

Role of Parents in the Education of Mentally Retarded Learners in Selected Schools in Madaraka Zone, Kiambu County, Kenya

Gathua Joseph, Jessica Muthee

Abstract

The purpose of the study was to examine the effects of parent's involvement in education on the academic performance of the mentally retarded learners in primary schools of selected schools in Thika Municipality, Kiambu County. The objectives of the study was to determine whether cultural beliefs among the parents affects the enrolments of mentally retarded children in the area under study; determine whether the parents teach their mentally retarded children adaptive skills; establish whether the parents of mentally retarded children play their role effectively as far as the education of their children is concerned and to find out whether the parents understand and appreciate the importance of taking their mentally retarded children for assessment. The researcher used descriptive design to collect data. The target population was all parents and teachers of mentally retarded children in the selected schools under study. Purposive sampling was done to select fifty parent and fifty teachers as sample population. Data from the research instruments was sorted, coded and summarized data analyzed using computer software. The major findings of the study was that cultural beliefs, negligence, lack of sensitization and lack of technical skills among the parents and the teachers were the major causes of low enrolment of mentally retarded children in selected schools under study. The study recommended that parents and their siblings should appreciate their little achievement in order to boost their morale. That they should be allowed to interact and socialize with their peers; simulative home environment be provided and an opportunity to learn through special education be provided. Modified curriculum be used by teachers in order to accommodation all the needs of learners with intellectual challenges. Specialized training for teachers should be given by Ministry of Education.

Keywords: Normalization, Identification, Mental retardation, Cultural beliefs

Full text: <https://files.eric.ed.gov/fulltext/EJ1089797.pdf>