Teachers' Role In The Implementation Of Daily Living Skills Curriculum For Learners With Mental Challenges: A Case Of Special Units In Rarieda Sub-County Siaya County, Kenya.

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ABSTRACT:

The role played by teachers in the implementation of activities of daily living skills especially onlearners with mental challenges cannot be overemphasized. Despite the government efforts to developDaily Living Skills curriculum for the mentally challenged learners which was meant to improve thelearners self-help skills, learners in special units are still unable to master skills such as shoe lacing,drooling control, brushing of teeth among others. This case study design within a qualitative approachframed from behaviourist social learning theory of Albert Bandura, aimed at establishing teachers'role in the implementation of daily living skills curriculum for children with mental challenges inspecial units in Rarieda sub-county. The objectives of the study were; to identify teaching methodsemployed by teachers to teach Daily Living Skills; to establish teachers' perspectives on the teachingof Daily Living Skills; identify challenges facing teachers while teaching Daily Living Skills; and tofind out the strategies teachers are using in implementing Daily Living Skills curriculum. The targetpopulation in this study was eighteen (18) participants comprising of five head teachers, eight teachersand six education officers. The study used purposive and saturated sampling techniques to select thesub-county, special units, head teachers, teachers and zonal quality assurance and standards officersto give a total of nineteen (18) participants. The study usedinterviews schedule, focus groupdiscussion, and document analysis to obtain the data. The data were reported in verbatim and codedaccording to themes in the objectives, and analysed using thematic analysis and contentanalysisapproaches. Trustworthiness and Authenticity of qualitative instruments was ensured by usingmultiple sources of data.The study revealed that teachers were using varieties of methods to teachDaily Living Skills, head teachers were not showing love and concern. There was also lack of teachinglearning materials, poor remuneration and teachers in the special units borrow teaching learningmaterials to teach Daily Living Skills on mentally challenged learners

Key Words; Daily Living Skills Curriculum, Learners with Mental Challenges

Background to the Study

Effective provision of education for learners with special needs has occupied the minds of philosophers, educationists, teachers and psychologists since the history of teaching and learning (Hearty and Alur, 2007). According to the task force (2003),of the national conference on education and training on meeting the challenges of education and training in Kenya in the 21st century, the Ministry of Education through the Kenya Institute of Education currently Kenya Institute of Curriculum Development (KICD) developed a draft syllabus for children with mental challenges in areas such as language and communication, mathematics, perceptual training, activities of daily living skills and pre-vocational activities to enhance the learning of learners with mental challenges.

The Kenya government is committed to the provision of equal access to quality and relevant education and training to all learners including those with mental challenges (Gokgazette, 2005). To achieve this, the government of Kenya established the Kenya Institute of Special

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Education (KISE) in 1986, to meet high demands of children with SNE and to train teachers to handle these children, (National Action Plan, 2003-2015).This has led to the establishment of other institutions to train SNE teachers at bachelors and post graduate levels. The government has also established schools and units for learners with mental challenges to meet the demand for the increasing large number of the learners in the country, most of who are not in the learning institutions (Kenya National Action Plan, 2003-2015).

In regard to education, functioning of learners with mental challenges may need directions repeated, or a peer to partner with. These learners might need to attend a resource room for a portion of the day to receive extra academic help and possibly receive occupational therapy (OT) to work on adaptive skills. Learners with mental challenges may also benefit from study skills or peer tutoring among other methods, as was reported by Ruteere (2013) in her thesis which also clearly indicated that learners with mental challenges can progressively acquire DLS once exposed toa conduciveenvironment, trained personnel and effective use of teaching methods.

Education for learners with mental challenges is aimed at helping them acquire daily living skills (DLS) for independent living. Lack of these DLS may lead to dependency on family members and caregivers. Mentally challenged learners need these skills that will empower and equip them to fit in the community. In spite of government and education stakeholders' effort to develop DLS curriculum for children who are mentally challenged for improvement of their self-help skills, many children in most special units still lack prerequisite skills expected of them, despite the fact that they have stayed in these units for sometimes over three years. Such skills include shoe lacing, buttoning and unbuttoning, brushing of teeth, washing body parts among others, making it difficult for learners with mental challenges to adjust to life in the community.

In addition, despite the fact that DLS are taught in special units, the extent to which these skills are taught and how they help children with mental challenges to participate in their community is unknown. Various studies have been conducted on the acquisition of daily living skills; many such studies have not focused on how teachers implement activities of daily living skills by mentally challenged learners. This study therefore sought to establish teachers' role in the implementation of daily living skills curriculum for mentally challenged learners'in special units in Rarieda sub-county, Siaya County.

This study attempted to achieve the following objectives:To establish the teaching methods employed by teachers to teach daily living skills to mentally challenged learners in special units in Rariedasub-county.The study attempted to respond to the research question:Which teaching methods are teachers employing in teaching activities of daily living skills to mentally challenged learners in special units in Rarieda sub-county?

This study might provide information to teachers on implementation of teaching methods for acquisition of daily living skills (DLS) to learners with mental challenges (M.C). In addition it may also provide information on teachers' perception on the implementation of DLS curriculum to M.C learners. Furthermore the study may also be used by curriculum developers; Kenya institute of curriculum development (KICD) to possibly improve the design of the curriculum on strategies and methods of implementing activities of daily living skills, policy makers like the ministry of education by allocating more funds to the special units to help in the purchase of the teaching learning materials, and other stakeholders like parents to identify the importance of activities of daily living skills and assist mentally challenged learners to practice them at home. All thesefindingsmight help to improve on the implementation and acquisition of DLS by learners with M.C to enhance their eventual independent living in the society at large.

The study was carried out inpublic primary schools with special units for the mentally challenged learners attached to them in RariedaSub-County. The study was confined to head teachers who are in-charge of administration of the special units and teachers teaching in special units in public primary schools. The study focused on the methods employed by teachers in teaching activities of daily living skills, perception

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of teachers of mentally challenged learners, strategies teachers are using in implementing DLS and challenges facing teachers while teaching DLS on mentally challenged learners. The study was carried out among learners who have stayed in the units for over three years. A case study design was employed. Data was collected using focus group discussions, observation checklist and an interview schedule.

The study was guided by the theory of Albert Bandura's "social learning theory" (Observational learning) (1997), that departs from the traditional theory of Pavlov and skinner and which states that "human beings are influenced by their environment." This means that learning involves both external reinforcement and cognitive explanation of learning. Human beings are social animals. Therefore, through interaction and observation, a lot of information and skills in the environment are observed and learned. In social learning, there will be immediate association of model behavior through vision coding and encoding of the model (Kirk and Gallagher, 2008). Bandura (1986) concludes that social learning requires the presence of four elements namely; attention: through observation, the learner must first pay attention to the model. The second element was memory where the learner must also be able to retain the memory of what was done such as remembering the steps of what has been learnt. The third element involves imitation where the learner must imitate the action. The last element was motivation where the learner must have the desire to perform an action. Social learning theories involve a model that is attractive, have high status and admired by the observer: In this study the "observer" will be the M.C learners. A teacher may model the desired behavior such as greetings, toileting, roles of family members and assist his/her learners to imitate. The theory encompasses attention (attention paid to the model), retention (remembering what you've paid attention to), reproduction (reproducing the image, including the physical capabilities) and motivation (having a good reason to imitate-promised gifts and vicarious learning) (Kirk *et al*, 2008). Special needs teachers are supposed to create a conducive learning environment for their M.C learners to benefit from the provisions of the social learning theory. Special needs education teachers

especially in the units should be in a position to help learners to pay attention where the model should be attractive and familiar to them.

Learners are also supposed to remember what has been learnt, imitate by being able to reproduce the actions. The learners should also be motivated for any attempt made. This will assist the teacher in achieving the objective that every learner with mental challenges can perform activities of daily living skills. Teachers are supposed to be sources of self-efficacy *(*people's judgment of their capabilities to organize, execute and accomplish certain performances) for their learners by giving ability related activities for the learners to experience success, provide positive experiences, verbal persuasion and emotional arousal (Kirk *et al*,2008) . The presence of such an environment will enhance acquisition of DLS by M.C learners.

This theory was found appropriate for this study because the mentally challenged learners learn best when there is a factor that provokes enthusiasm in them which in turn will make them deal with activities related with thinking and knowing. Therefore the study sought to determine teachers' role in the implementation of daily living skills curriculum for learners with mental challenges in special units in Rarieda Sub-County.

RESEARCH METHODOLOGY

Ogola, (2005) describes a research design as a plan, structure and strategy of investigation to obtain answers to research questions and control variance. The study used a case study design within a qualitative approach. This is a method that can also be used to collect information about people's attitudes, opinions, educational or social issues. According to Kombo and Tromp (2006), a case study design is used in studies because it seeks to describe a unit in detail, in context and holistically. It is away of organizing educational data and looking at the object to be studied as a whole. The design was used in gathering in-depth and detailed information by summarizing, presenting and interpreting information in order to clarify the teachers' role in implementing DLS curriculum to M.C children in Rarieda sub-county, Siaya County, Kenya.

The study was carried out in Rarieda sub-county, Siaya County, Kenya.Siaya County consists of six

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administrative sub-counties, namely; Rarieda, Bondo, Ugenya,Gem,Ugunja and Alego-Usonga. Rarieda sub-county headquarters is located offNdori-Luanda Kotieno Road and is about 15 kilometers fromNdorimarket.Rarieda sub-county is to the south of Siaya town, and is along the shore of lake Victoria. It has a population of about 258,000 and an area of 461km$^{2.}$ The choice of Rarieda sub-countyis mainly because of the fact that it has the highest number of special units for learners with MC, in regular primary schools (T.S.C. Educational Management Information Systems (EMIS), 2013).From the studies reviewed, no other study has been carried out to establish teachers' role in implementing activities of daily living skills curriculum to learners with mental challenges in Rarieda sub-county. The information that will be gathered might help in understanding the situation about the role of the teacher inimplementingactivities of daily living skills curriculum on learners with mental challenges in Rarieda sub-county.

Kombo and Tromp (2006) define population as a group of individuals, objects or items which may have at least one thing in common and from which samples are taken for measurement. The studypopulation was nineteen (18) participants. There wasa total of eighteen (18) respondents in special units in public primary schools including eight (8) teachers and five (5) head teachers in five special units in Rarieda sub-county and five (5) zonal quality assurance and standards officers (EMIS, March, 2015). The study used both Purposive and saturated sampling techniques. Purposive sampling technique is whereby the elements are deliberately chosen because they suit a certain criteria that the study is interested in exploring (Orodho, 2009). The elements were considered either as outstanding or typical variables with which the study was concerned with. Purposive sampling was used to select the five public primary schools with special units for learners with MC. They include A, B, C, D and E. Head teachers and Teachers from the special units wereselected using the saturated sampling technique. This means that all available head teachers and teachers were included as participants in the study. The learners though are not in the target population in this study, but were observed on the degree to which they are able to perform activities of daily living skills. These learners are left out in the target population because the study was to investigate teachers' role in implementing activities of daily living skills, therefore were not in a position to give the relevant responses required.

The special units in the area of study were five. This therefore means that all the special units teachers are going to be eight (8) and head teachers are going to be five (5) of these units in the primary schools formed a sample size by saturated sampling. Saturated sampling was used because the population was small and it allowed the whole population to take part in the study. All head teachers from special units five (5),all teachers eight (8) and all zonal quality assurance and standards officer's in-charge of each zone, five (5), were included in the study making a total of nineteen(18) respondents.

Research instruments are tools used by researchers to gather data/information from respondents (Cresswel, 2005). In this study, three research instruments were used to collect data. They include focus group discussions, observation checklist and interview schedule. According to Mckeown and Beck (2006) an interview is a two-person conversation (dialogue) initiated by the interviewer for a specific purpose of obtaining relevant information and focused on the content specified by the research objectives of systematic description, prediction or explanation.

This method is particularly suitable for intensive investigations (Kothari, 2014). Thus, more information in greater depth might be obtained from the study. An interview schedule was used in this study since it generally yields highest cooperation and lowest refusal rates, offers high response quality and takes advantage of interviewer presence. It is a multi-dimensional method of data collection that combines questioning, cross-examination and probing techniques (Owen, 2002). In this study an interview schedule was used to solicit in-depth information from head teachers and teachers on their role in implementing daily living skills curriculum on MC children by looking at methods of teaching mentally challenged children, perceptions of teachers on daily living skills training, strategies of teaching, and challenges

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facing teachers teaching mentally challenged children.

A focus group discussion (FGD) is a special type of group interview in terms of its purpose, size, composition and procedures. A focus group discussion is usually comprised of individuals who may not know each other prior to the group discussion and who have been selected because they share certain characteristics which are relevant for the topic being studied. Discussion is carefully planned and is designed to obtain information on the participant's beliefs and perceptions on a defined area of interestOrodho (2009). A focus group discussion has pre-determined criteria for selecting focus group participants. The topic of discussion is decided beforehand, the discussion is guided by the moderator who leads by asking open ended questions (Creswel, 2005). The focus group discussion for this study was conducted among Zonal quality assurance and standards officers in-charge of the zones in which the special units are located. The focus group discussion was appropriate for the study since it provided in-depth information and a detailed understanding of the issues under investigation. The focus group discussion had a set of open ended questions (five in numbers) to be discussed in groups and not as individuals.

Document analysis refers to observable relevant entries which are verifiable as proof of entrenchment of the issues under research. Document analysis was coded on class attendance registers, pupils progress records, timetable, I.E.P files, school admission register, and school mission/vision statements. Document analysis was relevant to the study since the overall school documents portrayed the understanding of activities of daily living skills on mentally challenged learners. The issues interrogated included how long the learners had stayed in the units, how learners were progressing in ADLs, whether learners were going to school regularly to quicker facilitation of the acquisition of DLS skills among other factors.

Before proceeding to the field, the researchersought permission to collect data from the Board of postgraduate studies of Jaramogi

Oginga Odinga University of Science and Technology and then proceeded to seek a permit from National Council for Science, Technology and Innovations (NACOSTI). Again, the researcher then proceeded to seek permission from the county and sub-county directors of education before proceeding to the selected schools to seek informed consent from the teachers. A similar trip was made to the ZQUASOs. During the visits, arrangements were made regarding the time the data would be collected. The researcher obtained primary data from the head teachers and teachers from the units in the sampled schools using an interview schedule, document analysis and Observation checklists. Respondents selected for the study were interviewed, and interview schedule responses were recorded using a tape recorder. The respondents were given adequate explanations before responding to the items. The researcher made all possible attempts to ensure that the data attained from the interview schedule, document analysis and observation checklists were as detailed as possible.

Trustworthiness is the process of establishing truthfulness and credibility of qualitative data. This was made possible in this study by adopting the four criteria proposed by Guba, in Shukla (2012). These are credibility, transferability, dependability, and Conformability. Credibility is one of the most important factors in establishing trustworthiness in research. This study comprised of (18) eighteen informants where the results obtained weredeemed accurate by building good rapport with the respondents. Transferability is the extent to which the findings of the study applied to other situations. Dependability was addressed by using methodological procedures of the research in detail, thus; future researcher may be able to repeat the work and come up with the same results. Conformability deals with describing the experiences and ideas of the informants, rather than the characteristics and preferences of the researcher.

Analysis of data is the process of inspecting, cleaning, transforming, and modeling data with the aim of highlighting useful information, suggestions, conclusions, and supporting decision making. It is aimed at consolidating into an

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orderly structure and meaning the enormous information collected (Kombo and Delno 2006). The process of data analysis was started by editing the transcribed data so that what had little relevance was ignored. Then the data were organized according to the objectives and research questions. Data was analyzed using thematic analysis.Under the thematic approach, the information weresorted out, classified and categorized into the four objectives of the study. The materials that proved to be relevant to a particular theme were put together. The data waspresented in narrative statements.

The study followed the principles of thematic analysis (Braun and Clarke, 2006). According to Braun and Clarke (2006), it is a method for identifying, analysing patterns (themes) within the data. It normally organizes and describes data sets in details. Thematic analysis was appropriate for this study because it was not grounded in any particular conceptual framework and epistemological framework and can therefore be applied across a wide range of qualitative research approaches, making it flexible. Each theme was analysed in narrative statements to give meaning to the study findings.

According to Wolverton (2009), the researcher has to be careful to avoid causing physical or psychological harm to respondents by asking them irrelevant questions during discussions, using threatening language or making respondents nervous. The appropriateness and acceptability of our behavior as researchers may be affected by broader social norms of behavior (Saunder, Lewis and Thornhills, 2008). Some of the key ethical issues relating to the research process according to Saunder, Lewis and Thornhills (2008) are; privacy of possible and actual participants, voluntary nature of participation, consent and possible deception of participation and maintenance of confidentiality of data provided. The researcher secured authority to carry out the research from the Ministry of Education, Science and Technology and National Council for Science and Technology through the board of postgraduate studies, JaramogiOgingaOdinga University of Science and Technology (Jooust). The researchercontactedthe administrators at the research site and informed them of the need to

collect data in their areas. Dates for data collection wereset and communicated. Before data collection, the researcherexplained to the respondents the purpose of the research. The researcheralso got permission from the respondents; the heads of the institutions, teachers and learners. The researcherestablished a rapport before commencing interviews and also soughtconsent from the respondents to tape record the interviews. The researcher also assuredthe respondents that the information theygave wereto be kept confidential and will only be used for the purpose of the study.

RESULTS AND DISCUSSIONS.

During interviews, it was established that teachers used various methods to teach their children including: Demonstration, Lecture methods, Talk and Chalk, Project methods, Peer tutoring, Cooperative teaching, Individualized Education programme, Miming, observation, Dramatization and using Video modeling, explanation, question and answer, look and say and discussions. Some of the teachers said:

> "I normally use variety of the teaching methods to make me achieve my
>   Objectives" (TF1)
> "I use demonstration, lecture, talk and chalk, project, peer tutoring and co – operative" (TF6)

One of the responses required from the informants was to explain to what extent they use chalk and talk method as they implement activities of daily living skills.

From the interview, it can be concluded that a majority of teachers were using chalk and talk as can be attested by the statement:

> "As I teach I use chalk and talk as a method to implement activities of daily living
> skills on mentally challenged learners" (TF6)

This was also supported by another respondent who had this to say:

> "I use chalk and talk as I teach these children. It gives me time to explain to them

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the skill expected of them to achieve within a lesson" (TM2)

This statement was further echoed by a male informant who noted that:

*"Curriculum for the mentally challenged learners is complicated and therefore you may want to follow the curriculum yet learners will not follow you and so you cannot rely on one method as you teach" (*TM3*)*

From the above statement, it can be said that the curriculum for activities of daily living skills is complicated and so teachers are not in a position to follow it hence resort to using varieties of the teaching methods.

The teacher therefore had this to say:

"I therefore pick any of the teaching methods as I teach them" (TM2)

From the above findings, it can be concluded that teachers teaching in the special units pick on any of the teaching methods to teach ADLs to learners with mental challenges.

The Sub county QUASO concurred with the responses of the teachers that majority of the teachers in the special units are using variety of teaching methods. He said:

"During assessment, I happen to visit the teachers in the special unit and I found them using individualized type of teaching" (FGD1).

This was supported by an education officer from the sub-county office. He said:

"I think they are also using miming. As they mime they allow learners to group the concept being taught". (FGD2).

From the foregoing discussion, it can be revealed that most of the teachers in the special units for mentally challenged learners use a variety of teaching methods and that they do not follow one specific method.

The quality assurance and standards however did not seem to understand how the curriculum for learners with mental challenges is implemented.

When asked what advice they give the teachers when they go for assessment, they said:

"You know curriculum for the mentally challenged learners I can't follow it and so
I only ask them how they teach those children"(FGD 5).
"I think I concur with those teachers but they need to have realized if for example
they are using demonstration, it may work or not" (FGD4).

Ogano (2012,) found out that teachers were using different methods such as multi-sensory approach which help them to utilize all senses in relaying information to assist these learners. Researchers (Lerner, 2006, Wong and Donalhue, (2002), Wallace and Hammil, (2002) found that ability of the teacher to adapt the curriculum is a strong indicator to the success of mentally challenged learners. The only problem is that teachers find themselves on their own because the quality assurance and standards officers who are supposed to offer professional help are not familiar with what happens in the special units

Another strategy that was utilized by teachers to teach learners with mental challenges was peer tutoring by the learners without special needs and those with mild mental challenges. This was articulated by both head teachers and teachers. Some of them said:

"There is also peer tutoring where learners learn from peers by emulating what others are doing or a mentally challenged learner who has grasped a skill will be able to assist other mentally challenged learners to acquire the same skill" (HTF 2)
"I normally give children who have mastered the skill to help the weak in class and
I'm seeing this method as very helpful to the weak learners because they will try
their level best to perform the skill being learnt"(TF4).

From the above information, it was concluded that as teachers are using peer tutoring where mentally challenged learners will try to perform an activity being done so that they can as well help the weaker ones hence improve their concentration abilities.

During interviews, the teachers stated that they also used dramatization as a strategy to teach learners with special needs. They performed certain skills and then asked the learners to follow. They said:

> *"I at times use dramatization though not common by using simple activities to*
> *enable to understand or repeat and follow the steps in an activity in the class"(TF1)*
> *"When I'm teaching a skill, I at times demonstrate to the learners and after that I give them an opportunity to perform the skill as others are watching" (TM3)*
> *"In our school, we sometimes use video to show learners how different activities are being done"(TF 6).*

From the above statements, it can be concluded that a number of teachers are using demonstration as a method while teaching learners with mental challenges.

Another method of teaching learners with mental challenges was through use of videos. Teachers indicated that learners with mental challenges were keen on observing what they saw. One of them said:

> *"The school managed to acquire video and so at time we normally use video to show to the children so that they observe what is being shown to them" (TM4).*

From the above report, it can be reported that as mentally challenged learners are being taught using video, their concentration is being captured and retained which at long last will make them attempt to perform activities needed of them, hence learn the skills.

Avcioglu (2013) concurred with the findings of the study by observing that, using video modeling in teaching learners with mental challenges helped them acquire the skill of greeting people. The study further observed that more emphasis was put on helpinglearners with mental challenge to continue using the skill in different situations to different people.

Ogano (2012) argues that teachers who are using different methods of teaching such as multi – sensory approach which utilizes all senses to relay information to assist mentally challenged learners

become more successful in enabling the learners access the curriculum. Therefore inability of the teachers to use a variety of teaching methods may result in lack of learning and skill acquisition among mentally challenged learners. This may result in mentally challenged learners not attending school regularly because the learning environment will not be conducive for them.

During the focus group discussions, the field education officers were asked to state what methods of teaching they see teachers employ while teaching activities of daily living skills. By the nature of their responsibility, the education officers have the responsibility to ensure education standards are maintained in their zones. They said:

> *"I don't normally visit or carry out assessment on teachers in the unit"(FGD3)*
> *"Butmh...mh... silence I think ....mmmmh they use observational method like the Parlov theory" (FGD2).*

These responses are an indication that the education officers, whose responsibility is to ensure good education standards were maintained, did not visit the special education units for assessment or just engaged in guesswork about what was going on in the schools. This leaves the teachers with no assistance in terms of professional development and therefore puts the quality of education for children with mental handicaps at great risk in terms of quality.

Another method of teaching that was used to teach children with metal challenges as identified by teachers was observation.The teachers articulated that they used observation where the child with mental challenge would observe the model and associate the equipment like water with activities like brushing of the teeth or washing of the face. Some of them said:

> *"This is where the child or children are trained on an activity for example*
> *washingof the face and brushing of the teeth. After going through the training the child is now left to gauge himself or herself and associate water and tooth brush to*

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bewashing the face and brushing the teeth. So that in time they get accustomed to
the activity" (TM2).
The other method (silence) may include observation where the learner observes the activity and then practices the activity" (TM3).

This was in agreement with a study that was conducted by Kirk and Gallagher (2008) where they found that a child with mental challenges will only associate a model's behaviour through coding and encoding of the model.Teachers teaching mentally challenged learners are encouraged to help these learners to associate a model's behaviour with the model to help them learn and live an independent life even outside the school environment.

ners are inadequate and this hinders the teaching of the ADL skills toMC learners as required. This also implies that ADLs curriculum will not be well implemented by the teachers if the teaching and learning resources are inadequate.

The teachers also identified lack of human resources or understaffing as another challenge facing them in the process of implementing the ADL curriculum to the learners with mental challenges. An example is a situation where for years; there is only one teacher in the unit, and whose absence means these learners may remain unattended.

One of the teachers observed:

"Number one is inadequate or under staffing in the unit' TM3. This unit was started some 7 years ago and up to now I am the only teacher handling these learners' it means that I cannot become sick, go for take my spouse to hospital among other commitments that can make me not to be come to school"(TM1) .

The above discussion confirms that under staffing in the units hinders the implementation of daily living skills. It was confirmed that majority of the units are being manned by one teacher which makes them not to implement daily living skills curriculum effectively.

Another challenge identified by the learners was negative cultural attitudes by participants.

Teachers indicated that they feared getting close to learners with epilepsy and HIV/AIDS for fear of contracting the conditions. One of the observed:

"There is personal attitude and especially mentally challenged learnerswho are also epileptic and with the scourge of HIV/AIDs, I fear handling children and especially when the child is bleeding I take some time to handle such like a learner" (TF1)

It can be noted that children who are epileptic and are in the units are not being treated well by some teachers simply because they are dirty for fear of contracting HIV/AIDS in cases where the child might be HIVpositive.Again, negative attitudes of the teacher will also affect the implementation of ADLS curriculum given that many of these children require practical help with learning many skills.

Some respondents offered self-reflections, which also informed understanding ofpractices in special units for the mentally challenged learners. Teachers lamented that the money they were paid was not commensurate with the work they did, work that involved working outside work hours and places. They also lamented that out of the small money that they were paid, they sometimes had to buy materials to use to teach children as there was little budget for the materials. Some of them observed:

"Remuneration is too little compared to the work I am doing , I start talking and not just talking but give instructions with love up to 4O'clock for five days. At times I ended up in Hospital with somebody's child simply because I want to save life" (TM2)
"The amount of money I receive from the ministry is not enough. I need to buy
almost everything including shoe laces, toothbrush among other things" (TF6)

The statement can be further corroborated by response from the female head teachers who stated that handling four different types of children alone is very difficult and unless the facilities are availed it is quite cumbersome. They stated:

"As far as I know, you know Mwalimu, M.C learners are the most difficult learner to teach"(HTF3)

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"I mean, they are grouped into four group namely Mild, Moderate, Severe and profound and therefore facilities that they require are many and different but here is a case where you find these facilities are not there in special units"(HTF3).

"As a head teacher I find it difficult to deal with mentally challenged learnersbecause the government is not giving these facilities to help teach these learners"(HTF3).

The teachers also lamented that due to behaviour problems, they found it difficult to teach daily living skills to mentally challenged learners. One of them said:

"Let me tell you Mwalimu ,most of these children do not like bathing, so if you are teaching skill of bathing ,the child can just decide to withdraw and have negative attitude towards the activity thereby the teacher will have it difficult to teach such skills to these learners" (TF6)

It was discovered during the interview that teachers were lacking cooperation from parents and stakeholders. In support of this Nyakondo (2012) also found out that lack of cooperation by teachers, parents and stakeholders makes teachers teaching in the special units to have difficulties as they teach learners with mental challenges.

Another challenge identified by teachers in the process of teaching learners with mental challenges is what they referred to as indiscipline and low attention span. According to them, this made it difficult for them to offer quality services. One of them said:

"Some of these learners are very indiscipline and therefore handling them because a problem especially to female like me, what I do with an indiscipline child is to ignore him or her. This is another headache that am having in the school .Once a child is indiscipline ,this child will not perform an activity which she or he feels is boring and with their low attention span such a child can even walk out of class and leave you there ,"kwaniutamfanyianini?"(TF4).

The teachers also lamented that the money allocated for learners with special needs was deposited in the same account as that of the regular learners. They said that the head teacher of the regular school does not understand issues of the education of learners with mental challenges and therefore it was not easy for him to release money to the teachers in charge of the special units. They observed:

"Eeh!Mmmmm! Silence ....this is quite hasting ....you find that the account running the special unit is being manned by the head teacher of the regular school whom at times do not know what special education entail mmmmm! To receive money for special unit sent to main account in regular schools become a nightmare since the teacher in charge is not given money as required to buy the T/L resources needed to teach the mentally challenged learners. It is quite challenging because the teacher in charge of the unit will have to persuade the head teacher to release the money. I am telling you Mwalimu, I am really feeling it" (TM5)

"The School /Unit being situated in regular school, there is negative attitude by regular teachers towards teachers teaching MC learners and again being a teacher teaching in special schools or unit are being given kshs10, 000 as special school allowances and regular teachers do not like these teachers, so it is quite difficult to relate well with these regular teachers because they see us and would like to refer to as teachers with mental challenges just as the children we are handling" (TM2)

"I have negative attitude, I mean that I get discouraged because I don't get the needed support from stakeholders. I am a lone range, I do everything including looking for this learners in the villages. I have not done many things that I am supposed to do simply because I do almost everything" (TF1)

As much as it was revealed that teachers teaching M.C learners have positive attitudes towards them, they lacked support from their fellow teachers in the regular section, and stakeholders. This makes the teachers to have less commitment towards teaching learners with mental challenges. In agreement with this,Ojuka (2015) in his study found that lack of support from parents,

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stakeholders and teachers, and the negativeattitudes of teachers to duty were the most militating factors to producing bad results.

The teachers also identified lack of support and professional advice from the quality assurance and standards officers. They stated that the officers only assessed regular classes when they came to schools because their focus is on academics, an area that leaners with mental handicaps do poorly. One of them observed:

> *"Field officer when they come to carry out assessment, they fear going to special unit section; they only concentrate on regular section where they dealt on academics and mean score. By concentrating in the regular section. I find it difficult to gauge myself whether I am performing to my expectation of the child" (TF4)*

Findings from this study revealed that most teachers stated that teachers teaching in the special units are not being inspected by education officers to ascertain whether the curriculum is being followed correctly or not.This can be attributed to the fact that the Kenyan education system is examination oriented and therefore the focus is on academics. The other reason may be that the quality assurance and standards officers are appointed from regular classroom teachers and therefore have no knowledge of special needs education.

Conclusion

The conclusion of this study was made according to the objective which was set to establish the teaching methods employed by teachers to teach ADLS to learners with MC. The findings were that head teachers and teachers were not aware of the correct methods of teaching. This implied that learners in the units were not taught DLS effectively hence little or no acquisition of DLS.Theresults were that the learners in the units remained dependent as they could not perform most of the DLS for themselves.

Recommendation

Based on the findings the following are the recommendations that need both short and long term implementation.

Schools with special units should be headed by teachers who are trained in mental challenges and have knowledge and skills and so have learners with mental challenges at heart.

With the recommendation ratio of 1 teacher per five children (1:5) TSC should post adequate specialist teachers in special units for learners with mental challenges. These teachers will prepare and apply IEP effectively and use the correct teaching methods and strategies to ensure acquisition of DLS for independent living.

Suggestion for further Research

It is suggested that a research should be done to investigate parent's involvement to effect successful acquisition of daily living skills from school to the society of learners with mental challenges.

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