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Role of Parents in Transition Planning for the Learners with Moderate Mental Disabilities from School to Community

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Abstract:

Parents and community are important partners in the whole education process of Special Needs Education as they provide primary care and protection to learners with special needs. They also play a crucial role in the socialization process of the learner and inculcate life principles including spiritual and moral values for character development. Effective planning for transition services necessitates involving the learner and parent in determining what the Individualized Education Program (IEP) should address. Their involvement is critical for developing transition on services that truly meet the needs of the learner. However, the impact of parental component of special education on the transition outcomes of learners with moderate mental disabilities has not been examined in the developing country context such as Kenya. This study set to establish the role of parents in transition planning for the learners with moderate mental disabilities from school to community in Nyanza Province, Kenya which has a high percentage of persons with disabilities. The study adopted descriptive survey design. The study was conducted in special schools for learners with mental disabilities, in Nyanza Province. The study population consisted of 4 head teachers, 48 teachers and 48 parents drawn from the area. Saturated sampling was used to sample head teachers. Simple random sampling was used to select teachers and parents. Stratified sampling procedure was used to select the learners. Three instruments were used in the study: questionnaires for head teachers and for teachers and an interview schedule for the parents. Data was analyzed using descriptive statistics which included use of frequency counts and percentages and presented in tables, and pie-charts. The study revealed that for the most part, parental involvement in the transition education of their children with moderate mental disability was limited by the stigma that the society placed on such children. In addition, transition was challenged by the lack of resources in some institutions or community-based programs to handle such children with special needs. It is recommended parental involvement should be made compulsory. Through the Ministry of Education parents should be sensitized on the importance of involving their children in the available vocational rehabilitation programmers.

Keywords: Learner; moderate mental disability; special needs education; transition planning

1. Introduction

Development of transition-based service provision model is vital for learners with moderate developmental disabilities and should be taught with attention to where and how they are going to live and work (Kiarie, 2006). However, transition programs have been unsuccessful in Kenya as some of the young graduates with disabilities from various levels of education never attain a satisfactory level of career development consistent with their capabilities (Oloo, 2006). According to Berry and Hardman (1998), it is important for school personnel to offer ongoing educational programs for parents to be acquainted with the issues involved in the transition from school to adult life. The school should develop and use a transition planning guide to help parents' complete critical planning activities (Dart & Pilime, 2002).

Parents and community are important partners in the whole education process of Special Needs Education as they provide primary care and protection to learners with special needs. They also play a crucial role in the socialization process of the learner and inculcate life principles including spiritual and moral values for character development (Ministry of Education, 2008). Parents and community as a whole are responsible for the immediate survival needs of the child from conception including proper immunization and growth monitoring. Parents also reinforce learning that takes place in the school, act as carry over agents and offer suggestions about motivating materials and activities. They must play a crucial role in the

education of their children with mental disabilities especially when the natural setting for learning is in the home environment. It is equally important when they can more effectively and consistently use the community as an instructional setting (Austin, 2007).

As key partners in the development process of the child, they need to work closely in the collaboration with the government to ensure children and learners with special needs have equal access to quality and relevant education (Ministry of Education, 2008). A study by Mutua and Dimitrov (2001) revealed that in Kenya, parents' beliefs about education of children with mental disabilities and expectations were important factors in their future outcomes. These factors enabled parents make decisions on whether to enroll their children with mental disabilities into schools. However, Okech (2009) noted that very few children with mental disabilities receive educational services. Most of the learners with mental disabilities had not been identified as yet and were generally characterized as those with impaired ability to learn, acquire and generalize concepts. They were also unable to processes, understand and respond to information and apply knowledge in various settings such as school and community.

A draft on Special Needs Education Policy by Ministry of Education (2008) stated that lack of awareness of learners with special needs by service providers, policy makers and community at large is a common problem. In addition, there is low level of advocacy and lobbying for the rights of persons with special needs education by concerned parents, communities and disability organizations. Issues relating to special needs and disability are given prominence in public meetings and the media though in some cases local communities are not aware of special needs programs and Educational Assessment and Resource Centre's (EARCs) within their localities (Okech, 2009). This means that the role of transition programs for learners with mental disabilities may not be fully appreciated by parents and the broader community and this could affect the efficacy of the programs. Among the issues cited so far has been the lack of clear guidelines on the implementation of an all-inclusive education policy (Republic of Kenya, 2005). However, the effects of the parent's role in transition planning for the learners with moderate mental disabilities from school to community has not been fully examined in the developing country contexts such as in Kenya.

Kenya is one of the countries in the world experiencing significant challenges in ensuring learners with disabilities and especially those with moderate mental disabilities are successfully integrated into the workforce upon completion of their formal education and training. According to the Kenya National Bureau of Statistics (2008), the country had 1.6 million persons with disabilities. Approximately 21% of these were resident in Nyanza Province making it the region with the highest number of persons with disabilities by the year 2007 out of the then eight provinces in the country. Further, the report revealed that 20% or 68,282 of the persons with disability in the area had mental disabilities and only 656 (1%) of them had secured paid employment despite the fact that the Province was home to several schools and vocational centers for learners with mental disabilities. Therefore, it is evident that there are serious transition problems for learners with moderate mental disabilities in the area and country at large. Therefore, from the views above this study set to establish and document how the parents are involved in transitional planning for the learners with moderate mental disabilities from school to community in Nyanza Province.

2. Literature Review

The parent has the most powerful and pervasive influence in young child's life long before a professional with the job title 'a teacher' arrives. Parents and family members help the children learn literally hundreds of skills. A parent is child's first teacher, the person who gives encouragement, prompts, praises, and gives feedback (Smith, 2003; Mellard, 2003). Effective planning for transition services necessitates involving the learner and parent in determining what the Individualized Education Program (IEP) should address. Their involvement is critical for developing transition on services that truly met the needs of the learner (Berry & Hardman, 1998; IDEA, 2000; Nel, 2009; CSEAC, 2006). Parental involvement in the school enriches the pupil's world and extends his horizons. Parental participation in educational process exposes learners to a variety of people with different life experience, age, occupation, hobbies, and mentality. The researcher shared similar views that these encounters offered many opportunities for learning, enrichment, and identification. The benefit of parental involvement is manifested in the learner's personality and behavioral variables such as improvement in self-image and learning habits, reduction in disciplinary problems, and rise in motivation as in the case of learners with developmental disabilities (Gibson & Blandford, 2005). Parents treasured the improvement of their children, although it could be trivial improvement like giving them a hug or having a goodbye contact. They were also clear about child's strengths and weaknesses (Sang & Yuen, 2001).

Most countries acknowledged the importance of parents in matters relating to special educational provision. Some gave them a central role in the assessment and decision-making procedures, requiring their involvement in the process and seeking their assent to placement decisions. Such countries include Norway, Denmark, and Zimbabwe (UNESCO, 1995). The focus on functional, life-centered education for learners with disabilities required information pertaining to the learner's home, community experiences, and skills. Parents have a wealth of information in this regard and should be active participants in defining the transition services to be provided to their son or daughter (IDEA, 2000; Austin, 2007; Missouri Parent's Act, 2007). Special educators and families with disabilities should continue developing more effective ways of working together. These efforts complement values of family centered services and family empowerment (Turnbull & Turnbull, 2002; CSEAC, 2006; Morningstar, 2009). In Romania, parents were involved in the school programs for their children with intellectual disabilities. Parents built schools for their children who were excluded from any forms of education and most often referred to

confinement in closed state institutions. The parents aimed at looking for alternative solutions that could create opportunities for their children to develop to the full their potentials which were regarded as a right for every child (Lenart, 2004). Many parents in Africa do not participate in the education of their children with disabilities, due to lack of knowledge and access to knowledge on issues pertaining to rights of their children with disabilities. Poverty and lack of policies governing the delivery of services for SNE in these countries were some of the contributing factors. Lack of parental participation limits the effectiveness of special education services in Southern Africa (Chitiyo & Chitiyo, 2007; Austin, 2007). In Ethiopia, the family comprised the largest group of caregivers of children with intellectual disabilities. Lack of residential services coupled with the prevailing societal beliefs influenced parents to keep their children hidden and protected at home (Nevin, 2007). In Uganda, most parents do not take their children who have mental disabilities to school because it was considered a waste of time. Those taken are often ignored by the teachers as they could not slow down the progress of all others for the sake of one or two slow learners (Lwanga, 2003).

Parents are often an untapped resource in education in general. Although they are the ones who bring up children to school or not, what schools to send the children to and in many cases, have to fund the education of their children, in Botswana there is limited parental involvement (Dart & Pilime, 2002). Okech (2009) noted that in Kenya parents are not greatly involved in the decision making related to their child's special needs. The child is sent to school and the responsibility for the child's education is left to the teacher who is so overwhelmed by the large number of children in classes that they do not pay much attention to the learner with disabilities. Majority of children with moderate, profound mental and other disabilities do not receive any education services. These children and youth are often denied access to the schools as they were deemed unlikely to benefit from any education or be hidden away by their parents (Mellard, 2003; Kiarie, 2006). The absence of a zero-reject principle meant parents recognized education as a right for every child and rose above society's negative attitudes. They cannot force schools to open their gates to all children. Thus, schools can still decide that some children are uneducable and therefore do not belong in that environment (Kiarie, 2006).

In Kenya, parent's organizations had developed as strong advocates on the rights of people with mental disabilities. Amongst the oldest of parents' organization is the Kenya Society for the Mentally Handicapped (Beck, 2007). Austin (2007) noted that transition programs in schools allocate only a limited role to the parents either due to poor communication with teachers or because schools took lead in planning for their child's schooling. Other factors include; the stress associated with raising a disabled child, the lack of educational skills and economic resources of many parents, limited knowledge regarding what services would be best for their child and whether these services are available. It is therefore easy to understand why parents expressed feelings of helplessness, frustration, anger, and being overwhelmed. Parents eventually felt "burned out", isolated, perceived little community acceptance and decreased their participation in intervention efforts in the schools.

Studies by Lenart (2004); Chitiyo and Chitiyo (2007) focused on the importance of parental involvement in the general education of children with disabilities in Romania and Southern Africa respectively. A study by Nevin (2007), on raising a child with intellectual disabilities was done in a home set up in Ethiopia and adopted case study design. However, this study focused on the role of parents in transitional planning for learners with moderate mental disabilities in special schools in Nyanza Province, Kenya.

3. Methodology

The study adopted descriptive survey design. Descriptive survey design is a systematic way of collecting data by obtaining opinions from selected respondents who represent the population of interest (Frankel and Wallen, 2000; Grinnell, 2001; Mugenda & Mugenda, 2003). This design was suitable for the study because the study involved systematic collection of the data using interviews and questionnaires. The study was conducted in special schools for learners with mental disabilities in Nyanza Province. The schools used in this study included Lutheran Special School for the mentally handicapped in Kisumu-East District; Equator Special School for the mentally handicapped in Siaya District; Maranda special school for the mentally handicapped in Bondo District and Kisii special school for the mentally handicapped in Kisii Central District. Nyanza Province lies on the South Western side of Kenya.

The study population consisted of 4 head teachers and 48 teachers in pre-vocational and vocational classes in the 4 special schools for the learners with mental disabilities in Nyanza Province. The study also targeted 48 parents of the learners. Saturated sampling was used to sample head teachers of the schools for the learners with mental disabilities. Saturated sampling procedure is a non-probability sampling procedure in which all the members of the target population are selected because they are few to make a sample out of them (Gall & Borg, 2007). For the case of this study the number of the head teachers was small to be sub-divided hence the three head teachers were involved in the study. Simple random sampling was used to select teachers and parents. This sampling procedure was used because it gave all members of the population equal chances of being selected for the study (Frankel & Wallen, 2000). Random sampling was accomplished by assigning a number to each member of the target population and then picking the subjects by chance. Stratified sampling procedure was used to select the learners. Stratified sampling involves selecting from sub-groups of a population. It ensures equitable representation of each sub-group in the sample (Kothari, 2004). For this study it ensured equal representation of learners in pre-vocational and vocational classes. Therefore, the sample study constituted 3 head teachers, 40 teachers, and 36 parents in the special schools for learners with mental disabilities in Nyanza Province.

Three instruments were used in the study: questionnaire for head teachers, questionnaire for teachers and an interview schedule for the parents. Patton (2014) argued that the advantages of using questionnaires are that information can be collected from a large sample; confidentiality is upheld, saves on time and has no opportunity for interview bias. It is suitable for data collection because it allows the researcher to reach a large sample within limited time and ensures confidentiality of the information given by the respondents. Confidentiality of information provided allayed the possibility of such information being used against them for selfish reasons. The data collected was analyzed using descriptive statistics and presented in the form of summary tables, pie-charts and bar graphs were prepared and interpreted.

4. Results and Discussions

This section presents results arising from the analysis of data collected using questionnaires. The study first sought to determine from the head teachers of the special schools whether they gave enough consideration to parents commitment and work schedules when scheduling meetings. The results are summarized in Table 1 and discussed.

Responses	Frequency	Percentage (%)
Large extent	2	66.7
No extent	1	33.3
Less extent	0	0

*Table 1: Consideration of Parent's Commitment and Work Schedules When Scheduling Meetings
N = 3*

It is evident from the findings in Table 1 showed that most administrators (66.7%) put parents into consideration when scheduling meetings in relation to their daily commitments. This suggests that most of the school's management valued the parents input in their decision making and as such tried to schedule meetings at the convenience of the parents so as to ensure most of them were available. According to the NYS Report (1993), the parents input in the school decision making is indispensable and, as such, the school management should put every effort to ensure they participate in meeting such as calling them or giving them notices for meetings like IEP meetings at least five days prior to a meeting, indicating date, time, location, and purpose of the meeting.

The study also sought to find out how schools encouraged parents to participate in the education of their children. The results are shown in Table 2.

Response	Frequency	Percentage (%)
Parental induction	3	100
Through PTA and BOG meetings	3	100
Parents going through child's work	3	100
Parental participation in school activities	3	100

*Table 2: Ways in Which Schools Encourage Parents to Participate in the Education of Their Children
N = 3*

The results in Table 2 show that the head teachers encouraged parents to participate in the education of their children through: parental induction during graduation of the learners, involving them in PTA & BOG meetings, allowing parents to go through their child's work during visiting and encouraging them to participate in school activities. This implies that the schools tried to work closely with parents to help the learner achieve post-school goals. The findings concurred with suggestions by Morningstar (2009) that special educators and parents should continue developing more effective ways of working together. Such efforts compliment values of family- centered services and parental empowerment. It was also to establish ways in which parents' views were voiced within the school community. The results are shown in Figure 1.

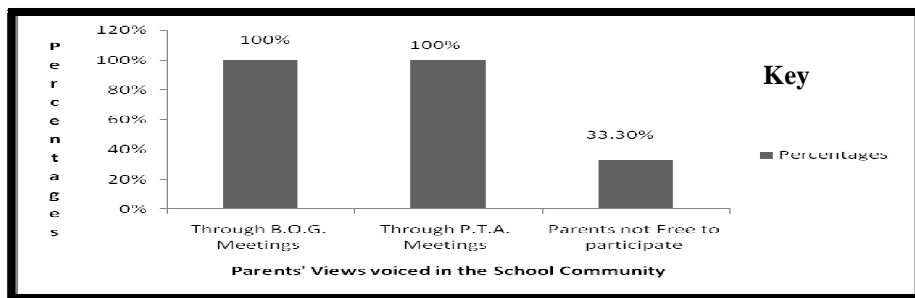


Figure 1: Ways Parental Views are voiced Within the School Community

The results in Figure 1 show that the parents' views were primarily voiced through BOG and PTA meetings (100%). However, the findings also reveal in some cases (33.3%) lack of capacity building in terms of communication made it difficult for parents to freely participate and, therefore, could not voice their opinions on most issues. This means that in some school settings, it was difficult to realize the inputs of the parents in decision making due to the communication structures. These results agree with the observations made by Austin (2007) that transition program in some schools allocate only limited role to the parents either due to poor communication with teachers or because schools take lead in planning for their child's schooling.

The study also sought to determine some of the school activities parents were involved in. The results are shown in Table 3.

Activities	Frequency	Percentage (%)
<i>Discuss the learners progress with teachers</i>	40	100
<i>Ensure the continuity on skills learnt</i>	40	100
<i>Funding</i>	40	100
<i>Co-curricular and curricular activities</i>	15	37.5
<i>During graduation</i>	15	37.5
<i>Opening day</i>	15	37.5
<i>Creating awareness</i>	15	37.5
<i>Cooking during school functions</i>	15	37.5

Table 3: School Activities Parents are Involved in

The results in Table 3 suggest that all parents (100%) show were involved in activities such as: funding some of the school programs through fee payment, discussing learners progress with teachers on visiting and closing days and ensuring continuity on skills learnt in school while at home. However, they played a limited role in other activities, such as, Co-curricular and curricular activities, planning graduation and opening days, creating awareness about disabilities and cooking during school functions they have been invited to attend (37.5%). The results imply that parents were engaged in school activities at different levels, however, some were not co-operative with the management on the activities.

The study further examined the level of participation of parents in school programs and summarized the results in Table 4.

Activities	Frequency	%
Less extent	40	100
Large extent	0	0
No extent	0	0

Table 4: Level of Parental Participation in School Programs

Looking at the results in Table 4, it is evident that the levels of participation of the parents in school programs were low. This was attributed to several factors among them; the distance from home to school as some learners come from far hence high transport cost which is difficult for the parents to raise, the priority given to normal siblings in terms of fee payment and any other activities and the negative attitude towards the disabled child. In addition, some parents assumed that once child had been taken to school, it was a must they get sponsors upon admission in the school also some parents were uncomfortable with the status of their children. The results concurred with Okech (2009) who noted that in Kenya parents are not greatly involved in the decision making related to their child's special needs. Austin (2007) explained that some of the reasons for limited role parents play could be due to; stress associated with raising a disabled child, lack of educational skills and economic resources of many parents. Other reasons could be limited knowledge regarding what services would be best for their child and whether these services are available.

Concerning parental awareness about their children transitioning from school and ready to stay with them, the results are as given in Table 5.

Response	Frequency	Percentage (%)
Aware and not ready to stay with child	25	69
Aware and ready to stay with child	11	31
Not aware	0	0
Total	36	100

Table 5: Parental awareness about their children transitioning from school and readiness to accommodate them
N = 36

Results in Table 5 shows that majority (69%) parents were aware of their children’s impending transition from school not ready to stay with the child at home after graduation but instead preferring the child be in school throughout. However, the findings suggest that 31% of the parents were very much ready to take full responsibility of their children after graduation. The results further indicate that all parents were aware that their children will at one-time graduate from the special needs schools, nonetheless, majority were not willing to accommodate them after graduation. This was attributed to the stigma associated with mentally challenged children and lack of knowledge in handling such children.

It was also important to find out how often parents are involved in their child’s school program. The educators were asked to give their views on this and the results are given in Figure 2.

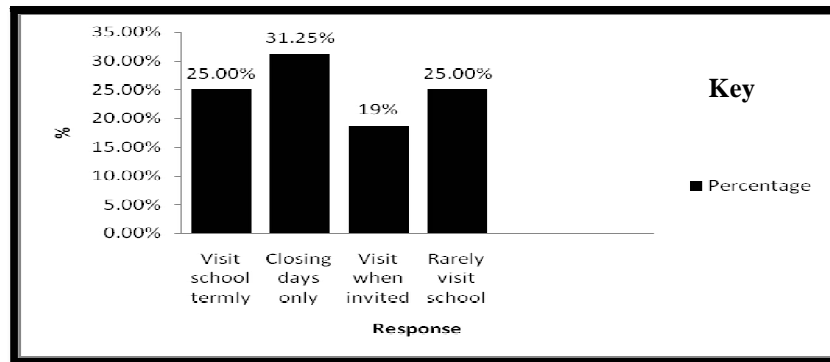


Figure 2: Parental Involvement in their Child's School Program

It is evident from the results in Figure 2 that there was a feeling among most educators (31.25%) that majority of the parents only visited the schools during closing days when coming for children. However, quite a number made additional once in a term visits to the school. These were mainly done over weekends to discuss with the dormitory managers about performance of their child on activities of daily living. Some parents, though, visited school only when need arises especially when invited (25%). These results imply that most of the parents were reluctant to visit the schools to ascertain the welfare or their children. The results agree with the observations of Okech (2009) that children with disability were sent to school and the responsibility for their education largely left to the teacher.

Also, the study sought to find out the role of parents in the implementation of transition programs and practices. The results are summarized in Table 6.

Role	Frequency	Percentage %
Taking care of the child's basic needs	36	100
Funding child's education	18	50
Guides and counsels the child on work related activities	9	25
Ensures continuity from school to home	7	19.4
Buy tools/equipment for the child to use after school	6	16.7
Ensuring activities of daily living are practiced	6	16.7
Encourage learner to have job skills in order to be independent	5	13.8
Assisting child get employment/attachment	2	5.5
Some parents expected teachers to do everything	2	5.5

Table 6: Role of Parents in the Implementation of Transition Programs and Practice
N = 36

Table 6 shows that all parents surveyed (100%) accepted that it was their responsibilities to take care of the child's basic needs. Majority (50%) fund their child's education to prepare them to transition into the working world. Other forms of parental involvement in their child's transition education were guiding and counseling the child on work related activities (25%), ensuring continuity from school to home (19.4%) and financial education (5.55%) to encourage their child to know the value of money to enable them engage in simple business activities like selling newspapers, and buying items from shops. responses from the parents on their role in implementation of transition programs and practices. Some of the parents went as far as buying tools/equipment for the child to use after school (16.7%) while others were ready to assist their child get employment after school (16.7%). However, only a few parents (5.55%) expected teachers to do everything for their child including searching for job opportunities once the child graduated from vocational classes. The results were contrary to what Austin (2007) said that some schools treat parents as ancillary stakeholders to be provided only with information rather than being viewed as essential partners in program development and implementation.

The parents were also asked about their level of involvement with their child in the discussion about employment opportunities and the world of work. The results are shown in Table 7.

Response	Frequency	Percentage (%)
Large extent	23	63.8
No extent	13	36.2
Less extent	0	0
<i>Total</i>	<i>36</i>	<i>100</i>

Table 7: Parental Involvement in Discussion about Employment Opportunities and World of Work with their Child

Table 7 shows that most parents (63.8%) involved their child in the discussion about employment opportunities and the world of work to a large extent. These included encouraging their child to engage in activities such as communal work in the village like harvesting sand and getting involved in the preparation for ceremonies like burials. The results imply that most parents had a belief that their children could perform tasks hence discussed with them about employment opportunities. The results agree with the views of Gibson and Blandford (2005) that parents can be effective educators in communicating to their children the value of work and by teaching behaviors that develop their children's employment potential.

In addition, it was important to find out how the parents reinforced work related behaviors' in their child at home. The results are shown in Table 8.

Response	Frequency	Percentage (%)
<i>Praise Child</i>	<i>36</i>	<i>100</i>
<i>Give token</i>	<i>24</i>	<i>66.67</i>
<i>No reinforcement</i>	<i>0</i>	<i>0</i>

Table 8: Parent's Reinforcement of Work Related Behaviors in their Child at Home

N = 36

Table 8 shows that all parents (100%) praised their child for work well done and good behavior as a way of reinforcing work related behaviour of the child at home. Most (66.67%) of the parents also gave tokens to their child after good performance of the tasks defined. The results further suggest that all the parents carried out some form of positive reinforcement activity to encourage their children with moderate mental disabilities to have good work related behaviour. The results concur with Missouri Parents' ACT (2008) which states that parents are expected to reinforce work related behaviors at home (grooming, etiquette, following directions, completing chores). Sang and Yuen (2001) also said that parents need to appreciate the improvement of their child however trivial it was by positive gestures such as giving the child a hug or having a good eye contact. This encourages the child to continue performing tasks with a lot of courage.

It was also imperative to establish extent to which parents provided opportunities for leisure time activities to their child. The results are shown in Table 9.

Responses	Frequency	Percentage (%)
Large extent	27	75
No extent	9	25
Less extent	0	0

Table 9: Provision of Opportunities for Leisure Time Activities

N = 36

Table 9 shows that most parents provided opportunities for leisure time activities to their child to a large extent (75%). However, among those who did not provide leisure time, their arguments were that some of these children prefer being alone even when given time to play with others because of their age. These findings suggest that the parents were conforming to the views of Austin (2007) who explained that it was the role of the parents to provide opportunities for leisure time such as participation in sports, daily exercise, or hobbies, and encourage learner to engage in social activities with peers.

Finally, the study sought to find out where the parents attached their child to a Community Based Rehabilitation (CBR) program when schools are closed. The results are shown in Figure 3.

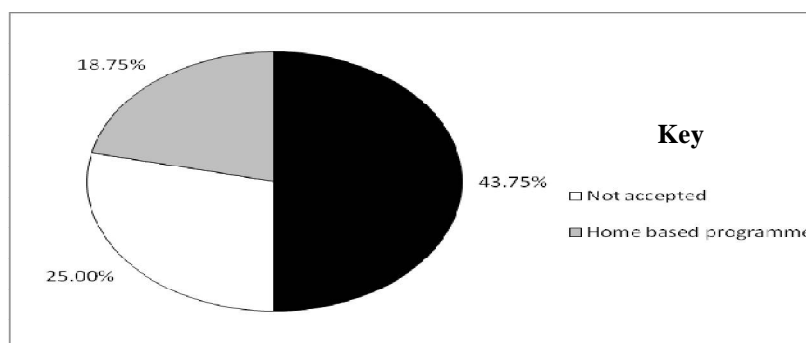


Figure 3: Attachments of Children to CBR Programs at Home When Schools are closed

Figure 3 shows that most (43.75%) of the parents did not attach their children to any CBR program. Most of the parents cited the reluctance of the village polytechnics to accept these children as having discouraged them from taking their child there. However, some parents showed preference for home-based program in their villages (18.75%). The results showed that most children with moderate mental disabilities found it very difficult to be attached to community programs back at home implying that their transition was not easy. The results are consistent with Dart and Pilime (2002) who observed that after the learners with mental disabilities attending special units were through with their primary education, almost no further opportunities for skills development or training were available. There was no provision of specialized training for persons with mental disabilities. Nevin (2007) attributed this to a combination of lack of residential services and the prevailing societal beliefs influences parents to keep their children hidden and protected at home.

5. Conclusion and Recommendations

5.1 Conclusion

Findings from this study revealed that schools involved parents in activities such as funding, discussion of learners' progress with teachers and ensuring continuity on skills learnt in school. Parents participated in school programs to a less extent and most of them visited school to collect son/daughter on closing days only. They used home- life activities to teach their children daily living skills. Parents identified their main role as provision of basic needs to son/daughter. Few parents recognized assisting the child get employment/ attachment, encouraging child to know the value of money as their roles. Others expected teachers to do everything. Parents reinforced positively good work-related behaviors in their children through praises and issuing of tokens. Most parents were aware about their children moving out of school after graduation but not ready to stay with their son/daughter. Parents were not willing to take their children to the village polytechnics when schools were closed instead they preferred home-based program which were not yet established in their villages. However, for the most part, parental involvement in the transition education of their children with moderate mental disability was limited by the fact that most had not yet learnt to overcome the stigma that the society placed on such children. In addition, transition was challenged by the lack of resources in some institutions or community-based programs to handle such children with special needs.

5.2 Recommendations

On parental participation in the learner's school programs to a lesser extent; parental involvement should be made compulsory. Through the Ministry of Education parents should be sensitized on the importance of involving their children in the available vocational rehabilitation programmes because this would assist the learners to become self-independent and make money in the job market.

6. Limitations

The following were limitations of the study: Questionnaires were used to collect data in this study. These suffered from floor and ceiling effect which reduces their reliability and validity. This limitation was reduced by using three items on every tested issue; Parents were initially reluctant to respond during the interviewing sessions. They viewed the whole process with a lot of suspicion to indulging family issues to stranger especially about how they treat the child with disability back at home which may have influenced the results.

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