

**INFLUENCE OF MILD DEVELOPMENTAL DISABILITIES ON LEARNERS ON
CLASSROOM PARTICIPATION IN REGULAR PRIMARY
SCHOOLS IN RARIEDA SUB-COUNTY**

BY

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DECLARATION

I hereby declare that this Thesis is my own original published work and that it has not been submitted to any other institution of higher learning for academic credit of certificate, diploma or degree.

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Thank you my mum and dad for leading me on the path of education although you had gone to rest with God in heaven but I can still remember how you struggled with me to be what I am today. May you rest in peace forever? Lot of appreciation goes to my brothers and sisters for showing me that it's never too late to become interested in education and for encouraging my curiosity and adventure.

DEDICATION

I dedicate this Master's Thesis to my beloved family. I really appreciate your love, support, understanding you have given me during the whole period that I have been busy writing this Thesis.

ABSTRACT

Learners with Mild Developmental Disabilities (MDD) have personal characteristics which are observable specifically in inattention, memory disorders, hyperactivity and emotional imbalance that affect their learning. They take longer to learn, difficulty understanding new concept, social and communication skills and slow cognitive processing compared to their peers. In Kenya there are 321,000 persons with developmental disabilities where 112,000 (34%) are school going age children between 4 and 13 years. Despite the government efforts to enhance Free Primary Education (FPE) programs in Kenya so as to meet the international commitments such as Education For All, there are learners with MDD in Rarieda Sub-County who are facing educational challenges in schools. Statistics from Maranda EARC indicates that between the years 2014-2017, 96 learners with MDD were assessed and placed in regular schools in Rarieda sub-county. This is high compared to learners in Bondo Sub-county which is 82 (29.28%) and Gem sub-county which is 66 (22.25%). However, their classroom participation is not known since these schools are meant for regular learners. The purpose of this study was to find out the influence of MDD on classroom participation in regular primary schools in Rarieda sub-county. The objectives of the study were to find out the influence of MDD in asking and answering questions among learners, establish the influence of MDD on class discussions among learners and establish the influence of MDD on class work completion among learners in regular primary classrooms. The study was guided by a conceptual framework showing influence of MDD as independent variable and classroom participation dependent variable. Descriptive survey and correlational research designs were used in the study. The target population was 420 teachers, 96 learners. Purposive sampling technique was used to select 60 schools and simple random sampling was used to select 140 teachers and 32 learners. Data was collected using questionnaires, observation and interview schedules. The research instrument was presented to experts who judged their face and content validity. Reliability of the instruments was established through test-retest method using pearsons coefficient that gave a Reliability coefficient for teacher questionnaires of 0.75 and 0.77. Quantitative data was analyzed using descriptive statistics such as means, percentages, tables and frequency counts while qualitative data was described in themes and sub-themes. Correlation coefficient was used to determine the influence of MDD in classroom participation. The study revealed that learners with MDD do not participate in asking or answering questions in regular classroom. This was indicated by an overall (Mean = 2.46) and a negative correlation of ($r=796$, $R^2=0.632$, 63.2%) $p=.000$. The results also indicated that MDD learners do not participate in class discussions and do not complete their work in time. However, a few who managed to complete had a lot of inaccuracies. This was shown by an overall mean rating of ($M = 2.4$) and a negative correlation of ($r=.868$; $R^2=0.754$, 75.34%) $p=000$. In conclusion, MDD negatively influence classroom participation in regular primary schools. The study recommends that regular school teachers to encourage MDD learners through IEP remedial so that they participate in classrooms. Refresher courses, workshops and seminars should be organized for regular primary teachers within the Sub-County to equip them with knowledge on Special Needs Education. The Ministry Of Education Science and Technology needs to create awareness of Inclusive Education and its effectiveness to teachers regarding MDD in regular schools. The findings of the study may be useful to teachers handling learners with MDD in regular classrooms.

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ABBREVIATIONS AND ACRONYMS

MDD	:	Mild Developmental Disability
EFA	:	Education For All
EARC	:	Educational Assessment Resource Centre
MOEST	:	Ministry of Education Science and Technology
KNBS	:	Kenya National Bureau of Statistics
NCAP	:	National Coordination Agency for Population
ICESCR	:	International Covenant on Economic and Social Cultural Rights
CRPD	:	Convention on Rights of Persons with Disability
UNICEF	:	United Nations International Emergency Fund
UNDP	:	United Nations Development Programme
UNFPA	:	United Nations Fund for Population Activities
UDHR	:	Universal Declaration for Human Rights

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education is a critical facet of human life and a fundamental right to all children regardless of their social, cultural, religion, economic status and ability. Its quality has an immediate impact on individuals and on economic and stability of the society. Education for all has been an area of concern to stakeholders in the field of education worldwide and Kenya in particular. Despite the government efforts to enhance Free Primary Education programs in Kenya so as to meet the international commitments such as Education For All, there are still many children who are facing challenges in schools globally which is estimated to be 77 million (*Education for All, Global Monitoring Report, 2010*).

United Nations Educational Scientific and Cultural Organizations (UNESCO), issued the Salamanca Statements and Framework for Action, adopted at the World Conference on Special Needs Education in 1994. This spelt out the implications of statements of rights. It states; every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning. Education system should be designed and educational programs be implemented to take into account the wide diversity of characteristics and needs. Those with special educational needs must have access to regular schools. Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitude, creating welcoming communities, building inclusive society and achieving education for all. Moreover, ordinary schools provide effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 2001).

Most European countries participating in the project of education development include the education of learners with MDD as part of their national education system, even though there

are different approaches and policies chosen by individual governments and education ministries (Gargiulo, 2009).

In some countries (Bulgaria and Kosovo) currently, the implementation of education of learners with MDD is a priority of the government and part of national education law (Barbara, 2014). Croatia also gives priority to children with MDD. In Macedonia, on-going education reforms aims at the social integration of all learners with special needs including learners with learning difficulties as well as the gifted and talented children.

In Tanzania the aspect for Education for All was not effectively implemented despite having policies and legal framework that advocate education for all (UDOPA, 2014).

(Chomba, 2014) Currently, Kenya has great potentials for enhancing education for individuals with intellectual disabilities. The fact that it has recognized the need to care for learners with special needs is commendable. In comparison to many African countries, Kenya and Nigeria are ahead in developing programs for special education institutions of higher learning and in starting schools and units for special education.

However, a legal mandate is still required as it would seal many loopholes that currently exist. Without it, the assessment of individuals with MDD cannot be administered correctly and professionally (Barbara, 2014).

Access to basic education for all learners is essential goal for many countries around the world. Also, as worldwide calls for providing inclusive education continue to intensify, access to basic education for learners with MDD in Kenya remains a pervasive challenge. Large class, inadequate funding, limited teacher training, cultural perception and lack of disability awareness exacerbate this challenge (Kiru, 2019).

The education system in Kenya is still ill-equipped to support learners with disabilities and special needs. While a significant number of these learners are enrolled in schools, the rate of school dropout remains high due to lack of support services in most learning institutions(KAHONGEH,2020).

According to the Kenya National Survey for persons with disability preliminary report 2009, the prevalence of persons with intellectual disability in Kenya is 0.3 percent of the general population whereas there are 321,000 persons with MDD where 112,00 (34%) are school going age children between 4-13 years(Gargiulo,2009).The overriding rationale regarding education in Kenya is to equip learners with disabilities with adequate education and skills that will enable them pursue either secondary education or employment after high school (Mutua , 2009).

Mild developmental disabilities of all kinds have been documented under variety of names throughout history. Throughout much of human history, society was unkind to those with any type of disability (Chatika, 2008). Over the centuries these people were declared to be incapable of learning (Schalock ,2010).Terms that denote mental deficiency have been subject to simple forms of abuse in the common usage today. They are encountered in such old documents as books, academic papers and census forms (for example, the British census of 1901 has a column heading including the term imbecile, moron and feeble-mind).Negative connotations associated with these numerous terms for developmental disabilities reflect society's' attitude about the condition. Today, new terms such as developmental or intellectual disabilities are replacing the terms retarded and handicap (Sauma ,2013).

According to American Association on Mental Deficiency, the term developmental disability refers to intellectual functioning level between 50-70 (as measured by standard or intelligence quotient tests) that is well below average and significant limitation in daily living skills and

adaptive functioning. It is not a single condition but a collection of often recurring but distinct conditions including pervasive weakness in general organizational skills and exceptionally poor social skills. Other personal deficiencies and characteristics are emotional imbalance, hyperactivity, inattention and memory disorders, impulsivity and aggression (Sharon ,2014).

The characteristics and influence of learner's intellectual disability will vary depending on the cause. There are number of common characteristics that may have a significant influence on an individual's learning. These include; difficulty understanding new information, communication and social skills, slow cognitive processing time, sequential processing of information ,and comprehending abstract concepts (Mercer & Pullen, 2009). They often fail to acquire basic skills in organizing new materials and active participation in classrooms.

Among children with mental disabilities undergoing education in ordinary schools, there is a group of MDD learners who cannot master the normal school programs because of the influence of mental under development. They score significantly below average in two or more adaptive skill domain, indicating deficits in areas such as academic, communication, home living and self direction. Learners in this group are considered incapable of learning and cannot progress further to other levels of education. (Shama, 2009)

(Heward, 2014) Individuals with MDD are diverse in both their abilities and disabilities. This influences their abilities to communicate. They have educational needs and make their instructions and learning complex.

Learners with MDD experience extraordinary diversities that influence effective educational performance and schooling. According to the most recent data collected by the U.S Department of education, approximately 4.7 million children with MDD between the ages of 6-17 face challenges in education settings. Many of these learners are identified in their first

few years of elementary schooling because they encounter difficulties in general education classrooms (Mancuso, 2011).

MDD can affect classroom learning to success and social interactions both of which are critical to success of learners. However, if appropriate services are put in place to support these learners, it can maximize success and minimize negative impacts for learners (Association for Children's Mental Health, 2014).

These children will be slower when it comes to learning new things. What a typical child will take 5-10 days to learn, an MDD will take 50-100 days to learn. It is not that MDD cannot learn, it is just that they take longer to do so (Genie,2018)The influence of MDD is cited in discrepancy between achievements and intellectual ability in one or more of the following areas; oral expression, listening, comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation of mathematic reasoning (Daniella,2015)

Learners with MDD often have trouble attending to relevant features of learning task instead focus on distracting irrelevant stimuli. These attention problems compound can contribute to learners' difficulties in acquiring, remembering and generalizing new knowledge and skills. The rate at which individuals with MDD acquire knowledge and skills is well below that of typical developing children. For example while just 2 or 3 trials with feedback may require for typically developing child to learn to discriminate between two geometric forms, a child with MDD may need 20 to 30 or more trials to learn the same discrimination(Heward, 2018)

Generalizations in learning is a challenge to learners with MDD which often have trouble using their new knowledge and skills in setting or situations that differ from the context in which they learn those skills. Such transfer of or generalization of learning occurs without

explicit, programming for many children without disabilities but may not be evident to learners with MDD without specific programming to facilitate it (Heward, 2014).

Classroom participation involves discussions which help in mastering skills such as analyzing, summarizing and evaluation, supporting and developing logical arguments (Rosenberg, 2013). Responses to oral and written questions is a way of enhancing ideas expressed as answers or explanation and is a central indicator of engagement in classroom participation (Freeman, 2016). Four more and major indicators of active learning are group work, elaborated feedback, situated learning, class work writing, listening and speaking skills, impact on the learners' learning and successful achievements (Aqap, 2016). Oral participation is generally high valued in American classrooms and it is often thought to be good indicator of learners' engagement in teaching (Elsevier, 2011)

MDD influences total or partial functioning that adversely affects a child's educational performance. They have learning disability meaning a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations (Daniella, 2015).

Government can say that all children have the right to education but it is the teacher to make this a reality. Most challenges experienced by children can be met in regular classrooms and by ordinary teachers. Teachers have a particular responsibility for ensuring that all children participate fully in classrooms and that they have equality of opportunities in education. The extra needs of children with MDD or various disadvantages can usually be met in ordinary classrooms with means that are available to teachers in every school, every country of the world (Fredrick Mayor Zaragoza, Former Director General UNESCO, 1987-1996).

A study carried by Papoutsaki (2013) on how MDD influences participation in asking and answering questions in regular classrooms, examined 154 children attending public primary schools in different part of Greece. The age of the participants ranged from 7-14 years old. Out of 154 children, 93 were children with MDD while 61 were average children. All the children with MDD selected for the study met the following criteria: they attended public primary school; they did not experience any kind of sensory problem or impairment, psychiatric or conduct disorder, they had a full scale of IQ 50-75 according to Wechsler intelligence scale of children (WISC-3, 1991).The questionnaires used as research tools were adopted from William and Asher. The results showed that children with MDD in general education classes do not participate fully in asking and answering questions both orally and in written work as their typical developing peers. However, many children with MDD develop basic literacy although they continue to have difficulties with more advanced skills related to content, reasoning and applying concepts to solve problems.

In Kenya a study was carried by Karie (2009) on factors affecting learners with MDD on their participation in asking and answering questions in classrooms, however, the researcher employed expo-factor social survey design and targeted only 200 learners with MDD without involving the teachers and parents of the learners in the study.

A study by Papoutsaki (2013) is similar to the present study because both investigated the influence of MDD in asking and answering questions in the classroom and used MDD learners in their studies, but Papoutsaki (2013) was not specific on the respondents who answered the questionnaires. The current study used teachers to answer the questionnaires and interview schedules since they were the main source of information and teaching the learners. A study by Karie (2009) was on factors affecting learners with MDD in participating in asking and answering question but the current study was on the influence of MDD in asking and answering questions. There is a difference between the two studies. Karie

(2009) used only the 200 learners in the study but the current study used 30 learners and 135 teachers.

A study conducted by Ozolla (2010) to investigate the influence of MDD on classroom participation in class discussions had a population of 150 children in 35 primary schools

Nigeria. Purposive sampling technique was used to select 10 out of 35 schools based on the number of children with MDD. From the selected schools 70 children with MDD and 40 average peers were involved in the study. Data were analyzed using simple percentage and t-test analysis. The results showed that 52.9% of non disabled participate in class discussion with less difficulties while 34.3% of children with MDD face a lot of challenges in class discussions in school while 12.8% either participate in class discussions or not. The study concluded that class discussions of children with MDD in regular primary schools influence the continuity of their education compared to peers without MDD.

A study conducted by Mugo (2010) on class discussion procedures for learners with MDD indicated that though the numbers are significant, they face difficulties in processing higher learning levels in education. However, the data was only collected in one primary school within the study area.

There were similarities between the study carried by Ozolla (2010) and the current study in that both investigated on participation of MDD learners in classroom discussions, used MDD learners and the use of purposive sampling for the regular primary schools where the studies were carried. However Ozolla (2010) did not specify the tools used to collect data and the respondents who gave the information. The current study used teachers to give information using questionnaires and interviews, and observation checklist was used on learners. Mugo (2010) carried a study on class discussion procedures but the influence of MDD on class

discussions was still unknown. It was necessary to establish the influence of MDD on class discussions in Rarieda sub-county.

A study in France by Macmillan (2010) on the effect of MDD on class work completion used a sample of 24 children in the 9-11 years old range was identified from psychologist case records. All the children were receiving class work assignments in regular programs at the time of the study. Twelve of the children were learners with MDD while the remainder was randomly assigned to class work assignments. The non-disabled children in the study showed significant increase in their class work while in children with MDD no such increase was evident in class work. The results confirmed the usefulness of class work assignments in academic achievements for children with MDD in regular primary school setting.

In Kenya a study was conducted by Mutia (2013) to establish the effectiveness of class work completion for the education of learners with MDD. The study adopted a descriptive survey design. The findings of the study showed that learners with MDD do not complete their class work effectively because teachers did not use appropriate teaching methods, strategies or correct teaching learning material. The target population in the study was 84 respondents. The sample of the study was the same as the target population.

The current study and that of Macmillan (2010) have similarities to findings with regard to the use of learners with MDD in the two studies. The study carried by Macmillan (2010) is on effects of MDD on class work completion unlike the current study which was on influence of MDD on class work completion. Secondly, tools used for collecting data and the respondents were not specified unlike the present study with questionnaires, interviews and observation checklist. The study of Macmillan used only 24 children whereas the present study used 30 learners and 135 teachers. The current study bear difference with the study carried by Mutia (2013) on the effectiveness of class work completion for the education of learners with MDD

but the current study was on influence of MDD on class work completion. Secondly the respondents of the study were not specified and the sample of the study was the same as the target population unlike the current study with a target population of 420 teachers and 96 learners.

In Rarieda sub-county, a study was carried by Oti (2016) on the teachers' role in implementing Daily Living Skills for learners with mental challenges. The target population was 18 participants comprising of 5 head teachers, 8 teachers and 6 education officers. The study used purposive and saturated sampling techniques to select special units, head teachers, teachers', education officers to give a total of (18) participant. The study used interview schedule for group discussions and document analysis to obtain the data. The data was reported verbally and coded according to themes in objective and analyzed using thematic and content analysis approaches. Trustworthiness and Authenticity of qualitative instruments was ensured by using multiple source data. The study revealed that teachers were using variety of methods to teach Daily Living Skills but head teachers were not showing love and concern. There was lack of teaching/learning materials, poor remuneration and teachers borrow teaching material to teach Daily Living Skills to children with mental challenges. The study by Oti (2016) was on the teachers' role in implementing Daily Living skills for learners with mental challenges unlike the current study which was on influence of MDD on classroom participation.

However, the influence of MDD on classroom participation on class work completion, class discussions, asking and answering questions and academic performance was still to be investigated.

Table 1 shows the population of MDD learners in the six zones of the three sub-counties namely, Rarieda, Bondo and Gem. These learners were assessed at Maranda EARC and admitted in regular schools in the three sub-counties.

Table 1: Population of learners with MDD in six zones in Rarieda, Bondo and Gem sub-counties.

County/Year	2014	2015	2016	2017	Total
Bondo	12	26	25	19	82
Gem	18	20	15	16	69
Rarieda	30	25	15	26	96

Source: Education Assessment and Resource Centre office Bondo, 2017.

Table 1 indicates that between the years 2014-2017 96(36.05%) children were assessed in the Educational Assessment and Resource Centre as having MDD in Rarieda sub-county and placed in regular schools. This is the only assessment centre (Maranda) in Siaya County. There are 124 primary schools with estimated population of 30,363 school going age children between the ages 6-13. This enrolment of learners with MDD public schools within the sub-county is high when compared to Bondo Sub-County with 82 (29.28%) with 129 primary school and a population of 41,403. Gem sub-county has a total of 69 (22.25%) MDD learners with a population of 30,440 having 118 primary schools. The highest rate of learners with MDD in Rarieda sub-county was a concern in education and this was a case which was worth studying. This justifies the choice of Rarieda sub-county for its most affected by learners with MDD. There was need therefore, to find out the influence of MDD on classroom participation in regular primary schools (which are generally known as the educable) in Rarieda sub-county.

1.2 Problem Statement

From the background the prevalence of persons with disability as in Kenya is 4.6% which is 1.7 million. In Kenya there are 321,000 persons with Mild Development Disability where 112,000(34%) are school going age children between 4-13 years. These learners are usually subjected to a great deal of deprivation mainly because of ignorance and unrealistic demands

On the part of teachers and hence, left without any form of meaningful intervention.

Learners with MDD who have undergone education in regular schools should utilize the academic skills acquired and impacted on them and continue with their education which is not the case. This aspect is lacking in the education of learners with MDD in regular primary schools classrooms.

In Rarieda sub-county within 2012-2017, 96 learners with MDD were assessed in Maranda Educational Assessment and Resource Centre and Placed in regular Primary schools. There are 96 learners with MDD in 60 schools in Rarieda sub-county. The concern of the learner's participation leads this study to investigate the culture of learner's participation in the learning process.

The influence of MDD on classroom participation in regular primary schools in Rarieda sub-county was still unknown. It was important to justify why MDD influence classroom participation in regular primary schools in Rarieda sub-county. Therefore, the present study was carried out to establish the influence of MDD on classroom participation in regular primary schools in Rarieda Sub-county.

1.3 Purpose of the Study

The purpose of this study was to establish the influence of mild developmental disabilities on classroom participation in regular primary schools in Rarieda Sub-County.

1.3.1 Objectives of the Study

The objectives of this study were;

1. Establish the influence of Mild Developmental Disabilities on asking and answering questions in regular primary schools in Rarieda Sub-County.
2. Determine the extent to which Mild Developmental Disabilities influence class discussions in regular primary schools in Rarieda Sub-County
3. Establish the influence of Mild Developmental Disabilities on assignment completion in regular primary schools in Rarieda Sub-County.

1.3.2 Research questions of the Study

The research questions were;

1. What is the influence of MDD on asking and answering questions in regular primary schools in Rarieda Sub-County?
2. What is the extent to which MDD influence class discussions in regular primary schools in Rarieda Sub-County?
3. What is the influence of MDD on assignment completion in regular primary schools in Rarieda Sub-County?

1.4 Scope of the Study

The study was carried out in 60 regular primary schools with learners with MDD in Rarieda sub-county. It was for both boys and girls in classes 4-6. The objectives were limited to how MDD influences learners on classroom participation.

1.5 Limitations of the Study

- a) Availability of SNE teachers in schools to participate in the study was challenging. This was observed by the way they answered the interview questions and the questionnaires. Selection was based on the presence of learners with MDD in 60 regular primary schools.
- b) Some teachers were not ready to fill the questionnaires on the same day the researcher visited the schools. This was counteracted by developing more tools and giving more respondents and correlating the results.

However, the researcher explained to the participants the importance of the research and how the knowledge and skill could assist them on the essence of this research. The study limitations and potential biases were minimized by the investigator visiting the sixty schools prior to data collection and creating rapport so that the respondents had positive attitude to participate in the research. The investigator took one teacher per school and this made it easier to collect the information on the very day of visitation.

1.6 Assumption of the Study

- a) Regular schools have learners with MDD.
- b) Learners with MDD had specific challenges in classroom participation being targeted for the study.
- (c) Respondents in this study answered the survey questionnaires completely and truthfully. The respondent's personal and professional experience within the field of education influences their perception.

1.7 Significance of the Study

The study findings may be useful to the teachers to learn new skills that could support learners with MDD to participate in regular classrooms activities.

1.8. Conceptual Framework

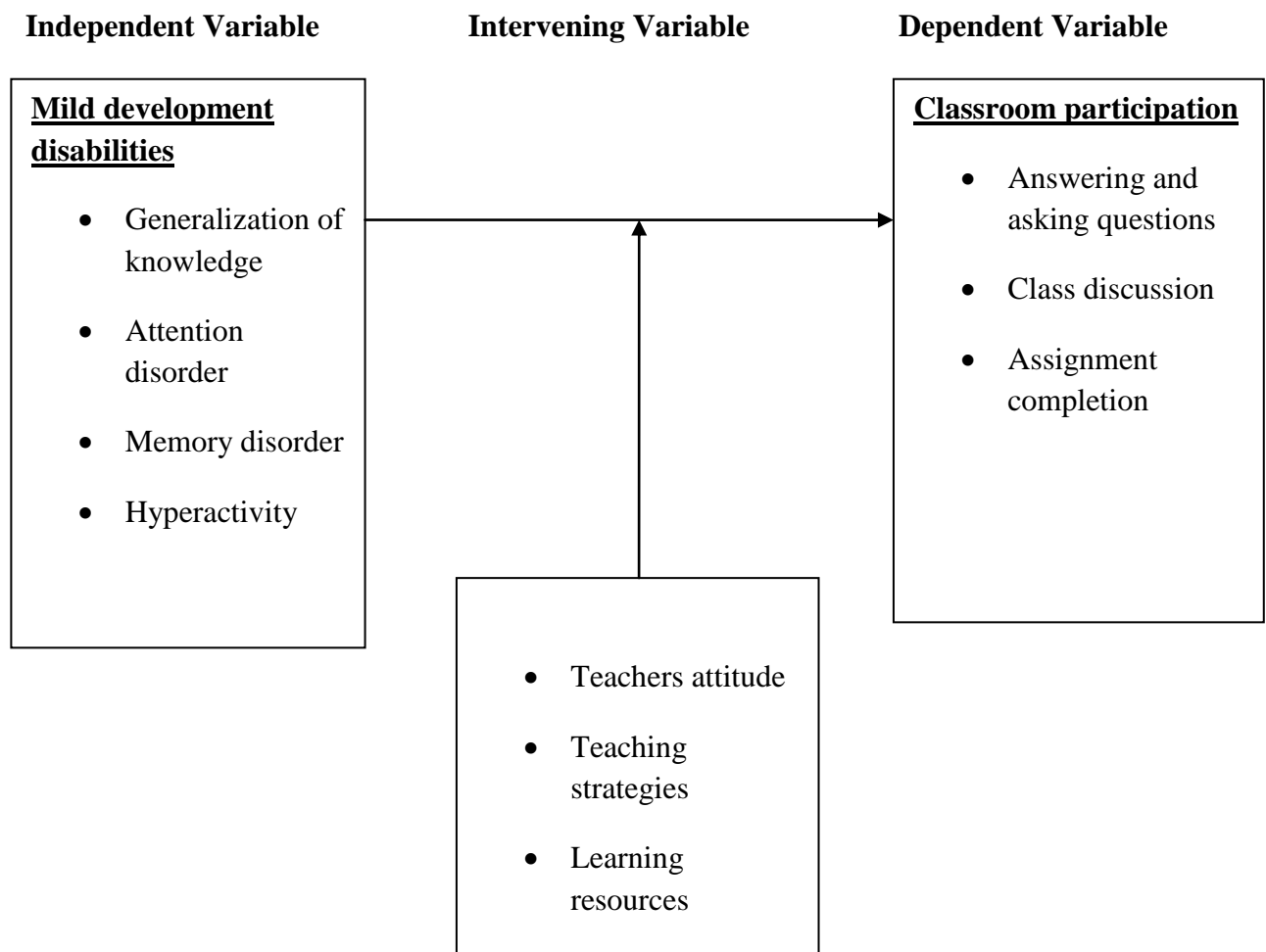


Figure 1: Conceptual framework on the influence of MDD on Classroom participation

The study was guided by a conceptual frame work showing the influence of MDD as independent variable and classroom participation is dependent variable. The intervening variables consist of teachers' attitude, teaching strategies and` teaching/learning resources.

The independent variable consists of influence of MDD on classroom participation of learners while at school. The MDD influence is seen in learners; in terms of poor generalization of knowledge, memory and attention disorder and hyperactivity. This view was shared by Heward (2018), who noted that learners with MDD have attention disorder which contributes to learners' difficulties in acquiring, remembering and generalizing new knowledge and skills.

The dependent variable consists of classroom participation which comprise of asking and answering questions, class discussion and assignment completion. This view was shared by Genie (2018) who noted that learners with MDD take longer to learn. What a typical child will learn in 5-10 days, an MDD will take 50-100 days to learn.

Intervening variables to this study consists of teachers' attitude, teaching and learning resources and teaching strategies. This view was shared by (UNESCO 1987-1996), who noted that most challenges experienced by learners with MDD can be met in regular classrooms and by ordinary teachers. All children have a right to education but it is the teachers to make a reality.

1.9 Operational Definition of Terms

Attitude-Positive or negative feelings about someone or something

Cognitive-The intellect of an individual which helps a person to do mental exercises

Disability-Limitation of functioning of an individual in carrying out day to day duties and tasks

Educator-A person who teaches or trains other people at all levels at any public school including formal and informal learning.

Mild developmental disabilities (MDD) it is a disorder that is characterized by below-average intelligence or cognitive delay and lack of skills for day to day living. They can learn new skills but more slowly compared to average peers.

Classroom participation-Is an active engagement in activities that benefits learning in asking and answering questions, class discussions, interpersonal listening, time management and doing the assignments in a learning environment.

Answering questions-Responding accurately to class exercises both orally and in written form.

Regular school-An institution of learning where all children go to for their education both average peers and those with disabilities.

Special needs-Difficulties or limitations people have which hinder their normal functioning in the environment.

Performance -The outcome of what an individual learner does in academics as per his/her potentials and abilities.

Low intelligence – A person with below average intelligence whose thinking skills develops significantly more slowly than the norm for his/her age.

Perception- Ability to form concept, impression, mental image and conscious about an idea or information.

Slow learning rate- The ability to learn necessary academic skills but at a rate and depth below average, same age peers. They need more time/repetition and often more resources to be successful

Generalization of knowledge- Is the ability to use what has been learnt previously in a new situation if the conditions are regarded as similar.

Attention Disorder-A condition in which a person has trouble being attentive and focusing on tasks, tend to act without thinking and has difficulty sitting still.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents an overview of the published literature related to the objectives of the study. In this chapter, review is done on how MDD in learners influence asking and answering questions, class discussions and class work completion for the education of learners with MDD.

2.2 To Establish the influence of MDD in Learners on Asking and Answering Questions in Regular Primary Classrooms in Rarieda Sub-County.

Cotton (2013), asking and answering questions is an important part of teaching and learning. Asking questions helps the teacher to motivate learners' curiosity about the topic and at the same time helps to assess the understanding of the material learnt.

A question is any sentence which has an interrogative form or function .In classroom setting, teacher questions are defined as instructional cues or stimuli that convey to learners, the content elements to be learned and directions for what they are to do and how they are to do it. The present review on the relationship between teachers' classroom questioning and variety of learners include achievements, retention and levels of learners' participation (Cotton, 2013).

According to Cotton (2013), Articles on the subject of classroom questioning often begin by invoking Socrates. Researchers and other writers concerned with questioning techniques seem to want to remind us that questioning has a long and venerable history as an educational strategy. In addition, its long history has demonstrated effectiveness in classroom participation. Questioning is of interest to researchers and practitioners because of its widespread use as a contemporary teaching technique. Research indicates that questioning is

second to lecturing in popularity as a teaching method and that classroom teachers spend anywhere from thirty five to fifty percent of their instructional time conducting questioning sessions.

A study carried by Corder (2010) following UNESCO Policy Guidelines used the Wechsler scale to evaluate the effects of answering both oral and written questions using children between 12-16 years with moderate mental retardation (mean-66). Twenty four boys were randomly assigned 10 questions and compared to 20 average children with (mean-75). This resulted in improvement of completing exercises and recorded high performance while the other group of (mean-66) recorded low performance which suggests that they need more attention from their teachers.

A study conducted by Sharpe and York (2008) looked at performance levels of children with mild mental disabilities in inclusion classrooms. The study was conducted in rural East Minnesota elementary schools. The school decided to begin a pilot program during the academic year where five students identified as having moderate to severe mental disabilities would be educated in general education with special educational support. Sharpe and York used archival data which include test scores, reports and card grades, the Science Research: Associates Assessments Survey and reading levels placement to determine academic performance in answering questions. After analysis of data, Sharpe and York concluded that students with disabilities being educated in the general classrooms have no measurable effects on the academic performance compared to students without disabilities.

Odom, Deklyen and Jenlcins (2006) carried a study which matched two groups of learners with and without moderate mental disabilities. One group was in an inclusive classroom and the other in a non-inclusive classroom. Cognitive measures were done in the work done by both groups. The results indicated low performance for learners with mental disabilities.

In Mali an educator Tomporowski (2012) conducted a study that examined the effect of MDD on doing exercises for learners on academic performance. The intent of this review was to examine closely the child's performance on both oral and written exercises. The researcher used 44 children for comparison and analysis where 24 were children with moderately challenged and 20 average peers. Both the verbal and written tests revealed that only 9 out of 24 children could answer the oral and written questions while the evidence suggest that 20 average learners showed active participation and involvement in answering both the questions.

Day (2011) conducted a study where data was collected from 160 children with MDD and the moderately challenged to understand the level of classroom participation in asking and answering questions and coping strategies that are employed for the education of children particularly in doing tests. The results showed that children with MDD perform in low level compared to the education of children who are moderately challenged.

In Kenya, a study was carried by The Kenya National Survey (2009) on causes of poor performance on academic work for learners with mental retardation. The study was conducted in special units in Igembe North; Meru County. The objective of the study was to investigate on class work performance practices that influence academic improvement. The study employed descriptive survey design. Both qualitative and quantitative approaches were applied in collecting data. The data applied purposive sampling technique to sample out respondents. Respondents were interviewed among them 10 head teachers, 12 teachers, 30 parents and 40 learners (20 average peers and 20 MD). One of the major findings was that learners with MD perform below average compared to their average counterparts.

Corder (2010) focused on the effects of asking and answering questions of learners with MDD, but the influence of MDD on classroom participation in asking and answering

questions was still unknown. There was need to find out the extent to which MDD influence classroom participation in asking and answering questions Sharpe and York (2008) focused on performance of children with MDD in inclusive classrooms. However the influence of MDD in classroom participation in asking and answering questions in regular primary schools was unknown. Secondly, Sharpe and York (2008) used only 5 learners with mild to severe mental disabilities but the current study used 32 learners with MDD. However, the extent to which MDD affect classroom participation was unknown. Secondly, there was hardly any study in Kenya that has been carried to establish the extent to which MDD affect classroom participation.

In Rarieda sub-county, it is unknown why learners with MDD have difficulties in their performance on classroom participation on assignment completion, class discussions and asking and answering questions in regular classroom. Therefore, the present study was conducted to find out the influence of MDD on classroom participation in regular primary schools in Rarieda sub-county.

2.3 Determine The Extent to Which MDD in Learners Influence Class Discussions in Regular Primary Classrooms in Rarieda Sub-County.

Hannel (2010), Whole class discussions can encourage learners to learn from one another and articulate learning content in their own words. The interactive dynamic of discussions can help learners to learn and prepare for class. Leading discussions in which learners contribute meaningfully requires a great deal of instructor fore thought and creativity.

Classroom discussion is one of the most frequently used and often embraced pedagogical strategies. In order to enhance participation quality and discussions effectively, there is concern over what to do about students who are less inclined to participate voluntarily. Effective instructions of learners with mild to moderate mental retardation requires a blend of understanding, patience and a belief that they can learn, coupled with realization that their

progress is slow. Adapting instructions to learners with mild to moderate mental retardation can be time consuming. It could require flexibility, creativity, and advance planning-you could probably need the assistance of the general classroom or special education teachers (Hannel, 2010).

According to Picard (2014), learners with disabilities want classrooms that are inclusive and convey respect. For those learners with disabilities, the classroom setting may present certain challenges that need accommodation and consideration. Disability labels can be stigmatizing and perpetuate false stereotypes where learners who are disabled are not as capable as their peers.

Fredrick and Turner (2003) designed a study to detect a greater amount of participation in discussion from the general education students towards students with disability. All the students were to meet once a week for six to ten weeks for about 30 to 40 minutes each meeting in a small group setting. At the initial meeting, the students with disability were not present. Out of the whole class only six to eight students were selected to remain as participants in weekly meetings which then included the students with disabilities. Children in this study ranged in age from four to eight years old. The results of the study indicated high participatory level regarding general education students desire to participate in discussions than students with disabilities. Compared to the control group, the intervention group gave higher ratings on how they like discussions. Whether or not this rating actually correlated to more discussions between students with and without disabilities is unknown, but the fact is that participation in discussion for students without disabilities is positive. Fredrickson and Turner cautions that some of the general education students not selected to be part of the conversation became jealous because they were not included in the activity. If possible, it may be beneficial to separate the class into separate small groups and have more than one facilitator discussing the same topic in both groups.

A study by Cole, Waldron and Majd (2004) took place in six Indian Schools Corporation using second to sixth grade students as subjects. Both were educated in traditional classroom settings. Students without disabilities made significant greater gains in the areas of math's and reading than their peers with disabilities. Cole, Waldron and Majd feel this is an important finding that helps to support students with disabilities in traditional classroom settings over the course of the year. However, the outcome of this study cannot be generalized since the results were generated in one area of one state using 1,035 subjects.

Hunt, Staub, Alwell and Goetz (2009) conducted a study in which three elementary-aged learners with mild mental disabilities were included in a cooperative learning group. Both the students with and without disabilities were given assistance by the teacher in the groups on how to provide prompts and cues. This assistance was gradually removed for both the two groups. There were three outcomes to this study: First, the students without disabilities were able to independently conduct the communication and motor responses during math's activities as targeted by the teachers in the cooperative learning group. Secondly, the students with disabilities could not provide the prompt and cues without teacher involvement to the students to help promote learning. Third, the level of academic achievements of the students without disabilities was not negatively affected by the cooperative learning group facilitation while the group with disabilities was negatively affected. Hunt *et.al* (2009) pointed out that it was important to acknowledge that the students without disabilities made significant gains in the mathematic units. The results also showed that there was a significant difference in the academic achievements of students with and without disabilities between the cooperative learning groups.

Ismail (2012) conducted a study with one hundred and forty two fifth and sixth graders, both boys and girls (age range=10-12 years). The respondents were learners with MDD (n=66) and the average (n=76) matched on IQ, sex and status were assigned randomly to an exercise

program that involve special deliberation on a given content in which they participated in the standard school fortnight classes. The class received the same material and the same assessment was measured by the percentage of correct responses on teacher made assessment. The objective of the study was class discussions as opportunities that offer learners time to test their ideas and opinions against the idea and opinions of their peers. The study was conducted throughout the year. Experience gain from the two categories of respondents revealed that average children have high participatory level of performance than the MDD who also suffer deficiency in memory/attention and low intelligence.

Peck *et al.* (2010) conducted a study consisting of 200 learners both non-disabled and disabled children with MDD in six elementary school (including forth through six grades) representing the district in the Pacific North West of the United States. Both typical and MDD learners were interviewed on a given content in which the children were included in the discussions. The researcher found that majority of learners with MDD (87%) did poorly in classroom discussions when included in the general education.

A Chinese researcher, Jean Dotson (2013) carried a study comparing achievements scores of learners who participated in class discussion in cooperative learning. The study consisted of learners with varying abilities from MDD to average. Learners were grouped in team number from 1-4. The teacher poses a question and the learners put up their heads together to discuss the answer. The teacher randomly calls a number and from each team the learner with the number writes the answer on the team response board. The measures were curriculum based assessment and the mean score of the teams were compared. The results revealed that the average learners gain higher scores compared to the mentally impaired.

A recent study by African Population and Health Research Centre (APHRC) in two informal settlements in Nairobi indicates that while the significant progress has been

observed in increasing the primary school enrolment rates among learners with MDD and other disadvantaged groups, little attention has been paid concerning participation rates as a result of challenges faced by these learners in classroom involvement and discussions. Among the sample of 2,322 learners residing in informal settlement and enrolled in grade 3-6 in 2005, about 76% completed primary education in 2010 (Kassahum, 2013).

Fredrick and Turner (2003) study focused on amount of participation in discussion for learners with MDD in general education but did not focus on the influence of MDD on classroom participation in regular primary school classrooms. Secondly, Fredrick and Turner (2003) used a study population of eight students ranging between four –eight years, unlike the present study which used 32 learners in classes 4-6. Kassahum (2013) carried a study to establish the challenges faced by MDD learners in classroom participation involvement in discussions. There are some similarities in the two studies since both investigated on participation in discussions. However, the current study was carried on the influence of MDD on classroom discussions in regular primary schools. The review of literature indicate that there was hardly any study carried out in Kenya in particular to determine the extent which MDD on learners influence class discussions. Therefore, the current study added data and literature to determine the extent to which MDD on learners influence class discussion in classrooms in regular primary schools.

In Rarieda Sub-County, education is cited as truly a gate way to the world and its quality molds the minds of young children and instills confidence in them. This is equally important for vulnerable and children with disabilities who have often been pushed to the margins of society. Learners with MDD can benefit from involvement with their peers who do not have disabilities and that they should be educated along together in their regular home sub-county schools Lewis & Doorlag (2011). However, it has not been established why MDD learners

experience challenges in class discussions in regular primary classrooms. It was for this reason why the researcher carried the study.

2.3 Establish the Influence of MDD on learners on Class work Completion in Regular Primary Classrooms in Rarieda Sub-County.

Dianne (2011) Class work is one aspect of the general education curriculum that has been widely recognized as important academic success. Teachers have used class work to provide additional learning time, strengthen study and organizational skills. Generally when learners with MDD participate in the general education curriculum, they are expected to complete class work along with their peers.

Learners' academic failure is a complex challenge facing all regular classrooms. Doing class exercises and assignments or mastery of academic material for learners with mild developmental disabilities is always incomplete as they often start a task with less effort than their cohort and fall below the necessary threshold Gargiulo (2009).

A study by Saint- Laurent *et al.* (2005) found that when general education students with and without disabilities are given assignments work in reading and mathematics, students without disabilities scored higher in the two areas they participated in compared to students with disabilities. Assignment learning gives the learner an opportunity to practice a skill just learnt. However, learners with mild developmental disabilities lack the ability to work independently and opportunity to practice the skill learnt in doing the assignments. They lack confidence and unable to perform and complete the task given after teaching (Nikky, 2010). These learners experience challenges in doing class work and assignments because the task is too difficult or is not presented in the manner for them to experience success. They are not learning fast enough and do not do exercises in a manner to assess their understanding on the concept taught (O'Dnnell, 2010).

In United States of America, two studies were conducted using quasi-experimental design by Nelson and Johnston (2010). The participants in the study were chosen as a convenience cluster sample of 50 6th graders, eleven or twelve years old of mixed abilities, gender and race. The researchers found that average learners perform better in completing class assignment rather than the MDD in public schools.

Wendelborg (2011) the purpose of this study was to address classroom participation in respect to class work completion by learners with moderate mental disability of primary school age in Norway. Class participation refers to time spent in classrooms in schools by being there for example being admitted to an educational programme, remaining in and completing it with something to show for time spent in it. The analysis was based on longitudinal data drawn from survey undertaken in 2003 and 2006, of children with and without moderate mental disability. More than 150 children completed an adopted version of the opinion related to class work completion. Findings suggested that there are no major changes in work done by children with moderate mental disability learners during primary school years.

Salend (2011) conducted a study consisting of various formats such as multiple choice, matching, short answers, essays and map completion. The objective of the study was; assignment learning approach. The learners were taking turns writing on one piece of paper or completing a task. They all have their own copy of the same worksheet or assignment questions. The scores were calculated to find mean deviation for independent sample. Low mean was calculated for learners with MDD.

In Kenya, a mixed method study was conducted by Mazrui, (2014) to investigate the determiners of primary school wastage as a result of poor classroom participation for learners with MDD in coast province of Kenya. The study sought to; establish the impact of wastage

of learners and dropout due to incomplete and poor performance in class exercises. The study participants were primary school learners with MDD in regular schools, parents of repeaters and dropouts and primary school teachers. Participants were sampled through purposive and snow ball sampling techniques. The study findings revealed that wastage, dropout and repetition of learners with MDD arise as a result of poor performance in class work.

A study conducted by Marui (2011) was on the determiners of primary school wastage for learners with MDD unlike the current study which examined the influence of MDD on classroom participation in regular primary schools. Secondly, Marui (2011) was not specific on the number of MDD learners, parents and teachers used in the study. The present study used 140 teacher and 32 learners which was adequate number to give accurate results. Mazrui (2011) and the current study both used purposive sampling which was a similarity. Salend (2011) conducted a study on Assignment Learning Approach unlike the current study which investigated on the influence of MDD on classroom participation in class work completion in regular primary schools. Salend (2011) was not specific on the number of respondents used in the study unlike the current study which used 140 teachers and 32 learners. The review of related Literature found out that there was no research conducted on the influence of MDD on classroom participation in regular primary schools in Rarieda Sub-county. Therefore, it was for this reason that the current study was done to add value, data and literature on the influence of MDD on class work completion in regular primary schools.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey and correlational research designs to find out the influence of MDD on classroom participation in regular public schools. Descriptive survey design is the most commonly used design in educational research. Typically it is used to gather data from large numbers of samples at a particular time so as to describe the nature of the problem being investigated. A descriptive survey design is advantageous because of the simplicity and easy in administration. It allows for collection of a lot of information in a relatively short period of time (Allen,2010).The use of descriptive survey design enables the researcher to find out facts adequately, seek opinion, describe, analyze and interpret data in order to determine the influence of MDD on classroom participation in Regular Primary Schools in Rarieda Sub-County

Correlational design was used in the study to establish the relationship between the influence of MDD and classroom participation of learners in regular primary schools in Rarieda Sub-County. The design is the type of non-experimental research method in which a researcher measures two variables, understood and assess the statistical relationship between them with no influence from any extraneous variables (Allen, 2010).The design was useful for the study because it assisted in finding out the influence of MDD on classroom participation in asking and answering questions, discussions and class work completion.

3.2 Study Area

The study was conducted in regular primary schools in Rarieda Sub-County. It is the sub-county with the highest number of learner with MDD when compared to Bondo and Gem Sub-Counties. The sub-county is one of those that make up Siaya County. It was carved out

of Bondo district in 2007. It covers a total area of 644km² of which 399.6 km² is land surface; while 244.4km² is covered with Lake Victoria. It borders Siaya and Bondo Sub-Counties to the Northwest; Seme Sub-County to the East; Rachuonyo, Homabay and Suba Sub-Counties across the Lake. To the West lies the Republic of Uganda. It has two divisions, Rarieda and Madiany. Of the two divisions; Rarieda has a higher population density of 355 persons per square compared to Madiany which has 296 persons per square kilometer. In addition, the urban centers and beaches are equally densely populated. The inhabitants attach great importance to better education for their children in order to increase caring for the modern sector. Education is seen as the only vehicle of employment since the Sub-County has limited resources base with poverty incidence of 204 out of 210 poorest constituencies in Kenya. Rarieda Sub-County was chosen for the study because it has the highest number of learners with MDD as compared with MDD in neighboring Sub-Counties.

3.3 Study Population

Population is a group of people that have at least one characteristic in common or designated set of specification from which information can be obtained (Hannell, 2010).The study was carried in regular primary schools with learners with MDD. The study population involved 420 classroom teachers of classes' 4-6 in Rarieda sub-county and 96 learners with MDD. This was according to baseline survey conducted by the researcher before carrying out the study. Classes 4- were chosen because learners can easily be noticed when their class performance is below average and facing learning difficulties. Teachers were used to provide crucial data for the evaluation of classroom participation in asking and answering questions and class discussions by learners with MDD.

Table 2: Population Distributions of Schools with MDD learners in Rarieda Sub-county.

Teachers in classes 4-6	MDD Learners	Total
420	96	100%

Source: Bondo Sub-County Education Office.

3.4 Sample and Sampling Techniques

Sample is a subset of the whole population which is investigated by the researcher and whose characteristics will be generalized to the whole population (Richard M, 2010).

Purposive sampling was used to select 32 learners in 60 schools with learners with MDD. It is easier to make generalization and gives accurate results if the investigator is unbiased and has keen observation and sound judgment. It is also less costly and less time consuming (Daniela, 2014). Simple random sampling was employed to select 140 classroom teachers for classes' 4-6. Simple random sampling involves selection at random from the sampling frame of the required number of persons for the sample. If properly conducted, this gives each person an equal chance of being included in the sample (Daniela, 2014). Lottery method was used to choose the respondent from the sample. Lottery method is the most commonly used method. Every member is assigned a unique number. The numbers are put in a jar and thoroughly mixed. After that, the researcher picks some numbers without looking at it and people are included in the study (Allen, 2010). The techniques ensures that all categories of the population presented were included in the sample. The 140 classroom teachers form 33.33% of the target population which confirms the at least 30% as recommended by Mugenda (2003).

Table 3: Sample Frame

Category of Respondents	Number	Sample	Percentage
Classroom Teachers	420	140	33.33%
Learners	96	32	33.33%

3.5 Instruments of Data Collection

Data are the raw materials of research that need to use the most effective and appropriate data collection methods Aldersey (2011). The study employed the use of questionnaires, interview and observation schedules as the main instruments for data collection. There were a set of questions and interview schedules for teachers to solicit information about the general participation of learners with MDD in regular classrooms. Observation schedules were used to collect data on how learners with MDD complete their class work in regular classroom. The selections of these tools were guided by the nature of data to be collected, the time available as well as the objectives of the study.

3.5.1 Questionnaires for Teacher

Questionnaires are a set of questions with a choice of answers devised for the purpose of a survey or statistical study. It is answered by a number of people normally called potential clients. It is constructed in scales which involved a question or a statement being followed by different levels of potential responses. The results can be collected as a table of results, graph or pictogram (Ryan, 2010) Questionnaires were administered to classroom teachers seeking information on how MDD influences asking and answering, participation on class discussions and ways of providing a conducive classroom environment to meet educational needs of learners. The researcher used questionnaires because they are economical, less time consuming, can be administered to many people within a short period of time, generates a

large amount of data, sensitive topics are easily answered in private and format can easily be understood by most respondents(Ryan,2011). Five point Likert Scale with rating ranging from strongly agree (5); agree (4); neutral (3); strongly disagree (2); and disagree (1) was used

3.5.2 Interview Schedules for Teachers

An interview is a one to one conversation with an individual using a series of questions designed to elicit extended responses. Interviews allow participants to express their thoughts using their own words and organization and thus are particularly valuable for gaining insight. It is advantageous because it is quite flexible, adapted and can be used on many people. They can be informal, guided and standardized (Sewell, 2011).To allow collection of detailed information from teachers on the influence of MDD on classroom participation in discussions, semi-structured interview schedules was used. Semi-structured interview method made possible to ask follow up questions in order to get richer information. Respondents were available to clarify immediate concerns and unclear statements. Other relevant information was obtained from progress records, merit lists and class registers. This gave information on learners' enrolment, performance and attendance for learners with MDD in regular primary classrooms.

3.5.3 Observation Schedules for Learners

Observational technique involves the researcher in a direct observation of ongoing behavior or phenomena that occur naturally in a natural context. It can be naturalistic or participant observation (Oswald *et al.* 2010). Non participant observation was used during class teaching in which the researcher remained passive from the source of study and took notes at what was happening. Observation checklist allowed the researcher to see how the learners do their class

work, participate in other classroom activities involving asking and answering questions and discussions Oswald *et al.* (2010)

3.6 Validity and Reliability

3.6.1 Validity

To establish content validity the instrument were given to three experts in the department of special needs education to evaluate the relevance of each item in the instruments as per the objectives. The experts judged the instruments independently to ensure that all the content on each test item addressed specific objectives on influence of MDD on classroom participation was in asking and answering questions, class discussions and class work completion. The experts made recommendations on each section testing each objective. Corrections were made based on the recommendations before the instruments were used in the field.

3.6.2 Reliability

In this study, Reliability refers to the consistency of measurements, the extent to which the results are similar over different forms of the same instrument or occasions of data collections (Mugenda & Mugenda, 2003). Another way to conceptualize reliability is that it is the extent to which measures are free from error (Mugenda & Mugenda, 2003). Thus a measuring instrument must be accurate, consistent, predictable, stable and dependable Macmillan (2010). In this study, reliability was determined through a pilot study to identify items in the research instruments that might be understood well in eliciting relevant information. For a pilot study, ten percent of the population was selected in two schools in Manyanda Zone. This comprises of 6 schools,42 teachers and 10 learners. Reliability was carried out through test-re-test method where the researcher correlated examinees scores on the first test items with the scores to second test items. This was carried within duration of two weeks. Scores from the two tests were correlated using Pearsons r and yielded 0.75. Reliability for the

questionnaire for teachers' were 0.75 and 0.77. The population used for pilot study was not used in the actual study. The instrument was considered reliable when it yielded correlation coefficient of 0.7 and above (Scruggs, 2011).

3.7 Data Collection Procedures

Data collection is a process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a component of research in all fields of study including physical, social, sciences, humanities and business (Sewell, 2011). The researcher obtained research permit from Maseno University Ethics and Review Committee (MUERC), through the School of Graduate Studies, Maseno University. The researcher made a courtesy call at the Sub-county office. The researcher visited pilot schools to talk to the head teachers and ask for permission to meet the respondents, train research assistant who were class teachers for classes 4-6 and create rapport and good public relations. The researcher later visited the sampled schools for research to give questionnaires and carry out interviews. The researcher visited the classrooms the time to collect information through observation schedules. The respondents were informed before the collection of the data, through the use of permission letters containing important information about that particular research and the importance of their participation in the study.

3.8 Data Analysis

Data analysis is the practice of extracting useful information from the raw data. Data analysis is the process of organizing the data collected into categories. It is important for interpreting the raw data in order to obtain the meaning and pattern from data (Dianne, 2011). In this study, data analysis was done after collecting information using interviews, questionnaires and observation schedule. The coding were as follows: Strongly Agree=5, Agree=4, Some How Agree=3, Disagree=2 and Strongly Disagree=1

The data was analyzed using appropriate descriptive statistical method. The analysis of data was done using computer SPSS data sheet and analyzed using the Statistical Package for Social Sciences version 18.0. Statements were tabulated and reported using tables to give the explanatory variables of the attributes in the form of mean, tables and tallied to get frequencies which were converted into percentages. In objective one and three, mean and correlation were used to find out the influence of MDD on classroom participation in asking and answering questions. Qualitative data from interviews and observations were analyzed in themes and sub-themes

3.9 Ethical Consideration

Ethical consideration is part of research work and cannot be avoided. Respondents were ensured their protection from harm, exposure and anonymity. Ethical guidelines and legal rules should be considered by a researcher Bryman (2009). Confidentiality is an important key factor in research since it protects the rights of participants. High levels of ethical consideration should be put in place by the investigator and assurance of privacy be observed by not capturing the inner details of respondents such as name, residence and year of birth(Brophy, 2009).

The participants were given a chance to willingly participate in the study and consent of school administrators were sought for approval to carry out a study in the identified schools. Research permission was sort from Maseno University Ethics and Review Committee. This was done in order to assist the researcher get permission to conduct research in 60 schools within Rarieda Sub-County. The investigator addressed the potential challenge by discussing with the classroom teachers on the essence of research and explained to them the importance of education of learners with MDD. For example, all children have a right to education regardless of their ability and disabilities. The government has introduced ways of making children to learn so No Child should be Left Behind. The researcher stored the data to

safeguard the privacy of the study participants in computer database and confidential files without including their details such as names, age and resident. In this case it was very difficult to either identify the respondents or locate them wherever they were. The data and information obtained by the investigator was to be a reference to other researchers carrying out studies in the same field. It was therefore advisable to store the data with a lot of confidentiality as stated above without being destroyed to contribute to the research body.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents findings of the study which have been discussed under the thematic areas and sub – sections in line with the study objectives. The thematic areas were; Learners with MDD on classroom participation in asking and answering questions, learners with MDD on classroom participation in class discussions and learners with MDD on classroom participation on class work completion.

4.2 Questionnaire Response Rate

Questionnaires and interviews with close-ended questions for collecting qualitative and quantitative data were administered to teachers of the schools as respondents. Observation schedule was administered to learners on their class work completion. Two categories of respondents were identified namely, teachers and the learners.

Table 4: Questionnaire Return Rates.

Number Administered	Number Returned	Return rate
140	135	75%

From table 4, out of the 140 teachers who participated in the research, 135 (75%) of the teachers responded. To a response, return rate of over 70 % offered the credibility, validity and reliability of the research instruments. This was a good response rate for Mugenda and Mugenda (2003) asserts that response rate of at least 70 % is adequate. The high response rate was achieved by administering the questionnaires and collecting data the same day to avoid wastages and losses. The 5 questionnaires which were to be collected later as a result of the teachers request were never returned. This was because some of the respondents lack knowledge in Special Education and could not give adequate information without guidance.

From the observation schedule, 32 (33.33%) learners participated in the study. A return rate of 30% is perfect and showed total participation and cooperation from the respondents.

4.3 Establish the extent which MDD Influence Classroom Participation in Asking and Answering Questions in Regular Primary Schools

The first objective of the study sought to find out the extent to which MDD influence classroom participation in asking and answering questions in regular primary in Rarieda Sub-County. The respondents were therefore asked to respond on items touching on asking and answering questions and classroom participation of MDD. The results are shown on Table 5.

Table 5: Establish the extent which MDD Influence Classroom Participation in Asking and Answering Questions (n=135)

Statement	SA (%)	A (%)	SHA (%)	SD (%)	D (%)	Mean
Learners with MDD are willing to ask and answer questions in class	25 (18.51)	30 (22.22)	14 (10.37)	27 (20)	40 (30.37)	2.43
Do exercise in written and oral form	17 (12.5)	25 (18.51)	25 (18.51)	34 (25.51)	34 (25.51)	2.14
Ignore abstract questions during class	31 (22.96)	42 (31.11)	16 (11.85)	22 (16.29)	24 (17.77)	2.45
Do all work including those challenging	19 (14.07)	22 (16.29)	28 (20.74)	27 (20)	39 (28.88)	2.51
Learners with MDD area always in motion, talk excessively when doing exercises	39 (26.66)	36 (18.51)	25 (11.11)	15 (14.18)	20 (14.18)	2.56
Express himself/herself freely during class	22 (16.29)	24 (17.77)	20 (14.18)	34 (25.18)	35 (25.92)	2.38
Uses adequate vocabulary when	18 (13.33)	21 (15.55)	24 (17.77)	31 (22.96)	41 (30.37)	2.49
Provide/detailed/organized work	22 (16.29)	23 (17.03)	20 (14.81)	30 (22.22)	40 (29.62)	2.35
Learns quickly and easily in all subject areas	25 (18.51)	20 (14.81)	20 (14.81)	30 (22.22)	40 (29.32)	2.31
Understands simple commands	24 (17.77)	26 (19.25)	18 (13.33)	32 (23.70)	35 (25.92)	2.32
Raise their hands up in class to ask questions and answers	21 (16.55)	20 (14.81)	15 (11.11)	39 (28.88)	40 (29.62)	2.57
Can align numbers	25 (18.51)	22 (16.29)	17 (12.59)	28 (20.71)	43 (31.85)	2.68
Teachers give equal chances to lea	22 (16.29)	23 (17.03)	31 (22.96)	30 (22.22)	29 (21.48)	2.53
Overall Mean						2.46

KEY: Strongly Agree=5; Agree=4; SHA=3 Disagree=2; Strongly Disagree=1

From table 5, teachers views on the influence of MDD on classroom participation in asking and answering questions indicates that few learners face challenges with numbers alignment (M=2.67),raise their hands up to answer a question (M=2.57),always in motion(M=2.56), teachers give equal opportunity(M=2.56),do all the challenging work (M=2.51), uses large vocabulary (M=2.49),ignore abstract questions (M=2.45),willingness to seek help from teachers (M=2.43), express self (M=2.38),provide organized and detailed work (M=2.35), learns quickly (M=2.31) and do exercises in written and oral forms (M=2.14).Thus the highest rated MDD effect on asking and answering questions was number alignment(M=2.67) and the least rated was do all the exercises in written and oral forms(M=2.14). The overall rating on the influence of MDD on classroom participation in asking and answering questions was (M=2.46). From table 5, most teachers confirmed that MDD has influence on asking and answering questions.

Therefore, it implies that most teachers indicated that learners with MDD do not participate in asking and answering questions in regular classrooms. This is an indication that the disability has an influence on performance hence leading to poor performance. The fact that learners with MDD cannot do oral and written forms is an indicator of underachievement. Classroom participation in asking and answering questions is an important aspect in learning. When learners speak in class, they learn to express their ideas in a way that others can understand. When they ask and answer questions, they learn how to obtain information to enhance their understanding of the topic. Their participation is also valuable tool for teachers. Through learners questions, the teacher will learn what they don't understand and can adjust instructions accordingly. The poor performance in asking and answering questions by learners with MDD create academic pressure and lead to general underachievement in classroom participation.

Asking and answering questions is the most important ingredient in any learning environment for most learners seek knowledge to be able to grow up into well focused and responsible citizens. It helps keep learners actively involved in class and enable other learners to hear different explanations of the material by their peers. Asking and answering questions allow learners to openly express their ideas, thoughts and provide the teachers with immediate feedback on how much the learners have learnt and provide them with opportunity to fill the knowledge gap and revise their lessons as necessary. The asking and answering questions is therefore the central component motivator towards any academic achievement (performance).

In addition to the above findings, Pearson Product moment correlation was employed to determine whether there was a relationship between MDD and asking & answering questions. The findings are presented as shown in Table 6.

Table 6: Correlation between MDD and Asking & Answering Questions

		Asking and answering questions	MDD
Asking and answering questions	Pearson Correlation	1	-.795 ^{**}
	Sig. (2-tailed)		.000
	N	135	135
MDD	Pearson Correlation	-.795 ^{**}	1
	Sig. (2-tailed)	.000	
	N	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

The findings indicate that there is a strong negative correlation between MDD and asking and answering questions in classroom ($r = -.795$, $p = .000$). This implies that the two variables were strongly associated such that as MDD increases, the capability of asking and answering questions in classroom reduced. In order to establish the influence, the correlation coefficient value was squared to get an r^2 value of 0.632, which when multiplied by 100%, results in 63.2% value. This value can be said to be the percentage change or variation in the ability of

the learners to ask and answer questions in class accounted for by MDD. Thus it can be concluded that MDD has a strong negative influence on asking and answering questions in class.

These findings concurred with the study done by Tomporowski (2012) on the effect of MDD on doing both oral and written exercises. Both the verbal and written tests revealed that the average learners showed active participation and involvement in asking and answering both questions compared to learners with moderately challenged. The findings of Tomporowski (2012) are in agreement with the present study which revealed that learners with MDD do not participate in asking and answering questions and their ability to understand and communicate may be limited and they can find it hard to express themselves. Results were also in agreement with Kenya National Survey for Persons with Disability (2014) on causes of poor performance in asking and answering questions by learners with MDD. One of the major findings was that MDD perform below average compared to their counterpart peers. The results also agree with that of the current study which revealed that learners with MDD perform poorly in asking and answering questions have trouble learning number alignment in math's concepts and face challenges in providing organized and detailed work

Further the result also concurred with the findings of Corder (2010) who observed that average children showed improvement on completing exercises and recorded high performance while the MDD learners recorded low performance which suggested that they need more attention from the teachers. The results are in agreement with the current study which revealed that learners with MDD perform low in asking and answering questions and have consistent difficulties in doing all the work including those which are challenging. This was indicated by an overall mean of (2.46).

The results are also in congruence with that of Papoutsaki (2013), who noted that children in general education classes do not participate fully in asking and answering questions both orally and in written work as their typical developing peers. The findings of the present study reported that MDD learners do not participate in asking and answering questions and appear distracted and slow to learn. The findings of the present study are in agreement with Day (2011) who observed that children with MDD perform in low level compared to the education of children without moderately mentally challenges. In the present study most respondents agreed that learners with MDD do not participate in asking and answering questions in class and do not raise their hands up to answer questions in class.

A study by Karie (2009) on factors affecting learners with MDD on participation in asking and answering questions in classroom differs with the present study because (Karie, 2009) did not indicate the results of the study. Secondly, the present study was on influence of MDD on classroom participation while the study carried by (Karie, 2009) was on factors affecting learners with MDD on participation in asking and answering questions. Despite the similarities between the current study and previous studies, the studies differ on the number of respondents used. Corder (2010) used 24 boys who were randomly assigned 10-20 questions. The study of Tomporowski used 44 children while Kenya National Survey used 12teachers, 30 parents and 40 learners. In the present study 135 teachers were used to answer questions on how MDD learners ask and answer questions. A study by Papoutsaki (2013), used only questionnaires but the present study used questionnaires, interview schedules and observation checklists. A study by Day (2009) differs with the present study in that the measuring tools and respondents were not indicated while the present study used questionnaires, interview schedules and observation checklists. Secondly, the study used teachers and learners as respondents.

Therefore, from the findings of the previous studies and the current study, it can be concluded that MDD influenced classroom participation in asking and answering questions in regular classrooms with learners with MDD.

4.4 Determine the extent which MDD Influence Class Discussions in Regular Primary Classrooms in Rarieda Sub-County.

Teachers were interviewed on how well learners with MDD participate during group and class discussions. Overall findings indicated that majority of teachers stated that learners with MDD present challenges in participating in class discussions. They also alleged that MDD learners face difficulties in understanding and grasping the content of discussion and usually slower in acquiring new skills and knowledge from what is discussed in the classroom. They argued that MDD learners were not effectively building upon the existing knowledge on discussions and continuing to develop and achieve better learning outcomes. Teachers asserted that class discussions were not encouraging MDD learners to think critically about the content material especially a particular text in discussion. Teachers said that class discussions were not helping MDD learners to take turn actively in participation as it serve to lower their self-esteem.

In addition, teachers were asked on how learners with MDD interact and work with others during class discussions. Out of 135 teachers 115(85.18%) agree that learners with MDD do no interact well with peers during class discussions.

Teacher45:

Learners with MDD do not fit well with their peer because majority of them have communication difficulties so they lack fluency and difficulties understanding the content of discussion, this could be contributed as well with the disability.

This is a clear indication that learners with MDD face challenges in classroom activities in discussions as stated by the teachers. This confirms their below average performance in many academic areas, hence leading to their academic underachievement. These presentations of unique challenges in classroom make it difficult for the teachers to meet their needs effectively. The teachers were further asked on how learners with MDD participate in debate matters verbally. Out of 135 teachers, 89(65.92%) agree that they can participate in other activities but not in debates.

Teacher 56:

Learners with MDD take part in other class activities such as role play, drama and storytelling but are poorly engaged in group and class discussions.

Learners with MDD find it easy to participate in role play, drama and storytelling simply because these activities do not need intelligibility and mostly involve body movements which many of them can do with ease. Teachers were asked to give an explanation on how learners with MDD give relevant opinions when discussing in class. From the number of teachers interviewed, Out of 135 teachers 105 (77.77%) agree that learners with MDD face challenges in giving relevant opinions during class discussions.

Teacher 66:

MDD learners are not actively involved in group discussions. Their participation level is minimal compared to the typical children and rarely give a concept in verbatim form. They have difficulties understanding verbal and non-verbal communication. Their sentences and vocabularies are less complex than their peers and lack confidence and competence.

Teachers were asked to narrate whether MDD learners show learning ability to give details and views in discussions. The number of teachers who agreed that MDD learners have difficulties in giving detailed views in discussions were 94(69.62%).

Teacher 71:

Learners with MDD have concrete vocabulary and simpler sentences than other learners of their age. They may not contribute to class discussions because they are afraid of making mistakes and being ridiculed.

Group discussions require arguing out ideas and understanding the content to be discussed. This is lacking in many of the learners with MDD because they lack competence in language command. It is also evident in the way learners participate in completing their class work and asking and answering questions in class. Teachers were further asked to argue out on their willingness to involve MDD learners in group discussions. From the responses received, 82(60.74%) of the teachers said they involve the learners with MDD in all class activities including class discussions.

Teacher 23:

Learners with MDD must be involved in class activities like their peers because they are part and parcel of the class. Although some of them lack interactive skills which make them to be unpopular among the learners but they must be involve in learning alongside their average peers.

Teachers were asked to give general comments on participation of learners with MDD in regular classroom.

Teacher 48:

Learners with MDD should not be educated in regular classrooms no matter what simplicity or severity of the disability, especially those with behavioral disorders and mental disabilities since the extra time needed for them is feasible. Regular classroom are very challenging with divergent needs more so in large classes.

As indicated by the teachers' responses, learners with MDD truly lack self-concept and social interactive skills. This is why some of them cannot participate actively in class. It is evident that learners with MDD have significant problems in class discussions. Their ability to think and reasons as well as their skills of independence, socialization and language is below average compared to other children of their age.

The results are in agreement with the findings of Ismail (2012) who found out that the average children have high participatory levels of performance than learners with MDD. The present study revealed that learners with MDD perform poorly in class discussions due to lack of fluency and inability to understand the content of discussions.

Their findings also confirm the study by Dotson (2013) who found out that the average learners gain higher scores compared to the mentally impaired. The findings are in agreement with the present study which revealed that learners with MDD do not participate in class discussions because of their minimal participatory levels compared to the typical children.

The results are also in line with the study carried by Speck *et al.* (2010) who interviewed learners on a given content. One of the findings was that learners with MDD (87%) do poorly in class discussions when included in the general education. The findings are in agreement

with the present study which revealed that learners with MDD do poorly in class discussions because of their concrete vocabulary and simpler sentences than other learners of their age.

The findings are also in agreement with the study of Fredrick and Turner (2003) who conducted a study to detect a greater amount of participation in discussion from the general education students towards students with disability. The results indicated significant results regarding general education students desire to participate in discussions than students with disabilities. The results are in agreement with the present study which revealed that learners with MDD do not participate in class discussions as a result of difficulties in understanding verbal and non verbal communication and rarely give concepts in verbatim form. In addition, findings of the study concur with Mugo (2010) findings, who observed that MDD face challenges in processing higher learning levels discussions. In the present study, it was revealed that learners with MDD do not participate in class discussions because they are afraid to make mistakes and being ridiculed. A study carried by Ozolla (2010) revealed that 52.9% of non-disabled participated in class discussions with less difficulties while 34.3% of children with MDD face a lot of challenges in class discussions in school while 12.8% either participated in class discussions or not. The results are in agreement with the present study which revealed that learners with MDD do not participate in class discussions because they are poorly engaged in group and class discussions. Although there are similarities between the present study and other previous studies, there were also differences in the studies. Fredrick and Turner (2003) carried a study on the Greater amount of participation in discussion of learners with MDD while the present study was carried on the influence of MDD on classroom participation. Ismael (2012) conducted a study on class discussions as opportunity while the present study is on influence of MDD on classroom participation. Peck *et al.* (2010) used only interviews on a given content for 200 learners while the present study used interview schedules, questionnaires and observation checklists on teachers and learners.

Dotson (2013) conducted a study comparing achievements scores. Mugo (2010) also conducted a study on class discussion procedures. The present study was conducted on the influence of MDD on classroom participation. Ozolla (2010) carried out a study but did not specify the study instruments and respondents used while the current was specific on the instruments and respondents used.

Class discussions are an integral part in the learning of any concept beforehand. Involvement in discussions is therefore a positive contributor to academic performance. From the information gathered from data collected, learners with MDD have difficulties in participating in class discussions; hence lag behind in academic performance.

Class discussion is one of the most frequently used and often embraced methods of teaching. Whole class discussion can encourage learners to learn from one another and to articulate course content in their own words .The interactive dynamic of discussions can help learners and motivate them. Due to poor performance in class discussions by learners with MDD, they demonstrate inconsistent performance which fluctuate their class and school work compared to other learners

4.5 Establish the Influence of MDD effects on Class Work Completion in Regular Primary Schools in Rarieda Sub-County

MDD may not only affect classroom participation in terms of verbal communication, but also in completion of class work which is part of classroom participation. Therefore various constructs associated with class work completions which were used to get the teachers views. The findings are presented as shown in Table 7.

Table 7: Establish the Influence of MDD effects on Class Work Completion in Regular Primary Classrooms in Rarieda Sub-County

Statements	Ratings					Mean
	5 f (%)	4f (%)	3f (%)	2f (%)	1 f (%)	
Coping from the BB	3(10)	3(10)	3(10)	7(23.3)	7(23.3)	2.5
Writes legibly	5(16.7)	4(13.3)	4(13.3)	8(26.7)	9(30)	2.6
Takes complete notes	5(16.7)	5(16.7)	5(16.7)	8(26.7)	7(23.3)	2.7
Concentrates in class	2(6.7)	4(13.3)	5(16.7)	7(23.3)	12(40)	2.2
Confused & distracted	1(3.3)	3(10)	6(20)	10(33.3)	10(33.3)	2.1
Works effectively	-	4(13.3)	4(13.3)	10(33.3)	12(40)	2.0
Provides detailed answers	5(16.7)	5(16.7)	5(16.7)	9(30)	6(20)	2.8
Complete assignment	3(10)	3(10)	5(16.7)	8(26.7)	11(36.7)	2.3
Spends time on time assignment	3(10)	5(16.7)	5(16.7)	9(30)	8(26.7)	2.5
Do challenging work	2(6.7)	4(13.3)	5(16.7)	9(30)	7(23.3)	2.3
Writes a complete word/sentence	4(13.3)	3(10)	7(23.3)	9(30)	7(23.3)	2.6
Distracts others	-	5(16.7)	7(23.3)	8(26.7)	10(33.3)	2.3
Overall mean						2.4

KEY: Strongly Agree-5, Agree-4, Some How Agree-3, Disagree-2, Strongly Disagree-1

Table 7, show that MDD affects class work completion, major indicators are: provide detailed and organized answers to given questions orally (M=2.8), takes complete organized class notes in legibly writing (M= 2.7), staying on the line and writes legibly when writing class exercises (M=2.6), writes complete words and sentences (2.6), copying class exercises from the blackboard without looking frequently (M=2.5), spends time on one assignment (M=2.5).

In addition, learners with MDD complete part of assignment poorly which is indicated by a mean of (M=2.3), do all the exercises including challenging work (M=2.3), distract others

(2.3), concentrates when doing class work which was indicated by a mean of (M=2.2) , confused and distracted when completing work on a crowded page (M=2.1), show effective work habits when doing class work (M=2.0). Thus, the highest rated MDD effect was provide detailed and organized answers to given questions orally (M=2.8) and the least rated was, show effective work habits when doing class work (M=2.0). The results show that learners with MDD have difficulties concentrating on class work, make a lot of errors and fail to complete assignments.

Data on classroom participation on class work completion indicates that learners with MDD present serious challenges in most classrooms. This is evident from the results on the table which shows that MDD learners were not able to completing class work as indicated by an overall mean of (M=2.4). This could be attributed to the condition of the learners which deny them a learning opportunity. It can also be concluded to the fact that their mental orientation is disoriented and knowledge bands do not easily store the required information.

Pearson product moment correlation was also carried out to determine the relationship between MDD and assignment completion. Therefore the two variables were correlated and the findings presented as indicated in Table 8 that follows.

Table 8: Correlation between MDD and Assignment Completion

		MDD	assignment completion
MDD	Pearson Correlation	1	-.868**
	Sig. (2-tailed)		.000
	N	135	135
assignment completion	Pearson Correlation	-.868**	1
	Sig. (2-tailed)	.000	
	N	135	135

** . Correlation is significant at the 0.01 level (2-tailed).

From the analysis, it is clear that there is a strong negative significant correlation between MDD and assignment completion ($r=.868$, $p=.000$). This means that the association between MDD and class work completion was negative, such that as the level of MDD increases among the learners, their ability to complete the assignment becomes less. Furthermore, an r square value of 75.34% implies that MDD accounts for 75.34% in learners' completion of class work. The variation was negative, and therefore the learners' capability to complete their class work, out of 100% is reduced by 75.34%. This leads to the conclusion that MDD negatively influences class work completion among learners in regular primary schools.

They may struggle to finish work but have fear of failure or new experiences. Their difficulties or problems with class work completion are greater than expected typical development at individual age. These causes significant poor academic performance when compared with other children.

The above results concur with the study of Macmillan (2010) who conducted a study on the effect of MDD on class work completion. Results of the study indicated that non-disabled children showed significant increase in class work completion compared to learners with MDD. The current findings indicate that learners with MDD do not complete class work but the few who do have a lot of inaccuracies.

The results also concur with a study by Saint-Laurent *et al.*(2005) who found that when general education students with and without disabilities are given assignments work in reading and mathematics, students without disabilities scored higher in two areas they participated in compared to students with disabilities. The findings concurred with the current study which revealed that learners with MDD do not complete class work and this was indicated by a mean of ($M=2.4$).The findings of this study concur with study findings by

Mutia (2013), who confirmed the usefulness of class work completion in academic achievements for learners with MDD.

Despite the fact that they are similarities in the previous studies and the present study, the current study used teachers and learners as respondents but both the two previous studies used only learners. A study conducted by Mutia (2013) was on usefulness of class work completion while the current study was on influence of MDD on classroom participation.

This explains the poor performance of the learners in class activities. It also implies that most of the learners with MDD do not complete their class work and are therefore not learning. This further suggests that MDD learners undergo academic difficulties hence no adequate participation in learning activities in regular classrooms.

A child's academic success is often dependent on his or her ability to attend to class work and complete exercises with minimal distraction, such skills enable the learner to acquire necessary information, complete class work and participate in all classroom activities.

Class work completion is a term used in educational context to imply that teachers get feedback from what the learners do at the end of class teaching. Class work completion is considered a pivotal concept in understanding classroom learning among the learners and for the development of critical thinking.

Difficulties in Learners with MDD can extend to class work and can impede their learning making them to perform below average. This can cause learning difficulties and adversely affect ability to perform successfully in class work completion and negatively impacts on a learner's 'ability to learn in a typical regular classroom.

Data on classroom participation on class work completion was collected using an observation schedule. Three main scenes were observed in classes 4-6. The item observed was how

learners with MDD complete work within the stipulated time. The observation took approximately 30 minutes. Data was analyzed qualitatively.

In classes 4, 5 and 6 the teacher and the learners were working on an assignment by choosing the correct answer from the brackets to match questions given in English grammar. The teaching materials were adequate to be used by all the learners. All the learners including those with MDD were doing their work individually. The results indicated that learners with MDD did not complete their work within the stipulated time. Many of the learners concentrated on the exercise although the class size (56) was very large for one teacher to handle. A few were playing with the others but the teacher tried to control them. They were generally very passive in the classroom, often just watching or listening to the teacher. The class was observed for 28 minutes.

Secondly, in classes 4-6, observations were made on whether MDD learners do all the work given by the teacher.. A class of 46 had average learners with mixed abilities ranging between 11- 14 years. The teacher was teaching simple calculation in mathematics by adding three digit numbers with carrying. The teacher worked two sums together with the learners and later gave them 10 questions to do in their exercise books meanwhile the teacher moved round from one child to the other checking their work.

The results revealed that the average peers completed all the questions given apart from a few including learners with MDD. After 27 minutes the class was over.

The third observation was done in classes 4- 6, a regular class of 37 children with ages ranging from 14-16 years. The observation was made on how the teacher attends to MDD learners, their response to teacher's questions orally and in written form and how they submit their work for marking. The teacher was conducting a science lesson on germination of plants. Learners interacted with the teacher and among themselves. Boys were asked more

questions among the average learners. Learners with MDD were asked few questions than high achieving learners. The teacher spent adequate time communicating to the learners especially those with MDD and encourage them to succeed showing personal regards. After talking for 15 minutes, the teacher gave an exercise which was to be written in their exercise and went round marking. Learners with MDD were shy to submit their work and the teacher had to persuade them in order to mark their books.

However, from the observation made learners with MDD face challenges with class work completion. Therefore, it is evident that learners with MDD do not participate in classrooms in class work completion. This implies that MDD negatively influence classroom participation in class work completion. This was because they not completing work within the stipulated time and shy to submit their work for marking and teachers do not give maximum attention to them. The overall finding from this study suggests that learners with MDD do not complete their class work as compared to their average peers.

The findings of this study concur with findings by Nelson and Johnston who found that average learners perform better in completing class assignments rather than MDD learners in public schools. In addition, the study concur with Salend (2011) who observed that learners with MDD scored low mean in class work completion compared to average peers. In the present study, results indicated that there was a strong negative significant correlation between MDD and class work completion ($r = -0.868$, $p < 0.000$). This means that the association between MDD and class work completion is negative, such that as the level of MDD increases among the learners, their ability to complete class work becomes less. Further more, an r square value of 75.34% implies that MDD accounts for 75.34% in learners' completion of class work. The variation is negative, and therefore the learners' capability to complete their class workout of 100% is reduced by 75.34%. This leads to the conclusion that MDD negatively influences class completion among learners in regular primary schools.

Table 9.

Class work Completion	Remarks
1. MDD learners complete work within the stipulated time.	-All the learners did their work individually -Learners with MDD did not complete their work within the time allocated. -Many learners concentrated when doing the work.
2. MDD learners do all the work given by the teacher.	-Many of the average learners completed the work. -A few average learners did not complete their work including learners with MDD.
3. MDD learners submit their work for marking.	-They are shy to submit their work and the teacher had to persuade them in order to mark their book.
4. Teachers give learners with MDD attention when working on their class work.	-Interaction between the learners was good. -Boys were asked more questions. -Learners with MDD were asked few questions.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This is the last chapter of the study report and focuses on the summary of findings, conclusions, Recommendations and contributions to the body of knowledge for research.

5.2 Summary of Findings

The study focused on the following specific objectives: the influence of Mild Developmental Disabilities on classroom participation in asking and answering questions in regular primary schools, the influence of Mild Developmental Disabilities on class discussions in regular primary schools, the influence of Mild Developmental Disabilities on assignment completion in regular primary schools in Rarieda sub-county. Conclusions and recommendations were based on the results of the findings.

5. 2.Establish the extent to which MDD Influence Classroom Participation in Asking and Answering Questions in Regular Primary Classrooms in Rarieda Sub-County.

The first objective of this study was to find out the extent which MDD influence classroom participation in asking and answering questions in regular primary classrooms in Rarieda Sub-County. The study revealed that MDD learners do participate in asking and answering questions with an overall mean rating of (M=2.46). This could be attributed to the fact that most of the learners perform low due to the disability conditions, a clear indication that MDD has an influence on the learning by the affected learners. It can therefore be concluded that MDD influences the learners' ability to ask and answer questions. The finding has led to contribution towards the body of knowledge.

The findings indicate that there is a strong negative correlation between MDD and asking and answering questions in classroom ($r=.795$, $p=.000$). This implies that the two variables were

strongly associated such that as MDD increases, the capability of asking and answering questions in classroom reduces. In order to establish the influence, the correlation coefficient value was squared to get r^2 value of 0.632, which when multiplied by 100% results in 63.2%. Thus it can be concluded that MDD has strong negative influence on asking and answering questions.

5.2.2 Determine the extent which MDD Influence Class Discussions in Regular Primary Classrooms in Rarieda Sub-County

The second objective of this study was to determine the extent which MDD influence class discussions in regular primary classrooms in Rarieda Sub-County. Class discussion was conceptualized in terms of classroom participation in discussions. It was established that the respondents disagreed that the MDD learners get on well with others during group and class activities. These virtually show that the learners with MDD do not fit in well with learners who have no disability challenges and shy away from participating in class discussions. It was also found out that the respondents disagreed that the learners show involvement in class discussions in the form of storytelling, drama and role play. Respondents were in total disagreement that learners with MDD rarely give concepts in verbatim form. This could be attributed to the condition of the learners which is denying them a learning opportunity. Thus the learners with MDD participate in other activities in class, but are doing poorly in learning participation more particularly in class discussions.

5.2.3 Establish influence of MDD effects on Class Work Completion in Regular Primary Classrooms in Rarieda Sub-County

The third objective of the study established the influence of MDD effects in class work completion in Regular Primary School classrooms in Rarieda Sub-County. Class work completion was conceptualized in terms of school work completion and the ability of the learners to do their work neatly and within the required time. The study revealed that learners

with MDD do not complete all their class work and exercises in the required time and write their class work neatly and the few who managed to complete had a lot of inaccuracies his was indicated by a mean of ($M=2.4$). The ongoing is clear that learners with MDD have difficulty in completing the assigned class work in classrooms in regular primary school.

It is also evident that there is a strong negative correlation between MDD and class work completion($r=.868$, $p=.000$).This means that the association between MDD and class work completion is negative. Furthermore, an r square value of 75.34% implies that MDD accounts for 75.34% in learners' completion of class work. This leads to the conclusion that MDD negatively influences class work completion among learners in regular primary schools.

5.3 Conclusions

5.3.1 Establish the extent to which MDD Influence Classroom Participation in Asking and Answering Questions in Regular Primary Classrooms in Rarieda Sub-County.

The study found out that most of the learners with MDD in Rarieda Sub-County are facing very many academic challenges in classroom participation in asking and answering questions because of their disability, therefore MDD to a great extent affect leaning especially with regard to classroom participation in asking and answering questions.

5.3.2 Determine the extent to which MDD Influence Class Discussions in Regular

Primary Classrooms in Rarieda Sub-County

The second objective sought to establish the influence of MDD on class discussions in regular primary classrooms. The study revealed that most of the learners with MDD have communication difficulties and lack fluency which bar them from participating in class discussions. It was therefore concluded that MDD hindered the freedom of learners to participate or involve in class discussions.

5.3.3 Establish the Influence of MDD effects on Class work Completion in Regular Primary Classrooms in Rarieda Sub-County

The study found out that completion of class work was a key indicator of learning or academic growth. Though most of the learners tried to do their class work, most of them did not manage to complete the work in the required time frame. It was therefore revealed that MDD influence class work completion in regular primary School classrooms.

5.4 Recommendations for further Study

Drawing on the findings of the study and the conclusions made, various recommendations were pointed out.

5.4.1 Establish the extent to which MDD Influence Classroom Participation in Asking and Answering Questions in Regular Primary Schools in Rarieda Sub-County

In the light of findings that majority of learners with MDD either asks or answers questions in regular classrooms, the Ministry of Education Science and Technology to create awareness of inclusive education and its effectiveness to teachers so that MDD are catered for on classroom participation in regular primary schools.

5.4.2 Determine the extent to which MDD Influence Class discussions in Regular Primary Classrooms in Rarieda Sub-County

In light of findings that most of the learners with MDD do not complete their work in time and few who managed to complete had a lot of inaccuracies, the Ministry of Education Science and Technology to organize for teachers' refresher courses, seminar and workshop in special education at different levels within the Sub- county to cater for individual differences of learners with MDD.

5.4.3 Establish Influence of MDD effects on Class work Completion in Regular Primary Classrooms in Rarieda Sub-County

In light of findings that most learners with MDD do not participate in class work completion, regular classroom teachers to encourage learners with MDD by using Individualized Educational Program remedial so that the learners can participate and complete class work.

5.4 Suggestions for Further Research

Despite the findings observed by the study, there are still some areas which may need further research to be able to understand the influence of MDD among learners. These include;

1. Replication of the study in another Sub-County which is dominantly rural setting.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

SECTION A: Extent to which MDD Influence in asking and answering questions.

To what extent do you agree with the following statements?

Strongly agree (5) Agree (4) Some How Agree (3) Disagree (2) Strongly Disagree (1)

Statements	SA	A	SHA	D	SD
1. MDD learners are willing to ask and answer questions in class. 2. Do exercises in written and oral forms. 3. Ignore abstract questions during class. 4. Do all the work including those which are challenging. 5. MDD learners are always in motion, talk excessively when doing exercises. 6. Express him/herself freely during class activities. 7. Uses adequate vocabulary when asking and answering questions. 8. Learns quickly and easily in all subject areas. 9. Understands simple command made by teachers. 10. Raise their hands up to ask and answer questions. 11. Can align numbers during mathematic activities. 12. Teachers give equal chances to learners with MDD to participate in class.					

APPENDIX 2: QUESTIONNAIRE FOR TEACHERS

SECTION B :(iii) Extent to which MDD influence class work completion.

Statements	SA	A	SHA	D	SD
1. Learners with MDD copy work from the BB.					
2. Learners with MDD write legibly.					
3. Learners with MDD concentrate in class.					
4. Learners with MDD get easily distracted and confused when completing class work.					
5. Learners with MDD show effective work habits.					
6. Learners with MDD provide detailed answer to questions.					
7. Learners with MDD complete all the work.					
8. Learners with MDD spend a lot of time on one assignment.					
9. Learners with MDD do all the challenging work.					
10. Learners with MDD write complete words and sentences without omissions.					
11. Learners with MDD distract others during class work activities.					

APPENDIX 3: INTERVIEW SCHEDULE FOR TEACHERS.

SECTION C (ii) Influence of MDD effects on class discussion.

1. How do learners with MDD participate in debate matters verbally in class?

- (i).....
- (ii).....
- iii).....

2. Do learners with MDD provide relevant opinions when discussing in class.

- (i).....
- (ii).....
- (iii).....

3. How do MDD learners interact with the rest of peers during class discussions?

- (i).....
- (ii).....
- iii).....

4. How do teachers involve MDD learners in group discussions?

- (i).....
- (ii).....
- iii).....

5. How do learners with MDD show liability to give details and views in discussion.

- (i).....
- (ii).....
- iii).....

APPENDIX 4: OBSERVATION SCHEDULE FOR LEARNERS WITH MDD

SECTION D: To establish the influence of MDD effects on class work completion.

Class Work Completion	Remarks
1. MDD learners do all the work given by the teacher.	
2. MDD learners complete work within the stipulate time.	
3. Teachers give learners with MDD attention when completing class work.	