

**THE ROLE OF PARENTS IN PROMOTING SELF-RELIANCE SKILLS TO
LEARNERS WITH MODERATE MENTAL DISABILITIES IN SPECIAL PRIMARY
SCHOOLS, BUSIA COUNTY, KENYA**

BY

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DECLARATION

This thesis is original work, it has not been presented to acquire a degree in any other institution.

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DEDICATION

This work is dedicated to my husband, Thomas Orlando and children Cammy, Elvis and Hazel for their invaluable love, support and encouragement during the study period and to my parents, the Late Albert Amollo and Hagness Amollo for their confidence in me that inspired me to undertake this Masters Programme is not in vain.

ABSTRACT

Self-reliance skills amongst learners with moderate mental disabilities are essential for their progress and development. Learners are expected to leave school after mastering self-reliance skills which are taught in special schools. Data from Busia County Director's office indicated that 406 (28%) learners in special primary schools in Busia County have stayed in schools for more than 12 years as a result of delay in mastering self-reliance skills compared to data from Siaya 466 (21%), Kakamega 967 (18%) and Bungoma 752 (18%). Parental involvement has been found to produce measurable gains in student achievement. The main purpose of this study was to examine how often parents promoted the acquisition of self-reliance skills amongst learners with moderate mental disabilities (MMD) in special primary schools in Busia County. The specific objectives of the study were to examine how often parents promoted acquisition of Activities of Daily Living (ADL) Skills, to examine how often parents promoted acquisition of social skills and to examine how often parents promoted the acquisition of vocational skills to learners with MMD in special primary schools in Busia County. The conceptual framework for this study was guided on how often parents promoted acquisition of self-reliance skills to learners with MMD in special primary schools. From a study population of 406 parents, a sample of 197 parents, 10 headteachers and one County Quality Assurance and Standards Officer (CQUASO) were involved. Simple random was used to select parents, saturated sampling was used to select headteachers and purposive sampling was used to select 2 parents, 3 headteachers and the CQUASO for interview. The face and content validity of the research instruments were ascertained by experts in the Department of Special Needs Education Maseno University. Test-retest was conducted with 10% of the population from one headteacher and parents from one special school to determine the reliability of the questionnaires which had a co-efficient of 0.82 for parents' questionnaire at a p-value of 0.05. The qualitative data were transcribed and analyzed into themes and sub-themes to examine how often parents promoted the acquisition of self-reliant skills. The findings for this study indicated that parents very often promoted the acquisition of social skills, they often promoted vocational skills. However, the study found that parents rarely promoted ADL skills amongst the learners. Based on the findings it is my interpretation that parents do not fully promote the acquisition of self-reliant skills taught in schools leading to learners with MMD overstaying in schools. In conclusion, this study recommends that parents be encouraged to continue practicing with their children in promoting the acquisition of ADL skills at home during holidays. The study is relevant to stakeholders in education for example learners with MMD, teachers, policymakers and members of school management boards on the need to implement the policy on parental engagement and empowerment to enable parents to continue training their children while at home and schools to work together with parents.

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LIST OF ABBREVIATIONS AND ACRONYMS

AJOSE	:	African Journal of Special Education
DfES	:	Department of Education Sector
DSA	:	Disability Services Australia
EHCA	:	Education for Handicapped Children's Act
ESR	:	Education for self-reliance
IEP	:	Individual Education Program
KICD	:	Kenya Institute of Curriculum Development
MD	:	Mental disability
MMD	:	Moderate mental disability
MOE	:	Ministry of Education
PCP	:	Person Centered Planning
PL	:	Public Law
SEN	:	Special Education Needs
SNE	:	Special Needs Education
UNGA	:	United Nations General Assembly
UNHCR	:	United Nations Human Children Right

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Self-reliance amongst learners with moderate mental disabilities is a mission to promote independence by empowering them to live a productive life for improved livelihoods in the community. The fundamental principle of self-reliance is that one can deal successfully with challenges life throws at them and one can take charge of him or herself, (Monsoon, 2010). Unfortunately, learners with moderate mental disabilities experience limitations in the acquisition of self-reliant skills and are therefore dependent on other persons.

Learners with mental disability are found throughout the world. According to (Friend, 2008), 0.88% of all children aged 6-21years (580,375 students) received special education in America because they were identified as having a mental disability, during the 2002-2003 school years. According to (Heward, 2006), Jean Mark Itard showed that ‘intensive systematic intervention’ could produce significant gains in a learner thought to be incapable of learning. Itard’s application of an intensive systematic approach to ‘Victor’ who was believed to be mentally disabled, signalled that individuals with mental disability (MD) are capable of learning, however, limited it may be.

Learners with MD are in four categories namely the mild, moderate, severe and profound, they manifest cognitive deficits in areas of memory, generalization, meta-cognition, motivation and language (Ndurumo, 1993). In adaptive behaviour, they manifest deficits in social skills, self-care, home living, leisure, self-direction, functional academics, use of community facilities and work. These skills must be developed in all settings, whether home or school, for maximum independence. The development of such skills may assist learners with MMD to increase

autonomy, co-dependence and nurturing problem-solving in the house, school and the whole community.(Lombardi, 2011).

(Kaur, 2005)in his studies indicated that learners with MD can progressively acquire self-reliance skills once exposed to a conducive environment, trained personnel, and effective use of teaching methods. Learners with moderate mental disabilities constitute the largest group of special education needs in England (Education, 2015). Thus provision and care of services place large financial burdens on the state, as well as having an emotional toll on families and caregivers of this population. Therefore, supporting learners with moderate mental disabilities to acquire Vocational skills to be as independent as possible in adulthood is an important priority for the United Kingdom Government and educational professionals, as well as parents (Sneha, 2016) However in Kenya they have a draft policy produced in 2018 and currently the Kenya Curriculum Institute for curriculum Development, is in preparation of coming up with a curriculum for special needs learners to fully adopt and ratify the policy guidelines in line with the new Competency-Based Curriculum(CBC).(Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018)

The Education Law of the Republic of Armenia on education states that children in need of special education may upon the choice of parents be provided for both at common general education institutions and special institutions through special programmes. The school must have intervention plans that include monitoring, evaluation, and review of relevant self-reliance skills suitable for enabling these learners to be independent in future. Such plans need to be developed in partnership with the individual learners, parents, and other stakeholders (Newman, 2007)

Education for Self-Reliance (ESR) Policy of Education in Tanzania (Sanga, 2016) aligned education efforts with national socioeconomic development plans. The policy called for the inclusion of practical and productive activities into education curricula as an integral part of the learning process thus enhancing relevant learning but also making schools self-reliant. This was done by utilizing everyday life experience to prepare pupils while still in school, for the life they were going to live while at home. Education for Self-Reliance Policy (ESR) (Msuya, 2014)

Sustainable development goal number four calls for ensuring inclusive and quality education for all and promotion for lifelong learning. It further stresses that obtaining a quality education is the foundation for improving lives (Griggs, 2013). Most of the African countries are signatories to the Jomtien Declaration on Education for All (EFA) of 1990. This made member countries to be responsive in implementing EFA goals to all learners including those with MMD. Some of the African countries which started Special Needs Education (SNE) institutions were Uganda in 1982, Zambia in 1991 and the college of SNE in 2002.

The Government of Kenya established the Kenya Institute of Special Education (KISE) in 1986 to meet the high demand for SNE teachers. Other institutions which train SNE teachers are Kenyatta, Maseno, Moi, Kenya Methodist and Mount Kenya universities at bachelors and postgraduate levels. Education is also a catalyst to the achievement of other sustainable development goals (SDGs) such as the goals of health, growth and employment, sustainable consumption, production, and climate change (UN General Assembly, 2017).

The Kenya government is committed to the provision of equal access to quality and relevant education and training to all learners, including those with MD. The Government of Kenya has also established special need schools and units for learners with MD to meet the demand of a

large number of learners in the country, most of who are not in the learning institutions (Ministry of Education, & Science & Technology, Kenya, 2003).

The curriculum design under the Basic Education Curriculum Framework is stage-based whereby learners are supposed to complete basic level schooling at the age of 19 years and become economically independent Kenya Institute of Curriculum Development (KICD, 2017).

Parents play a very important role in determining the success of a child's education. They have a shared responsibility with schools to provide an enabling environment that is conducive to learning and which motivates the child to achieve their full potential. The Basic Education Curriculum Framework provides opportunities for schools to empower parents to contribute to the learning outcomes for their children and to be engaged at all levels of basic education. However, some learners with mental disabilities stay in school even up to 30 years whilst pursuing basic education, implying that the parental engagement and empowerment component is not being implemented.

Access to quality education is the fourth goal among the 2030 sustainable development goals (SDGs) which is built on the principle of "leaving no one behind". The goal aims at ensuring inclusive and quality education for all and promotion for lifelong learning. It stresses that obtaining a quality education is the foundation for improving lives. All the 17 SDGs explicitly include persons with disability multiple times more specifically in the parts related to education, growth and employment, inequality, accessibility of human settlements amongst others (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018).

Kenya is among Africa member states who jointly signed the Jomtien Declaration on Education for All mandates countries to initiate and put into effect education for all including the disabled.

The 2007 Kenya's national survey for persons with disability (KNBS, 2007) estimated the disability prevalence among persons aged 3-21 years at 11.4 percent. Kenya's Ministry of Education statistical booklet released in 2016 (Ministry of Education K., 2016) estimated that the number of pupils enrolled in 290 special primary schools stood at 222,700 out of which majority at 44 percent had mental disabilities compared to 17 percent had hearing impairment, 17 percent visual impairment, 14 percent physical impairment and 8 percent had multiple disabilities.

While our national assessments focus only on the cognitive domain of learning (ignoring psychomotor and affective domains), our examinations continue to pose substantial barriers to learners and trainees with disabilities due to administration and grading processes that do not account for disability (UNESCO, 2014). This yields low performance among learners and trainees with disabilities and constrains their transition from one level of education and training to another and the world of work. This often leads to prolonged stay in school, high dropout rates and high unemployment (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018).

Kenya Institute of Curriculum Development (KICD), (Kenya Institute of Curriculum Development, 2014) has developed curriculum design for learners with special needs education in three progressive stages namely: Foundation/Intermediate and vocational levels. The age of completion of the vocational level should be between 19-22 years, however, some learners with moderate mental disabilities are never able to achieve this target and stay in school even up to 30 years whilst pursuing basic education. According to the data collected in this study from Busia County Directors of Education Office 406 (28%) of learners in special primary schools in Busia County had stayed in schools for more than 12 years due to the delay in mastering self-reliance

skills compared to data from Siaya 466 (21%), Kakamega 967 (18%) and Bungoma 752 (18%) as shown in Table 1.1 below.

Table 1.1: MMD Learners from various Counties who had stayed more than 12 years in school

Counties	No of MH learners	Learners who have stayed for more than 12	%
Busia	1443	406	28
Bungoma	4177	752	18
Kakamega	5262	947	18
Siaya	2221	466	21

Source: Busia County Director offices (2018).

The researcher has worked as a special education teacher by profession with teaching experience of over twenty-three years and ten years in a management position in a special school for children and youth with mental disabilities decided to investigate the trend of children overstaying schools. At an earlier informal investigation of interviewing teachers in special schools on why learners with moderate mental disabilities overstayed in schools, some teachers indicated that while the learners may have attained the relevant self-reliance and daily living skills before going to school holidays, some learners may have forgotten some of the skills when they resume school time. Therefore, teachers had to take a substantial period in the ongoing current school programs catching up with the learners on previously taught skills. These skills include activities of daily living skills (like combing the hair, brushing teeth, lacing shoes, dressing appropriately, bathing, feeding with a spoon, brushing shoes, toileting, buttoning up and washing hands); social skills (greetings, encouraging play, ensuring interaction, sharing with others, expressing needs, helping others, taking turns, accompanying others, storytelling and not quarrelling) and vocational skills (shopping, cleaning the house, sewing buttons, making choices on what to buy, feeding animals /poultry, gardening, taking care of flowers and arranging tree

seedlings). The researcher was therefore interested in investigating why some students with moderate disabilities forget these skills when they go on holidays.

The Kenyan government reaffirms to provide sensitization and empowerment programs for parents, caregivers, and significant others (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018). The researcher has noted that there may be a gap in encouraging parental engagement and empowerment of parents to help their children to acquire self-reliance skills for children with moderate mental disabilities, hence, the research for this study.

1.2 Statement of the Problem

Self-reliance skills are essential in the training and development of learners with moderate mental disabilities to enable them to become independent in their future lives. Teachers provide the skills during school days; however, learners do take a break from learning during the holidays. (3 months in Kenya's academic calendar year). To continue the development of skills acquisition, children are expected to be supported by their parents to enable them to continue practicing the skills while at home. However, when these children come back to school after holidays, some of them forget the self-reliance skills learnt during the previous term due to lack of practice at home. This makes the teachers start teaching these skills again leading to some learners taking long to acquire the self-reliance skills. Self-reliance skills are also used by learners at home, parents have a responsibility to help their children use these skills at home. However, self-reliance skills acquisition had not been effectively realized amongst learners with moderate disabilities in Busia Kenya, partly due to the minimal parental support in the promotion of the acquisition of these skills. Inadequate parental support was evidenced by the length of period learners stayed in schools before graduating or completing of studies, and some even after transiting from school could not live an independent, productive life. Data collected during the

baseline survey of this study from the County Directors office in Busia County indicated that 406 (28%) learners in Busia County had overstayed in schools for more than 12 years which was significantly higher compared to neighbouring counties Bungoma 752 (18%), Siaya 466 (21%), and Kakamega 967 (18%).

1.3 Purpose of the Study

The purpose of this study was to examine how often parents promoted the acquisition of self-reliance skills to learners with moderate mental disabilities in Busia County

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Examine how often parents promote the acquisition of Activities of Daily Living Skills amongst learners with moderate mental disabilities in Busia County.
2. Examine how often parents promote the acquisition of Social Skills amongst learners with moderate mental disabilities in Busia County.
3. Examine how often parents promote the acquisition of Vocational skills amongst learners with moderate mental disabilities in Busia County.

1.5 Research Questions

The study was guided by the following research questions:

1. How often do parents promote the acquisition of Activities of Daily Living skills amongst learners with moderate mental disabilities in Busia County?
2. How often do parents promote the acquisition of Social Skills amongst learners with moderate mental disabilities in Busia County?
3. How often do parents promote the acquisition of Vocational skills amongst learners with moderate mental disabilities in Busia County?

1.6 Assumptions of the Study

The study was based on the following assumptions:

1. The special schools in the study have learners with moderate mental disabilities in Busia County.
2. The learners had adequate teaching staff to develop acquisition of knowledge, skills and attitudes in self-reliance skills in schools.
3. Parents were involved in their children's skills development while at home.
4. Respondents would cooperate and give relevant information concerning the acquisition of self-reliance skills of learners with moderate mental disabilities.

1.7 Scope of the Study

The study focused on the rate at which parents are involved in promoting the acquisition of self-reliance skills among learners with moderate mental disabilities in special schools in Busia County. The study was carried out from 197 parents of learners with moderate mental disabilities in 10 special schools for learners with mental disabilities in Busia County. Respondents included 10 headteachers of special schools for mental disabilities, as well as one CQUASO from Busia County. The pilot study was carried out with one head teacher and parents in one of the special schools.

1.8 Significance of the Study

The study sought to contribute to academic knowledge by developing an understanding of why self-reliance skills are useful to mentally disabled learners. The results of the study can be used by curriculum developers in coming up with specific activities and targets to ensure the newly developed Competency-Based Curriculum (CBC) includes components on how to involve parents in the skills development of their children with moderate mental disabilities. The study can also act as reference material and contribute knowledge to scholars, policy makers and

stakeholders in the education sector to engage and empower parents on basic skills to support their children.

1.9 Limitation of the Study

The researcher was faced with some challenges such as some parents were not ready to be respondents in the study. Some parents were also not conversant with the English language therefore, the researcher had to translate the questionnaire into Kiswahili and use the local language Luhya for some parents to be able to respond and this consumed a lot of time.

1.10 Conceptual Framework

This study was conceptualized based on the variables used in the study. The variables used in the study were dependent variables which are the self-reliant skills to be promoted by parents. The independent variables comprise the role of parents in promoting the acquisition of self-reliant skill and the intervening variables factors that hinder parents from effectively promoting the acquisition of self-reliant skills. Learners who receive little support from their parents are hampered in the acquisition of skills from the practical aspect. This leads to learning targets not being realized in institutions of learners with mental disabilities (Newman, 2007).

The head teachers and parents were the most valuable resources to this study. Learners require teachers and parental support mentally, psychologically, emotionally; physically and morally to ensure grasping of these skills. Therefore, these data assisted in analyzing elements contributing to the success or failure of parental roles in promoting the acquisition of self-reliance skills by learners with mental disabilities in primary special schools in Busia County.

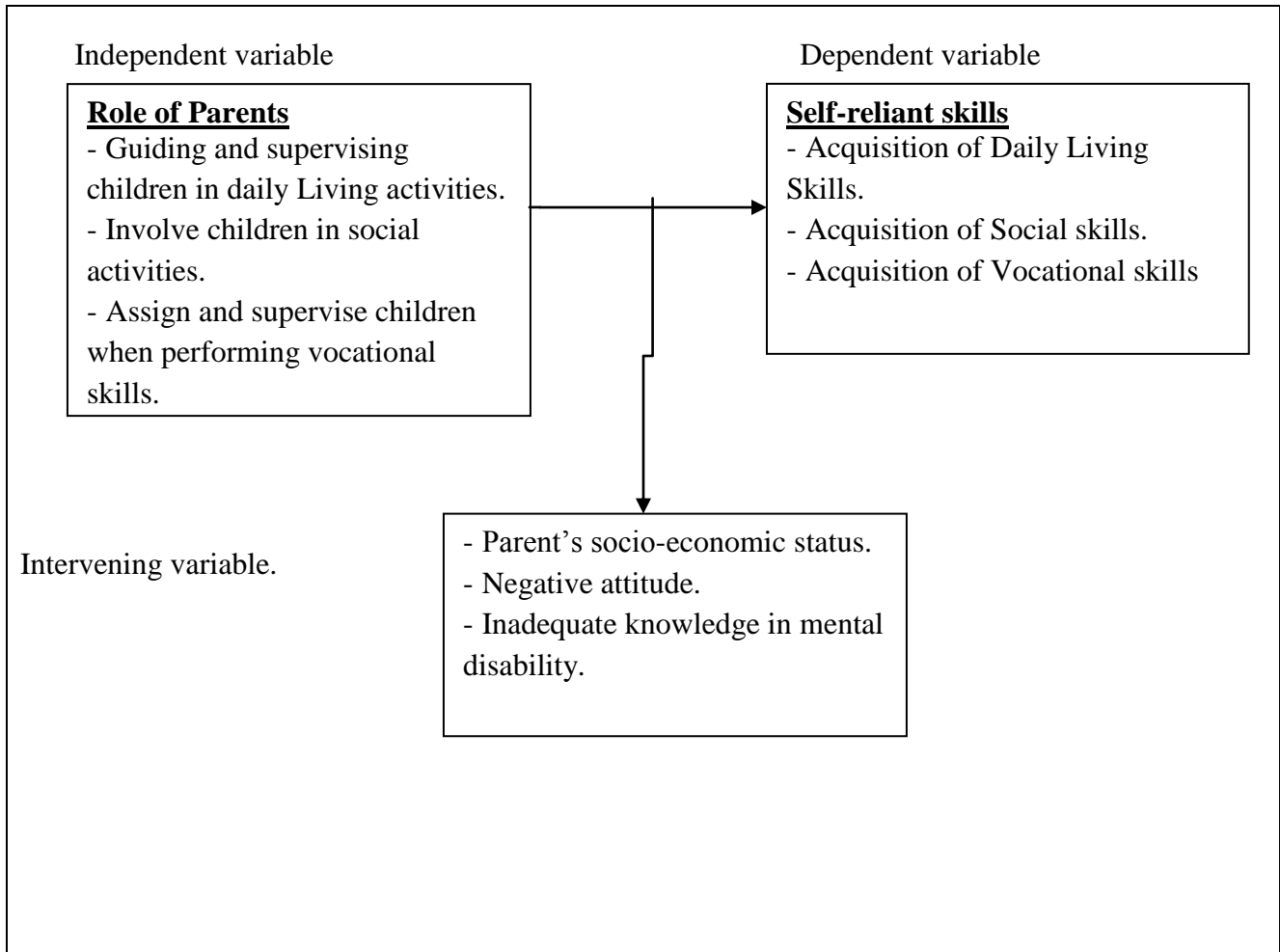


Figure 1.1: Conceptual framework indicates how parents are expected to promote the acquisition of self-reliance skills by learners with moderate mental disabilities in special schools.

1.11 Operational Definition of Terms

Acquisition: The process by which one gains knowledge or learns a skill

Disability: Mental condition that makes it difficult for someone to use their brain properly, or to learn normally

Mental: Relating to the ability to understand things and think intelligently

Learner: Someone who is learning to do something

Moderate: Not very large or very small and not extreme but average.

Moderate mental disability: average ability in understanding concepts.

Parent: includes biological parents/guardians.

Pre vocational: Basic skills acquired in preparation for vocational skills.

Promoting: Encouraging or help learners to develop or increase

Role: How a parent is involved in an activity or situation, and how much influence they have on it

Self-reliance skills: ADL skills, Social skills and Vocational skills taught to learners with mental disabilities.

Self-reliance: Able to do or decide things by themselves, without depending on the help or advice of other people

Skills: Ability to do something well, especially because they have learned and practised.

Vocational skills: major skills acquired in preparation for the world of work.

CHAPTER TWO

LITERATURE REVIEW

This chapter is a review of previous literature on the role of parental involvement in promoting the acquisition of activities for daily living skills (ADL), social skills and vocational skills to learners with moderate intellectual disabilities.

2.1 Role of Parents in Promoting Acquisition of Activities of Daily Living Skills by Learners with Moderate Mental Disabilities

Self-reliance skills are taught to learners with moderate mental disabilities that make the learners relatively independent hence enable them to be accepted and to integrate well in society. These skills are composed of self-care, home living, leisure, self-direction, functional academics, use of community facilities and work (Anderson, 2008).

A study in the UK on learners with moderate mental disabilities indicated that important self-reliant skills are consistent with existent life skills models, but interacting factors such as learner's state of mind, parental, societal perception and Special Education Needs (SEN) impacted the development of these skills, suggesting a need for increased joint working between schools and parents (Sneha, 2016). Learners who receive little support from their parents are hampered in the acquisition of skills from the practical aspect. This leads to learning targets not being realized in institutions of learners with mental disabilities. In the UK, parents' socioeconomic status influences the effects of parent's involvement on pupil achievement and adjustment (Newman, 2007).

Denmark is a universal child-oriented welfare state that has some of the world's most generous policies in place, which secure the well-being of individuals and parents experiencing disability or chronic illness. A national representative study of Danish children showed an unremarkable

correlation between parents and children with disability (McCarthy, 2013). It is widely recognized that learners can maximize their potential for learning if they receive full support from their parents but this is not evident on parents during this study.

A study by (Koutrouba, 2009) focused on teachers' views on the major problems affecting home-school partnerships in Greek schools. The paper concluded that there was minimal evidence of parent's involvement in children with moderate mental disabilities, views of this study necessitated the researcher to carry out this study in Kenya.

Another study by (Phinias, 2013) on the inclusion of learners with severe mental disabilities recommended communication amongst professionals such as medical doctors, psychologists, speech therapists, physiotherapists, occupational therapists, educational therapists, educators, and parents as an adequate way to teach the students. This is because mental disability can co-exist with other problems, which cannot be addressed singularly by one person or one profession. Hence frequent and adequate concerted effort between professionals and parents is the optimal way to instruct learners with disabilities.

A survey done in Nigeria by (Manesis, 2012) on the effect of parent's social, economic status on learner's progress found that teachers tend to provide well to do parents with more extensive information on their children's school progress than parents from low-income families. A study by (Okoro, 2012) in Nigeria on the effect of enrichment triad and self-directed models on the learning of students with disabilities found that it is unlikely that the conventional methods of teaching the students will provide the necessary skills needed by the learners. The study focused on the development of a comprehensive understanding of a variety of approaches to

appropriately and adequately instruct learners with disabilities (African Journal of Special Education, 2014)

In another study conducted in South Africa. (Addi, 2019) assessed the effect of involving parents in the development of assessment tools, programming, implementation, and evaluation of training program of all learners with disabilities. Two children one male and one female and their parents participated in the study. Needs assessment of functional skills of each child was done through ecological inventories, functional skills training programs were developed for each child, implemented and evaluated by involving parents. Results showed that the involvement of the parents increased the children's performance. But the researcher used questionnaires and interviews to collect data to find out the role of parents in promoting the acquisition of ADL skills. (Wang, 2013) say that parents are the key teachers, socializing agents and caregivers for their children during early years. Parents are aware of many aspects of the children's background and existing current conditions about which trainers and professionals know little.

In another study by (Fan, 2010), advocate that parents can assist by gathering data about the student's performance both before and after the treatment and provisions of special services. But from the results on parents promoting the acquisition of ADL skills results indicated that parents rarely participated in promoting the acquisition of ADL skills hence the long stay in schools.

Parental involvement is a combination of commitment and active participation on the part of the parent to the school and the student. According to, parental involvement, in almost any form, produces measurable gains in student achievement. (Van der Linde, 2015) add that there are levels that make up the concept of parental involvement, namely, (a) a level of commitment to parental support such as encouraging the student, being sympathetic, reassuring and

understanding, (b) a level of parental activity and participation such as doing something observable.

Schools must understand that lack of involvement by parents does not necessarily mean they are neglecting their responsibilities. They simply lack time, resources, or know-how to help out'. Parents often do not feel welcomed at school, they feel that what they may offer is unimportant and unappreciated. Parents may not believe they know that the school is interested in knowing. This is especially true when the parent may not have a great deal of education.

Parents play an important role in determining the success of a child's education with defined roles, (KICD, 2017). The researcher, therefore, was interested in finding out the role of parents in promoting the acquisition of ADL skills to learners with moderate mental disabilities in special schools in Busia County. Although schools are required to provide appropriate adjustments and programs necessary to learners for the acquisition of self-reliance skills, this should not impose an undue financial or administrative burden on the parents (Pierangelo, 2008).

In South Africa a study by (Van der Linde, 2015) to investigate the difference between children with Developmental Coordination Disorder(DCD) and their peers with typical development ADL performance, learning and participation indicate that delay and poor performance of ADL is a predictor of less frequent participation in ADL skills, which is also a factor to learners with moderate mental disabilities in this area of study.

Individuals with a mild mental disability require extensive support and must often be taught basic self-care skills such as dressing, eating and hygiene. Direct instruction and environmental supports such as added prompts and simplified routines are necessary to ensure that deficits in these adaptive areas do not come to limit one's quality of life. Most children with moderate

mental disabilities are taught to take care of their basic needs, but they often require training in self-management skills to achieve the levels of performance necessary for eventual independent living. In our set up of special schools and units, the skills are taught while the learners are at school but when they go back home there is observable retrogression and hence showing minimal parental support while at home.

A study carried out in Nairobi by (Okoko, 1998) indicates that learners with MD can acquire skills of physical education when teaching methods are used effectively. This confirmed that learners with MMD can learn different skills if proper methods, materials, and strategies were employed effectively.

To fully address the limitations in intellectual functioning and adaptive behaviour experienced by individuals with mental disabilities, special needs teachers need to provide direct instruction in these skill areas inside and outside the general curriculum(Kenya Institute of Curriculum Development, 2014). Additional skills in this area include independent living skills, self-care and hygiene which is lacking to learners with moderate mental disabilities.

In the above studies of(Sneha, 2016), (Koutrouba, 2009), (Newman, 2007)and (McCarthy, 2013) cite parent's involvement as the main component in realizing success for the learners with moderate mental disabilities. (Woodcock, 2012) concurs with them that parents can assist in gathering data about student's information before and after the training which indicates that the role of parents is quite significant in a child's educational journey, which the researcher has noted that is not the case to parents for learners with moderate mental disabilities.

According to (Newman, 2007) and (Manesis, 2012), they indicated that parent's socio-economic status determines the level of involvement which also brings out a state of poverty among some

parents. This concurs with the outcome of the study that parents are rarely found at home, as they are always out of the homes trying to fend for the families and hence have little time in assisting their children in promoting the acquisition of self-reliant skills.

(African Journal of Special Education, 2014) focused on a comprehensive understanding of using different approaches during instructions of learners, the involvement of other professionals by (Phinias, 2013) and use of individual's ecological inventories, and individual functional skills training differs greatly from what others observed bringing in divergent view of involving teachers in data collection on teaching methods. This agrees with (Woodcock, 2012) in his argument that parents can assist in gathering data about students' performance before and after training of the skills.

The 2017 Competency-Based Curriculum (KICD, 2017) states that parental empowerment and engagement is crucial as parents play an important role in determining the success of a child's education with defined roles but the roles are not clearly stated in promoting the acquisition of self-reliant skills to learners with moderate mental disabilities, therefore, enabling the researcher to carry out a study in examining the role of parents in promoting the acquisition of Activities for Daily Living Skills.

The study by (Joseph, 2016) noted that learners with mild mental disabilities had not developed adaptive skills necessary for daily living by the time they graduate while (Ruteere, 2014) noted that mentally retarded learners are taught Daily living skills for independent living and therefore the study was to examine how often parents promoted the acquisition of ADL skills.

Although studies cited here address various areas in child development, none of them has addressed how often parents promoted activities for daily living skills to learners with moderate

mental disabilities and therefore the researcher was to examine how often parents promoted the acquisition of ADL skills in Busia County.

2.2 Role of Parents in Promoting Acquisition of Social Skills to the Learners with Moderate Mental Disabilities

In the 1980s, the focus of disability services shifted to a training model, in which it was believed that all people with disabilities who could learn and develop skills in restricted settings should be encouraged to do so (Kirk, 2008). The present-day rights of people who have mental disabilities have developed significantly since the 19th Century. These groups of people are now believed to have the capabilities of developing social skills throughout their entire lives and are to be supported by caregivers and their families.

Australian Law upholds an individual's right to continue to develop skills, and the (Australia, Annual Report, 2013) was created to ensure that service providers support people in practising this right. The Australian disability policy acknowledged that people with moderate mental disabilities could develop social skills when given the appropriate opportunities. It also marked the shift in care from the medical model of care to the individualized, development model of care that currently shapes service delivery. It was 'the first coordinated approach to assisting people with disability gain and maintain employment in the open labour market (U.S. Department of Education, Office of Special Education Programs, 2003). (Bonia, 2008) explored factors that could hinder parental involvement in the learning process of learners aged between 15-25 years. He identified 10 head teachers using the saturated sampling technique and interviewed them for their views. The results found that factors include: teachers not being aware of parent's involvement issues, lack of time for communication and parent's language and cultural background. Without any change in approaching this matter, the learners will forever stay in school. (U.S. Department of Education, Office of Special Education Programs, 2003). The

researcher, therefore, wanted to explore further findings by use of questionnaires in the development of this policy if there was inadequacy and the need to find out how often parents promoted the acquisition of social skills for learners with moderate mental disabilities.

Students with mental disabilities are required to document to the financial aid administrator the expenses related to their disabilities that are not provided for by another source. This requires self-confidence and self-advocacy skills that have not been well developed in students with disabilities. These students must undertake the difficult and complex task of cataloguing and documenting all of the expenses related to their disabilities and reducing that amount by the support received from elsewhere, such as Vocational Rehabilitation (VR). This is a formidable challenge that would test the skills of anyone and is sometimes untenable for students with disabilities (Wolanin, 2004).

Parents play a vital role in the training of learners and are their leading mentors in their early life as well as at a later stage. The United States Federal Law (Public Law 94-142, Education for All Handicapped Children Act, (Brown, 1977) stresses the need and importance of parent's active participation in the development of the Individual Education Program (IEP). There are many research outcomes and publications which indicate a better outcome in early intervention programs, home learning environments, and outreach programs for children with an active parent's participation (Woodcock, 2012). However, this is not the case with the parents of learners with moderate mental disabilities hence this study.

When parents play their roles in ensuring that learner's complete school and join the world of work in time, it may reduce time and financial wastage of government resources by learners who overstay in schools. Parents/guardians spend time doing every activity for these children,

therefore, limiting their contribution towards independent living. The development of the new Competency-Based Curriculum was initiated after realizing that learners, teachers and parents are more focused on examinations than practical skills. This is more pathetic to learners with mental disabilities and hence the need to encourage parents to promote self-reliance skills to learners with moderate mental disabilities who are trainable.(Sneha, 2016).

The Ministry of Education Sector Policy on Special Needs (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018)stated that all actors involved in the provision of SNE should ensure consistency and coordinated implementation of the programs. One of the guiding principles is the active and proactive primary role of parents and guardians in the learning process of the students. However, the researcher noted that this is not being implemented by parents of learners with moderate mental disabilities hence the need for this study.

A study by (Okoko, 1998) recommended the need for further research on challenges faced by parents and teachers in the implementation of transition programs to learners with moderate mental disabilities. He observed negligence by parents to learners with moderate mental disabilities who are in school. Therefore, the researcher was to find out the role of parents in promoting the acquisition of social skills to this category of learners.

The case of Kaptisi Special School in Vihiga County had a population of 54 students, their age ranged between 12-30 years and capitation of FPE and government grants were inadequate, this indicates learners with mental disabilities overstay in schools for up to the age of 30 years.

(Joseph, 2016) recommended that parents should allow learners with moderate mental disabilities to interact and socialize with their peers. Therefore, this study is aimed at examining how often parents promoted social skills to learners with moderate mental disabilities.

A study by (Kirk, 2008) observed that learners with mental disabilities were being encouraged to develop social skills in restricted settings which limited their exploration of various opportunities. Similar findings have been observed by (Australia, Annual Report, 2013) who acknowledged that skills could be developed given appropriate opportunities but with (Kirk, 2008) restricted areas may not adequately develop the acquisition of the necessary social skills faster because there is a limited exploration in schools due to space. But homes are not restricted, therefore they offer wide opportunities for social skills development, hence parents are a valuable resource in this study.

Although the above studies have cited various roles social skills play in the development of children none of them has addressed the role of parents in promoting the acquisition of social skills to learners with moderate mental disabilities.

2.3 The Role of Parents in Promoting Acquisition of Vocational Skills

Vocational Skills are basic training skills given for the acquisition of background knowledge or pre-requisite skills in preparation for jobs or the world of work. Learners taking Vocational skills should have successfully mastered the intermediate level skills. To a large extent, formal education has focused almost exclusively on academic specialization without proactively generating technical, vocational and other talents, skills and aptitudes to support the country's development agenda (Ministry of Education Science and Technology, 2015). Parental involvement in the education of children with mental disability causes improvement in their

outcome, hence the study to examine how often parents promoted vocational skills to learners with moderate mental disabilities.

(Cook, 2001) suggested the following models for parental involvement in the education of their children with moderate mental disability. It is important for the caregivers and parents and all those who come in contact with the children to reaffirm them whilst they are young. Children with disabilities become world champions, just because their parents taught them to believe they can. When children know that their parents love them and do not treat them differently; they endeavour to achieve status(Corrado, 2014). However, this study established limited support by parents to learners with moderate mental disabilities.

A study in South Africa by (Carter, 2007)states that one is self-reliant when they don't need their parents to do everything for them because they know how to take care of themselves. Some people believe they should be given certain privileges such as money or food even though they don't work to receive it. This sense of entitlement is dangerous because it makes people less productive and causes them not to see the value of work. (Epstein, 2011) set up a list of jobs to do for a week and anyone could choose to work hard except for learners with moderate mental disabilities who require some efforts, prompts and training to work hard. Self-reliance is a product of provident living and exercising economic self-discipline (Lisbeth, 2011).

In addressing vocational skills, the Kenya government developed The National Action Plan for Education for all. (Ministry of Education K. , 2014) recommends the review of the SNE policy and the development of its implementation guidelines to give support to the provision of SNE services. The backdrop of inadequate acquisition of Vocational skills to learners with moderate mental disabilities and subsequent recommendations occasioned the review process of the policy, which commenced in the year 2016 and culminated into the development of the Education and

Training Sector Policy for Learners and Trainees with Disabilities (Ministry Of Education, 2018). The new policy focuses on training indicating there is a need for training and skills development.

Vocational skills should be a central part of the curriculum amongst children with moderate mental disabilities. Educators and parents should join hands in the formulation and successful implementation of the curriculum. However, the researcher noted that this is not implemented for parents who are not engaged or empowered to support their learners in any way.

The Basic Education curriculum focused mainly on academics because of basic training skills which are necessary in acquiring background knowledge and prerequisite skills in preparation for jobs or a world of work which are major components to learners with moderate mental disabilities (Ministry of Education K. , 2014).

(Corrado, 2014) observed that children with disability become champions because parents taught them to believe they can and they also love them. (Lisbeth, 2011) states that self-reliance is a product of provident living and exercising economic self-discipline which is a hurdle to learners with moderate mental disabilities. These learners require support to exercise self-discipline and therefore acquisition of vocational skills is an uphill task which calls for concerted efforts from all stakeholders with parents playing a key role.

The (Education, 2015), observed that learners with MMD constitute the largest group in England placing a large financial burden as well as provision of services on the state and an emotional toll on families and caregivers of this population. This is in agreement with (Sneha, 2016) who observed that supporting learners with moderate mental disabilities acquire vocational skills can

make them independent in adulthood and thus acquiring these skills a priority for the UK government and educational professionals as well as parents.

The new (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018) focuses on training indicating there is a need for training and skills development for both learners with and without mental disabilities. Vocational skills should be core in the new curriculum which should ensure all stakeholders be involved in the formulation, implementation, and delivery of the SNE policy with the guiding principle of parents' engagement and empowerment being key. The researcher, therefore, had to examine how often parents promoted the acquisition of vocational skills for learners with moderate mental disabilities in Busia county.

Although the previous literature stated in this chapter has looked at how parental involvement can influence student achievement the researcher has noted that not much has been done on how parental involvement in children with moderate mental disability can help them in the achievement of ADL skills, social skills, vocational skills. Therefore, this study is aimed at examining how often parents were involved in promoting the acquisition of self-reliance skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the methods that were used to conduct the study. It focused on research design, area of the study, study population, sampling techniques and sample frame, research instruments, validity and reliability of the tools, data collection procedures, data analysis, and ethical considerations.

3.2 Research Design

The study employed a descriptive survey design which involved the collection of data from a large sample of the population. A descriptive survey design was advantageous because it was simple and easy to administer, (Best, 2016) It involved obtaining information from parents in a wide geographical area through questionnaires to the parents and interview guides to 2 parents to supplement the information from the questionnaires. The interview was done with 3 head teachers and 1 Quality Assurance and Standards Officer. It allowed the collection of information in a relatively short period and it was accurate (Orodho, 2009).

The use of a descriptive survey design enabled the researcher to find out facts adequately, seek opinions, describe, analyze and interpret the results on how often parents promote the acquisition of self-reliant skills to learners with moderate mental disabilities from special primary schools in Busia County.

3.3 Area of Study

The study was conducted in Busia County, which is situated in the extreme western Region of Kenya bordering Uganda. Busia County borders Bungoma County to the north, Kakamega County to the East and Siaya County to the South West. It lies between Latitude 0° 45 N and Longitude 34°25 East. The County covers an area of 1,694.5 km². The sub-counties in Busia

County are Butula, Bunyala, Samia, Teso North, Teso South and Nambale. The annual mean maximum temperatures range between 26 °C and 30° C while the minimum mean temperatures range between 14° C and 22° C. The 2012 Population forms the projection of Kenya Population and Housing Census Statistics, at 816,452 with females at 53.13% and males 47.87% respectively(Republic of Kenya, 2019).

Major denominations are Christians and Muslims who attach great importance to the education of their children to enable them to be employed in future. Education is seen as a vehicle of employment since Busia County has limited resources such as factories. The poverty level is at 64.2 per cent compared to national poverty at 45.9 per cent which is a contributing factor to disability and hence inadequate participation of parents towards the educational journey of their children.

Busia County is faced with various challenges not limited to poverty, HIV/AIDS, portable water, gender imbalance concerning women, children, youth, and largely among people with disabilities and other vulnerable groups in society. Most schools are situated in rural areas where the study was done. This gives Busia a boost as a focal area of study since the aforementioned are contributing factors to disability and more so mental retardation which is attributed to poverty(Government., 2016).

3.4 Study Population

The study population involved 406 parents of learners with moderate mental disabilities from 10 special primary schools,10 head teachers from the 10 special primary schools selected and one County Quality Assurance and Standards Officer (CQASO).Busia County was sampled for having the highest number of learners who had stayed in school for more than 12 years.

3.5 Sample and Sampling Technique

Simple random sampling, saturated sampling and purposive sampling techniques were used in the study. Saturated sampling was used to select the 10 head teachers from the 10 special primary schools for learners with mental disabilities. Simple random sampling was used to select the parents of either gender from a population of 406 parents. A study sample of 197 parents was selected using Fisher's formula, of whom 108 males and 89 females participated. All the parents were assigned a number. By using a random number generator (RAND function) from Microsoft Excel, 2013, we then randomly picked our subset of the population which entailed the sample population of 197 parents. The sampled parents were then given sample questionnaires to fill. Purposive sampling was used to select 3 head teachers, 2 parents and 1 CQUASO. 10% of the parents from one special primary school was selected for the pilot study where the test re-test was done in a span of two weeks to test the hypothesis. The pilot study special school was omitted during the main research study.

Fisher's formula was used as shown below:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where nf = sample size

$n = 384$

$N = \text{population}$

$$nf = \frac{384}{1 + \frac{384}{406}}$$

$$\frac{384}{1.95}$$
$$= 197$$

Table 3.1: Sample frame

Respondent	Population (N)	Sample size (n)
Head teachers	10	10
Parents	406	197
CQASO	1	1

3.6 Research Instruments

Research instruments used in the study were questionnaires and interview schedules. The selection of these tools was guided by the nature of data collected; the time available as well as the objectives of the study. Questionnaires were structured and designed to make coding of the responses easier and enabled the researcher to collect data from a large number of respondents within a limited time. Structured interviews were conducted with 3 head teachers and 2 parents of the CQUASO to get qualitative data and in-depth responses to supplement the information obtained through questionnaires (Creswell, 2003).

3.6.1 Questionnaires

Questionnaires contained items composed of structured questions and they were administered to parents, 7 head teachers. Questionnaires sought information on how often parents promoted the acquisition of activities of daily living skills, how often parents promoted social skills and how often parents promoted vocational skills to learners with moderate mental disabilities.

3.6.2 Interview

Structured interview questions were administered to 2 parents, 3 head teachers and the CQUASO to get in-depth information not got from the questionnaires. This was to examine what parents encounter and limitations experienced during the moment of helping their children with moderate mental disabilities in promoting the acquisition of ADL skills, social skills and vocational skills.

3.7 Validity and Reliability of Research Instruments

Validity refers to the quality of data gathering instrument or procedure that enables an instrument to measure what it is supposed to measure. While, reliability is the degree of consistency that a research instrument demonstrates (Best, 2016)

3.7.1 Validity of the Tools

The face and content validity of the instruments was ascertained for the results to be accurately applied and interpreted. The validity of the research instruments was ensured by submitting the instruments to experts in the Department of Special Needs Education, Maseno University. The experts evaluated the constructed tools to assess and determine whether the set items accurately represented the concepts to answer the objectives of the study. Responses were determined from the face validity by considering correct responses by giving information on how often parents promoted the acquisition of self-reliant skill to learners with moderate mental disabilities.

3.7.2 Reliability of the Tools

The reliability of the tools was ascertained through a pilot study. The researcher carried out a pilot study in one of the schools for learners with moderate mental disabilities using the developed instruments. Test-retest reliability was determined by the administration of the instrument twice within two weeks to one head teacher and 10% of parents from one Special School. The coefficient of correlation of the parents' questionnaire was 0.82 at a p-value of 0.05(Berteau, 2010).

3.8 Data Collection Procedure

The researcher sought permission from Busia County Director of Education through the Director Post – Graduate Studies, Maseno University to conduct research. Once the permit was obtained, the researcher visited the targeted schools and sought permission to meet respondents for interviews and to administer the questionnaires to the parents. The researcher ensured the head

teachers and parents concerned got a full briefing to explain to them how they would arrive at some important responses required by the questionnaires.

The head teachers in the education sector carry out administration, policy implementation, curriculum supervision, planning and executing exit programmes for learners with moderate mental disabilities. The parents were met during requested times and prior information was given to them by the head teachers at the sampled schools. The headteachers provided data and evidence of support from parents in promoting the acquisition of self-reliance skills for learners with moderate mental disabilities in Busia County. The CQASO provided detailed information on the exit of learners since he also assists the Ministry in making informed decisions about education sector policy. The researcher made an appointment to visit the schools on closing day and Parents' Day to access the parents. Easily reachable parents were visited at their homes or places of work. The questionnaire was given to them and the researcher waited as they responded to the items.

3.9 Data Analysis

Data collected from the questionnaires were first coded before analyzing it using the Statistical Package for Social Sciences (SPSS) version 23. Quantitative data collected from close-ended questions were analyzed using descriptive statistics such as frequency counts, percentages and mean. Results were presented using tables and graphs. Qualitative data collected from interview schedules were transcribed, coded, and put into various categories and reported in the verbatim form in an ongoing process as themes and sub-themes.

Data collected by the use of questionnaires from parents of the 10 schools were analyzed according to the nature of the responses. The respondent's responses from close-ended items were summarized and recorded. Similarly, responses from Open-ended items of opinion were

recorded in separate sheets. To determine the frequency of each response from both closed and open-ended questions, the summaries were converted to percentage to illustrate the number of similar responses from closed-ended questions and relative levels of opinion from open-ended questions.

Data from parents on specific self-reliance skills promoted by parents per objective were analyzed. Graphs were constructed from the tables to show the general trend of respondents, to indicate the rate at which skills were promoted by parents at home and the level as per the rating scale and coded to depict the participant's response for each objective.

Responses from the open-ended questions to the head teachers were recorded in a summary sheet. The researcher studied the data to identify the regularities, patterns and topics the data covered and wrote down words and phrases to represent these topics and patterns. These enabled the researcher to identify and arrange accordingly the responses relative to a particular questionnaire. From categorized responses in the summary sheet, a table was constructed. A graph was prepared to facilitate data interpretation.

Responses from structured interview administration to the 2 parents,3 head teachers and CQUASO were recorded into themes and sub-themes and then analysis was done.

The Likert rating scale was used to quantify the rate of parental support in promoting the acquisition of self-reliance skills to learners with MMD in primary special schools in Busia County. The scale rating was as follows, Not at all -1, Rarely—2, Often—3, Very often—4 and Always—5.

3.10 Ethical Consideration

Ethics is usually an issue in research design. One needs to think about protecting the rights of the respondents and subjects. Whether data is obtained from an experiment, interview, observation or survey, the respondents have many rights to be safeguarded. In general, research must be designed so as not to affect the respondents physically or mentally. To safeguard against these, the researcher had to: explain the benefits of the research, explain the respondent rights and protections and obtain informed consent (Fraenkel, 2003).

The researcher explained to the respondents the purpose of the study and assured them of confidentiality. The researcher gave the respondents a consent form that was signed by both parties to make it binding. These included confidentiality, plagiarism, honesty, objectivity, respect of intellectual property, dissemination of findings, anonymity, non-discrimination, voluntary and informed consent, academic freedom, social responsibility and respect for colleagues (Sagara, 2012).

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results of the study based on the data collected from the respondents based on the following research objectives.

Questionnaire return rate and demographic information.

- i. Examine how often parents promoted the acquisition of Activities of Daily Living Skills amongst learners with moderate mental disabilities in Busia County.
- ii. Examine how often parents promoted the acquisition of Social Skills amongst learners with moderate mental disabilities in Busia County.
- iii. Examine how often parents promoted the acquisition of Vocational skills amongst learners with moderate mental disabilities in Busia County.

4.2 Questionnaire Return Rate

Questionnaires were given to 197 parents and all of them were returned. Therefore, the response was a hundred percent.

4.3 Demographic Information

Section one of the questionnaires schedules for parents revealed the demographic information of the respondents as shown in Table 4.1.

Table 4.1 Demographic Information of the Parents

Details	Group	Frequency(n)	Percent (%)
Gender	Male	108	54.8
	Female	89	45.2
Total		197	100.0

Table 4.1 indicates that more male parents 108 (54.8%) responded to the questionnaire compared to 89 (45.2%) female parents. In most African societies, women are the ones who spend the most time with their children hence the ones who may most likely teach their children skills.

However, our findings show that more males than females responded to the questionnaire. This could be attributed to the rural culture in the study area where there is a strong belief that the males should be the spokesperson of the family. On several occasions, the mothers directed the researcher to the fathers of the children when they were given the questionnaire. This may create a gap in parental involvement in children learning, whereby fathers who may not often promote the acquisition of skills are the ones responding to issues regarding the acquisition of the said knowledge.

Table 4.2: Age of the Parents

Details	Group	Frequency(n)	Percentage (%)
Age in years	35 – 39	30	15.2
	40 – 44	65	33.0
	45 – 49	72	36.5
	50 – 54	14	7.2
	55 – 59	11	5.6
	60 – 64	5	2.5
Total		197	100.0

Table 4.2 shows that the ages of the parents ranged between 35 – 65 years with the highest frequency (36.5%) between 45 – 49 years and the lowest frequency (2.5%) between 60 – 64 years

Most respondents at 84.7% were between ages 35-49, this is an active age group of parents who are capable of assisting their children while at home in promoting the acquisition of self-reliance skills taught in school.

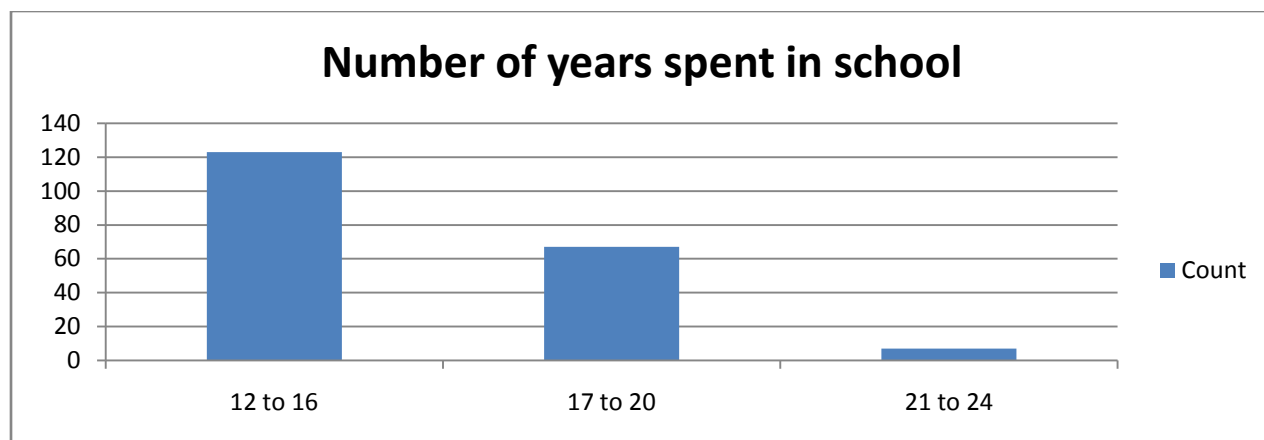


Figure 4.1: Number of year’s children had spent in school.

Figure 4.1 shows that the largest frequency of the respondents (62.5%) had children who had remained in the respective schools for 12 – 16 years. A small percentage (2.5%) had children who had remained in the schools for up to 24 years. Learners are expected to exit regular primary schools in Kenya by age 13 while learners in special schools are expected to exit their schools between the age of 13-19 years. This study shows learners in the schools stayed longer than the required period. They have stayed longer in schools due to delay in the acquisition of self-reliance skills which are essential for the transition.

4.4 Role of Parents in Promoting the Acquisition of Activities of Daily Living Skills to Learners with Moderate Mental Disabilities

The research question responded to was: How often did parents promote the acquisition of Activities of Daily Living skills among learners with moderate mental disabilities in Busia County?

In this objective, close-ended questionnaire items with a five-point Likert rating scale format were used to examine how often parents promoted the acquisition of Activities for Daily living skills to learners with moderate mental disabilities while at home. The five-point Likert rating

scale used to analyze the frequency of practice as 1 –Not at all, 2 – Rarely, 3 – Often, 4 – Very often and 5-Always was used in the questionnaire. The ADL skills were structured as; How often do you assist your child in combing the hair, How often do you assist your child in brushing teeth, How often do you assist your child in lacing shoes, How often do you assist your child in dressing appropriately, How often do you assist your child in bathing, How often do you assist your child in feeding with a spoon, How often do you assist your child in brushing shoes, How often do you assist your child in buttoning, How often do you assist your child in washing hands and How often do you assist your child in toileting.

Table 5 examined how often parents promoted ADL skills amongst their children. The first columns indicate the specific ADL skills examined in the study and columns 2 to 6 shows the frequency of the practice under each point in the 5-point Likert rating scale, whereby the first figure in the columns indicated the percentage of how often parents promoted the skills. The third column following the percentage in brackets indicated the number of parents who promoted the skills.

Table 4.3: Responses on how often parents promoted the acquisition of ADL skills (N=197)

ADL Skills	Not at all(1)	Rare (2)	Often (3)	V. Often(4)	Always(5)	Mean
Combing the hair.	68%(133)	16%(31)	12%(24)	4%(8)	0%(0)	1.54
Brushing teeth.	55%(110)	35%(69)	5%(9)	5%(9)	0%(0)	1.58
Lacing shoes.	43%(84)	33%(65)	11%(21)	9%(18)	5%(9)	2.00
Dress appropriately.	65%(128)	30%(60)	5%(9)	0%(0)	0%(0)	1.40
Bathing.	74%(145)	15%(31)	6%(12)	5%(9)	0%(0)	1.42
Feeding with a spoon.	52%(104)	38%(75)	5%(9)	5%(9)	0%(0)	1.61
Brushing shoes.	60%(118)	30%(61)	5%(9)	5%(9)	0%(0)	1.54
Brushing shoes.	60%(118)	30%(61)	5%(9)	5%(9)	0%(0)	1.54
Buttoning.	51%(101)	41%(81)	3%(6)	5%(9)	0%(0)	1.86
Washing hands.	43%(85)	37%(72)	11%(22)	9%(18)	0%(0)	2.20
Overall Mean						1.68

Table 4.3 gives the overall mean rating of promoting ADL skills by parents is at 1.68. Given this, the overall mean results indicated that in promoting the acquisition of ADL parents rarely practiced the skills with their children who have moderate mental disabilities while being at home.

The accepted level of rating in promoting ADL skills is always (5) where parents are expected to be working always with the learners while at home to ensure they are clean, comb regularly, brush teeth after every meal but this is not the case in these results. The outcome is contrary to (Sneha, 2016) who indicated that in the development of skills acquisition to learners with moderate mental disabilities there is a need for increased partnership between schools and parents. However, this is not the outcome of the results. The results indicate that parents are not involved in training their children in self-reliant skills. This is evidenced by the overall mean of 1.68. Skills like combing the hair had a mean of 1.54 where 133 parents stated that they did not train their children in combing the hair, brushing teeth had a mean of 1.58 indicating that parents rarely train their children, as out of the 197 parents 110 indicated not at all while the rating scale of always had no parent trained their children. Promoting the acquisition of dressing skill at 1.40, bathing at a mean of 1.42, feeding with a spoon at a mean of 1.61, brushing shoes at a mean of 1.54, toileting at 1.61, buttoning up at a mean of 1.86 all results indicate rarely. Which indicates that parents are not involved in their children's educational journey.

(McCarthy, 2013) recognized that learners can maximize their potential for learning if they are supported fully by parents, however, this disagrees with the mean of 1.68 as parents are rarely practicing the skills with their children while at home. This has been attributed to lack of time and seeing no need for their children to be neat and that is why most learners with mental disability are unkempt. The least practiced ADL skill was bathing and dressing which seems to

be a normal activity in the home as children are left to bathe and dress on their own and in some instances, some do not bathe well. The study also noted that no parent always trained their children in the combing of their hair at a mean of 1.54. The SNE Draft Policy (2018) stated in one of the guiding principles that there is a need for schools to engage and empower parents to support the school’s activities but the results from this study indicate that schools have not implemented the principle which limits the partnership of the parents to support the school programs.

The activity of washing hands at a mean of 2.20, 22 parents often practiced hand washing with their children, 18 parents very often practice hand washing while 85 parents did not attempt to practice the skill with their children, yet hand washing is particularly an important skill especially during this moment of Covid 19 pandemic. This indicates that parents had not embraced sanitation and the regular washing of hands before meals and after visiting the sanitation facilities as taught in science lessons and as a hygiene measure. Figure 4.2 shows a bar graph of the rating of how often parents promote the acquisition of ADL skills by MMD learners as shown below.

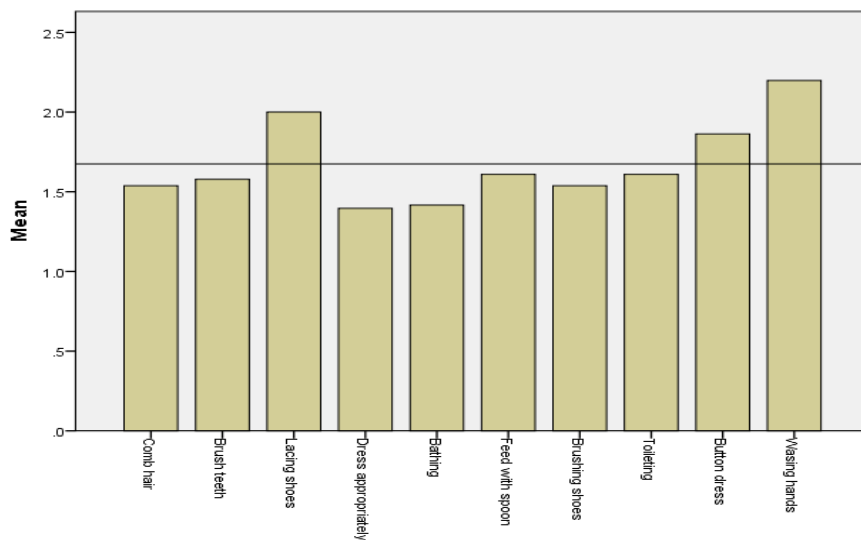


Figure 4.2: ADL Skills are promoted by Parents at home

Figure 4.2 indicates that the parents rarely teach their children ADL skills to assist them to become self-reliant and independent in future life. According to (McCarthy, 2013) full parental support can maximize the learner's potential which contrasts with the findings discussed above where parents rarely support their children with moderate mental disabilities. According to the current study findings, parents rarely promote the acquisition of ADL skills due to various factors, such as lack of time as the parents go out to fend for livelihood. The male at 54.8% are the breadwinners and majority are at an active age to work and most of the time they are out working to earn a living and the results showing they are rarely at home to train or assist their children, yet they were the majority of respondents. According to a study done by (Joseph, 2016) most learners with moderate mentally disabled had not developed adequate adaptive skills necessary for daily living skills by the time they leave schooling.

This is supported by the parent CO1 during an interview when asked how often they train their children with moderate mental disability in good grooming (bathing, dressing, combing, and washing hands) in Activities of Daily Living skills.

CO1.

"I ask Nelly to draw water and bathe like her peers since she is older. I have no time I leave for the shamba very early when I come back early noon, I have to prepare meals and later go to the market to sell my goods and therefore I have no time to waste on bathing an adult, she ought to have learnt that at school".

CO2 during the interview was asked how often she trains her child to brush teeth, brush and lace shoes..

"My child is trained to brush teeth, shoes and lace shoes at school and therefore I rarely train him while at home".

On further interrogation, the parent stated that training the child with a disability is a difficult task and hence the schools should train them on how to brush teeth and brush and lace shoes. Data from this study acknowledge that parents lack the time and have a negative attitude towards their children with moderate mental disability. This implies that parents should be fully engaged and empowered to practice training their children and they should also be encouraged in promoting activities of daily living skills while at home.

4.5 Role of Parents in Promoting Acquisition of Social Skills by Learners with Moderate Mental Disabilities

The research question responded to was: How often do parents promote the acquisition of Social Skills to learners with moderate mental disabilities in Busia County?

In this objective, closed-ended questionnaire items with a five-point rating Likert scale format were used to examine how often parents promote the acquisition of Social skills. The Social skills were structured as; How often do you train your child to greet visitors. How often do you encourage your child to play with others? How often do you ensure your child interact with others? How often do you help their child to share with others? How often do you help your child to express needs? How often do you help your child to help others? How often do you help your child to do one thing at a time? How often you help your child to go out with others. How often do you encourage your child to tell stories and How often do you help your child not to quarrel?

Results on how often social skills are practiced at home are presented in Table 4.4.

The responses of parents on how often they promote the acquisition of social skills among learners with moderate mental disabilities were as shown in Table 4.4.

Table 4.4: Responses on how often parents promoted the acquisition of social skills

Skill	Not at all (1)	Rare (2)	Often (3)	V Often (4)	Always (5)	Mean
Greeting visitors	26%(51)	31%(62)	17%(33)	18%(36)	8%(15)	2.50
Play with others	60%(119)	30%(60)	5%(9)	5%(9)	0%(0)	1.53
Interact with others	11%(21)	18%(36)	20%(40)	26%(52)	25%(49)	3.36
Share with others	23%(46)	29%(58)	9%(18)	19%(36)	20%(40)	2.82
Express needs	14%(28)	9%(18)	15%(30)	27%(54)	35%(67)	3.58
Help others	17%(34)	18%(36)	26%(52)	9%(18)	30%(57)	3.14
Doing one thing	0%(0)	0%(0)	20%(40)	27%(54)	53%(104)	4.33
Outing	0%(0)	5%(9)	5%(9)	34%(69)	56%(110)	4.42
Tell stories	0%(0)	5%(9)	5%(9)	36%(71)	54%(104)	4.41
No quarrel	0%(0)	0%(0)	8%(15)	32%(64)	60%(118)	4.52
Overall Mean						3.46

Table 4.4 indicates the overall mean of promoting Social Skills by parents at a mean of 3.46. The study found that parents very often promoted social skills amongst their children while at home but not always as expected. The study also noted that despite the promotion of social skills by parents, very often it is not done always as expected. The social skills promotion was rated as follows, playing with others had the least mean of 1.53 as 119 parents did not train their children to play with others, while 60 parents rarely promoted the play skill. The researcher noted that only 9 parents often and very often practiced the play skill but not always as expected. This indicates that play seems to be a normal routine activity for learners with moderate mental disability from the parent's perspective and hence do not require to be being promoted.

This argument contradicts (K.S.C.D.C., 2020) which states that play is an important activity for social development and hence needs to be always practiced. This shows why most learners with moderate mental disabilities are withdrawn and stay in isolation due to parents or guardians not encouraging the more training them in play activities.

The social skill which parents very often promote in acquisition with their children is quarrelling at a mean of 4.52. This agrees with (Gluck, 2014) who observed that most learners with

moderate disabilities harbour emotions and always exhibit behaviour problems of anger and violence hence they need to be cautioned and supported in group homes not to quarrel to lessen the violence or anger exhibited. Greeting visitors had a mean of 2.50, sharing 2.82, helping others 3.14, interaction 3.36 this indicate that most parents often promoted the skills although not always as expected. Expressing needs had a mean of 3.58 while helping one another had a mean of 3.14 which indicate parents often promoted the skills, this was quite encouraging. Taking turns had a mean of 4.33 where 104 parents always promoted the skill. Taking turns is a crucial skill especially for learners with moderate mental disability as the skill involves the ability and willingness to wait, thus impulse control, the ability to read facial expressions and body language (social perception). Since such children process information slowly for them to master an activity, they have to be trained in taking turns to be able to process information and retain it.

Going out with others had a mean of 4.42, the study indicated that most learners with moderate mental disabilities are always isolated and we appreciate that 110 parents always promoted the skill of outing which is a good initiative. Story telling had a mean of 4.41 which the researcher realized that 104 parents always promoted the skill, and this was quite commendable as storytelling brings harmony and improves memory which is one of the characteristics of learners with a moderate mental disability that should be enhanced. These social skills are supposed to be taught always to MMD learners to help them internalize the facts and hence interact with others favorably.

According to (Australia, Annual Report, 2013) it is acknowledged that social skills could be developed given appropriate opportunities as homes have varied opportunities to nature and promote social skills and homes have the best environment in promoting social skills. While (Woodcock, 2012) indicated early intervention programs on home learning environments and

outreach programs for children with an active parent's participation could be appropriate to enable learners to interact with others agrees with the results. (Joseph, 2016)concur with the study findings that parents should appreciate the little achievement by the learners who interact and socialize with peers as this improves their achievement.

The researcher compliments the above studies that homes have the best environment to nature social skills as rural homes have adequate space and children interact freely as they play in groups. Children also meet with others from the neighbourhood who introduce a variety of games and this enhances social skills. Therefore, parents should allow free interaction of children with disabilities to interact and not isolate them because of their emotions but support and caution them of any negative behaviour experienced.

The researcher then plotted a bar graph for a clear illustration of the rating on how often parents promote the acquisition of Social skills by MD learners when they are at home as presented in Figure 4.3.

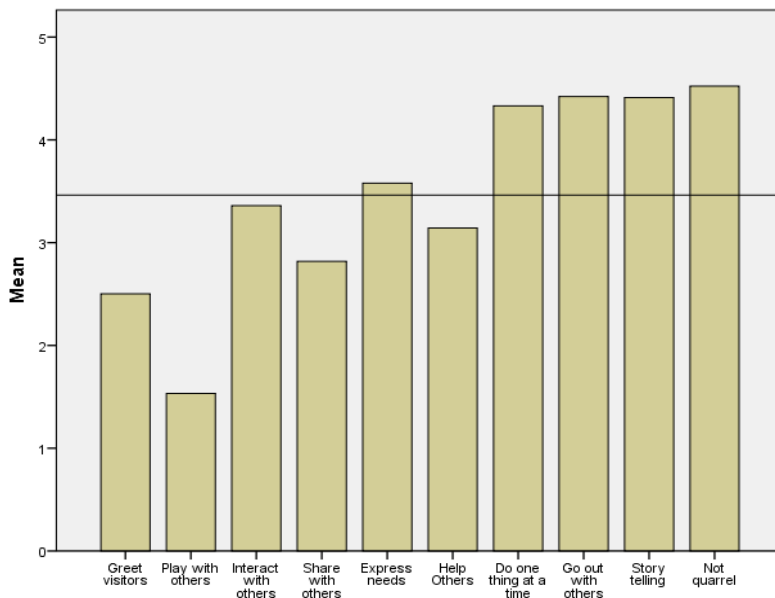


Figure 4.3: Social Skills Promoted by Parents at home.

It can be concluded from Figure 4. that parents often promote the acquisition of Social Skills by learners with moderate mental disabilities and this quite commendable as it could improve the learners' mastery of social skills and hence lessen the time in school and limit financial wastage as stated by (Sneha, 2016).

According to (Gluck, 2014) it was observed that most learners with moderate disabilities harbour emotions and always exhibit behaviour problems of anger and violence hence they need to be cautioned and supported in group homes. This outcome concurs with results of 4.52 that 118 parents always promote the social skill to lessen the anger behaviour.

Response from the parents on social skills on how they ensure their children make friends through interaction had the following from CO1,

“When am around I allow John to go out to interact with his peers but most of the time he is with his siblings since he is often bullied.”

This meant that John was limited in social interaction at home, and this should be encouraged as it improves the learner's emotions.

CO2,

“My son has behaviour problems he provokes others and always seems not happy therefore he stays on his own at home watching television but when am around I go out with him for errands and tell him short stories”.

These views agree with (Joseph, 2016)who recommended that parents should allow learners with moderate mental disabilities to interact and socialize with their peers. According to Kirk et al (Kirk, 2008),restricted areas do not adequately develop the acquisition of the necessary social skills faster because they are limited in space exploration especially in schools with small

compounds, but homes have large spaces and therefore can be good avenues to nature the social skills always.

4.6 Role of Parents in Promoting Acquisition of Vocational Skills to Learners with Moderate Mental Disabilities

The research question responded to was: How often do parents promote the acquisition of Vocational skills for learners with moderate mental disabilities in Busia County?

In this objective, closed-ended questionnaire items with a five-point rating scale format were used to examine the role of parents in promoting the acquisition of vocational skills. The vocational skills were structured as; How often do I send my child to the shops, How often do I ask my child to clean the house, How often do I train my child to make the bed, How often do I train my child to sew buttons, How often do I ask my child to buy her needs, How often do I assist my child to feed the animals, How often do I train my child to mend clothes, How often do I ask my child to accompany to the garden, How often do I train my child to tend flowers and How often do I assist my child to arrange seedlings.

The responses of parents on how they promote the acquisition of Vocational skills among learners with moderate mental disabilities were as shown in Table 4.5.

Table 4.5: Responses from parents on how often they practiced vocational skills in percentages

Skill	Not at all (1)	Rare (2)	Often (3)	V Often (4)	Always (5)	Mean
Shopping	0%(0)	0%(0)	0%(0)	32%(63)	68%(134)	2.28
Clean house	55%(109)	31%(61)	9%(18)	5%(9)	0%(0)	1.63
Make bed	57%(113)	18%(36)	15%(30)	9%(18)	0%(0)	1.76
Sew buttons	0%(0)	6%(12)	16%(31)	25%(50)	53%(105)	4.25
Spending money	25%(50)	26%(52)	21%(42)	18%(36)	9%(18)	2.60
Feed animals	0%(0)	0%(0)	23%(45)	27%(54)	50%(98)	4.27
Mend clothes	22%(43)	29%(58)	35%(69)	9%(18)	5%(9)	2.45
Accompany to Garden	42%(83)	37%(72)	14%(27)	8%(15)	0%(0)	1.87
Tend flowers	23%(46)	22%(43)	29%(57)	11%(21)	15%(30)	2.73
Arrange seedlings	14%(27)	13%(25)	31%(61)	20%(40)	23%(45)	3.25
						2.71

Table 4.5 gives the overall mean rating of how often do parents promote Vocational skills by parents at 2.71. Using the five-point rating scale stated in Table 4.5 the overall mean of 2.71 indicates that Vocational skills are often promoted by parents at home but not very often nor always.

The frequency of how parents trained their children in each skill was as follows; cleaning the house had a mean of 1.63 which was rarely as 109 parents did not promote the skill at all and no parents always promoted the skill. This was almost the same with making the bed at a mean of 1.76, accompanying the parent to the garden at a mean of 1.87. This may have meant that most parents did the work by themselves as some parents had house helpers who did the work and hence did not attempt to train their children in these skills. This may have resulted in the learner's laxity and forgetfulness because they did not practice them at home at all. Shopping had a mean of 2.28, mending clothes had a mean of 2.45, spending money on their needs had a mean of 2.60, care for the flowers had a mean of 2.73 and arranging seedlings had a mean of 3.25. This indicated that parents often promoted the skills as they would send the adult learners to the shopping centre near the home to do some purchases and this should be encouraged. Sewing

buttons had a mean of 4.25 and feeding animals/poultry with a mean of 4.27. This is commendable as 105 parents promoted the skill of sewing buttons and 98 parents trained the skill of feeding livestock/poultry because parents kept the livestock and poultry and therefore required some assistance whenever the parent or helper is away and needed to be helped.

From the above findings, it implies that cleaning the house was rarely practiced, this is in contrast with Klein (2001) who noted that parent's involvement with their children with moderate mental disability causes improvement in the outcomes. Therefore, parents have to be fully involved in practicing the skill for the outcome to be always. Parents assume that cleaning the house is a normal routine activity that need not be taught but learners with moderate mental disability need to be reminded always to do the work well.

(Gluck, 2014) reported that learners with moderate mental disabilities experience noticeable development delays in speech and motor skills and therefore need to be trained in vocational skills to enhance quick mastery. The vocational skills that were very often practiced by parents with their children were feeding animals/poultry at a mean of 4.27, buttoning at a mean of 4.2. This agreed with (Corrado, 2014) who stated that when children know their parents love them and do not treat them differently, they endeavour to achieve better. This has an impact on the mastery of the skills and hence the learners tend to also love the work and even at school they are tempted to do it well and master the skills.

The researcher also plotted a graph on how parents often promoted the acquisition of vocational skills to MMD learners as shown in Figure 4.4.

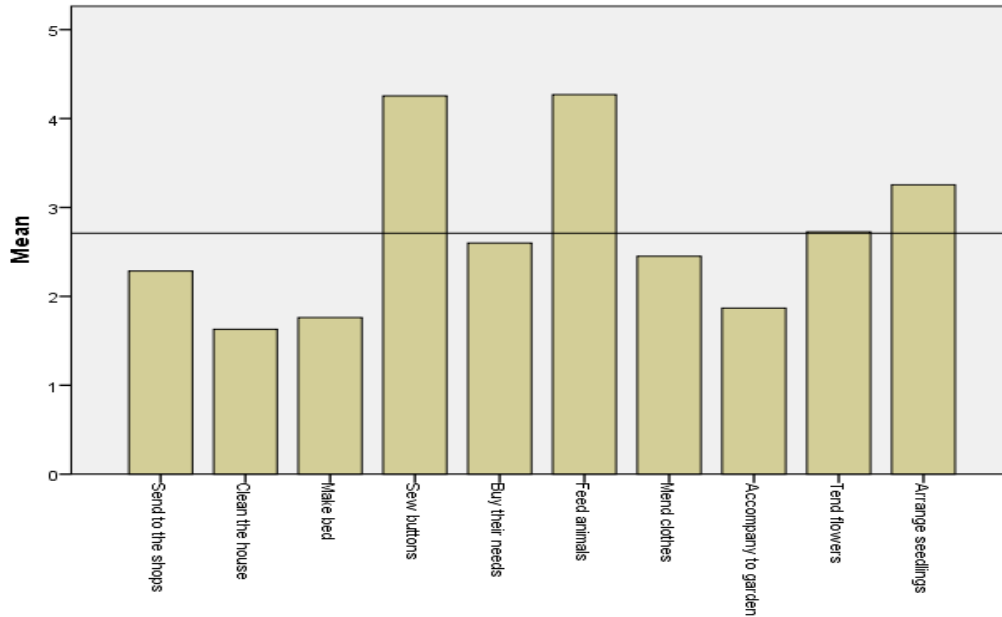


Figure 4.4:How often parents promoted Vocational Skills.

The overall findings at a mean of 2.71 indicate that parents often promoted the vocational skill this indicates that parents of children with MMD often promote the acquisition of Vocational Skills by giving the learners some work to do. However, this is not done very often or always to help improve the learner’s ability to practice the small duties or work while at home to enable mastery.

These findings disagree with (Kamuri, 2005) who asserts that learners with MMD require a well-organized environment and a programme which is presented regularly and exhibiting abundant opportunities for success. Indicating that the learners require a schedule prepared for them to follow regularly to have a better outcome, but parents do not prepare they assign work randomly.

However, if all the 197 parents practiced the skills with their children, then the acquisition of self-reliant skills will be faster lessening the time spent in school. Similar views were shared by (Wang, 2013)who noted that 55% of the parents are not always involved in the educational

journey of their children in promoting the acquisition of relevant self-reliant skills. This limits the ability of the learners to enhance quick mastery.

On vocational skills practice, one parent was interviewed on how often he encourages his child to clean the house. The parent CO1,

“Sela can sweep the floor and even mop when asked to and therefore assists in keeping the house clean”.

Most parents interviewed on the work their children were engaged in while they went to work or market stated that since their children needed to be supervised, they were hardly assigned them duties. Most of the time parents were preoccupied with looking for daily livelihood and hence did not have time with their children.

CO2.

“Am willing to teach some of the skills like mending clothes, or sewing buttons but I lack the basic skills of how to practice since I take my clothes for repair to the tailor”

The researcher established that 50% of the parents were willing to practice the skills mentioned with their children as most assisted them in good grooming, allowed them to interact and play with others, assigned them simple house chores but experienced difficulties because they lacked the basic skills and therefore efforts to train parents should be established to enhance the skills. This can effectively be done in collaboration with teachers, schools, stakeholders in education should plan for short courses or workshops to induct parents of learners with moderate mental disabilities on some basic skills to enable train their children effectively.

The idea may motivate the parents to be involved and be encouraged to actively train their children as this would improve mastery of vocational skills.

During the head teacher's interview, many headteachers gave varied views on how they ensure parents helped their children with moderate mental disabilities to promote the acquisition of activities for daily living skills while at home. HO1 stated,

“We usually hold parents’ meetings during closing days for learners in boarding schools to create awareness on the need to support the students in self-reliant skills learned at school. As a school, we urge parents to involve their children in all the work at home to enable continuity of the teacher’s work.

HO2 stated as follows:

Teachers normally prepare end term assessment records indicating the learner’s achievements following the syllabus covered and limitations of the learner. Parents are therefore encouraged to practice the self-reliant skills taught at school while at home and also to take good care of the learner’s security and ensure safety measures for the learners. Parents are also encouraged to report the learner’s behaviour and progress to the class teachers when they report back to schools.

This shows the practice of self-reliance skills is emphasized by the school authorities. Some headteachers indicated that discussions on activities for daily living skills were emphasized for learners by asking them to assist their parents while at home with household chores. Other headteachers stated that it was necessary to request parents to practice but no feedback was received since some young adult learners were brought back to school by motorcycle riders and dropped at the gate without the parents interacting with teachers. This creates a gap in efforts of mutual training by parents and teachers amongst learners with moderate mental disabilities in Busia County.

The responses on how the headteachers would want parents to assist their children with MMD in promoting the acquisition of social skills, two headteachers did not see it as a reality since the skills were taught in school. The dissenting view was in support of the social skills being promoted by the parents. These views are in agreement with (U.S. Department of Education, Office of Special Education Programs, 2003) findings that teachers are not aware of parent’s

involvement and the inadequacy in policy on the role of parents in promoting the acquisition of ADL skills, social skills and vocational skills to learners with MMD should be a priority.

The teachers also argued that vocational skills were practical skills that are essential in learners becoming self-reliant in future. They also noted that parents required training to enable them to promote the practice of the skills. Parents ignored daily activities which do not need training to practice skills like bed making, cleaning, and gardening, which are simple but particularly important skills for self-reliance.

HO3 :

With schools helping parents in promoting of acquisition of these self-reliant skills, currently, there are no structures to that effect especially for learners with MMD. The current curriculum is advocating for parental engagement after realizing parents are not involved in their children's educational journey and therefore parents will be fully involved once the structures are in place. The best approaches to help parents support their children while at home in promoting the acquisition of self-reliant skills is by training on self-reliant skills, empowering parents economically, involving parents immediately in the educational journey of their children commences.

The interview of the Busia CQASO on how to enable parental support in promoting the acquisition of self-reliant skills gave the following responses:

“Parents should be supportive in taking care of their children in terms of cleanliness, good grooming and the children to accompany their parents to church, market and visit to friends to enable social interaction”.

“Schools should engage parents together with their Boards of Management to plan for training programs on how to assist their children while at home. After planning programs, they should involve all stakeholders in the education. They should prepare programs flexible with parents' consent. They should start with a few parents in small, manageable groups.”

The curriculum implementation is highly involving, and schools should come up with programs of parental engagement and empowerment programs designed clearly in the policy to allow for implementation.

The government should fully implement the (Ministry Of Education, Sector Policy for learners and trainees with disabilities, 2018)) which recommends parental engagement and collaboration to ensure learners with MMD are not left behind.

The researcher is in support of the multi-sectoral approach of parental engagement policy which should be implemented fully as stated in the to enhance the training of parents in basic self-reliant skills as a way of motivation and encouragement.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Research Findings

The purpose of this study was to examine how often parents promote the acquisition of self-reliance skills to learners with moderate mental disabilities in Busia County. The objectives were to examine how often parents promote the acquisition of activities of daily living skills amongst learners with moderate mental disabilities; examine how often parents promote the acquisition of Social Skills amongst learners with moderate mental disabilities and to examine how often parents promote the acquisition of Vocational skills amongst learners with moderate mental disabilities in Busia County.

5.2 Findings of the Study

The researcher presented the summary of the findings of the study based on the objectives as follows: -

5.2.1 Role of Parents in the Acquisition of Activities of Daily Living Skills for Learners with Moderate Mental Disabilities

The first objective was to examine how often parents promoted the acquisition of ADL skills to learners with MMD. The findings indicated combing hair at a mean of 1.54, brushing teeth at a mean of 1.58, bathing at a mean of 1.42, brushing shoes at a mean of 1.54, dressing appropriately a mean of 1.40 indicating that the skills were rarely practiced by parents with their children with moderate mental disabilities. The overall mean rating of promoting the acquisition of ADL skills was 1.68 indicating that parents rarely practiced these skills with their children. The ADL skills are important sanitation skills that parents should often practice with their children for the health benefits of the children and the whole family, especially during this Covid-19 pandemic period. Therefore, parents should always be involved in training the learners to increase the child's practice of daily living skills. But the researcher cannot wish away factors such as the learners'

state of mind, parental status, the social perception which also inhibit performance. As observed skills such as toileting and lacing shoes were rarely practiced by some parents but a skill such as hand washing was a necessity as a sanitation measure taught in science lessons and should be embraced always.

Toileting is a basic skill if not adequately mastered the soiling of the environment becomes an issue and therefore it should be practiced always to improve sanitation.

5.2.2 Role of Parents in Promoting Acquisition of Social Skills for Learners with Moderate Mental Disabilities

The second objective was to examine how often parents promote the acquisition of social skills to learners with MMD as stated in the objective. The overall rating on promoting the acquisition of Social Skills by parents was 3.46, which indicated that Social Skills were often taught by parents at home.

The findings indicate that in social skills like storytelling 104 parents always practiced, working in turns had 104 parents who always practiced the social skills while going outdoors 110parents always promoted proper social behaviours in the study. Therefore, this indicated that over 100 parents very often promoted social skills to their children with moderate mental disabilities.

Homes are not restricted therefore they offer wide opportunities for social skills development and therefore parents should be encouraged to promote the acquisition of the relevant social skills.

5.2.3 Role of Parents in Promoting Acquisition of Vocational Skills for Learners with Moderate Mental Disabilities

The third objective was to examine how often parents promoted the acquisition of Vocational skills to learners with MMD. The findings were cleaning the house at a mean of 1.63, making the

bed 1.76 and accompanying parents to the garden 1.87. Ability to send their children to the shop to buy simple items like bread and salt when a visitor comes had a mean of 2.28, how to spend money had a mean of 2.60 and mending clothes a mean of 2.45 and tending flowers at 2.73.

The overall rating of promoting Vocational skills by parents was 2.71. This indicated that Vocational skills were often practiced by parents while at home but not very often or always to enhance mastery.

According to (Corrado, 2014) who observed that children with disability become champions because parents taught them to believe they can, had an impact on the skills already learnt at school during the term. If parents always practiced self-reliance while at home the learners would improve in performance when back in school and this would enhance quick mastery, hence lessen the stay at school.

5.3 Conclusions

From the findings, it can be concluded that: -

5.3.1 Promoting ADL Skills

Findings were rated at 1.68 indicating that ADL skills were rarely promoted by parents at home, and therefore that is why the MMD learners stayed longer in school before acquiring the skills. Parents should be educated on the importance of helping their children acquire ADL skills and enhance parental involvement in the school programmes to facilitate their continuity during school holidays and reduce the long stay.

5.3.2 Promoting Social Skills

The findings were rated at 3.46 indicating that Social skills were very often promoted by parents while at home but not always as it ought to have been done hence leading to prolonged

stay in schools by MMD learners in schools before acquisition of social skills taught by the teachers.

5.3.3 Promoting Vocational Skills

The overall rating was 2.71 indicating that vocational skills were often practised by parents but not always as it was to be in training their children with MMD hence leading to longer stay in schools before acquisition of vocational skills to enable join the world of work and become economically independent.

5.4 Recommendation

Based on the study findings the researcher wishes to make the following recommendations

- 1) Parents should be fully engaged and encouraged to promote the acquisition of activities for daily living skills that have been taught in schools to learners with MMD while at home for mastery. This affirms and confirms the need for educational support services to adopt a comprehensive and integrated approach to ensure that proper support is provided at various levels of the system. It is recommended that more should be done in educating teachers about parental involvement and also educating and encouraging parents in participating in school activities.

- 2) Teachers should establish a training program to equip parents with appropriate strategies to aid in promoting social skills. A supportive environment where there is collaboration amongst teachers, parents, and community and learner support educators is key to success. This can be achieved by using strategies and practising learning styles of choice, each reaching a level of achievement per his or her unique abilities.

3)The government should empower respective schools with necessary tools and equipment's to assist train parents in basic vocational skills to enable them to assist their children at home. Protective workshops for these learners should be developed for enhancing their chances of becoming independent citizens. Individuals with moderate mental disabilities should never be referred to as retarded. They should be allowed to do things for themselves when they want to and be assisted and trained where possible. Thus, they recommended that workshop trainings should be held to enable parents to acquire the basics on how to train their children to acquire vocational skills while at home.

5.5 Suggestions for Further Research; -

Given the limitations, this study suggests the following areas for further research:

1. A case study should be conducted on learners since they were not in a position to be respondents in the study on how often parents promoted the acquisition of activities of daily living skills.
2. A similar study should be done in an urban setup and compare the results to this study as it was done in the rural setup on how often parents promoted the acquisition of social skills.
3. A study should also be done in schools to assess their level of preparedness intraining parents on how often parents promotedthe acquisition of vocational skills amongst learners with moderate mental disabilities.

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APPENDICES

Appendix A: Questionnaire for Parents

The purpose of this study is to examine the role of parents in promoting the acquisition of self-reliance skills by learners with moderate mental disabilities in Busia County. I will highly appreciate your patience and time spent answering the following questions. The information you give will be confidential and will only be used for this study. Do not write your name anywhere in this questionnaire.

Indicate how often you train your child in Activities for Daily Living Skills while at home by ticking { } in the appropriate table below.

Section A: The role of parents in promoting the acquisition of Activities for Daily Living Skills.

ADL SKILLS	NONE AT ALL	RARELY	OFTEN	VERY OFTEN	ALWAYS
1. How often do you assist your child in combing the hair?					
2. How often do you train your child on how to brush teeth?					
3. How often do you help your child in lacing shoes?					
4. How often do you ensure your child dress appropriately?					
5. How often do you assist your child in bathing?					
6. How often do you train your child in feeding with a spoon?					
7. How often do you help your child in brushing shoes?					
8. How often do you train your child in toileting?					
9. How often do you assist your child in buttoning up?					
10. How often do you help your child in washing hands?					

Indicate how often you train your child in Social Skills activities while at home by ticking { } in the appropriate table below.

Section B: Acquisition of Social Skills

ACQUISITION OF SOCIAL SKILLS	NONE AT ALL	RARELY	OFTEN	VERY OFTEN	ALWAYS
1. How often do you train your child to greet visitors?					
2. How often do you encourage your child to play with others?					
3. How often do you ensure your child interact with others.					
4. How often do you help your child to share with others?					
5. How often do you help your child to express his/her needs?					
6. How often do you encourage your child to help others?					
7. How often do you train your child to do one thing at a time?					
8. How often do you encourage your child to go out with others?					
9. How often do you engage your child in telling stories?					
10. How often do you help your child not to quarrel?					

Indicate how often you train your child in Vocational Skills while at home by ticking { } in the appropriate table below.

Section C: Vocational Skills.

Vocational skills	NONE AT ALL	RARELY	OFTEN	VERY OFTEN	ALWAYS
1. How often do I send my child to the shops?					
2. How often do I ask my child to clean the house?					
3. How often do I train my child to make the bed?					
4. How often do I train my child to sew buttons on his/her short/dress?					
5. How often do I ask my child what she wants to buy when he /she has his/her own money?					
6. How often do I assist my child to feed the animals/poultry?					
7. How often do I help my child to mend clothes?					
8. How often do I ask my child to accompany me to the garden?					
9. How often do I train my child to take care of the flowers?					
10. How often do I ask my child to arrange tree seedlings?					

Appendix B: Interview Schedule for Parents

The purpose of this study is to examine the role of parents in promoting the acquisition of self-reliance skills to learners with moderate intellectual disabilities in Busia County. I will highly appreciate your patience and time spent answering the following questions. The information you give will be confidential and will only be used for this study. Do not write your name anywhere on this paper.

Section A: General Information

- 1. Gender M [] F []
- 2. Age _____ years
- 3. For how long has your child been in the school?
Below 1 [] 2-5 [] 6-10 [] 11-15 [] 16-20 [] Above 20 []

Section B: Interview.

- 4. What activities do you do with your child to ensure that your child keeps himself/herself clean or well-groomed?
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.....
.....
- 5. What do you do with your child to ensure he/she make friends?
.....
.....
.....
- 6. How do you encourage your child to take part or help your child with house chores?
.....
.....
.....
- 7. What difficulties do you experience while helping your child while at home?
.....

.....
.....

8. How would you want the school to assist in enabling you to help your child while at home?

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

9. What does your child do when you go to work /shamba?

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.....
.....

Appendix C: Questionnaire for Headteachers

The purpose of this study is to examine the role of parents in promoting the acquisition of self-reliance skills to learners with moderate mental disabilities in Busia County. I will highly appreciate your patience and time spent answering the following questions. The information you give will be confidential and will only be used for this study. Do not write your name anywhere on this paper.

Section A: General Information

1. Gender M [] F []
2. Age _____ years
3. Your professional qualification
P1 [] Diploma [] B. ED [] Masters [] other (specify)

4. Area of specialization _____
5. Teaching experience in the unit for learners with Mental Retardation.
Below 1 [] 2-5 [] 6-10 [] 11-15 [] 16-20 [] Above 20 []

Section B: Questionnaire.

1. How do you ensure that parents help their children with moderate mental disabilities in the acquisition of Activities of Daily Living Skills when they are at home?

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

2. How would you want parents to assist their children with MMD in the acquisition of Social Skills while at home?

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3. How do parents assist their children with MMD in the acquisition of Vocational skills while at home?

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4. What does the school do to assist parent's help their children in some of these skills while at home?

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.....
.....

5. What do you recommend should be the best approaches in helping parents support their children in the acquisition of these skills while at home?

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.....

Appendix D: Interview Schedule for Headteachers

The purpose of this study is to examine the role of parents in promoting the acquisition of self-reliance skills to learners with moderate mental disabilities in Busia County. I will highly appreciate your patience and time spent answering the following questions. The information you give will be confidential and will only be used for this study. Do not write your name anywhere on this paper.

Section A: General Information

- 1. Gender M [] F []
- 2. Age _____ years
- 3. Your professional qualification
P1 [] Diploma [] B. ED [] Masters [] other (specify)

- 4. Area of specialization _____
- 5. Teaching experience in the unit for learners with Mental Retardation.
Below 1 [] 2-5 [] 6-10 [] 11-15 [] 16-20 [] Above 20 []

Section B: Interview.

1. How do you ensure that parents help their children with moderate mental disabilities in the acquisition of Activities of Daily Living Skills when they are at home?

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

2. How would you want parents to assist their children with MMD in the acquisition of Social Skills while at home?

.....
.....

3. How do parents assist their children with MMD in the acquisition of Vocational skills while at home?

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

4. What does the school do to assist parent's help their children in some of these skills while at home?

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

5. What do you recommend should be the best approaches in helping parents support their children in the acquisition of these skills while at home?

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Appendix E: Cqaso Interview Schedule

The purpose of this study is to examine the role of parents in promoting the acquisition of self-reliance skills to learners with moderate mental disabilities in Busia County. I will highly appreciate your patience and time spent answering the following questions. The information you give will be confidential and will only be used for this study. Do not write your name anywhere in this schedule.

1. How do you ensure parents support their children with mental disabilities in the acquisition of Activities for Daily Living Skills?

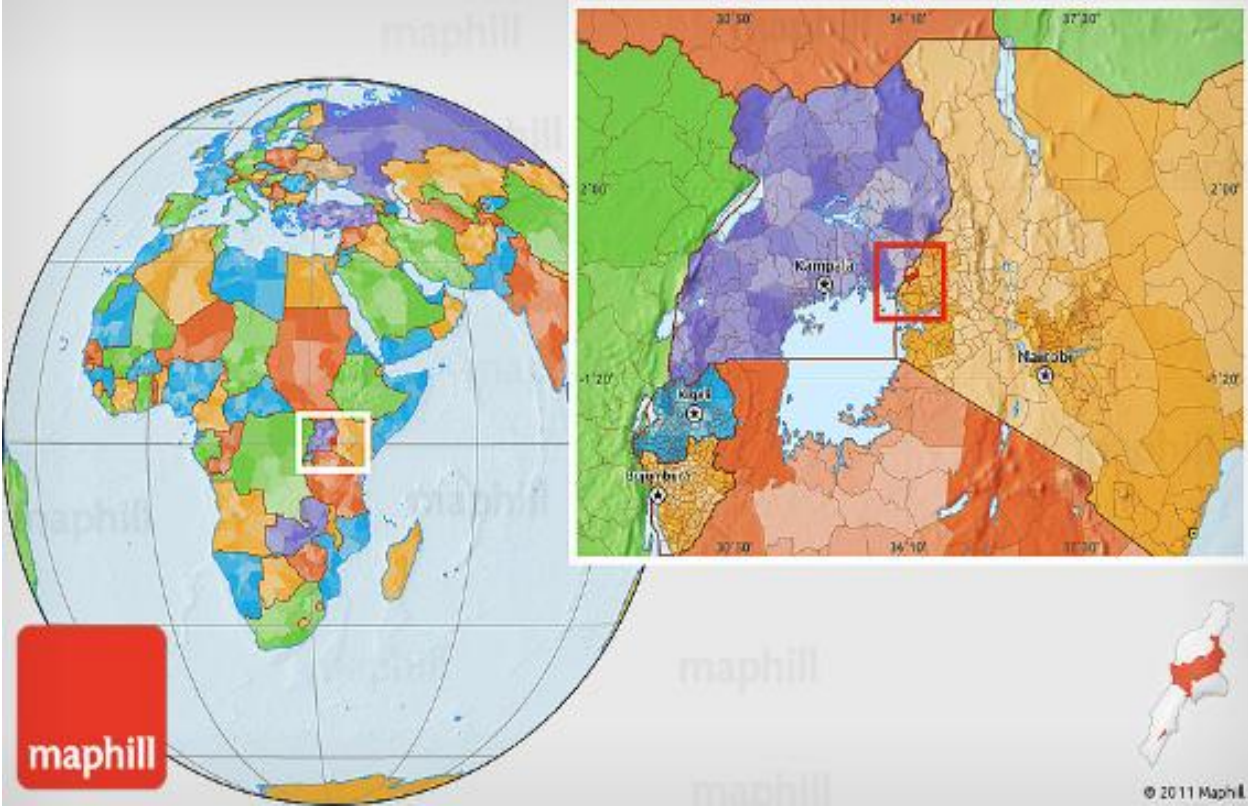
2. How do you ensure schools support learners in the acquisition of social skills to learners with mental disabilities?.....
.....

3. Which help do the government offer to support the acquisition of Vocational skills to learners with mental disabilities?.....
.....

4. What challenges do you think parents encounter while helping their children with mental disabilities in the acquisition of self-reliance skills?.....
.....

5. What is your recommendation on approaches that should be employed by the government to assist parents to support their children in the acquisition of the self-reliance skills?
.....

Appendix F: Map Position of Busia County



Source: Maphill (2018)

Appendix G: Map Busia County Administrative and Political Unit

