

CHALLENGES FACING INTELLECTUALLY CHALLENGED
LEARNERS IN ACADEMIC PERFORMANCE IN PUBLIC PRIMARY
SCHOOLS OF BURUBURU ZONE, MAKADARA DISTRICT, NAIROBI
COUNTY



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ABSTRACT

The main purpose for this study was to establish the challenges faced by intellectually challenged learners in public primary schools and the corrective measures that can be taken. A statement of the problem was therefore stated, objectives of the study formulated and the researcher was set to find out the challenges. The statement of the problem was therefore stated, objective of the study formulated and research questions set to guide the study. In chapter two literature was reviewed in relation to the topic under the study, the study employed a descriptive study design; the design was thought to be appropriate for this study as it was able to report on: challenges facing intellectually challenged learners in academic performance in public primary schools in the area under study. The population of the study was eighty respondents; these included thirty (30) teachers' from selected schools within the area under study. Thirty (30) intellectually challenged students and finally twenty (20) respondents who were administrators from the ministry of education in the area under the study. The study was analyzed both quantitatively and qualitative, finally summary of the findings, conclusion and suggestion for further study was made at the end of the study, the research recommends that; Providing accommodations and modifications for students with mental and other disabilities to access the core general education curriculum, government should put in place proper measures to ensure that effective instructional strategies that improve students' access and progress in the general education curriculum are put in place, Collaboration between teachers, administrators, and families (community members) should be encouraged for successful inclusion of students with mental disabilities and finally colleges of education and special education departments should consider revising their training of pre-service teachers to address the importance of inclusion and effective methods of dealing with intellectually challenged learners to create successful inclusion for students with severe

disabilities. Workshops, conferences, and other professional development pertaining to inclusive education for students with mental disabilities should also be considered by administrators and school districts to improve the knowledge and the skills of educators and staff. Overall, these components cannot be achieved without the combined effort of all parties. Through such efforts, students can make progress in their learning. Students who have stronger support networks are more likely to work hard to support their own learning process.