and learning resources.
3. The schools administration should ensure that there is conducive environment for learners with mental challenges.
4. Parents and teachers should identify learner's strengths and develop on their area of interest.
5. The government through MoE should introduce more special units in many regular schools.
6. Availability of syllabuses will make the teaching more learner-friendly and interesting. Teachers need to put a lot of effort in teaching mentally challenged learners.
7. The MoE should employ more teachers trained on special education and also organize frequent in-service training. This would help them change their attitude towards educating learners with mental challenges.
8. Community members should ensure that mentally challenged learners have access of all activities performed by others in schools, churches and in the community
9. Advocacy towards learners with disabilities should be intensified.
10. Sensitize the parents and community on the need to educate children who are mentally challenged.
11. The government should establish more special schools to cater for the severe and profound cases who cannot be attended in special classes in regular schools.

5.5 Areas for further research

1. A study should be conducted to find out on the effects of inclusive education on the academic performance of learners with special needs.
2. A similar study should be carried out find to out whether similar findings would be replicated in other districts.

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APPENDIX 1: LETTER OF TRANSMITTAL

MARY WANGUI MAKUMI
KENYATTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL
MANAGEMENT, POLICY AND CURRICULUM
STUDIES
P.O. BOX 43844
NAIROBI.

Dear Respondent

**RE: CHALLENGES FACING TEACHERS IN LEARNING RESOURCE
MANAGEMENT IN SPECIAL PRIMARY SCHOOLS AND UNITS FOR
MENTALLY CHALLENGED IN KIAMBU DISTRICT, KENYA**

I am a post graduate student at Kenyatta University pursuing a Master of Education degree in the Department of Educational Management, policy and curriculum studies. I am carrying out the above referred research.

It is my humble request to you that you kindly respond to the questionnaire to the best of your knowledge and as honestly as possible.

The questions are prepared for this research purpose only and the response shall be absolutely confidential. Your name is not required.

Thank you.

MARY WANGUI MAKUMI.

APPENDIX 2

KENYATTA UNIVERSITY CHALLENGES FACING TEACHERS IN LEARNING RESOURCE MANAGEMENT IN SPECIAL PRIMARY SCHOOLS AND UNITS FOR MENTALLY CHALLENGED IN KIAMBU DISTRICT, KENYA.

HEADTEACHER'S QUESTIONNAIRE

Kindly respond to these questions as honestly and accurately as possible. The information given will be used for the purpose of this study only. Fill as appropriate.

1. Please show with a tick the type of your school; (i) Boarding _____ (ii) Day
_____ (iii) Day/Boarding _____

2. (i) Indicate the number of teachers in your school

Male Female Total

- (ii) How many are trained in Special Needs Education?

Male Female Total

Specify their level of training in the following table.

	Male	Female	Total
Certificate			
Diploma			
Degree			
Masters			
P1 Teacher only			
ECD only			

Any other training, specify _____

3. (i) Give the enrolment of your school

Boys	Girls	Total

(ii) State the number of learners with mental challenges

Boys	Girls	Total

4. (i) Tick the mode of teaching the learners with special needs in your school

Special school	Special unit	Integration	Other

(ii) If integration is done state how many learners and specific classes.

If no, please give reasons.

5. Name other staff involved in the learning of the mentally challenged (Teacher aides, security officer etc)

6(i) How long do the mentally challenged take to graduate from your school?

Kindly elaborate further

(ii) Are there examinations for them?

Yes _____ No _____

(iii) Do, they receive any certification while leaving school?

Yes _____ No _____

Please elaborate your answer

iv) Is there any kind of follow-up to these learners after they leave school?

Yes _____ No _____. Tick correct answer.

Please explain your answer.

7. (i) Were there any drop outs in year 2010 from your mentally challenged learners?

Boys _____ Girls _____ Total _____

(ii) What could be the reason for dropping out?

Finance _____

Other (Specify) _____

8. (i) Is the school managed by the management committee or Board of Governors? Tick.

(ii) Is there representation of the special need education in school management committee/ Board of Governors the management? Tick appropriately.

Yes _____ No _____

If yes, specify the representation.

9. Do you budget for special needs education,

(i) Separately from the rest of the regular learners? Tick the answer.

Yes _____ No _____.

(ii) What are the sources of your school finances?

Do the mentally challenged pay any money to the school? Yes _____
No _____

If yes, how much

(iii) State how you spend your school / unit finances.

10. Are the financial resources adequate to cater for the needs of the mentally
Challenged in your school? Tick. Yes _____ No _____.

11. (i) Do you have any income generating activities to supplement the school
financial income? Tick. Yes _____ No _____.

If yes, specify the type of activities

(ii) If no, what plans do you have for the venture?

12. Do you involve the community in any way in the education of the mentally
challenged?

Yes _____ No _____ . Tick correctly.

If yes, please indicate how

13. The mentally handicapped can participate in community activities, have
learners in your school been involved in such activities (presenting in shows,
prize – giving days, barazas, church events)?

Yes _____ No _____ . Tick correct answer.

If yes, elaborate more

If no, give your suggestion

14. Indicate the number of learners from your school/unit who have joined the following institutions for the last ten years.

	Boys	Girls	Total
Secondary	_____	_____	_____
Courses	_____	_____	_____
Vocational training	_____	_____	_____
Employment	_____	_____	_____

15. In your own opinion, suggest ways of improving education of the mentally challenged learners.

APPENDIX 3
KENYATTA UNIVERSITY
CHALLENGES FACING TEACHERS IN LEARNING RESOURCE
MANAGEMENT IN SPECIAL PRIMARY SCHOOLS AND UNITS FOR
MENTALLY CHALLENGED IN KIAMBU DISTRICT, KENYA

TEACHER'S QUESTIONNAIRE

Kindly respond to these questions as honestly and accurately as possible. The information given will be used for the purpose of this study only.

1. (i) Indicate the name of the institution _____ . Is it managed by the Board of Governors or by the school management committee?

- (ii) What position do you hold in the school (headteacher, deputy head, senior teacher, subject panel head, incharge of special unit, class teacher)

- (iii) Your gender: Male _____ Female _____

Tick your age bracket: 25 years and below _____, 26 to 30 _____,

31 – 45 _____, 46 and above _____.

2. (i) Indicate your level of education.

Form 2 and below _____

Form 4 _____

Form 6 _____

1st degree _____

Other _____

- (ii) Tick your level of professional training in special education.

Certificate _____

Diploma _____

Degree _____

Masters _____

Other _____

3. Indicate your area of specialization in special need training.

- Mentally Handicapped _____
- Hearing Impaired _____
- Physically Handicapped _____
- Visually Impaired _____
- Learning Disability _____
- Gifted and Talented _____
- Behaviorally Disordered _____
- Inclusion _____
- Any other (specify) _____

4. (i) How long have you taught the mentally challenged learners in years? Less than 5 _____, 5 _____, more than 5 _____. Tick correctly.

(i) How long have you been in this special school/unit in years? Less than 5 _____, 5 _____, more than 5 _____. Tick the answer.

5. Are you employed by the T.S.C or by the B.O.G (Management of the school)?
Underline the appropriate answer.

6. Indicate the number of the following staff members, in your school/unit.

	Male	Female	Total
i) Teacher aides			
ii) Cooks			
iii) House parents			
iv) Security officer			
v) Secretary			
vi) Bursar			
vii) Ground worker			
viii) Other			

7. (i) Show your current enrolment in your class

Boys _____

Girls _____

Total _____

(ii) Indicate the teacher pupil ratio in your class _____

8. Is the school a boarding or day institution? Tick appropriately.

9. Indicate the level of mental challenge of the learners that you handle in your class and the number of learners.

(i) Mild _____

(ii) Moderate _____

(iii) Severe _____

(iv) Profound _____

Total _____

10. (i) Do you comfortably manage the class? Tick appropriately.

Yes _____ No _____

(ii) If yes, indicate what facilitates your success (available facilities, supportive management, training, teacher aides, positive parents, others)

If no, indicate the problems hindering your successful management.

11. (i) Have you been able to accommodate all the learners requiring services in your unit/school? Tick correct answer.

Yes _____ No _____

(ii) If no, state reasons.

(iii) Do you have a waiting list of children who would want accommodation in your class/ school? Tick the answer.

Yes _____ No _____

If yes, what is the number?

12. (i) How long do your learners take to complete school?

(ii) Are there cases of drop outs? Tick the answer.

Yes _____ No _____

If yes, what are the reasons.

(iii) Any follow-up made to those who complete or dropout of school? Tick.

Yes _____ No _____

Please explain your answer. _____

(iv) Is there a workshop for vocational training in your school/unit? Tick the answer. Yes _____ No _____

13. How do you rate the relevance of the special education curriculum offered in your school/unit?

Very good _____ Good _____ Fair _____ Poor _____

14. State how you would rate the available special education facilities and learning materials on the following areas:

	Very good	Good	Fair	Poor	Very poor
i) Availability					
ii) Adequacy					
iii) Suitability					

15. Are you involved in the planning and procurement of the learning materials?

Yes ___ No ___ Tick the answer.

Give comments?

Give recommendations:

16. (i) What are the sources of funds to develop your school/unit facilities and teaching aides?

(ii) Indicate the parents contribution to the school.

17. How often are you assessed by the following:- (tick the answer)

Education officers: Monthly _____ Termly _____ Yearly _____

School administration Monthly _____ Termly _____ Yearly _____

18. (i) Do you handle subjects in the ordinary classes (if you are in a special unit)?

Yes _____ No _____ (Tick the answer).

(ii) If yes, how many lessons? _____

Comment about your special need learners in this case _____

(iii) How else are you involved in the regular school/classes activities?

19. (i) Do you involve the community in any way in education of the special learners?

Yes _____ No _____

(ii) If yes, how?

20. (i) Do your learners participate in community activities? Yes _____

No _____

If yes, state the activities

21. State the constraints affecting access to education of mentally handicapped children.

22. In your own opinion, suggest ways of minimizing the above constraints.

DR. H. K. MURPHY, Ph.D.
LECTURER IN EDUCATION

APPENDIX 4
RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
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P.O. Box 30623-00100
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Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/508

Date: 14th May 2012

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

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Challenges facing teachers in learning resource management in primary schools and units for mentally challenged learners in Kiambu District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu District** for a period ending **30th June, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, Kiambu District** before embarking on the research project.

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

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, FSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kiambu District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

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