FACTORS AFFECTING TEACHING AND COMPLETION RATES OF PUPILS WITH INTELLECTUAL DISABILITIES IN PUBLIC PRIMARY AND SPECIAL SCHOOLS: A STUDY OF MALINDI SUB-COUNTY, KILIFI COUNTY, KENYA

BY

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A thesis in partial fulfilment of the requirements for the Degree of Master of Education in Special Needs of Pwani University

December, 2016
DECLARATION

This research project is my original work and has not been submitted for the award of a degree or diploma in any other university or for any other award.

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DEDICATION

I dedicate my work to my family and friends. A special feeling of gratitude to my loving parents and son, Samson, I love you.
iv

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ABBREVIATIONS AND ACRONYMS

EFA: Education For All

ICT: Information Communication and Technology

ID: Intellectual Disabilities

IEP: Individualized Education Program

INDS: Integrated National Disability Strategy

IQ: Intelligence Quotient

ITC: Initial Teacher Training

JICA: Japan International Cooperation Agency

KISE: Kenya Institute of Special Education

LD: Learning Disability

MoEST: Ministry of Education, Science and Technology

NCE: National Commission on Education

SNE: Special Needs Education

RNPE: Revised National Policy on Education

UNESCO: United Nations Educational, Scientific and Cultural Organization

US: United States

SDGs: Sustainable Development Goals

CNN: Cable News Network
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ABSTRACT

High dropout of pupils with disabilities is a challenge to stakeholders in the education sector. Such learners have to grapple with multiple problems. Similarly, teachers in such schools do not have the requisite training to manage such learners. Towards that end, it was found important to undertake a study of factors that impact on teaching and completion rates of such learners. The purpose of this study was to find out the learner, school and home factors that impact on the teaching and completion rates of pupils with intellectual disabilities in Malindi Sub-county, Kilifi County, Kenya. Further, the study sought to explore the challenges teachers experience in teaching such pupils. A descriptive survey design was employed for the study. The target population comprised pupils with disabilities in inclusive schools. Samples of 52 respondents were selected purposively. The sample comprised 33 pupils with intellectual disabilities, ten teachers and nine head teachers from the purposively sampled schools. Data was collected using a questionnaire, observation checklist, Focus Group Discussions and semi-structured interviews. The instruments were administered after piloting using a sample of four pupils, one teacher and one head teacher. This was to determine their suitability, validity and reliability. Both quantitative and qualitative data was collected. Descriptive statistics in the form of frequencies and percentages was used while qualitative data from the open-ended items in the questionnaires, interview transcripts and observation schedules was analysed thematically in line with the objectives of the study. Findings of this study show that teachers managing pupils with intellectual disabilities were not professionally qualified in Special Needs Education. It was also found out that teachers had work overload, lack of special curriculum for such pupils and lack of physical facilities, especially teaching as well as learning resources the pupils impacted negatively in teaching and completion rates. Parents had negative attitudes towards their own children and their teachers. Teachers viewed pupils with intellectual disabilities negatively because they lowered school mean grade. Teachers also had no specialised skills to teach them. Pupils with intellectual disabilities also suffered from parental poverty and therefore missed school. From these findings, it was recommended that the government employs trained teachers in the area of Special Needs Education; that schools be funded to cater for pupils with intellectual disabilities and curriculum developers design programs, especially for pupils with intellectual disabilities.
CHAPTER ONE

1.1 Introduction

This chapter presents background of the study, statement of the problem, purpose of the study, objectives, research questions, significance, scope, limitations, and assumptions of the study and operational definition of terms.

1.2 Background of the Study

Disability is the absence of competent physical, intellectual, or moral power, means, fitness, and the like. It also refers to want of legal qualification to do a thing; legal incapacity or incompetence. Intellectual disability therefore refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour manifested during the developmental period that adversely affects a child’s educational performance (Auxeret al. 1999). Braddock and Parish (2002) have defined disability as socially determined interpretation of impairment by others. This is characterised by significantly sub-average .0.. of disability matters within the development agenda is necessary in order to reduce poverty (“United Nations Enable 2,”2015). Moreover, Goal 4, Target 5 of the SDGs aims that “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities indigenous peoples and children in vulnerable situations.” The SDGs have been defined within the post 2015 development agenda to continue with the process of poverty reduction. Article 32 of the United Nation Convention on the Rights of Persons with Disability explicitly articulates that countries that have ratified the Convention will ensure that international cooperation, including international development programmes, are inclusive of, and accessible to people with disability. The implications of this Convention and other
human rights frameworks-must be substantially reflected in future development frameworks.

It is estimated that approximately 80% of the world’s more than one billion persons with disabilities resides in a developing country context, frequently in poverty. According to Claire E. Brolan, (2016) “Disability is a development issue, because of its bidirectional link to poverty: disability may increase the risk of poverty, and poverty may increase the risk of disability.”

Pupils with mild and moderate cases can be educated at school and achieve education as compared to the severe and profound. About 12 to 26 percent of pupils with ID get chances to join high school. However, pupils with ID do not perform very well as 76% of them suffer dyslexia which is correlated with intelligence, (National Centre For Learning Disability, 2012).

These conditions often make them passive in utilizing their mental capacities to explore and solve problems (Mwaura, 2002). The earliest reference to intellectual disability dates to the Egyptian Papyrus of Thebes in 1552 B.C. (Harris, 2006). The ancient Greeks and Romans felt that children with intellectual disability were born because the gods had been angered. This was the era of extermination when children with severe intellectual disability would be allowed to die of exposure as infants rather than permitted to grow up. Before the 18th century, societies differed on how or whether they conceptualized intellectual disability. Those with mild intellectual disability who were socially competent received no special identification or treatment, and those with more severe conditions probably received protective care from their families or in monasteries. Some societies considered people with more severe intellectual disability to be capable of receiving divine revelation (Beirne-Smith et al. 2006; Harris, 2006).
Throughout the 20th century, federal and local legislation in the United States codified rights and mandated services for disabled people, eventually including the intellectually disabled. Even before the advent of widespread mental testing, a special class for people with intellectual disability was established in France, 1799, which mandated that education be provided for students with intellectual disabilities (Beirne-Smith et al. 2006). During these final periods in France, vocational centres and education were adequate for normal children which stretch to the present but still the rate of children with intellectual disabilities incompleting their education is still very low. This study sought to investigate home and school factors affecting teaching and completion rates of pupils with mild intellectual disabilities in Malindi sub-county.

According to Lindah (2012), the children who have intellectual disability have low Intelligence Quotient (IQ) but the conceptualization of intellectual disability is seen as a condition that can be improved and not permanent. This then requires that teachers and parents be trained on how to handle children with intellectual disability. The ordinary IQ tests are far from being a perfect tool of diagnosing individual intellectual disability but are only one indication of a person’s ability to function. The extent to which pupils with intellectual disability function is directly related to the amount of support he/she receives from the environment. Table 1.1 shows the levels of Intellectual Disabilities (IDs).
Table 1.1

*Levels of Intellectual Disability*

<table>
<thead>
<tr>
<th>Degree of Intellectual Disability</th>
<th>Stanford Binet Scale</th>
<th>Wechsler Scale</th>
<th>Educational Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>67-52</td>
<td>69-55</td>
<td>Educable</td>
</tr>
<tr>
<td>Moderate</td>
<td>51-36</td>
<td>54-40</td>
<td>Trainable</td>
</tr>
<tr>
<td>Severe</td>
<td>35-20</td>
<td>39-25</td>
<td>Trainable</td>
</tr>
<tr>
<td>Profound</td>
<td>19 and Below</td>
<td>24 and Below</td>
<td>Severe / Profound</td>
</tr>
</tbody>
</table>

The treatment of the persons with disability in Africa showed that, the persons with disability were perceived as incapable of engaging in gainful employment. The intellectual disabilities, rather the mentally retarded were in the past called “idiots”, had little interest in education and dropped out of school (Kisanji, 1994).

On a daily basis, teachers face multiple challenges in the classroom. One of these challenges is teaching a group of students with varying levels of intellectual disabilities with the main objective of ensuring that each one of them learns to maximize their potential. This means that while teaching the whole group, one has to keep in mind the needs of individual learners thus forcing teachers to use different strategies (Otiato, 2002). This is important for those students with intellectual disabilities. Special needs
education has for a long time been provided in special schools or units attached to
regular schools and more recently, in inclusive settings in regular schools. Three
quarters of Kenyan pupils with special educational needs are in special schools with
only a quarter in special units within mainstream schools (Kenya Gazette on Educational
Matters, 2014).

Available literature points to various causes as being behind the presence of intellectual
disabilities among the population of the reported cases. The special needs Educators
estimated that by 1990s only about ten to fifteen percent of cases of mental retardation
had been acknowledged. However, this has been improved through the mapping of
Human Genome project, which has brought a wealth of information related to causes of
mental retardation. This can be detected through testing of the three levels of
intelligence viz-conceptual intelligence, practical intelligence and social intelligence.

In Kenya, children with intellectual challenges are placed in special units while those
with physical handicaps and hearing impairments attend special schools. A number of
individual schools are struggling to meet the needs of children with mental and physical
handicaps and those with both hearing and visual impairments. Oriedo (2003) and
Muuya (2002) assert that the needs of children with disabilities cannot be met if teachers
do not have at least basic training in Special Needs Education. Ministry of Education
Science and Technology report (MOEST 2004) points out that most teachers do not feel
professionally equipped to handle children with special needs and that they require
specialized training to carry out this duty. Individualized Education Programmes (IEP)
put the interest of the child above those of the educational agency.
Children with intellectual disabilities, including those with Down syndrome, have delayed and widely varying productive language development (Abbeduto, 2011). The transactional model of development (American Association on ID, 2013) suggests that attention to both parent and child factors is more helpful than attention to just one of these factors in explaining why some children with intellectual disabilities acquire productive language before others. One specification of the model for the pre-linguistic period suggests that pre-linguistic communication reveals children’s ability to acquire language and elicit parental language as facilitating responses (Beukelman, D.R., & Mirenda, P., 2013).

It is required by the Constitution of Kenya (2010) and the Education Act 2014 that the education needs of the child are systematically planned and that annual objectives, including short-term objectives, are clearly stated in order to ensure that the child’s learning is not haphazard but defined. According to Kirk et al. (2007), the central aim of Individualized Education Programme is effective teaching of exceptional children, which can be attained if the teachers of children with special needs are trained in methodology for special needs education. There is need, therefore, to establish factors that impact teaching and completion rates of pupils with intellectual disabilities.

1.3 Statement of the Problem

Kenya has invested heavily on education in order to foster economic growth, productivity, contribute to national and social development thereby reducing social inequality (Hisayo et al., 2014). This means that each pupil in any school is entitled to complete the learning process regardless of their nature including disabilities. However, the completion rates of pupils with intellectual disabilities in Malindi Sub-county is very low. It was established that pupils with Intellectual Disabilities (ID) exhibit
inappropriate behaviours which interfere with their academic achievement. School Deputy Head teachers have been using traditional strategies, such as suspension, manual work and expulsion to manage these learners with ID. This has led to a significant number of pupils dropping out of schools and some being kept away from school by their parents. This kind of situation has created a negative rapport between the inclusive primary schools having ID pupils. Additionally, in a recent stakeholders meeting held in 2015 by District Education Officer, Kenya Primary School Head teachers Association, Board of Management in Malindi Sub-county, it was noted that the completion rate of learners with intellectual disability was far below their normal peers. 1.2 million children in Kenya live with some form of disability and 30% of them cannot access education. In Malindi sub-county, a total of 592 pupils are in special schools with a form of a disability which indicate that 178 disabled children cannot access education. Moreover, the teaching of these pupils is faced with a myriad of challenges. In education stakeholders forum involving Boards Of School Management (BOM) sponsored by World Vision in 2015, issues of concern rose in the forum included inclusion of all children with special needs as per the Sustainable Development Goals (SDG) by 2015. In view of the above, this study sought to investigate managing of ID in selected inclusive primary schools in sub-county and suggest possible solutions. It is against this background that this study sought to assess home and school environment has an impact on teaching and completion rates of pupils with intellectual disabilities in Malindi Sub-county, Kenya.
1.4 Purpose of the Study

The overall purpose of this study will be to investigate the factors affecting teaching and completion rates of pupils with intellectual disability in public primary and special schools in Malindi sub-County, Kilifi County, Kenya.

1.5 Specific Objectives

a. Find out teacher factors influencing teaching and completion rates of pupils with intellectual disabilities in Public Primary and Special Schools Malindi Sub-county.

b. Establish school-related factors influencing teaching of pupils in public Primary and Special Schools with intellectual disabilities in Malindi Sub-County.

c. Find out the learner-related factors influencing teaching and completion rates of pupils with intellectual disabilities in Public Primary and Special Schools in Malindi Sub-county.

d. Establish the home factors influencing teaching and completion rates of pupils with intellectual disabilities in Public Primary and Special Schools in Malindi Sub-county.

e. Establish challenges faced by teachers and school administrators in managing pupils with intellectual disabilities in Public Primary and Special Schools in Malindi Sub-county, Kenya.

1.6 Research Questions

a. What teacher related factors influence teaching and completion rates among learners with intellectual disabilities in Malindi Sub-county?

b. What school-related factors influence teaching and completion rates among pupils with intellectual disabilities in Malindi Sub-county?
c. What learner-related factors influence teaching and completion rates of pupils with intellectual disabilities in Malindi Sub-county?

d. What home related factors influence teaching and completion rates of pupils with intellectual disabilities in Malindi Sub-county, Kenya?

e. What challenges are faced by teachers and school administrators in managing pupils with intellectual disabilities in Malindi Sub-county?

1.7 Significance of the Study

This study provides valuable insights to the government, head teachers of primary schools, development partners and the community, on the factors affecting teaching and completion rate of pupils with intellectual disabilities. The findings of the study may provide the Ministry of Education with information on the factors affecting the teaching and completion rates of pupils with intellectual disabilities. This may require requisite policies developed to address these issues. To the head teachers and teachers, the study may act as a self-assessment tool to determine how they are coping with challenges of educating children with intellectual disabilities.

The study may contribute by generating knowledge, which the head teachers and teachers can use to deal with the emerging challenges in the course of their instructional programmes. Head teachers and teachers could benefit from the study in that they are likely to acquire information to guide them on the need to understand methodologies in dealing with these challenges. The study may also assist education planners and enable Quality Assurance Officers, during their visits to schools to give proper guidance to the schools managers and teachers on the best approaches of addressing these challenges while implementing their instructional programmes.
Study findings will also assist donors and other well-wishers in assessing the level of needs of pupils with intellectual disabilities. The study brings forth information that can be of use to enhance the completion rates of pupils with intellectual disabilities.

1.8 Delimitations and Limitations of the study

1.8.1 Delimitations of the Study

The study was carried out in Malindi Sub-county, Kilifi County, Kenya. It involved primary schools that offer curriculum to pupils with intellectual disabilities. While many factors may be hypothesized to impact teaching and completion rates of pupils with intellectual disabilities, the study investigated selected factors affecting the teaching and completion rates of pupils with intellectual disabilities in primary schools of three zones in the Malindi Sub-county only. Therefore, findings of the study may be generalized to schools with pupils with intellectual disabilities in Malindi Sub-county only.

1.8.2 Limitations of the Study

Respondents in the study were from Malindi Sub-county therefore limiting them to not generalize to the entire population of pupils in the whole of Kilifi County and Kenya. The sample size was small and therefore the data may not reflect the real situation of difficulties experienced by teachers of pupils with intellectual disabilities elsewhere. The study were conducted only in selected government (public) primary schools and special schools from Watamu, Central and Kakoneni zones of Malindi Sub-County.
1.9 Assumptions of the Study

That the inclusion criteria of the sample are appropriate and therefore, assures that the participants have all experienced the same or similar phenomenon of the study. Also it’s assumed that all the respondents would give genuine, truthful, and honest responses to the data collection instruments.

1.10 Operational Definition of Terms

**Academic performance:** Refers to the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is measured by examinations or continuous assessment. In this study, academic performance refers to the outcome of education (Canada, 2011).

**Administrative challenge:** Refers to a restricting condition in administration; in this study it refers to problems or difficulties encountered in the process of implementing the curriculum for the pupils with intellectual disabilities, which could negatively influence teaching and completion rates of IDs and even lead to their dropping out of school.

**Completion rates:** It indicates the ratio of the number of children graduating from primary school each year to the population of official graduating age. (United Nations Development Group, 2003). In this particular study, the concept is used in reference to pupils with IDs who have challenges in learning and cannot complete the learning cycle.

**Curriculum:** This refers to all the courses of study, offered by an educational institution (French et al. 2016).
**Government Policy:** A policy is a principle or protocol to guide decisions and achieve rational outcomes (English Dictionary for Learners).

**Head teacher:** Refers to the administrator of a school appointed by the Teachers’ Service Commission in accordance with Education Act Cap 211.

**Intellectual challenge:** This is the inability to think and to understand ideas and process information, which is common in the same levels of development or age with other pupils in school or at home. (English Dictionary for Learners).

**Instructional challenges:** Inability to fully implement the instructional programs as developed by the teacher (English Dictionary for Learners, 7th Edition).

**Management:** It refers to a system of working with and through individual personnel and groups for achieving the goals of an organization (Griffin et al. 2014).

**Physical facilities:** Refers to all physical equipments, which includes buildings, desks and latrines, play fields among others (English Dictionary for Learners, 7th Edition).

**Teacher:** Is a trained professional in the teaching and handling of curriculum at different levels as established under the TSC Act and the MoEST Act in Kenya.

**Teaching/learning resources:** Broadly, the term refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans as established by TSC and MoEST Act of Kenya.

**Teacher qualifications:** These are the basic requirement for one to qualify to teach in a school system as established by the teachers’ service commission and the MoEST.

**Integrated School:** This is a school which accept students of all races at its inception.
Special School: This is a school where special education is offered that’s an individual plan and systematically monitored and arrange teaching procedures, adapted equipment and materials

**Integrated Curriculum:** Is one that connect different area of study by cutting across subject-matter lines and emphasizing unifying concept. It focuses on making connection for students, allowing them to engage in relevant, meaningful activities that can be connected to real life despite of their situations i.e Intellectual Disabilities ID.

**Specialized Curriculum:** One that offer educational accommodations, modifications, and supports that ensure students access to a free appropriate public education according to their abilities and disabilities. It provides special education programs and services to students with disabilities i.e Intellectual Disabled (ID).

**Mild:** A condition in which a child has minor problems with mental ability such as thinking problem, language and judgement that is greater than normal age-related changes. However, with guidance, they can follow simple instruction.

**Moderate:** This condition is slightly below the mild cognitive disability but they have problem in logical thinking constructively.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looks at the prevailing research in the area of pupils with Intellectual Disabilities (ID). Literature concerning challenges faced by pupils with intellectual disabilities is also reviewed. Additionally, policies in the management of such learners is reviewed.

2.2 International Policy on Intellectually Challenged Education

The policy of inclusive education was articulated in the meeting at the 48th session of the United Nation Educational, Scientific and Cultural Organisation (UNESCO). International Conference on Education, held in Geneva in November 2008. It was acknowledged that ‘inclusive education was an ongoing process aimed at offering quality education for all. This would be done while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination’ (UNESCO, 2009, p.126). There was a general assertion that pupils with intellectual disabilities needed specialized attention where the teacher alone may not achieve much without a multitier framework. Moreover, most teachers are not trained in Special Needs Education and with inconsiderable working experience with children with ID.

This framework would bring important information about a child, the data on the child’s strengths and challenges. The evidence-based instructional approaches enable the teachers and other service providers to recognize and respond to the student needs (Bradley et al.2007; Brown-Chidsey et al.2005; Fuchs, 2006). The response to
intervention model is seen as one of the many models that can yield desired results in handling pupils with intellectual disabilities. It is based on this notion that this study sought to find out teacher factors affecting teaching and completion rate.

2.3 The Origins of Inclusive Education

Advocacy for inclusive education revolves around three main arguments. Firstly, several writers claim that inclusive education is a human right. For example, Christensen (1996) argued that exclusion or segregation of students with special needs is a violation of their human rights and represents an unfair distribution of educational resources. Similarly, Lipsky and Gartner (1996, 1999) assert that inclusive education is a fundamental right, derived from the principle of equity, which if recognized, would contribute significantly to a democratic society. This is also emphasized in UNESCO’s Salamanca Statement (1994) and Slee (2001), the latter considering that inclusive education is about the cultural politics of protecting the rights of citizenship for all students.

Writing from a British perspective, and as a person with a disability, Oliver (1996) argued that the education system has failed students with disabilities by not equipping them to exercise their rights and responsibilities as citizens, while the special education system has functioned to exclude them from both the education process and wider social life. He thus saw inclusion as a political as well as an educational process. As Lipsky and Gartner (1996, 1999) pointed out, in designing educational programmes for students with disabilities, the focus must shift from the individual’s impairments to the social context, a key feature of which should be a unitary education system dedicated to providing quality education for all students (Meijer, 2003).
Dockrell et al. (2002) found that teachers have two contrasting ‘pedagogical discourses’ - the discourse of deviance and the discourse of inclusion. These differ along a number of dimensions, such as teachers’ views on the educability of students, their explanations of student failure, and their curriculum models. He argued that the discourse of inclusion provides an alternative vision of the relationship between education and society that runs counter to the processes of segregation and differentiation that have dominated the development of mass schooling. Home-related factors which include attitude impact to the education progress i.e teaching and completion rates of Intellectual Disable learners.

Slee (2001), who claimed that the more schools have been called upon to include the masses, also expressed the latter point; the more they have developed the technologies of stratification and exclusion. Slee saw a danger too, in inclusive education deteriorating into assimilation or absorption. A third argument asserts that since there is no clear demarcation between the characteristics of students with and without disabilities, and there is no support for the contention that specific categories of students learn differently, separate provisions for such students cannot be justified (Lipsky & Gartner, 1996, 1999). This has led to the difficulties of creation of special curriculum for them thus negatively affecting teaching and completion rates. Based on this information, the study sought to assess the influence of teacher qualifications on teaching and completion rates of pupils with intellectual disability.

2.4 International Literature on the Education of pupils with Intellectual Disabilities

Education should support students’ learning and ability to learn. For students with severe disabilities, this learning can occur in either special education classrooms or general education classrooms with peers without disabilities. While inclusive education for students with severe disabilities is strongly supported in actual practice (Carter et
Intellectual Disabled learners face intimidations and segregation from their peers. There is considerable inexperience and lack of specialist teachers to work with the children affecting teaching of the ID. The young people who have learning difficulties or disabilities make it harder for pupils to learn or access education as most children of the same age. This could include teaching children with mild to moderate learning difficulties, specific learning difficulties such as dyslexia, physical disabilities, hearing or visual impairment, emotional or behavioural problems. These lack of specialist teachers and inexperience and the learner related factors i.e hearing and visual impairment lead to the poor completion rates of the Intellectual Disabled (ID).

The work involves helping pupils to develop their self-confidence, independence, abilities and attitudes. It also involves teaching national curriculum subjects, which may have been adapted or modified to pupils’ needs and preparing of lessons, teaching materials, marking, assessing work and putting up displays in the classroom. The liaising with other professionals (such as medical professionals, social workers, speech and language therapists and educational psychologists), cooperation with parents and caretakers, attending meetings and in-service training, organizing outings, social activities and sporting events that have become part of the overall educational policy.

The education of students with moderate and severe intellectual disabilities has evolved substantially from initial and traditional beliefs. Originally, individuals with intellectual disabilities were considered unable to learn and were systematically assigned to institutions for care but not for learning (Blatt, 1981). Families were advised to place their children with moderate or severe disabilities into these congregate institutions shortly after birth to avoid any ill effect on the family group and society (Ferguson,
2008; Singer & Irvin, 1991). However, as early as the late 1960s and early 1970s, teachers in the field of special education began questioning the institutionalization of individuals, especially children, calling for a continuum of services offered to students from least to most restrictive in placement (Reynolds, 1962; Taylor, 1982).

In addition, family members began questioning the practice of removing their children from the home to be cared for by strangers with no effort made to teach skills. Banding together, families became a recognizable force opposing institutional placement and instigated court actions demanding educational rights for their children. Their advocacy led to the early court cases, in particular Mills vs Board of Education (1982) and Pennsylvania Association for Retarded Children (PARC) vs Commonwealth of Pennsylvania (1971, 1972), that ensured educational opportunities for children with developmental disabilities. Such federal court cases impacted the education for all students in the United States and resulted in Congress endorsing the Least Restrictive Environment (LRE) concept in P.L. (Public Law) 94–142, The Education for All Handicapped Children Act of 1975.

With the passage of this federal act, the placement of students with disabilities in general education settings was clearly the preference. Rose and Siegel (2010) in their longitudinal study investigated the academic and cognitive characteristics of persistent mathematics difficulty from first to fourth grade, and found out that the group was more likely than other groups to have deficits in calculation, practical problem solving, number facts, and reading. In terms of cognitive characteristics, the group was characterized by deficits in math concepts and phonological decoding, though there was some evidence for the involvement of working memory, processing speed, and numerical reasoning (National Centre for Learning Disabilities, 2009).
On a daily basis, teachers face multiple challenges in the classroom. One of those challenges is teaching a group of students with varying abilities so that everyone can learn grade-level skills and content. This means that while teaching to the group, the teacher has to keep in mind the needs of individual learners. This is especially important for those students with Learning Disabilities (LD) in their classroom. Students with learning disabilities often require special attention (in terms of accommodations and modifications) and may need access to assistive technologies in order to keep up with their classmates. Students with LD are often as capable as their peers, but since they process information differently, they need additional support to compensate for their disability. If a student has been formally diagnosed with a learning disability, the accommodations that he or she needs should already be listed in an Individualized Education Program (IEP). The student's teacher is thus an important member of the IEP team, providing observations and information about the kinds of specialized instruction and additional support that the student needs (Vera & Gabriela, 2010). It is based on these findings that this study sought to find out the level of the learner disability and its impact on teaching and completion rates of pupils with ID.

2.5 Africa Policy of Inclusion in Education

2.5.1 Zimbabwe

In the Zimbabwean context, inclusive education involves the identification and minimization or elimination of barriers to students' participation in traditional settings (i.e., schools, homes, communities, and workplaces) and the maximization of resources to support learning and participation (Chimedza & Peters, 1999; Mpofu, 2004). In school settings, successful inclusion results in students' and their families’ participation in the regular activities of the school community while meeting their unique needs, as
well as contributing to the development of the school community. A focus on aspects of curriculum and classroom practices, the role of families, teacher preparation, and government policies that influence qualities of inclusive education as stipulated in Zimbabwe's inclusive education policy.

2.5.2 Botswana

The Botswana Government’s commitment to the principle of Education for All, including those with disabilities is widely documented. Signals for this commitment include the inclusion of a section on Special Education in the Revised National Policy on Education (RNPE), 2015. The principle of Education for All adopted internationally at the Salamanca Conference, rests on the beliefs that the aims of education are common to all children and education is a basic human right, and therefore should be made accessible to all children including those with disabilities. Although these beliefs have been held in Botswana and were reflected in the Education for All,(Kagisano, 1977), it was revealed in 1993 by the National Commission on Education (NCE) that the educational requirements of children with special needs were still not being met. This led Botswana to develop a policy on inclusive education, which now forms the basis of its inclusive education policy as undertaken by its National Commission on Education from 1993. This study was guided by Kagisano’s assertion in trying to find out how motivation will influence teaching and completion rates of pupils with ID.

2.5.3 South Africa

In 1997, the government published a key policy dealing with disability. This is known as the Integrated National Disability Strategy (INDS). White Paper on an Integrated National Disability Strategy (1997), explains how disability is an issue that affects all
government departments. The INDS comments on the system in which education was provided for learners with disabilities, mainly in special schools that were disability specific. This situation resulted in about 70% of children with disabilities of school age being out of school (Silomo et al, 2015). The INDS outlines the principles according to which education should now be provided to learners with disabilities. All South Africans, regardless of ability, should have the widest possible range of educational opportunities as also supported by Chappell et al (2013). Learners should receive education and training in as normal an environment as possible, and learners must be provided with the resources needed to reach their highest potential. Education White Paper 6 on Special Needs Education (South Africa): Building an Inclusive Education and Training System suggests a field-testing exercise over a three-year period. Regarding implementation, the following will be done as part of short-term steps (2004-2006): South Africa practices all-inclusive education. It is based on this notion that this study intended to assess teacher qualification and see how it will influence teaching and completion rates of pupils with ID.

2.6 African Literature on Intellectual Disabilities’ Education

The Learning Difficulties Programme was first initiated in Malawi in 1996, three decades after its independence in 1964,(Van, 1996). The programme on learning difficulties in Malawi, responded to the government’s quest of meeting the world Education for All (EFA)initiative by the year 2015. Long travel distances from one resource classroom to another, is one of the major challenges. Their lessons are also hampered by lack of well-stocked resource classrooms in the schools. Furthermore, the teachers generally lack various forms of incentives from government, to boost their
morale. The teachers also suffer lack of support from their fellow regular teachers, and District Education Managers.

The teachers of learners with learning difficulties get little support from the communities and parents of the disabled children. In discussing about innovations in special education, Kitty William (2015) points out that in Asia, the resource room concept is a promising alternative to placement in self-contained classes or regular classes without support services. Children who attend resource rooms are mildly handicapped. The resource room must be well equipped with a high variety of instructional materials and equipment to facilitate learning for children with different disabilities. It has to be staffed with a highly trained professional resource teacher capable of diagnosing the child, planning and implementing the teaching program, assisting the classroom teachers, providing continuous evaluation of the child and conducting in-service assessment with other educators and the community.

Leslie and Paul (2003) observe that in many African countries, there is very low level of infrastructure, low teacher motivation and limited resources even in standard educational institutions. These make most countries struggle to provide for their mainstream schools and special educational needs remain a low priority area given the small number of learners and the high cost of resources to support their process of learning. EFA forum Report (2000) cites the problem of inadequate specialized equipment and instructional materials in all schools such as hearing aids for the deaf, Braille materials and white cane for the visually impaired as well as wheelchairs and crutches for the physically handicapped. Lack of such important facilities hampers the effectiveness of Special Needs Education (SNE). It is from this notion that this study sought to evaluate the
effect of teaching materials in influencing teaching and completion rates of pupils with ID.

2.7 Kenya’s Policy on the Education of Children with Intellectual Disabilities

Inclusion in the context of education is the practice in which students with special educational needs spend most or all of their time with non-disabled students. UNESCO (2001) developed a language of inclusion for the disabled into the system of education by stating the following: Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society.

Inclusive education takes the Education for All (EFA) agenda forward by finding ways of enabling schools to serve all children in their communities as part of an inclusive education system. Inclusive education is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities. That could include learners with special needs and disabilities, children from ethnic and linguistic minorities. Inclusion is about the child’s right to participate and the school’s duty to accept the child and to reject the use of special schools or classrooms to separate students with disabilities from students without disabilities (UNESCO, 2015).

A premium is placed upon full participation by students with disabilities and upon respect for their social, civil and educational rights. Inclusive schools no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together (Scheyes et al., 1996). All students can learn and benefit from education and schools should adapt to the needs of students, rather than students adapting to the needs of the school. Individual differences between students are a source of richness and diversity, and not a problem.
The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses (so long as those responses do not include removing a student with a disability from a general education classroom). Inclusive education is a process of removing barriers and enabling all students, including previously excluded groups, to learn and participate effectively within general school systems.

2.8 Kenya’s Education of Children with Intellectual Disabilities

Several authors have long recognized the role of teachers as central in the provision of quality education. Notable is the work of Mbiti (1981), who recognizes that the key to the success of a child’s education is a teacher. Bishop (1985) maintains that experts may select the objectives and school plans; however, it is the teacher in the class who is key to the provision of quality education and innovation. The author argues that the teacher’s skills and attitudes count a great deal more in curriculum renewal than do changes in content and methods. Hadad (1985), Psacharopoulos and Woodhall (1985) and Hendrikz (1986), all suggest that trained teachers are particularly important in the management of instruction and teacher-centred activities given that most educational institution in developing countries are lacking textbooks.

Anderson (1991) underscores the fact that the quality of education provided highly depends on the quality of instruction teachers provide. He further argues that one reason for teacher emphasis is that there is an increasing awareness that teachers have immense power over innovations and changes even in the most highly central system of education. This is also in agreement with the work of Ayodo (2003) who also suggests that the teacher plays a very significant role in determining the quality of education provided. Ayodo further singles out the teacher as the most influential factor after the
learning characteristics of the pupil followed by textbooks. From the reviewed literature, it is apparent that teachers play an important role in the provision of education.

Emphasizing on the importance of teacher training, orientation and development, Japan International Cooperation Agency (JICA, 2002), points out that pre-service training introduces and inducts the teacher trainee in the teaching profession but in-service makes the teacher a professional and enhances his performance. Perraton et al. (2002) further state that in-service training improves teachers’ general education background and provides knowledge and skills linked to the ever changing needs of a dynamic society. This is in agreement with the Gachathi Report of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976), the master plan on education and training 1988-2010 (Republic of Kenya, 1994) and in the Koech Report on Totally Integrated Quality Education and Training (Republic of Kenya, 1999), all of which highlighted the need for those already trained to be given a chance to continue with learning and training. Maundu (1986) conducted a study on the impact of teacher qualification on pupil achievement in Kiambu district in Kenya using two curricular subjects, using questionnaire for data collection and descriptive statistics for data analysis. The main variables in Maundu’s study were teacher qualification and pupil achievement to see if teacher’s academic qualification has a significant impact on student performance.

This paper takes into consideration the training and orientation in SNE given to primary school teachers who teach children with special needs. Maundu’s study focused on schools that had adequate resources while the study that informed this paper focuses on public primary schools with Special Units from both rural and urban setting, some with meagre resources. Special education needs teachers work in an ordinary class, a special
class, in a mainstream school, or a special school. They teach pupils individually or in small groups and this requires specialized training in SNE hence Initial Teacher Training (ITT) course include a special needs element. Once one is a qualified and experienced teacher, he or she can take further training in special educational needs.

As a special education needs teacher in a mainstream school, one usually undergoes an in-service training organized by his/her local education authority to boost their experience. This may be because students are known to learn more from experienced teachers than they do from less experienced teachers (Rivkin et al. 2000). This suggests that teachers with more teaching experience teach in a more effective way than those who are less experienced. Agwanda (2002) has found that the lower the number of experienced teachers in a school the lower the level of pupils’ performance.

Leslie and Paul (2003), in a review of good practice in Information Communication Technology (ICT) and Special Needs Education (SNE) in Africa, observed that the first step within the African context appears to be ensuring that children with special education needs are provided with an Individualized Education Program (IEP). These IEPs are to be adapted to the needs of learners, particularly children who are being mainstreamed into the public education system. Leslie and Paul further argue that this would require training and orientation of teachers within the public school system and social service providers. The authors therefore sought to find out the training and orientation given to teachers in relation to SNE.

In Kenya, teacher training opportunities for Special Education are available at Maseno and Kenyatta Universities for degree courses, while diploma and certificate courses are offered at Kenya Institute of Special Education (KISE), while in-service courses are offered at the ministry headquarters (RoK, 2004). The Teacher Training Colleges (TTC)
that train the majority of primary school teachers do not offer courses in Special Education yet they are responsible for teaching the bulk of the population of children with special needs.

Oriedo (2000) asserts that the needs of children with disabilities cannot be met if most of the teachers do not have at least basic training in SNE. WERK Report (2004) points out that most teachers feel not professionally equipped to handle children with special needs and that they require training to do this. Individualized Education Programmes (IEP) put the interest of the child above those of the educational agency. They require that the education needs of the child be systematically planned and that annual objectives, including short-term objectives be clearly stated in order to ensure that the child’s learning is not haphazard but defined. According to Kirk et al. (2000), the central aim of IEP is effective teaching of exceptional children that can be attained if the teachers of children with special needs are trained in SNE. There is need therefore to revise the kind of training given to primary school teachers who handle children with special needs in Special Units. Mugambi (2010) investigated the problems the teachers encounter in integrating students with visual impairment. It also investigated the problems the teachers face in adopting the syllabus for students with visual impairment. It investigated whether teachers were guided on how to teach students with visual impairment. The study also sought to find out the opinion of teachers towards the integration of the learners with visual impairment into the mainstream schools in Nairobi. The study found out that the specialized facilities were limited. It also found out that teachers teaching students with visual impairment lacked support from the school administration.
In a study by Muuya (2002), findings were that although Kenya’s school system is working to counter traditional concepts of education and disability, there is an ongoing emphasis on control, attainment and care. It suggests that progress at the policy development level should be matched by school-level focus on providing a broad and balanced education. Three quarters of Kenyan pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools (MOEST, 2004).

Generally, children with mental handicaps are placed in these units while those with physical handicaps and hearing impairments attend special schools. A number of individual schools are struggling to meet simultaneously the needs of children with mental and physical handicaps and those with both hearing and sight impairments. Mukuria and Korir (2010), in their study of education for children with emotional and behavioural disorders in Kenya found out that there is a continuing disparity in educational services in Kenya for children with disabilities.

Traditional African beliefs, cultural perspectives, and religious practices have resulted in negative attitudes toward individuals with disabilities. Consequently, educational services for individuals with special needs (especially for those with emotional and behavioural problems) are not being addressed adequately. Njuguna et al. (2013) in an analysis of professional qualifications of teachers educating learners with disabilities in regular public primary schools in Thika West District, Kiambu County, Kenya, aimed at establishing the professional qualifications of teachers educating learners with learning disabilities. The findings of the study were that all teachers had professional qualifications to teach classes 1-4 but the majority had not specialized in the area of disability. The teachers did not have knowledge and tools for identifying learners with
intellectual disability. The study concluded that inadequate knowledge for identification of disability and lack of appropriate identification tools could be the reason why learners with intellectual disability were not receiving appropriate instruction.

Otube (2004) observes that special schools in Kenya, especially those in the rural areas, have been affected mostly by lack of facilities. The fact that these schools require specialized expensive materials such as Braille machines for the blind, audiometers for the deaf, among others, makes the situation critical since in Kenya most children with disabilities come from poor backgrounds whereby parents are not able to afford. Otube’s research employed ex-post-facto research design, which uses secondary data, with a population consisting of only teachers. However, the current study employed a descriptive survey design, which used primary data, with a sample consisting of Special Unit teachers, heads of schools, and children with special needs with an aim of establishing whether the Special Units were provided with educational resources that enhance SNE.

Fuller (1986) suggests that the quality of instructional processes experienced by each pupil determines school quality. He maintains that factors associated with the instructional process, including availability of textbooks, teacher quality, teaching practice, classroom organization, school management and structure, are indicators of quality education. Fuller noted that facility construction and availability is not a major vehicle to quality enhancement but of critical importance in the utilization of such facilities.

Mwiria (1985) also supports the idea that students’ performance is affected by the quality and quantity of teaching and learning resources. He notes that schools with adequate facilities such as laboratories and textbooks stand a better chance than poorly
equipped schools. While Mwiria and Fuller have focused on the factors that contribute to quality education in regular schools, this study mainly focused on finding out about the educational resources available for special needs education in schools with Special Units.

There are challenges that pose a problem in the education and training of children with special needs. With such challenges facing special education provision, it is necessary to assess the special education program offered by Special Units under a special curriculum which pose the challenges faced by teachers and administrations. This will cater for the majority of children with special needs improving teaching and increasing completion rates of the ID. This study therefore is intended to evaluate both the effect results of these challenges on teaching and completion rates of pupils with ID.

2.9 Theoretical framework

This study will be based on Abraham Maslow’s Humanistic Theory of Learning (1908-1970). Maslow's theory is based on the notion that experience is the primary phenomenon in the study of human learning and behaviour. He placed emphasis on choice, creativity, values, self-realization, all distinctively human qualities, and believed that meaningfulness and subjectivity were more important than objectivity. For Maslow, development of human potential, dignity and worth are ultimate concerns. The framework is presented in Figure 2.1.
Maslow stated that there was a general pattern of needs recognition and satisfaction that people follow generally the same sequence. A person could not recognize or pursue the next higher need in the hierarchy until her/his currently recognized need was substantially satisfied - a concept called prepotency. When the lower needs are satisfied then the higher order needs will influence personal development, which act as
motivators. Thwarting of needs is usually a cause of stress thus affecting completion of their education.

The teachers who teach pupils with intellectual disabilities have the desire to do so effectively but are unable, due to lack of training in special skills to handle these pupils. The teachers are affected by various factors, which leave them in the state of attempting to do their best while at the same time not achieving much in their careers. Maslow as quoted by Hersey (1996) states, “Human needs arrange themselves into a hierarchy” (p.40). This theory posits that an individual will satisfy basic-level needs before modifying behaviour to satisfy higher-level needs. This theory became relevant for use in this study because the process of teaching and learning is about a process of fulfilling needs that are in different levels from basic that is physiological to self-actualization. Where the needs of pupils with intellectual disabilities will not be satisfied at any one of those levels then the pupils will not complete their studies leading to high dropout rates for these pupils. At the same time these pupils will not excel in their studies.

2.10 Conceptual Framework

Figure 2.2 shows the home and school factors affecting teaching and completion rates of pupils with intellectual disabilities. These factors can either have a positive or negative influence on teaching and completion rates of learners with intellectual disabilities. It is hypothesised that parents’ support both to learners with intellectual disabilities and to teachers who manage them; teacher factors of qualifications; teaching-learning resources including learning aids and school physical facilities impact the teaching and completion rates of pupils with intellectual disabilities. It was also hypothesised that learner factors including severity of disability also influence teaching and completion
### Independent variable

**Home factors**
- Parents’ support
- Negative attitude

**Teacher factors**
- Specialised training
- Experience

**School factors**
- Administrative
- Physical facilities
- SNE Policy factors i.e. no specialised curriculum

**Learner factors**
- Learners’ motivation
- Level of learners
- Variety of learners

### Intervening variables

- Differentiated Curriculum
- Equipment and Special Materials
- Friendly Environment
- Positive attitude

### Dependent Variables

- Teaching rate
- Completion rate

**Source:** Researcher 2014

*Figure 2.2 Conceptual Framework*
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research design, target population, sample and sampling procedures, development of research instruments, data collection and data analysis and ethical considerations.

3.2 Research Design

This study employed a descriptive survey design that allowed the researcher to describe what was and what is in a social system such as a school. According to Orodho (2002), the design is used in preliminary and exploratory studies to allow the researcher to gather information, summaries, present and interpret for the purpose of clarification.

3.3 Variables of the Study

Orodho (2000) asserts that variables are objects or characteristics that take different values at different conditions. In the study, the independent variables are teacher qualifications, teaching/learning resources, school environment factors including physical facilities and teaching-learning resources while the dependent variable will be teaching and completion rates of pupils' with intellectual disabilities.

3.4 Location of the Study

The study was carried out in government primary schools that teach pupils with intellectual disabilities in Watamu, Central and Kakoneni zones of Malindi Sub-county.
The Sub-county borders, Tana River County to the North and Kilifi Sub-county to the south.

3.5 Population

The targeted population of this study included nine government primary and special schools with 349 pupils with intellectual disability and 34 teachers who teach pupils with intellectual disability in Malindi Sub-county. The accessible population was two hundred and sixty eight (268) respondents; including 241 pupils with intellectual disability, eighteen teachers who teach pupils with intellectual disabilities and nine head teachers. The target population was presented in Table 3.1.

Table 3.1

Target Population

<table>
<thead>
<tr>
<th>Zone</th>
<th>Pupils</th>
<th>Teachers</th>
<th>Head Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>148</td>
<td>8</td>
<td>3</td>
<td>159</td>
</tr>
<tr>
<td>B</td>
<td>32</td>
<td>4</td>
<td>3</td>
<td>39</td>
</tr>
<tr>
<td>C</td>
<td>31</td>
<td>4</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>241</td>
<td>18</td>
<td>9</td>
<td>268</td>
</tr>
</tbody>
</table>
3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In order to get a representative sample, stratified sampling and random sampling techniques were used to arrive at a sample. The researcher sampled three zones out of nine zones which have schools for children with intellectual disabilities and in each zone three schools were selected randomly where children with intellectual disabilities are enrolled. After selecting the schools, the researcher obtained the sample size purposively by selecting respondents who have intellectual disabilities getting a total of 241 pupils. Simple random technique was used to select four students who have intellectual disabilities both girls and boys. This allowed the researcher to draw a comparison across gender. Four teachers were selected from zone A because it has many schools, from zone B and C, three teachers were each selected. A total of nine head teachers were selected purposively in each school.

3.6.2. Sample size

The sample size of this study was 43 respondents. Thus, from the population the study use 10% from the pupils as the sample size, 50% for teachers and 100% for the Head teachers.

The sample size of the study is presented in Table 3.2.
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Category</th>
<th>Zone A</th>
<th>Zone B</th>
<th>Zone C</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>241</td>
<td>15</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>18</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>268</td>
<td>17</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

3.7 Research Instruments

The research instruments that were used included questionnaire, semi-structured interview guide and observation schedule.

3.7.1 Questionnaire

A questionnaire containing closed and open-ended items given was prepared by the researcher and given to ten teachers. Section A of the questionnaire sought teachers' demographic data in the form of educational qualifications. Section B sought information concerning teacher-pupil factors affecting teaching, while Section C covered learning resources and physical facilities. A final section covered open-ended items on challenges faced by teachers in managing learners with intellectual disabilities.

3.7.2 Semi-structured Interview

Three structured interview guides were used for data collection from the head teachers. The instrument was intended to assess the availability and quality of human resources and teaching/learning materials in relation to teaching and completion rates of pupils.
with intellectual disabilities. The interviews were conducted at the convenience of the head teachers. Notes were taken during the interview sessions and information was recorded.

3.7.3 Focus Group Discussions

The researcher held Focus Group Discussions with two groups of learners with intellectual disabilities in their respective schools. Kiswahili and mother tongue was used and the discussions were recorded. The researcher conducted group interviews because most of the respondents were young and their nature being mentally handicapped, the researcher was required to clarify some concepts and questions in order to get clear and more information.

3.7.4 Observation schedule

Observation schedule was used for assessing the teaching methods/strategies, the availability and use of teaching/learning materials, how pupils respond to the teachers and how incentives can be used in teaching and their effect on teaching and completion rates of pupils with intellectual disabilities. The researcher also observed pupils doing lessons on practical work and on class management.

3.8 Pilot study

The pilot study was conducted to check on the reliability and validity of the research instruments. The instruments were pre-tested on four randomly selected pupils in one of the government special schools in Kilifi County. The respondents in the pilot study were not included in the final study sample. The pilot study helped to identify loopholes in the instruments used and ensure that the instruments generated the expected data. Piloting also checked whether the language used in the instruments was appropriate and make
relevant corrections without compromising relevancy and accuracy of the instrument used (Orodho, 2003).

3.8.1 Reliability of Research Instruments

Reliability is the degree to which an assessment tool produces stable and consistent results (Phelan & Wren, 2006). For the qualitative data, a report of the initial interviews was presented to the respondents to check for accuracy in the draft. For the questionnaire, the findings derived supported the general direction of the study.

3.8.2 Validity of the Research Instruments

The researcher determined the validity of the instruments to check poorly worded items. The data from the pilot study was analyzed to check whether the result actually represents the variables under the study.

3.9 Data Collection Procedures

Data for this study was collected thorough questionnaires, semi-structured interviews, Focus Group Discussions and observation checklist. The researcher obtained an introductory letter from the Department of Special Education, Pwani University, which was then presented to the Ministry of Education, Science and Technology (MoEST). Arrangements were made with heads of selected institutions for the questionnaires, semi-structured interviews and Focus Group Discussions. The questionnaires were given to teachers and picked after a few days, while interviews with head teachers were done in their offices. Focus Group Discussions were done with pupils after arrangements were made with specific teachers in charge. The researcher then observed pupils during the teaching-learning process and during lunch break. The research study was conducted in
Government Primary and special schools within Malindi Sub-County, Kilifi County, Kenya.

3.10 Data Analysis Procedure

Quantitative data obtained from questionnaires was organized, tabulated and analyzed using simple frequencies and percentages. Pail (1995) maintains that when making the results of a research known to a variety of readers percentages have a considerable advantage over many complex statistics. The qualitative data from the interviews and Focus Group Discussions was checked for consistency, arranged and grouped according to objectives.

3.11 Ethical Considerations

Written consent from parents, guardians and teachers was sought of each adult participant and the principle of voluntary participation adhered to. The head teachers' were asked to approve the researchers' meetings with young learners. The nature and purpose of the study was shared with each participant before being engaged in the research. This is in line with Belmont Report (1979) which required that the researcher must respect each participant as a person capable of making an informed decision regarding participation in the research study. Confidentiality and privacy were strictly observed by ensuring that the names of the participants and their schools did not appear anywhere in the questionnaires or interview schedules.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study in the order of objectives. The first section presents demographic information and sections two of the study gives the aim.

This study sought to:

a. Find out teacher related factors influencing teaching and completion rates of pupils in Public primary schools and special schools & units with intellectual disabilities in Malindi Sub-county.

b. Establish school-related factors influencing teaching of pupils in Public primary schools and special schools & units with intellectual disabilities in Malindi Sub-County.

c. Find out the learner-related factors influencing teaching and completion rates of pupils with intellectual disabilities in Public primary schools and special schools and units in Malindi Sub-county.

d. Established the home factors influencing teaching and completion rates of pupils with intellectual disabilities in Public primary schools and special schools and units in Malindi Sub-county.

e. Establish challenges faced by teachers and school administrators in managing pupils with intellectual disabilities in Public schools and special schools and units in Malindi Sub-county, Kenya.
4.2 Background and Demographic Information

4.2.1 Background Information

The researcher visited nine schools purposively sampled in Malindi Sub-county and administered the instruments; a semi-structured interview schedule for the head teachers and a questionnaire for the teachers. Additionally, the researcher held Focus Group Discussions with two groups of eight pupils each on a wide range of issues affecting them and observed pupils both in class and during lunch break using an observation checklist.

4.2.2 Demographic Information

Data were collated from 52 respondents from nine primary schools of three zones in Malindi Sub-county of Kilifi County, Kenya, comprising 33 pupils with intellectual disabilities, 10 teachers and 9 head teachers. The distribution of respondents is as presented in Figure 4.1.

![Figure 4.1 Respondents' distribution](image)

Figure 4.1 Respondents' distribution
4.3 Findings of the Study

4.3.1 Teachers’ Qualifications and Teaching and Completion Rates

Nine teachers purposively sampled for the study held certificate qualifications. The qualifications are presented in Table 4.1.

Table 4.1

*Teacher qualifications*

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Undergoing Degree in Education (Arts)</td>
</tr>
<tr>
<td>B</td>
<td>Certificate in Guidance and Counselling</td>
</tr>
<tr>
<td>C</td>
<td>Certificate in Child Rights</td>
</tr>
<tr>
<td>D</td>
<td>Certificate in Environmental Studies</td>
</tr>
<tr>
<td>E</td>
<td>Certificate in Primary Teacher Education</td>
</tr>
<tr>
<td>F</td>
<td>Certificate in Primary Teacher Education</td>
</tr>
<tr>
<td>G</td>
<td>Degree in Early Childhood Development</td>
</tr>
<tr>
<td>H</td>
<td>Diploma Special Needs Education</td>
</tr>
<tr>
<td>I</td>
<td>Certificate in Primary Education</td>
</tr>
</tbody>
</table>
From Table 4.1, it is evident that only two of the teachers possessed qualifications directly related to managing learners with intellectual disabilities. This shows that teachers who taught pupils with intellectual disability lacked specialised training. The teachers also reported that their schools did not have any trained support staff to deal with pupils with intellectual disability. Indeed, one participant reported that some reported that, “some parents volunteered in school.”

Importantly, the study found out that teachers were not qualified to teach pupils with intellectual disabilities. This finding seems to support other works (Carter & Hughes, 2006; Cole, Waldron, & Majd, 2004; Dore, Dion, Wagner, & Brunet, 2002; Downing & Peckham, Hardin, 2007; Fisher & Meyer, 2002; Idol, 2006), who identify considerable inexperience and lack of specialist teacher to work with the children in inclusive schools. This is especially so in schools with children who have diverse disabilities. The findings also support the findings by Maundu (1986) who conducted a study on the impact of teacher qualification on pupil achievement in Kiambu district in Kenya using two curricular subjects, and found out that teacher’s academic qualification has a significant impact on student performance. Similarly, the finding supports Njuguna(2013) whose study of professional qualifications of teachers educating learners with disabilities in regular public primary schools in Thika West District, Kiambu County, Kenya, found out that all teachers had professional qualifications to teach classes 1-4 but the majority had not specialized in the area of disability. Additionally, the teachers did not have knowledge and tools for identifying learners with intellectual disability.
4.3.2 School-related factors and teaching and completion rates

The study then sought to investigate school-related factors that influence teaching and completion rates among pupils with intellectual disability.

Descriptive Analysis

Teachers' responses to selected factors hypothesised to impact on teaching and completion rates among pupils with intellectual disabilities were collated. The factors were divided into administrative, policy and physical facilities. The results of the administrative factors are presented in Table 4.2.

Table 4.2

Administrative factors impacting teaching and completion rates

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Least serious</th>
<th>Moderately serious</th>
<th>Most serious</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-teacher ratio</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Number of lessons</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Teacher absenteeism</td>
<td>2</td>
<td>22</td>
<td>56</td>
</tr>
<tr>
<td>Teachers turnover</td>
<td>2</td>
<td>22</td>
<td>22</td>
</tr>
</tbody>
</table>

Data from Table 4.2 clearly indicates that pupil-teacher ratio and teachers' workload were the most serious issues affecting teaching and completion rates among the sample. Teacher absenteeism was rated as the least serious of all challenges.
Secondly, teachers’ views concerning the extent to which policy factors influenced teaching and completion among pupils with intellectual disabilities were collated and the findings presented in Table 4.3.

**Table 4.3**

*Policy factors impacting teaching and completion rates*

<table>
<thead>
<tr>
<th>Factor</th>
<th>Moderately Serious</th>
<th>Most Serious</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Lack of special curriculum</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Lack of specialised training</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 4.3 shows that lack of special curriculum for pupils with intellectual disability and lack of motivation for such learners to a great extent impacted on their teaching and completion rates. All head teachers concurred that there is no specific curriculum for learners with intellectual disability. According to head teacher B,

“ We are using the curriculum for the normal children….So far no curriculum for this category of learners has been implemented so what we do is we just modify this curriculum by picking easier topics which we find can assist the learners. Therefore there is need for the Government to formulate a specified special curriculum for this group of learners.”
One other school based reason for poor teaching and completion rates concerned examinations. All head teachers agreed that pupils with intellectual disabilities performed "very very bad" and "they fail and do not get anything". It was reported that such pupils sit the examinations of 'normal' pupils and are not allocated extra time. As head teacher H reported, "even the time allocated for sitting for the exam is same for the normal pupils and yet they have most difficulties in reading and conceptualizing concepts. Definitely they cannot perform better than their peers". Head teacher I said that pupils with intellectual disability were of variety which some have list intellectual disability and they can be dealt with by the teachers available. However, pupils with serious intellectual disability were least helped by the teachers available. Head teacher A even suggested that such pupils should be taken to special schools.

Lack of specialised training for teachers who manage such learners was also cited as an important factor by 7 teachers. This seems to collaborate earlier findings which showed that none of the teachers in the sample had professional qualifications directly in line with learners with intellectual disabilities.

The study also sought to establish whether the quality and quantity of physical facilities impacted teaching and completion rates of learners with intellectual disabilities. Teachers' responses about the availability of selected physical facilities were collected and presented in Table 4.4.
Lack of specialised training for teachers who manage such learners was also cited as an important factor by 7 teachers. This seems to corroborate earlier findings which showed that none of the teachers in the sample had professional qualifications directly in line with learners with intellectual disabilities.

The study also sought to establish whether the quality and quantity of physical facilities impacted teaching and completion rates of learners with intellectual disabilities.

### Table 4.4 Physical facilities and teaching and completion rates

<table>
<thead>
<tr>
<th>Facility</th>
<th>Adequacy of physical facilities</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td>9</td>
<td>100</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Sanitary facilities</td>
<td></td>
<td>2</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Water supply</td>
<td></td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Playing ground</td>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Special playing facilities</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tables and chairs</td>
<td></td>
<td>5</td>
<td>56</td>
<td>0</td>
</tr>
<tr>
<td>Administration block</td>
<td></td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
Teachers' responses about the availability of selected physical facilities were collected and presented in Table 4.4.

Findings in Table 4.4 show that schools generally suffered lack of facilities. Specifically, schools were in dire need of classrooms which were reported by all teachers to be inadequate. Playing spaces and special playing facilities for pupils with intellectual disability were also lacking. Additionally, schools lacked furniture. However, most schools had fair water supply and administration blocks.

In addition, the views of nine head teachers concerning school-related factors influencing teaching and completion rates for pupils with intellectual disability were sought. Interview findings showed that school-related factors encompassed both physical and human resources. It was found out that there was a shortage of classrooms in the schools and high enrolment per class. In the words of head teacher A" we have a big shortage of classrooms and at the same time shortage of personnel too so the few classes they have are crowded; 65 pupils per stream".

It also emerged that there was a shortage of teachers and the schools employed on average ten unqualified staff to supplement those employed by the government. Though funding came from the government, parents' fees and well-wishers, all the head teachers agreed that there was a serious funding challenge because the schools went for a long time without receiving government funds. According to head teacher C, "sometimes we stay for a period of about 4-5 months without receiving any funds". Inadequate funds led to teachers employed by the school board being paid "peanuts"- an average monthly salary of Ksh.5500. Head teacher D also added that parents are reluctant in fee payment saying that such children don’t go far in education. They put most of their focus on other normal children. The pupils fails also because of lacking motivation from family
members. “Wazazi wengine hutuwacha hapa hadi siku muhula utakapoisha au hata mwaka mzima utakapomalizika.” Meaning that, some parents would leave them until the term or the whole year end.

Head teacher F reported that the school ran a feeding program which was supported by the government, parents and well wishers.

Head teacher G stressed on schools lacking enough resources where pupils were forced to be taught from outside under a tree or if it is in a classroom they would sit on the ground where there is even no cemented floor. The number of class rooms and desks do not correspond to the population of the school.

Head teacher H said “We have poor resources in games relevant to the pupils with intellectual disability.” The researcher also observed pupils during class and break time that pupils lacked play facilities.

In two Focus Group Discussions with eight pupils with intellectual disability each, it was found out that pupils faced shortage of books with "picha nzuri nzuri" (illustrated books) and also games facilities. Though the researcher observed the use of charts and some specialised materials, they were inadequate. Additionally, in some classes, the text book was the only resource available.

The study found out that school factors impacted teaching and completion rates of learners with intellectual disabilities. Policy factors included teachers' workload and lack of specialised curriculum for pupils with intellectual disabilities; administrative factors included high enrolment rates and pupil-teacher ratio. Physical facilities including inadequate classrooms and playing spaces and special facilities for pupils with intellectual disabilities were also found to impact teaching and completion rates. These
findings corroborates EFA forum Report (2000) which cites the problem of inadequate specialized equipment and instructional materials in all schools such as hearing aids for the deaf, Braille materials and white cane for the visually impaired as well as wheelchairs and crutches for the physically handicapped. Lack of such important facilities hampers the effectiveness of SNE.

The finding concerning teachers' workload seems to confirm the findings of Agwanda (2002) who found out that the lower the number of experienced teachers in a school the lower the level of pupils’ performance.

4.3.3 Learner related factors and teaching and completion rates

The study sought to understand learner related factors that likely influence teaching and completion rates of pupils with intellectual disability.

The learner related factors that head teacher A cited were the level and variety of the learners in the school. It emerged that the school had a mix of deaf, blind, physically handicapped and those with mental retardation. Additionally, some in the latter category belonged to the profoundly mentally retarded group. The challenge of the variety of learners was the shortage of qualified teachers.

It was also found out that pupil with intellectual disabilities lacked motivation to remain in school due to the insufficient playing facilities and negative attitude from their peers. They said, “Ingawaje tunafanya bidii, tunaanguka mitihani.”(Although we work hard, we fail exams.)

The study found out that learners were grouped together without regard to their ability/disability which greatly compromised the extent to which they can gain from education. This was coupled with the shortage of teachers to manage the diversity. This
finding seems to support Mukuria et.al (2010), in their study of education for children with emotional and behavioural disorders in Kenya found out that there is a continuing disparity in educational services in Kenya for children with disabilities. It has been found out that a number of individual schools are struggling to meet simultaneously the needs of children with mental and physical handicaps and those with both hearing and sight impairments.

4.3.4 Home-related Factors and Teaching and Completion Rates

The study also sought to investigate home-related factors that are associated with teaching and completion rates among pupils with intellectual disability.

The study sought to assess the extent to which home factors impacted on teaching and completion rates of pupils with intellectual disabilities. Teachers' views concerning one specific indicator of home environment were sought. The findings are presented in Table 4.5.

Table 4.5

<table>
<thead>
<tr>
<th>Home factors and teaching and completion rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor</td>
</tr>
<tr>
<td>f</td>
</tr>
<tr>
<td>Negative attitude from peers and society</td>
</tr>
<tr>
<td>Parents` support</td>
</tr>
</tbody>
</table>
All teachers sampled agreed that negative attitudes from peers and society 'to a very great extent' impacted the teaching and completion rates of learners with intellectual disabilities.

The head teachers' views concerning home-based factors associated with teaching and completion rates were sought. The head teachers reported that home background played a role in pupils' welfare at school concerning academics. It was reported that in some homes parents do not value children with intellectual disability.

Findings show that parents did not play a more active role in their children's lives. As the head teacher F aptly put it, "parents themselves bring their own children here but after that they do not make any follow up for other needs". Further, from Focus Group Discussions with the 53 pupils, it emerged that parental poverty was an impediment to children's education. Some reported sleeping hungry while others reported reporting to school without having had breakfast. They all complained of hunger.

As the following exchange confirms during the Focus Group Discussions, parental poverty is a major impediment to school attendance and consequently completion rates.

*Mwanafunzi 2: Madam mimi sipendi kuja shule. (I do not like coming to school)*

Researcher : *Kwanini hupendi? (Why don't you like coming to school?)*

*Mwanafunzi 2: Huwa nakosa chakula nikija hapa na nyumbani najua tayari hakuna. Kisha mimi pia sijui kusoma vizuri na wanamicheka. (I do not get food in school and I already know there is nothing at home....and my friends laugh at me because I read badly)*

*Mwanafunzi 4: Mimi nami madam huja lakini nikisikia njaa narudi nyumbani kwetu. (I go back home when I feel hungry)*
Researcher: *Oh! Ukiwa na njaa huwahuoni, na yule mwalimu akifunza hata kama huja kula kwani hutaelewa chenye anafunza?* (It means you cannot concentrate in class when you are hungry?)

*Mwanafunzi 3: Hata mimi huwa nalala nikiwa na njaa madam.* (I usually sleep when am hungry.)

The discussion also seems to bring out other hitherto less researched factors including the lack of lunch program in all schools and the issue of stigma for learners who cannot achieve at the level of the others in the class. Pupils in schools without any feeding program are less likely to remain in school and that is the reason why Pupil 4 reports that he interrupts the school program to go home for food. Thus, parents did not consider their intellectually disabled children as people of worth and consequently did not invest in their welfare. Negative attitudes from parents to their children and their teachers; and similar attitudes from teachers to the pupils with intellectual disabilities impacted the extent to which they could learn. Family poverty was also found to limit the amount of time pupils would stay in school since they sneak to go look for food. Similarly, they played truant and could not focus in class.

### 4.3.5 Challenges in Managing Learners with Intellectual Disabilities in the Classroom

The study then sought to understand from the teachers' perspectives, the challenges they faced when talking to and managing pupils with intellectual disabilities. Teachers reported that pupils with intellectual disabilities cannot cope with other learners and they "drag the rest in all areas". It also emerged that they play truant and do not prefer school compared to their normal counterparts. Similarly, such pupils were noted to throw anger tantrums every time. It was also reported that the curriculum is not easy to interpret
since pupils with intellectual disabilities do not have a separate curriculum and this negatively affected completion rate of pupils with intellectual disability. It is therefore difficult to take care of their individual needs using a curriculum for normal pupils because it has not yet been adapted in teaching pupils with intellectual disabilities.

Teachers also reiterated the lack of textbooks for classes and the complete lack of regular teachers trained to teach such pupils. Additionally, it was reported that there was lack of special materials to use in teaching such pupils. Such scenario led to heavy workloads on the part of the teachers directly involved with them.

Teachers also reported negative attitudes towards such learners from other members of staff. It was also reported, in support of the position of the head teachers that high enrolment was a major problem leading to teachers not being able to focus entirely on pupils with intellectual disabilities. Consequently, because of the huge pupil-teacher ratio i.e 1:65, it was impossible to give personalised assistance to pupils with intellectual disabilities. Teaching was therefore difficult.

Another issue concerning integration arose in the qualitative segment for teachers. Head teacher E said that pupils with intellectual disabilities are "older but in lower classes with young learners". This is a challenge for classroom management. Similarly, head teacher reported that "IDs are drawback to school mean score." Such learners are seen as a burden because they "have low IQs and disturb regular teachers because of their slow understanding ".

Some teachers also cited language barrier as an impediment in communication, negative attitudes from other normal students and lack of boarding facilities for them.
Findings also show that teachers were not professionally trained to handle pupils with intellectual disabilities. This finding corresponds to the WERK Report (2004) which points out that most teachers feel not professionally equipped to handle children with special needs and that they require training to do this.

The finding that teachers experience serious challenges concerning the curriculum seem to support the WERK Report (2004) which suggests the use of the Individualized Education Programmes (IEP) which put the interest of the child above those of the educational agency. The programs require that the education needs of the child be systematically planned and that annual objectives, including short-term objectives be clearly stated in order to ensure that the child’s learning is not haphazard but defined.

The findings also collaborate Mugambi (2010) who investigated the problems teachers encounter in integrating students with visual impairment, problems that teachers face in adopting the syllabus for students with visual impairment, the teachers were guided on how to teach students with visual impairment and the opinion of teachers towards the integration of the learners with visual impairment into the mainstream schools in Nairobi. The study found out that the specialized facilities were limited and that teachers teaching students with visual impairment lacked support from the school administration.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter is divided into four sections. The first section presents a summary of the major findings. The second part of this chapter deals with the implications of the study while in the third section, conclusions of the study are presented. In the final section, recommendations for policy and research are presented.

5.2 Summary

The study sought to assess home learner and school related factors that impact teaching and completion rates of pupils with intellectual disabilities in integrated schools in Malindi Sub-county, Kilifi County, Kenya. A sample of 52 respondents including 33 pupils with intellectual disabilities, ten teachers and nine head teachers were purposively sampled schools. Questionnaires, semi-structured interview schedules, Focus Group Discussions and observation checklist were used for data collection.

The first objective of the study was to assess teacher factors that impact teaching and completion of pupils with intellectual disabilities. Teacher factors were operationalised as teachers' professional qualifications. Results found all teachers to be certificate holders in disciplines unrelated to learners with disability. Other factors were not significant.

The second objective of the study sought to explore school-related factors impacting teaching and completion rates of pupils with disabilities. School factors were divided into administrative, policy and physical facilities. Findings show that pupil-teacher ratio
and teachers' workload were the most serious issues affecting teaching and completion rates among the sample. Teacher absenteeism was rated as the least serious of all challenges. Policy factors included lack of special curriculum for pupils with intellectual disability and lack of motivation for such learners. Lack of funding was cited as a major challenge facing schools as the pupils would not be able to have facilities for learning. It also emerged that school had limited resources, specifically, library, sanitary facilities, playing ground and special playing facilities for pupils with intellectual disability. Other facilities such as classrooms, water supply, furnitures and office space were available but inadequate.

Concerning whether learner-related factors impacted teaching and the completion rates, qualitative findings confirmed that learners with profound intellectual disabilities were more likely not to benefit from school.

On whether home environment impacted teaching and finally the completion rates of pupils with intellectual disabilities, qualitative findings indicate that parents who have poor attitudes towards teachers who teach their children; feelings of lack of worth for such pupils; and negative attitudes from peers and society to a great extent impact their teaching and completion rates. In the Focus Group Discussions, it emerged that parental poverty and lack of school feeding programs impacted learners as they had to sneak from school to look for food.

Finally, concerning the challenges teachers face in managing pupils with intellectual disabilities, teachers cited issues concerning the impracticability of integrating older learners with intellectual disabilities with younger ones who were normal in lower classes. Communication challenges, lack of specialised curriculum, lack of resources and negative attitudes towards such learners from teachers were also reported as of
negative consequence to teaching and completion rates as it was reported by head teacher I.

5.3 Conclusions

From the findings of the study, it was concluded that:

a. Pupils with intellectual disabilities are under the care of unqualified staff in schools

b. An inadequate resource in schools is inconsistent with the educational achievement and adjustment of pupils with intellectual disabilities.

c. Findings seem to suggest that no screening and classification takes place before learners with intellectual disabilities are taken to school.

d. Parental attitudes towards their own children and teachers; and parental poverty work hand in hand to deny pupils with intellectual disabilities a chance to participate in education.

e. Integration of pupils with intellectual disabilities with their counterparts faces a multitude of hurdles from societal attitudes to schools' split responsibilities towards normal pupils who define the school's mean scores.

f. There are few teachers handling a large number of pupils resulting to high teacher-pupil ratio.

g. Low pupils and staff motivation for their work to encourage them in assurance of quality education for the intellectual disabled.

h. The current used curriculum is not supporting the education for the intellectual disabled which gives teachers a hard time to adapt it.
5.4 Recommendations

5.4.1 Recommendations for policy and practice

From the findings, the study made the following recommendations for policy.

a. The government should hire adequately trained teachers to manage pupils with intellectual disabilities.

b. Regular teachers working in integrated schools should undergo in-service training to enable them handle pupils with intellectual disabilities.

c. Children with intellectual disabilities require screening in order to distinguish those who require institutionalising from those who can benefit from school.

d. Parents should be educated to value their children with intellectual disabilities and provide for them.

e. Schools should be facilitated with enough resources in providing feeding programs for pupils with intellectual disabilities.

f. Curriculum developers should move with speed and develop a curriculum for pupils with intellectual disabilities.

5.4.2 Recommendations for Further Research

a. A study should be carried out in other integrated schools across the country to replicate these findings.

b. A study should track the educational and adjustment outcomes of learners with profound intellectual disabilities.

c. A study should be done on teaching methodology employed by teachers of pupils with intellectual disabilities.
d. A revision should be done on the kind of training and orientation given to primary school teachers who teach in special Units.
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Silomo Khumalo and Tim Fish Hodgson (2015). The Right to Educate for Children with Disabilities in South
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UN (2008a) General Assemble, sixty-third session, July 2008, Social development, including questions, relating to the world social situation and to youth, aging, disabled persons and the family.
Appendices

Appendix A

Semi-structured Interview Guide

1) What is the enrolment rate in this school?

2) Do you enrol pupils with intellectual disabilities? If yes, what is their enrolment rate?

3) What is the total number of IDs who complete the final class in the following years?

4)

<table>
<thead>
<tr>
<th>YEAR</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUPILS</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5) Are you trained as a specialist teacher in handling pupils with IDs? Explain any challenges you experience in the category of learners you handle?

6) Does the school have enough trained teachers to support children with intellectual disabilities?

7) What is the level of the learner’s disability do the pupils of this school have, mild or severe?

8) Does your school receive any grants from the Government to buy teaching/learning materials?

9) Do you have any feeding program? If yes who funds this program?

10) Apart from class work, do you have any other program for the teachers and pupils of this school?

11) What is your opinion regarding the performance of learners with intellectual disabilities?

12) How can you rate the socio-economy of the parents of your school?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Middle</th>
<th>Income earners</th>
<th>Rich</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Questionnaire Guide for Teachers

This instrument will only be used for its intended purpose; it is a confidential instrument as nobody will use it for personal purposes.

a) Professional qualifications

P1  □  BA  □  S1  □  OTHERS  □

If others, specify..................................................................................................................
............................................................................................................................................

b) Are you trained in special needs education? If yes specify area of specialisation

YES  □  NO  □

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

c) How many support staff does the school have?.........................................................

d) Are they trained in special needs education? If yes specify area of specialisation..........................................................................................................................................
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................
............................................................................................................................................

1) Please rate by ticking in the Column box on the three point scale as follows.

i) Most serious challenges

ii) Moderately serious challenge

iii) Least serious challenges
<table>
<thead>
<tr>
<th></th>
<th>Least serious challenge</th>
<th>Moderately serious challenge</th>
<th>Most serious challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil-Teachers ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number lessons per week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher`s absenteeism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers turn over in the school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SMS Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2) Physical facilities- indicate the level of adequacy of the following facilities by ticking appropriately

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Not available</th>
<th>Inadequate</th>
<th>Fair</th>
<th>Adequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sanitary facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water supply</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing ground</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special playing facilities for IDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables, chairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration block</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3) Do the pupils with intellectual disabilities do the same examinations as the other normal pupils in your school? Yes (  ) No (  ).
If yes, can their performance be compared to the other normal pupils in the school at the same level?

4) What do you do if the pupils with intellectual disabilities are unable to perform like the other pupils in the same level in your school?

   Send them home [   ]
   Call parents       [   ]
   Modify curriculum  [   ]
   Provide tutoring   [   ]
   Provide peer support [   ]

5) Use the following guideline to answer question 6:

   1 = Not at all      2 = little extent       3 = moderate extent
   4 = Great extent

   To what extent do the following factors affect the teaching and completion rates of pupils with intellectual disabilities in your school?

<table>
<thead>
<tr>
<th>Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of special curriculum for Ids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of specialized training for the teachers who teach Ids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home background where parents do not value Ids</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school infrastructure that is unfriendly to Ids</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lack of motivation for the IDs in the ordinary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6) Do you have any challenges as you talk with learners who have ID in the class?

- Negative attitude from peers and society
- Lack of specialized skills to fit the Ids
Appendix C

Focus Group Discussion for Pupils

1) How old are you?.................................

2) Which class are you?............................

3) Which subjects do you perform best? Name them.................................................................
..............................................................................................................................................................

4) Can you list some of the difficult areas you find in some subjects?........................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

5) Can you mention some of the materials you use during learning?........................................
..............................................................................................................................................................
..............................................................................................................................................................
..............................................................................................................................................................

6) Do you come to school every day?.............................................................................................
..............................................................................................................................................................

7) How often do you talk with your teachers?.............................................................................
..............................................................................................................................................................

8) Do you use textbooks to read?.................................................................................................
..............................................................................................................................................................

9) Can you mention some of the things you would like your teachers to do for you?..............
..............................................................................................................................................................
..............................................................................................................................................................
Appendix D
Observation Schedule

This instrument will only be used for its intended purpose; it is a confidential instrument as nobody will use it for personal purposes.

School……………………………………………………………………………………

Class……………………………………………………………………………………

Date……………………………………………………………………………………

<table>
<thead>
<tr>
<th>Item</th>
<th>Observation on the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of real objects during teaching</td>
<td>-Presence of necessary materials</td>
</tr>
<tr>
<td>Participation of pupils during a lesson in class</td>
<td>-Answering of questions as asked</td>
</tr>
<tr>
<td>Interaction of pupils and teachers during and after lessons</td>
<td>-Class discussion</td>
</tr>
<tr>
<td></td>
<td>-Taking assignment</td>
</tr>
<tr>
<td>Teaching methods/techniques used by teachers during teaching</td>
<td>-Teacher-pupil relationship</td>
</tr>
<tr>
<td></td>
<td>-Interaction during group discussion</td>
</tr>
<tr>
<td></td>
<td>-Interaction after the class</td>
</tr>
<tr>
<td>Assess pupils at break time and when taking meals</td>
<td>-Task analysis</td>
</tr>
<tr>
<td></td>
<td>-Discussion</td>
</tr>
<tr>
<td></td>
<td>-Peer tutoring</td>
</tr>
<tr>
<td></td>
<td>-Lecturing</td>
</tr>
<tr>
<td>Teaching in sequence</td>
<td>-Playing with others</td>
</tr>
<tr>
<td></td>
<td>-Withdrawn</td>
</tr>
<tr>
<td></td>
<td>-Use of playing materials</td>
</tr>
<tr>
<td>Presence of teaching/learning aids</td>
<td>-Follow syllabus</td>
</tr>
<tr>
<td></td>
<td>Adapt syllabus</td>
</tr>
<tr>
<td></td>
<td>-Nature of materials</td>
</tr>
<tr>
<td></td>
<td>-Quantity and relevancy of materials</td>
</tr>
</tbody>
</table>
Appendix E

Informed Consent

My name is Janet Mbeyu. I am a master's student at Pwani University. The purpose of this study is to investigate home and school related factors affecting teaching and completion rates of pupils with intellectual disabilities in Malindi Sub-county, Kilifi County. This study will help stakeholders find out the factors that affect teaching and completion rates of pupils with intellectual disabilities in inclusive primary schools.

The research will involve interviewing Head teachers and pupils with intellectual disability and teachers filling questionnaires. The information solicited will be treated with utmost confidentiality.

Yours faithfully,

Janet M. Chihangah.

Signature: ..................................................................................
Appendix F

Ethical Consent

CERTIFICATE OF ETHICAL APPROVAL

THIS IS TO CERTIFY THAT THE PROPOSAL SUBMITTED BY:
MBEYU J. CHIIANGA

REFERENCE NO:
ERC/MED/001/2016

ENTITLED:
Factors affecting teaching and completion of rates of pupils with intellectual disabilities in Malindi Sub County, Kilifi County

TO BE UNDERTAKEN AT:
KILIFI COUNTY, KENYA

FOR THE PROPOSED PERIOD OF RESEARCH

HAS BEEN APPROVED BY THE ETHICS REVIEW COMMITTEE
AT ITS SITTING HELD AT PWANI UNIVERSITY, KENYA
ON THE 6TH DAY OF JUNE 2016

CHAIRMAN  SECRETARY  LAY MEMBER

[Signatures]
Appendix G

Research Authorization from MoEST

MINISTRY OF EDUCATION
(State Department of Basic Education)
KILIFI COUNTY

Telephone 041-7522432
EMAIL: edekilificountykilifi@yahoo.com
Fax no. 7522432
When replying/telephoning quote

Ref. KLF/CDE/R4/1/168

TO WHOM IT MAY CONCERN

RESEARCH AUTHORIZATION – MBEYU J. CHIHANGA

The above mentioned is a student at Pwani University.

She has been authorized to carry out research on “Factors affecting teaching and completion rates of pupils with intellectual disabilities in Malindi and Kilifi Sub Counties, within Kilifi County.”

Kindly accord her all the necessary assistance she may require.

D. L. OLE KEIS
COUNTY DIRECTOR OF EDUCATION
KILIFI

Copy to:
The Sub County Directors of Education
Malindi Sub County
Kilifi Sub County