

**MOTIVATION AND ACADEMIC PERFORMANCE OF
INTELLECTUALLY CHALLENGED LEARNERS IN
SELECTED SCHOOLS NGUU DIVISION
NZAUI DISTRICT, KENYA**

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A Research report submitted to IODL in partial fulfillment of the
requirements for the award of the Degree of Bachelors of Education
in Special Needs Education of
Kampala International University.



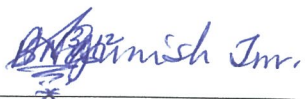
September 2008

DECLARATIONS

I hereby do declare that all work in this graduation project is my original. Again, this work has never been submitted to any other institutions or university colleges for the awards of a Diploma or a Degree.

The literature and citations from other peoples work has been duly acknowledged and referenced.

Signed



BENSON NYAMAI NGUNIA

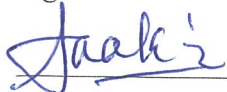
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07/09/2008

SUPERVISORS' APPROVAL

I do hereby recommend this research report as the candidate's supervisor, for submission in relation to the award of degree of bachelor of education in special needs education.

Signature



Mr. Laaki Samsco.

Date:

7-09-08

DEDICATION.

I dedicate this academic document to my beloved wife Joyce Ndunge Nyamai my daughter Aroma Nthenya Nyamai and my son Luke Muthama Nyamai.

ACKNOWLEDGEMENTS.

I wish to sincerely thank various individuals and institutions for their enormous contributions towards the production of this academic document. First, I thank the Kakili primary school head teacher and the entire staff for the great support and understanding; they accorded me to be away for this research most of the working days. Secondly, I would like to thank the head teachers and their members of staff for having been courteseous, interested and concerned about this study.

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ACRONYMS

A.T.S – Approved Teacher Status Iv and III

A.PA – American Psychological Association

D/HT – Deputy Head Teacher

E.F.A – Education for all

e.t. al – and others

H/T – Head teacher

I.E.P – Individualized Educational Programmes

K.I.S.E.- Kenya Institute of Special Education

K.S.M.H – Kenya Society of Mentally Handicapped

M.L.E – Mediated Learning Experiences

M.O.E.S.T – Ministry of Education Science and Technology

M.R – Mentally Retarded

P1 – Primary Teacher Grade 1

S.N.E – Special Needs Education

U.N.I.S.E – Uganda National Institute of Special Education.

ABSTRACT.

The study is about effects of motivation on academic performance of intellectually challenged learners in the regular primary schools. The study was hampered by limited time. It was extremely difficult to attend to more than one appointment scheduled. The selected schools were at a great distance in the vast division and transport to and from the selected schools was another limiting factor. Costs for production of the questionnaires and the printing of the final draft were another limitation in the study. Reference materials for the study were unavailable as there were no libraries in the locality. However, the researcher was helped to carry out the study by other factors which included; familiarity with the teachers in the special needs education programmes in the divisions and knowledge of short cut routes to the various selected schools. The objectives of the study are to explore the teachers' views on the causes of intellectual challenge to investigate the effects of intellectual challenge on learning of the intellectual challenged learners to identify different intervention measures for the intellectually challenged learners. The researcher used the quantitative approach of collecting data. The researcher designed a questionnaire as a tool for collecting the data. The researcher concluded that the teachers' assistance to the mentally challenged learners is of great importance for them to realize their learning expectations. The mentally retarded learners are also adversely affected by negative societal attitudes towards them. The researcher recommends the government to sustain the school feeding programme to cater for learners needs especially those from poverty stricken areas. The mentally retarded learners should be given extra time to accomplish their analyzed tasks. Therefore the curriculum for the mentally retarded learners should be tailored / differentiated in order to meet their educational needs.

CHAPTER ONE:

INTRODUCTION

1.0. Overview.

This chapter is going to give the background study, state the problem, purpose and objectives of the study as well as its scope and significance.

1.1.0 Background of the Study.

The intellectually challenged learners show poor performance in nearly all the teaching subjects. Like the other learners, the intellectually challenged learners need to be assisted in their acquisition of knowledge, skills and attitudes so that they can be independent in the future. The intellectually challenged learners also need love, affection, and warmth so that they can realize their learning expectations. They also require a lot of encouragement, guidance and counseling to enable them put up with academic work for brighter future careers.

The Kenyan government has been preparing special needs education teachers with knowledge, skills and attitudes which would enable them meet the challenging needs of learners with diverse special needs. In this respect, the medally challenged learners need a unique curricular, specialized teaching and intervention measures from the knowledgeable teachers. They also need other services from professional like, psychologists and occupational therapist.

Children with various special needs in education should be made to feel that they belong to the same school system as the other ordinary children. Since the intellectually challenged learners have low perceptual and cognitive abilities, the special needs education teachers therefore need to recognize that active learning is based on physical psychological and social

needs of the learners. Any negative attitude towards the learners would be harmful and directly affect their learning.

The researcher is therefore set to investigate the effectiveness of motivation on the academic performance of the intellectually challenged learners and identify various teaching methods that can bring forth good performance.

1.2 Statement of the Problem.

For quite along time, the intellectually learners have been known to move from one class to another; year in year out. This is not because they have acquired any knowledge in the previous class, but because they have been labeled as slow learners or low achievers. They have been occasionally insulted by their peers, mocked and called imbeciles. This is due to their low academic performances especially in the current schools era of rating mean scores.

These labeling connotations against the slow learners are abusive, degrading or dehumanizing and lower the learners self esteem. Boldly many people in Kenya have negative societal attitudes that have not greatly changed! They label the disabled persons in abuse and indignation. These have had bad effects on the services provided to the intellectually challenged learners and also on their developmental milestones.

The intellectually challenged learners therefore need to be enrolled into the regular primary schools within their natural environment so that they can learn along with their peers / friends and relatives – brothers, sisters and cousins. It is for this reason that the researcher would like to investigate about motivation and academic performance of the intellectually challenged learners.

1.3 Purpose of the Study.

This study will investigate the effects of motivation on academic performance of the intellectually challenged learners in Nguu Divisions Nzaui District Kenya.

The study will also explore various teaching methods employed by teachers to ensure that the intellectually challenged learners realize their learning expectations.

1.4 Objectives of the Study.

The researcher will be guided by the following objectives in carrying out the study; -

General Objective.

This study will determine the effects of motivation on academic performance of the intellectually challenged learners in the selected primary schools, Nguu Division, Nzaui District Kenya.

Specific Objectives.

This study will be done basing on the following objectives.

1. The study will explore the teacher's views on the causes of intellectual challenge.
2. The study will investigate the effects of intellectual challenge on the learning of the intellectually challenged learners in the classroom.
3. The study will identify different interventions measures on intellectually Challenged learners.

1.5 Scope of the Study.

The study will be carried out in some selected primary schools in Nguu Division, Nzaui District Kenya. Nguu Division is among the five Divisions that make up the new Nzaui

District carved from the former Kibwezi District. Initially it was under Machakos District which later gave birth to Makueni District.

Nguu Division borders Makindu Division to the South, Matiliku Division to the North and Mbitini Division to the North West. To the West is Kajiado District and to the East is Makueni District.

The Nairobi - Mombasa Highway (The Great North Road) is also along the western border of Nguu Division. This Division is vast and dry settlement scheme area formerly cooperative ranches for farmers who are shareholders own the allotment plots.

The study will explore and determine the degree of motivation academic performance of the intellectually challenged learners in the selected primary schools.

1.6 Significance of the Study.

The study findings will enable the slow learners to acquire quality education for quality life. The study will also emphasize that teachers in the regular primary schools employ motivation to help the intellectually challenged learners perform better in their academic work. The study will enable the Kenyan government to provide financial and material support to the intellectually challenged learners in order to improve the quality of education in the classroom practice.

The study will also foster the need of Kenyan government to amend some of its educational policies in favour of intellectually challenged learners. It will also highlight on the necessity for the correct intervention measures for the intellectually challenged learners in order to assist them lead independent lives. The study will expose areas of some difficulties that are experienced by the regular teachers while handling the

intellectually challenged learners in the inclusive classroom setup and call for immediate modifications.

1.7 Review.

In this chapter we have discussed the background of the study, the statement of the problem, the purpose of the study, its scope and significance. The next chapter will be on review of the related literature.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Overview.

This chapter is going to define who an intellectually challenged learner is, give historical background of the learners, causes of intellectual challenge, effects of intellectual challenge on learning as well as the intervention measures required.

2.1 Introduction.

Disability is not inability. Disabilities affect people regardless of their age, gender, socio-economic grouping or ethnicity. The disabilities occur either in one of the following stages of life;

Congenital (before birth),

Peri - natal (during birth) or,

Postnatal (after birth)

Disabilities are caused by several phenomenons ranging from drugs, diseases, pre-mature births, accidents during birth to poor nutrition.

According to *Skojoten M.D (1997) Concepts of Special Needs Education*, UNISE Kampala, a disability is any restriction of the ability to perform an activity in the manner or within the range considered normal for human beings in the cultural context. This lack of ability is caused by damage of part of body leading to loss or weakening of the part affected.

Learning as a cognitive ability takes place in the brain. Learning is a relative permanent change in behaviour which is shown by the way a person thinks acts, feels or behaves.

Learning must therefore involve all senses – sense of sight, sense of smell, sense of hearing, sense of taste and sense of touch.

2.2. Who is intellectually challenged learner?

The intellectually challenged learners are those who possess low mental processing capabilities and can not easily cope up with academic work in a regular classroom. They lag behind in the course of learning and therefore exhibit poor performance in nearly all the subjects taught. They also have neurological and cognitive problems which are exhibited in form of classroom failure or difficulties as well as slow rate of learning. Intellectually challenged learner may also have speech disorders accompanied by poor eye – hand coordination.

According to Mwaura S. & Wanyera S. (2002) *Introduction to learners with Special Needs in Education*. KISE Nairobi, the mentally challenged or learning disabled have intellectual and learning difficulties or problems. These learning difficulties are an heterogeneous group of difficulties that cause mental retardation. Learners with these learning difficulties range from mild, moderate to severe (profound)

2.3 Historical Back ground.

According to Randiki F.O (2002) *Historical Development of Special Needs Education*. KISE Nairobi, some great philosophers like Plato and Socrates argued that disabled children could neither reason nor learn. Other scholars like Payne, Mercer and Thomas had agreed with the two above. They described the first era of disabilities as extermination. For example, the Greeks and the Romans kill all the newly born infants who had severe forms of mental

retardation. In the African cultural context, many families and indeed many societies isolated or discriminated against the learners with disabilities.

The second era of disabilities was ridicule. The mentally retarded were made court clowns and were used to entertain the “privileged class”. The third era was however in the Middle Ages when the church decided to put the disabled children in a asylum and accord humane and charitable care.

In the 17th century many people who had disabilities, were regarded to as socially and less capable. They were rejected and neglected by both the families and the entire community at large. They were seen as outcasts and therefore suffered isolation and lack of provision. The society believed that the disabilities were due to a curse from God or evil spirits. Young children born disabled were left on there own to die or even killed since they would grow up to be a burden the community.

Teaching of individuals with disabilities started in the 18th century in France. Many people taught their children at family levels. This proved well that it was possible to educate children with disabilities. According to Randiki (2002), the first school of mentally retarded in USA was established in South Boston in 1859. it was called Massachusetts School of Idiots – now Ferndale State School for the Mentally Retarded. In 1896 the first special class for children who were mentally retarded was organized in Providence, Rhode Island. Full integration started from 1900 through units within the regular schools.

In Uganda special needs education was started by the then Governor of Uganda – Sir Andrew Cohen in 1952. This Governor had a visually impaired relative. The Asians in Uganda took lead in the provision of education for children with mental retardation. They established

Victoria Nile primary school in Jinja to cater for Asian children with mental retardation. However this service ceased after the expulsion of Asians from Uganda in early 1970s.

In Kenya special needs education started after the Second World War in 1945 to rehabilitate army officers who returned from the war with injuries. This education was managed by churches like Salvation Army and Lutheran Church. Other key players were the Rotary Club, Kenya Red Cross and other voluntary individuals and Non – Governmental organizations.

Special schools for various disabilities were started in Kenya in the middle of the 20th century in order to alleviate learners from suffering in neglect. Earliest schools for children who were mentally handicapped included Saint Nicholas special school (now Jacaranda) 1948, City primary and Racecourse units (Both 1968). All these were sponsored by the Rotary Club. In 1960 the Kenya Society for the Mentally Handicapped (KMSH) was started. In 1966 a one year teacher training course was started at Saint Nicholas. This course was relocated to Highridge Teachers College in 1969. it was eventually moved to KISE in 1986 and later in 1987 upgraded to diploma level.

Due to poor health care, poor human treatment and poor learning outcomes in the special schools, many learners were later placed within the regular schools through integration and inclusion. Integration or main streaming began when the society started to recognize those with disabilities as part of the community. The learners with disabilities were completely assimilated in to the ordinary school system. However, many of the disabled learners could not learn together with the non – disabled due to societal attitudes, cultures and beliefs. Inclusion then followed. This aimed at removing all the barriers to learning at home, at school and in the community so that all children would be able to realize their full potentials.

This now created a possible learning environment for both the “normal” child and the child with special needs in education in the same class by the same teacher.

Many countries like Britain, United States of America, Scandinavian countries, Uganda and Kenya practice inclusive education. This addresses the learner’s needs within the mainstream school and advocates for quality Education For All (EFA) regardless of disabilities or any other special needs – in their nearby schools with their brothers, sisters and friends.

According to *UNISE KISE (2002) extracts from international policies on special needs education*. Several world conferences on EFA held in Jomtein (Thailand) in 1990, Kisumu (Kenya) in 1992 and Dakar (Senegal) in 2000 all confirm that education is a Human Right that every child must enjoy and be protected by law. This means that all boys and girls of school age going get over the full course of the primary schooling. This is irrespective of whether they are disabled children, street children already exposed to drugs like glue, traumatized and marginalized children, those neglected by their parents or even those abused in any manner. The Children’s Act of 2001 also entrusts every child with the right to provision of quality education to enable him or her live a better life.

According to Ministry of Education Newsletter, *Elimu News, Issue NO. 1 of 2007*, special needs education is important for human capital Development as it prepares those who would otherwise be dependants to be self reliant. For a long time special needs education has been provided in special schools, special units and more recently through inclusive settings in regular schools. In conclusion most communities in Kenya and indeed in the world today, do not fully accept the disabled persons in their societies. Therefore they do not give them equal opportunities as the other ordinary persons. According to Kennedy (April 1998) personal communication, the mentally retarded or intellectually challenged were labeled in the past as



“wajinga” Meaning fools or idiots. Nowadays they are referred to as “waliopungukiwa na akili” meaning those with low intellectual abilities. This shows that they still label them in abuse.

2.4 Causes of Intellectual Challenge

According to Randiki F.O (2002) disabilities that affect the mental abilities may be caused by things ranging from drugs, diseases, premature births, poor birth attendances, malnutrition to accidents even long after birth. Disabilities can therefore be categorized according to when they occur; for example, those setting in before birth, those setting in during birth and those setting in after birth.

According to Randiki, drugs can affect the un-born if overused by the expectant mother. This is the misuse of drugs against the physician’s prescriptions. The drugs may inhibit the development of some body parts and eventually paralyze them.

Diseases on the other hand may be congenital, that is inherited from the parents by the offspring. Other diseases may be contracted during risky deliveries and birth in un hygienic environments or poor birth attendances.

According to Kilei M.B (2002) *Anatomy Physiology and pathology of the nervous and muscular – skeletal systems* KISE Nairobi, low intelligence maybe caused by cerebral palsy and also delayed milestones. This may affect the learner’s academic worker in a regular classroom. Epilepsy may set in due to cerebral malaria, meningitis or trauma. Each seizure (grand mal) causes some irreparable brain damage and these lowers the learner’s mental capacity to cope up with academic work.

Premature births may occur when delivery takes place before the expected dates. This may be due to some illnesses in the mother that adversely affects the un-born. The premature baby is then incubated for some time before it resumes the normal life like the others.

Malnutrition is commonly found in poverty or hunger stricken areas. Lack of sufficient food supplies may also cause mental underdevelopment.

Some foods like fish, milk, and other protein foods are necessary for brain formation. Accidents may befall on the un-born during pregnancy through violent blows on the mother. They may also occur in risky deliveries, in hospitals or even later in life through caesarian section.

There are however other unknown factors that may cause mental disabilities. According to Mwaura S. & Wanyera S. (2002) traumatized children like those sexually abused, those who had been involved in political violence and wars, and those who faced aggression during their developmental stages, exhibit some cognitive failures. Preoccupied children like those in refugee camps, those displaced or even those parenting also exhibit some cognitive failures. Visual impairment at birth can also deprive the child a vital sources of sensory information from the environment. These then causes a negative influence on the Childs cognitive development. There is uneven intellectual growth. Normally a rapid intellectual growth occurs during the first four years of life.

2.5. Effects of Intellectual Challenge on Learning.

According to Ogonda G. (2002) *learners with Specific Learning Difficulties in an Inclusive Setting KISE Nairobi*, children with perceptual problems in learning expose them in form of clumsiness, poor coordination of ideas, poor body image, spatial difficulties and articulation problems among many others. Since the brain has the quality of plasticity or adaptability,

perception and movement depend on proper sensory integration of the brain. This is the foundation of learning.

There should be therefore activities in learning that stimulate sensory integration to modify the brain functions of the learners. The perceptual and cognitive abilities of the learners enable them to understand and interpret sensory stimuli meaningfully. These therefore enhance learning and thinking.

According to Mwaura S. & Wanyera S. (2002) children with developmental difficulties do not do well in schools and their academic work / performance always lags behind two to five or more classes. They therefore need a curriculum that suit /s their learning needs at their levels.

According to Hiuhi (2002) *Educational Recourses in an Inclusive Setting, KISE Nairobi*, . Inclusive education may be hindered by social and physical barriers. The social barriers include societal attitudes towards the intellectually challenged cultural beliefs and other practices. The regard by the society that the intellectually challenged learners are socially and less capable of performing makes them feel isolated and lacking provision.

According to Mwaura *et al* (2002) the academic achievement of the learners can be affected by motor differences as well as neurological problems. In this respect, the learners may not be able to handle educational materials well or even respond to the educational activities as the ordinary child would.

Distractibility is another effect of mental challenge on learning. In this, the learner is unable to concentrate on one activity for a few minutes. The learner is easily distracted by the slightest noise or activity in the environment.

Examinations may be other barriers to learning. They demand for higher academic performances especially in this era of mean score rating in schools. The teaching styles on the other hand may not meet the needs of the learner with intellectual challenge. The teacher may be unable to accommodate the diverse range of learning needs in the classroom.

Despite the slowness, clumsiness and the inability to accomplish academic tasks effectively, the intellectually challenged learners have also some gifts and talents. They should be therefore guided and counseled in order to help them utilize their potentials.

2.6. Intervention Measures.

According to Otiato A.C and Kathanya M. (2001) *Managing Learning in Inclusive Setting KISE Nairobi* .good attitudes towards children's academic and social problems in an inclusive school policy generates good academic performances. This encompasses recognizing individual differences in the learning abilities of children and using teaching methods that ensure all learn to the maximum ability possible.

According to Mwaura *et al*, learners with intellectual and learning difficulties need to have a reduction of distractibility. Their attention can be drawn easily when their desks are placed near the teachers, facing the board and away from windows or door. Their interaction can be reduced by separating the desks to increase the attention to the learning tasks.

Effective monitoring of education offered should review what may have been done wrongly in order to improve o the services. Teachers should realize that any negative societal attitudes would greatly affect the learning of the intellectually challenged learners. They should also recognize that active learning is based on physical, psychological and social needs of the learners.

Effective inclusive education would alleviate intellectually challenged learners from neglect and segregation as well as all forms of discrimination or isolation. It would therefore create a conducive environment for co existence, social skills development and promotion of high self esteem in the intellectually challenged learners. Inclusion would therefore help remove all barriers to learning in the learner's home, school and in the community hence enabling all learners to realize their full learning expectations.

The teacher's assistance to the intellectually challenged learners is of paramount importance if full learning outcomes are to be realized. The teacher aides assist in preparation of learning activities and displays. They also collect and arrange the materials to be used for learning.

According to Hiuhu (2002) resources designed for learners with learning difficulties should aim at promoting motor development, cognitive language and basic learning skills of concentration, attention, listening, identification and general perceptual skills. These resources include assorted blocks, pegboards, charts and threading boards among others. Physiotherapist would use exercises gradually to help learners with motor and neurological difficulties in positioning, in movement, to build strength, in balancing and controlling the body. Occupational therapist would also use gradual exercises to help learners in the treatment of their motor difficulties.

According to Ogonda G. (2002) improvement in perceptual motor processes will bring about improved academic achievement. Activities that stimulate sensory integration in order to modify the brain functions of the intellectually challenged learners include; rolling, swinging, springing, touching and riding. Training of local motors and eye – hand co ordination enhances ocular and auditory functions for learning in the children.

Motivation of the intellectually challenged learners is done through selective presentation of learning materials and items that are interesting as well as captivating to enhance learning. Mediated Learning Experiences (MLE) and Individualized Educational Programme (IEP) are some of the methods of effectively teaching the intellectually challenged learners. The teachers enrich the interactions between the learner and his or her environment.

According to *Ministry of Education News letter, Elimu News* there is need for a differentiated curriculum which is tailored to meet various special needs of learners. Adequate skills of identification and assessment of learners with special needs are required to ascertain data on children with special needs. The Ministry of Education should also give clear guidelines on implementations of inclusive education policy.

According to Kilei BM (2002) learners with cerebral palsy should be helped to learn basic skills of self care and good relations. They should be trained in activities like sorting, threading beads, and drawing lines from left to right to develop eye – hand coordination. The resources in the classroom should also arouse interests in the learner. For learners with epilepsy teachers and other professional need to understand their medical history, remind him or her of the medical appointments and when to take the drugs.

According to Mwangi F.J. (2003) *Introduction to Guidance and Counseling KISE Nairobi* children born with disability should accept then as they adjust to life. They should express their feeling freely and consider possibilities of living a fulfilling life as much as possible. They should find a suitable vocation and develop a willingness to accept help without much assistance.

According to Bonjo S.J. (2002) *Psychosocial Effects of Disability on an Individual KISE Nairobi* all children regardless of disability should be trained to take part in all activities in

the family. This training in social skills and personal management should be intensified and valued since the nature of disability tends to prolong the period of dependence.

2.7. Review

In summary this chapter has covered who an intellectually challenged learner is, historical background causes of intellectual challenge, and effects of intellectual challenge on learning and intervention strategies for the learners with mental challenge. The next chapter is on Methodology of the research.

CHAPTER THREE:

METHODOLOGY

3.0. Overview

This chapter is going to cover research design, sampling procedures, sample population, instruments used for the study and data analysis.

3.1. Research Design.

The study used the survey method which was a suitable strategy to collect data. As a quantitative research approach it involved collecting information from different sources in the research environments in order to get a broad perspective of the research questions responses. It also helped in establishing the status of the problem and the situation on the ground.

3.2. Sampling Procedures.

The researcher used purposive sampling in conducting the research. The researcher carried out the survey in ten schools out of thirty two schools in Nguu Division Nzau District. These schools had small homes and units within their mainstream. The small homes and units had learners with various special needs. The research questions desired information on the motivation and academic performance of the intellectually challenged learners in the locale.

3.3. Sample

The research subjects were the mentally challenged learners. The regular teachers especially those in charge of the Special needs programme in the schools were the respondents. The researcher selected these respondents because they have been handling the mentally challenged learners, in their classroom inclusive set up and a search have met challenges and

success (if any) in the implementation of Education for all. The teachers who participated in the research were both males and females.

These participants had varied academic qualifications, teaching experiences, age brackets and marital status. The schools in which the research was carried are within the two educational areas of Mweini zone and Ithumba Zone in Nguu Division. The schools were day and boarding as well as public and private primary schools. They were not close to one another but across the division.

3.4. Instruments for the study.

The researcher made instruments for this academic work was questionnaire. The questionnaire comprised of the number of sections with several questions to be answered in writing by the respondents. The questions were both in open – and – closed ended forms. The response format of the questionnaire was yes/ no as well as open ended responses.

3.5. Procedure of the study.

The study was conducted within a period of three months. First the researcher wrote a proposal which involved selection of subject of talk or theme of the study, justification of the need of the study and purpose of the study. It also stated the worthy and urgency of this study. The researcher then sought for permission to carry out the study in the vast educational area of Nguu Division and printed few copies of the intended questionnaire. The researcher pre tested the questionnaire with colleagues in the school to test for clarity of the questioning technique and answer expectations. Some questions needed proper formatting and good choice of words or terminologies well understood by the respondent. The researcher made the necessary corrections and updates in the questionnaire and re printed several questionnaires. The researcher took the questionnaires in person to the selected regular

primary schools in accordance with their appointment dates. The researcher had to leave some of the questionnaires with the respondents to fill them during their free time in school. In other schools the researcher had to go through the questions with the respondents who appropriately filled in their answers and handed them back after the exercise. The researcher was familiar with the research sites and most of the respondents in the study. Hence all the 20 questionnaires given were retrieved for data analysis. The collected data was arranged according to the questions in various sections of the questionnaire. This data was presented in tabular forms. The research report was finally printed in accordance to the American Psychological Association referencing format.

3.6 Data analysis.

The data analysis technique was statistical. The data was arranged for easier interpretation in frequency distributions. In these percentages were calculated for each category of answers given. The most frequent answer (the mode) was used to report what the respondent feel and think about the intellectually challenged learner in the inclusive classroom setup.

3.7 Review.

In this chapter three on methodology. We have covered the research design, sampling procedures, sample population instrument for the research, procedure for the research and finally data analysis technique used. The next chapter will discuss the research findings.

CHAPTER FOUR:

FINDINGS

4.0 Overview.

In this chapter the researcher is going to provide answers to the research questions of the study in the various sections of the questionnaire.

Background information.

Gender	Frequency	Percentage
Females	11	55%
Males	9	45%
	20	100%

Figure 4.1 Gender of respondents.

Marital status	Frequency	Percentage
married	17	85%
Single	2	10%
divorced	1	5%
	20	100%

Figure 4.2 Marital status of the respondents.

Professional level	Frequency	Percentage
PI teacher	9	45%
ATS IV teacher	5	25%
ATS III teacher	5	25%
Graduate teacher	1	5%
	20	100%

Figure 4.3 Professional level or qualification of respondent.

Teaching experiences	Frequency	Percentage
5 – 10 yrs.	5	25%
11 – 16 yrs.	6	30%
17 – 22yrs.	4	20%
23 – 28 yrs.	4	20%
29 and above	1	05%
	20	100%

Figure 4.4 Teaching experiences of respondents.

Position in school	Frequency	Percentage
Headteacher	5	25%
Deputy	4	20%
Senior teacher	3	15%
SNE teacher	8	40%
	20	100%

Figure 4.5 Position held by the respondent in school.

Number of SNE learners	Frequency	Percentage
0 -15	8	40%
16 – 30	7	35%
31 – 45	2	10%
46 – 60	3	15%
	20	100%

Figure 4.6 No of SNE learners in research sites.

No. of M.R learners	Frequency	Percentage.
0 – 5	4	20%
6 – 10	11	55%
11 – 15	2	10%
16 – 20	1	5%
21 and above	2	10%
	20	100%

Figure 4.7. No. of MR in research sites.

Males with MR	Frequency	Percentage.
0 – 5	13	65%
6 – 10	5	25%
11 And Above	2	10%
	20	100%

Figure 4.8 No of MR Males in the research sites.

Female with MR	Frequency	Percentage
0 -5	18	90%
6 – 10	1	5%
11 And Above	1	5%
	20	100%

Figure 4.9 No. Of MR Females in research sites.

TABLES.

Table 4.1 Trained teachers in SNE.

Gender	Frequency	Percentage
1 – 2 Males	11	55%
1 – 2 Females	5	25%
None	4	20%
	20	100%

From the above results male respondents have trained as special needs education teachers in the division. However a few female respondents have also ventured in.

Table 4.2. Who intellectually challenged learners are.

Definition.	Frequency	Percentage
Mentally disabled	18	90%
Talented and gifted	2	10%
Physically disabled	0	0%
	20	100%

Most of the respondents understand who the intellectually challenged learners are as indicated by the above results

Table 4.3 Participation of MR. in class.

Description	Frequency	Percentage
Poor	12	60%
Fair	8	40%
Excellent	0	0%
Other	0	0%
	20	100%

Most respondents found the mentally challenged to participate poorly in the classroom discussions.

Table 4.4. General academic performance of MR.

Description	Frequency	Percentage
Poor	12	60%
Fair	8	40%
Good	0	0%
Excellent	0	0%
	20	100%

Most respondents found the general academic performance of the mentally challenged learners to be poor.

Table 4.5 Comfort with other learners

Description	Frequency	Percentage
No	13	65%
Yes	7	35%
	20	100%

The respondents found that most of the mentally challenged learners had no comfort while studying with the others in an inclusive classroom set – up.

4.5(a) Reasons for Yes

Description	Frequency	Percentage
Interaction with others.	5	25%
Not aware	1	5%
I do not know	1	5%

Most respondents gave reasons for this discomfort with other learners as due to interaction in the inclusive school set – up.

(b) Reasons for NO.

Description	Frequency	Percentage
Low self esteem	5	25%
Discrimination	4	20%
Lack participation	2	10%
I do not know	1	5%
	20	100%

Respondents gave reasons for discomfort with others while in the classroom as due to low – self esteem, discrimination by others and lack of participation.

Table 4. 6 Educational placement of MR.

Description	Frequency	Percentage
Regular school	12	60%
Special schools	8	40%
	20	100%

Most respondents believe that the mentally challenged learners should be placed in regular schools with inclusive educational systems.

(a) Reasons for special schools.

Description	Frequency	Percentage
Trained personnel	3	15%
Learn with other MR	3	15%
I do not know.	2	10%

Other respondents advocate for placement of the mentally challenged learners in special schools gave reasons as because there are trained personnel in the special schools and also that the learners have opportunity to learn with the same learners with special needs.

(b) Reasons for regular schools.

Description	Frequency	Percentage
Avoid stigma	6	30%
Sharing/intervention	5	25%
I do not know	1	5%
	20	100%

Most respondents think that placement of mentally challenged in regular schools would enable the learners to avoid stigma from the others, share materials with them and get correct interventions.

Table 4.7 Causes of Mental Challenge.

Description	Frequency	Percentage
Diseases	10	50%
Diseases & inheritance	8	40%
Inheritance	2	10%
Witch craft	0	0%
Curse	0	0%
Taboo	0	0%
	20	100%

The respondents believe that mental challenge is caused by diseases and inheritance.

Table 4.8. Causes of babies born disabled.

Description	Frequency	Percentage
Drug abuse	7	35%
Poor diet	4	20%
Accidents	4	20%
Inheritance	2	10%
I do not know	2	10%
Prolonged labour	1	5%
	20	100%

Most respondents believe that the cause of babies born disabled is drug abuse, poor diet, accident during birth and inheritance.

Table 4.9 Attitudes towards MR.

Description	Frequency	Percentage
Positive	11	55%
Negative	6	30%
Empathy	3	15%
	20	100%

Teachers' attitudes towards the mentally challenged in the inclusive school set – up have greatly changed to be positive though a number have negative attitudes.

Table 4.10 Views of MR in class.

Description	Frequency	Percentage
Able to learn slowly	16	80%
Not capable of learning	2	10%
Really a bother	2	10%
	20	100%

Most respondents believe that the mentally challenged can be able to learn slowly in an inclusive classroom set - up.

Table 4.11 Benefit from formal education?

Description	Frequency	Percentage
Yes	14	70%
No	6	30%
	20	100%



Most respondents believe that the mentally challenged learners can benefit from formal education. A few still have the thought that unless placed in special classes they can not benefit.

(a) Reasons for Yes.

Description	Frequency	Percentage
Varied methods	8	40%
Learning tasks analyzed	3	15%
Integration	1	5%
Vocational	1	5%
I do not know	1	5%

Most respondents think that with the use of varied teaching methods the intellectually challenged learners can benefit to some extend in formal education.

(b) Reasons for NO.

Description	Frequency	Percentage
Neglect by teachers	3	15%
Lack of materials	2	10%
Competition barriers	1	5%
	20	100%

Other respondents tend to think that the mentally retarded learners can not benefit from formal education due to neglect by the teacher and lack of relevant teaching materials.

Table 4.12. Acceptance by others.

Description	Frequency	Percentage
Yes	16	80%
No	4	20%
	20	100%

Most respondents believe that mentally challenged learners will be readily accepted by their peers in school and home as they interact in many activities.

(a) Reasons for Yes.

Description	Frequency	Percentage
Easy interaction	5	25%
Encouragement	4	20%
Gifted in other area	3	15%
I do not know	3	15%

Mentally retarded learners would easily interact with the others. At other times the ordinary learners need to be encouraged to accept them. However, there are some mentally retarded learners who are gifted and talented in other areas.

(b) Reasons for NO.

Description	Frequency	Percentage
Isolation from others	3	15%
Discriminated upon	2	10%
	20	100%

Reasons for not being accepted by others in school and at home were that the mentally retarded learners isolate themselves from others due to low self esteem and are also discriminated upon.

Table 4.13. Knowledge on inclusive Education.

Description	Frequency	Percentage
Yes	15	75%
No	5	25%
	20	100%

Most respondents understand what inclusive education is while only a few may not understand the term.

Table 4.14. Motivation Methods.

Description	Frequency	Percentage
Use of rewards	8	40%
Remedial teaching	4	20%
Peer tutoring	3	15%
Team teaching	3	15%
Simple language	2	10%
	20	100%

Most respondents use rewards as a way of motivating the learners to achieve. Others use varied methods of teaching like remedial teaching, peer tutoring, team teaching and use of simple explanations.

Table 4.15. MR reaction towards Motivation tokens

Description	Frequency	Percentage
Good	12	60%
Fair	6	30%
Bad	1	5%
Other	1	5%
	20	100%

Most mentally challenged learners react positively towards the motivation tokens.

Table 4.16 Areas of Motivation for MR.

Description	Frequency	Percentage
Reading/ writing	8	40%
Classroom talk	8	40%
Drawing	2	10%
Counting	2	10%
	20	100%

Most respondents think that the most important areas to motivate the mentally retarded learners are in reading and writing as well as in classroom talk.

Table 4.17 Academic Performance of MR after Motivation

Description	Frequency	Percentage
Slightly improved	18	90%
Insignificantly	2	10%
	20	100%

After motivation, the mentally retarded learners slightly improve in their academic performance as well as in the classroom participation.

4.18. Changes in Academic Performance of MR.

Description	Frequency	Percentage
Positive changes	18	90%
Negative changes	2	10%
	20	100%

The academic performance changes positively after motivation.

(a) Reasons for positive change.

Description	Frequency	Percentage
Interest aroused	10	50%
Need for more rewards	3	15%
Increased participation	3	15%
Enhanced socialization	2	10%

The positive changes in the academic performance were revealed due to aroused interest in the learners academic performance and participations as well as the need to be rewarded again and again

(b) Reasons for Negative Change.

Description	Frequency	Percentage
Increased competition	1	5%
Slowness/ clumsiness	1	5%
	20	100%

Few respondents indicated negative changes in academic performance as due to increased competitions from the other learners hence the mentally retarded learners give up. It could be again due to their slowness and clumsiness.

Table 4.19. Government Support to MR.

Description	Frequency	Percentage
More SNE teachers.	5	25%
Provision of materials	5	25%
Provision of funds	4	20%
Enhancement of SFP.	3	15%
Small homes / units	1	5%
Awareness and assessments	1	5%
No support	1	5%
	20	100%

The government has endeavored in training more special needs education teachers and also provided teaching/ learning materials for the mentally challenged learners.

4.20. Suggestions for MR. Education

Description	Frequency	Percentage
More SNE teachers	8	40%
Vocational training	6	30%
Provide teaching materials	2	10%
Carry out more research	1	5%
Build special schools	1	5%
Teach life skills& self reliance	1	5%
Help start business	1	5%
	20	100%

Most respondents suggested that more special needs education teachers to be trained and equipped with knowledge and enough skills to handle the mentally retarded learners.

Others advocated for vocational training of the mentally retarded learners.

4.21 Review

This chapter four on findings has covered training of Special Needs Education who the intellectually challenged learners, their participation in class, and their general academic performance. It has also highlighted the comfort of the mentally retarded with others in inclusive school set up and preferences for their educational placements. The chapter has also explored the causes of mental challenge attitudes /views and opinions of the teachers towards the mentally retarded learners.

In the chapter, we have investigated methods of encouraging the mentally challenged learners and their attitudes towards the motivation tokens. Finally, we have identified the

governments' support to the mentally challenged learners and any suggestions to improve their learning .The next chapter discusses the findings, draws conclusions and makes recommendations from the study.

CHAPTER FIVE:

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

This chapter is going to discuss the findings from the study, draw conclusions from the results and then make necessary recommendations.

5.1 Discussion

According to my findings, the intellectually challenged learners are also referred to as the mentally disabled. This finding matches with other findings in the literature. Their general participation in class activities is relatively poor and so is their academic performance. The mentally challenged learners are not comfortable while learning in the company of the others in an inclusive set up due to low self esteem brought about by stigma.

Most teachers prefer the mentally challenged learners to be placed in regular schools where there are many trained teachers in all fields and also where other learners with diverse special needs in education are catered for together with the ordinary. This finding replicates other findings in the literature.

Many respondents believe that mental challenge is caused by diseases, inheritance, poor diet, drug abuse and accidents. These confirm to other findings in the literature. The teachers attitudes towards the mentally retarded learners is positive and they belief that learners can benefit from the formal education if various teaching methods are employed. The normal learners readily accept the mentally challenged learners and easily interact both in class activities and co curricular activities in the inclusive set up. This contradicts other findings in the literature. Many teachers use words and praises to encourage the

mentally retarded cope up with their learning tasks. They feel appreciated and keep on trying to achieve in order to be rewarded again.

This gives more validity to other findings in the literature. The mentally retarded learners need a lot of motivation in reading and writing as well as on classroom talk or discussions in order to enable them achieve their learning expectations. The academic performance of the mentally retarded slightly improves after motivation has been implemented. This motivation causes a positive change as interest to learn in the learners is greatly aroused.

5.2 Conclusions.

- Teacher's assistance to the mentally challenged learners is of paramount importance if full realization of their learning outcomes is to be achieved.
- Teacher's motivation, to the learners with mental challenges should also encompass selective presentation of interesting learning materials and items.
- Due to slowness and clumsiness in writing and reading, the mentally challenged learners should be given enough time to practice and accomplish tasks since they may be gifted and talented in other areas.
- Negative societal attitudes affect the learning process of mentally retarded learners.
- The mentally retarded learners should accept themselves as they adjust in life and be comfortable with their peers and the society at large.
- Learners with mental retardation can fairly benefit from the formal education if basic learning skills of concentration, listening and identification are promoted.

5.3 Recommendations.

According to the findings of the study, the researcher recommends the followings

- The government to train more special needs education teachers to meet the challenging needs of the mentally retarded learners.
- The governments to provide interesting learning and teaching materials in the public schools to enable the mentally retarded learn effectively together with their peers.
- The government to ensure all time provision of school feeding program so that learners from poor families (stricken by poverty) can continue with their learning.
- The government to provide funds to support learners with special needs and also intensify their assessment programs to ascertain difficulties in the learners.
- The society to foster positive attitudes towards the mentally retarded learners and not label them in abusive connotations. This would help them feel liked, loved, and also part and parcel of the society.
- The mentally retarded learners to be given extra time both in class work and national examinations in order to accomplish their task.
- Learners with mentally retardation should be encouraged to participate in class activities freely (no intimidation whatsoever).

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QUESTIONNAIRE FOR TEACHERS.

NOTE: Provide precise and accurate information in the blank spaces.

1.0. Background Information.

Gender sex: Male ☐ Female ☐

Marital status: Married ☐ Single ☐ Divorced ☐

Professional qualification : P1 ☐ Ats IV ☐ Ats III ☐ Graduate ☐

Teaching experience: 5 - 10 ☐ 11 - 16 ☐ 17 - 22 ☐ 23 - 28 ☐

29 & above ☐

Position in the school: SNE teacher ☐ H/T ☐ DH/T ☐ senior teacher. ☐

Number of S.N.E learners in school _____

Number of M.R learners in school _____ Males ☐ Females ☐

2.0 Knowledge of intellectually challenged learners.

1. How many teachers have been trained to handle learners with special needs education? Males _____ Females _____

2. Who among the following are intellectually challenged?

Physical disability ☐ Mental disability ☐ Talented & gifted ☐ None ☐

3. Assess the general participation of intellectually challenged learners in a class situation.

Excellent ☐ Fair ☐ Poor ☐ Other (explain) ☐

4. How is the general academic performance of the intellectually challenged learners in school .

Excellent ☐ Good ☐ Fair ☐ Poor ☐

5. Do you think the intellectually challenged learners are comfortable while learning with the others in school ?

Yes ☐ No ☐ Explain _____

6. Should the intellectually challenged learners be educated in regular or special schools?

Regular ☐ Special school ☐ Explain why _____

3.0 Causes of intellectual challenge.

7. What do you think are the causes of mental challenge?

Witchcraft ☐ Diseases ☐ Curse from God ☐

Inheritance ☐ breaking taboos ☐

8. Some babies are born while disabled. What do you think could be other causes for this?

Explain _____

9. What is the general attitude of the teaching staff towards the intellectually challenged learners?

Positive ☐ Negative ☐

4.0 Effects of intellectual challenge on learning.

10. As a teachers with experience, what do you think of intellectually challenged learners in an inclusive classroom?

Are a bother ☐ Not capable of learning ☐ Able to learn slowly ☐

11. Can learners with mental retardation benefit from the formal education in regular primary schools?

Yes ☐ No ☐ Explain you answer _____

12. Are learners with intellectual challenge likely to be accepted by others in the inclusive setting?

Yes ☐ No ☐ explain your answer. _____

5.0 Intervention measures.

13. Do you understand the term "Inclusive Education?"

Yes ☐ No ☐ if yes, Explain

14. What methods do teachers use to encourage the intellectually challenged learners put up with academic work? List

15. Comment on the reaction of the mentally challenged towards the motivation tokens.

Good ☐ Fair ☐ Bad ☐

16.. Highlight any areas that the intellectually challenged learners need motivation to learn effectively alongside their peers. _____

17. Describe the academic performance of the mentally challenged learners after motivation has been initiated. _____

18. According to your own views, does this motivation of the intellectually challenged learners cause a positive or negative change in academic performance?

Positive ☐ Reasons _____

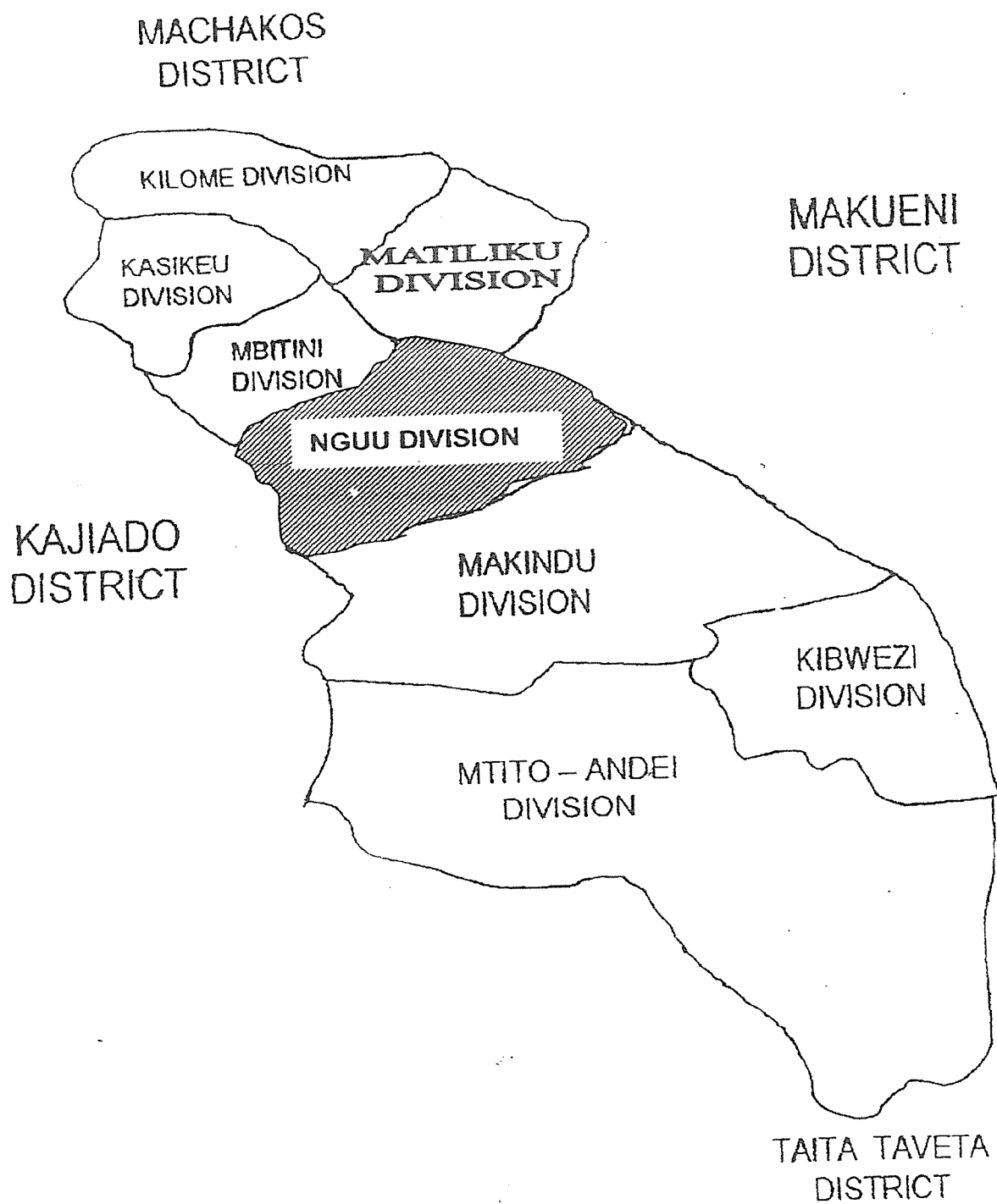
Negative ☐ Reasons _____

19. How is the Kenyan government supporting the intellectually challenged learners in your school? _____

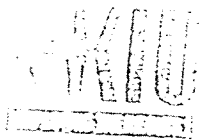
20. Suggest what you think should be put into place to enable the intellectually challenged learners acquire some knowledge for sustainable future. _____

NB: Thank you for your co – operation. God bless you.

STUDY MAP 2 : A sketch map of Nzaui District showing Nguu Division



Source : Divisional office



Office of the Director

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. BENSON NYAMAI NGUNIA

REG. # BED/13805/61/DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education

He/she wishes to carry out a research in your Organization on:

MOTIVATION AND ACADEMIC
PERFORMANCE OF INTELLECTUALLY CHALLENGED
LEARNERS IN SELECTED SCHOOLS

... DIVISION ... NKAMI DISTRICT, KENYA

Your assistance accorded to her/his research is most appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

