

**CHALLENGES FACED BY PRE- SCHOOL TEACHERS HANDLING CHILDREN  
WHO ARE MENTALLY CHALLENGED IN ATHI ZONE, IKUTHA DISTRICT.**

**BY**

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## **ABSTRACT**

This study attempts to investigate the challenges faced by pre- school teachers handling children with mental challenge in Athi zone. It is the contention of this study that little has been done to investigate the challenges faced by pre- school teachers handling children with mental challenge. If these challenges are not investigated and tackled, then in the long run it will make it difficult for Kenya to achieve equity for all in the provision of education and in the national development.

The findings of the study would create awareness on different responsibilities for the community and all other stakeholders to participate in making education for mental challenged learners a possibility. More important, a change in perceptions by pre- school teachers on mentally challenged learners would be of great benefit.

Cross sectional study design was used in this study and enabled selection of subjects, data collection and data analysis. This study targeted pre- school children with mental challenge in Athi zone, their teachers, zonal officers and the parents as respondents. The researcher used both purposive and stratified method of sampling to select the respondents so as to have equal balanced representation. Questionnaires, interviews and observations were used as research data collection instrument. The collected data was analyzed and presented in form of tables with percentages, graphs and pie charts and then the researcher carried out a personnel qualitative interpretation.

The following challenges were unearthed: lack of proper training for pre- school teachers, ignorance of the parents, lack of proper teaching/learning materials, inappropriate/ inadequate facilities, and lack of proper assessment / intervention measures and inappropriate teaching methodologies/ approaches. Recommendations were given to help tackle these challenges.