

**INFLUENCE OF SELECTED FACTORS ON CO-CURRICULAR ACTIVITIES  
PARTICIPATION AMONG LEARNERS WITH MENTAL CHALLENGES IN  
SPECIAL UNITS WITHIN TIGANIA WEST SUB-COUNTY**

**PETER THURANIRA IMUNYA**

**A Thesis Submitted to the School of Education and Social Sciences in Partial  
Fulfillment of the Requirement for the Conferment of Master's Degree of  
Education in Leadership and Management of Kenya Methodist University**

**OCTOBER 2019**

## **DECLARATION AND RECOMMENDATION**

### **Declaration**

This thesis is my original work and has not been presented for a degree or any other award in any other University.

Signature.....Date .....

Peter Thurania Imunya

Reg No. EDU-3-0027-1/2015

### **Recommendation**

This research thesis has been submitted with our approval as university supervisors.

Signature.....Date.....

Gitonga Eric Mwenda

School of Education & Social Sciences

Signature.....Date .....

Dr. Kaberia Isaac Kubai

School of Education

University of Embu

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## **DEDICATION**

I dedicate this work to my wife Susan Nkirote.

## **ACKNOWLEDGEMENT**

I sincerely thank God the Almighty who has given me good mental health to undertake and accomplish this task. My gratitude goes to my supervisors Mr. Eric Mwenda and Dr. Kaberia Isaac Kubai for their encouragement, guidance and inspiration at all levels in the preparation of this thesis. Your professional suggestions and comments assisted me to complete this thesis. I must also extend special thanks to all the Kenya Methodist University lecturers for their immense support in the course of this study. Collectively, your efforts and expertise have given me a rudimentary look into your world. I sincerely thank and appreciate my respondents for providing me with the required information without which this work would not have been completed. These included the head teachers, teachers, BOM chairpersons in Tigania West Sub-county, Meru County. To my study colleagues thanks for the synergy you all provided to our group.

## ABSTRACT

Countries on the planet perceive the significance of training learners with unique needs. Students who are slow-witted simply like other typical students take part in co-curricular exercises to remain truly and sincerely wellbeing. Their cooperation is anyway restricted because of unique needs. In any case, the investment learners in co-curricular exercises is indispensable for their prosperity. This anyway isn't guaranteed in unique units inside general schools. The reason for this investigation was to investigate selected factors affecting interest by students who are slow-witted in co-curricular exercises in special units in Tigania West Sub-County. The investigation analyzed the impact of arrangement of physical offices; asset adjustment; instructor preparing; and inspiration on cooperation by students who are mentally challenged in co-curricular exercises in unique units in Tigania West Sub-district. The investigation was advantageous to policy makers in the Ministry of Education, School the board, students who are slow-witted and researchers. This investigation was guided by Alexander Astin's (1985) hypothesis of Student Involvement. This investigation embraced the concurrent equal plan. The target population for this investigation was 211 comprising of 14 head educators, 14 BOM directors, 160 normal instructors and 23 exceptional needs educators in the 14 open grade schools with students who are simple-minded in Tigania West Sub-area, Meru County Kenya. The sample size of the examination was 136 respondents comprising of 14 head instructors, 14 BOM administrators, 23 extraordinary needs training educators and 85 ordinary instructors. The study utilized three arrangements of surveys: one for the head educator, one for the exceptional needs instructors and the other for the customary instructors for information assortment. Quantitative information was analyzed using descriptive statistics while qualitative information was analyzed thematically. Recurrence tables and figures, for example, pie outlines and diagrams were utilized to introduce the quantitative information. The study set up that arrangements of physical offices empower students with mental difficulties to take part in co-curricular exercises. It was additionally discovered that asset adjustment improves cooperation of students with mental difficulties in co-curricular exercises. The investigation additionally demonstrated that instructor preparing improves cooperation of kids with mental difficulties in co-curricular exercises. The investigation suggested that the school the board ought to endeavor to give satisfactory and quality physical offices and guarantee that physical offices gave are adjusted to meet the unique needs of students with mental difficulties so as to improve their interest in co-curricular exercises. The study recommended that instructors responsible for students with mental difficulties ought to be all around prepared and ought to inspire students with mental difficulties so as to improve their support in co-curricular exercises.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	- Board of Management
<b>NACOSTI</b>	- National Commission for Science, Technology and Innovation
<b>P.E</b>	- Physical Education
<b>POSNA</b>	- Pediatric Orthopaedic Society of North America
<b>SNE</b>	– Special Needs Education
<b>SPSS</b>	- Statistical Package for Social Sciences
<b>TTCs</b>	- Teacher Training Colleges
<b>USA</b>	– United States of America

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Countries around the world are appreciating the importance of educating individuals with special needs (Habib, Nadeem, Aslam, Ahmad & Hussain, 2011). People with special needs are being recognized as individuals who can positively contribute to the development of a country. Learning institutions for people with special needs are playing a significant job in the proficiency of a nation. People around the globe are contemplating providing similar or tailored amenities to people with special needs in order to promote equality between individuals considered to have special needs and those considered to have no such needs (Habib, Nadeem, Aslam, Ahmad & Hussain, 2011). Likewise, provision of programs for recreation and Co-curricular activities is also vital for the development of a healthy body and mind for learners with special needs (Habib, Nadeem, Aslam, Ahmad & Hussain, 2011). In order to attain better growth and development, learners with special needs require specialized and regular attention. Special Olympics is one of the global events held for persons with mental challenges while Para Olympics is provided for individuals who are physically challenged (Habib, Nadeem, Aslam, Ahmad & Hussain, 2011)..

Kozub (2003) carried out a study in the USA that tried to explain physical activity in individuals with mental retardation. This study analyzed patterns of physical activity of adolescents with mental challenges over a period of seven days. Further, physical activity of one caregiver, fitness levels, motivation and responses of parent interview

were triangulated to study this select group. The study findings indicated that physical activities of adolescents with mental challenges were affected by two main factors. There was a strong relationship between duration of physical activities of adolescents with mental challenges and age of the said individual. In addition, social factors were sighted by parents during the interview as one of the main determinant of duration of being involved in physical activities. The study findings also indicated that the adolescents with mental retardation were highly motivated intrinsically although motivation scores were also found to contribute to their involvement in physical activities at a low level. The findings of the study further showed that on average each adolescent with mental challenges engaged in between six and 14 bouts lasting for two to four minutes per day. The pattern established in this study were similar to those obtained by (Kozub, 2003) among children with no known disabilities.

A study by Agran et al. (2017) indicated that although participation in extracurricular activities for students with intellectual and developmental disabilities has been advocated, a limited number of students appear to be involved in such activities. Further, Agran et al. (2017) pointed out that there is little empirical research on how extracurricular activities are valued, supported, and encouraged. Agran et al. (2017) study surveyed a sample of special educators across five states to learn about their opinions regarding extracurricular activities. The findings confirmed that few students participated in these activities; few parents requested these services for their children; and few teachers believed that planning them is their responsibility, despite the fact that they thought these activities were of value and provided several benefits.



A study conducted by Sukoco (2009) in Yogyakarta Indonesia reported that learners with mental challenges require comprehensive support and consultations that are continuous for their social behaviors in the physical education learning. The study also indicated that for such learners to engage in educative interaction, it is vital for them to understand the importance of engaging in practical aspects of physical activities. Sukoco (2009) further established that such learners require brief and clear instructions for practicing physical tasks and these learners should only be instructed in one activity at a time. The study also reported that the teacher should be in a position to provide individualized learning approach that takes into consideration the needs of each learner with mental challenge.

Persons with mental challenges usually have health problems that are combined with physical inactivity (Pediatric Orthopaedic Society of North America (POSNA), 2007). The hearts of persons with mental challenges are usually older than their age functionally. POSNA (2007) reports that a slow-witted individual may have a heart that functions like that of someone aged 20 to 30 years old. Lack of physical activities among this group of individuals makes them to be prone to heart related problems. Lack of activity among these persons also exposes them to inability to undertake activities that enhance their wellbeing. POSNA argues that physical activities enhance self-esteem, behavior, physical function and health of persons with mental challenges. In addition, physical activities is an avenue of enhancing enjoyment among individuals with mental challenges and thus help in ensuring that caregivers and family members enjoy taking care of these persons. Aerobic activities such as cycling, walking, using a wheelchair or

jogging, increase the level of endurance and help in improving the functioning of the lungs and heart. Strength training helps in enhancing bone health, daily function and strength. Strength training ought to entail at least the exercising of each muscle group twice every week. This helps to improve muscle balance among individuals with mental challenges since they usually have muscle imbalances. Thus, muscles on both sides of the joint should be exercised. This allows balanced strength and also helps in preventing muscle to that is abnormal. The motion of joints and movement can be enhanced through engagement in stretching exercises. Decreased flexibility resulting from muscle spasms makes stretching a vital exercise among persons with mental challenges (POSNA, 2007).

In Kenya, Chomba et al. (2014) indicated that the country has great potential for enhancing education for individuals with intellectual disabilities. This is because in comparison to many African countries, Kenya and Nigeria are ahead in developing programs for special education in 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 individual with intellectual disabilities cannot be administered correctly and professionally. Moreover, participation in co-curricular activities is still uncertain for this group of learners. Thus, there is need to ascertain how participation in such activities by learners who are slow-witted may be influenced by access to physical facilities, adaptation of these resources, trained teachers and motivation.

Wangai (2012) established that one of the impediments for participation in co-curricular

activities by students is the inadequacy of infrastructural facilities in schools. However, Wangai study did not investigate this among learners with mental challenges. The situation might be worse for the mentally challenged learners whose infrastructural needs differ from those required by regular learners. Thus, there was need to ascertain the influence of physical facilities on participation in co-curricular activities.

According to the Ministry of Education (MoE) (2018), policy, the government of Kenya aims to provide and maintain quality specialized learning resources and assistive devices, and adopt new technologies to improve learning and training in the targeted disability categories. This implies that adoption of facilities is essential for participation of disabled learners, including those who are mentally challenged, in various learning activities. Thus, this study sought to ascertain how such adoption may enhance participation of learners with mental challenges in co-curricular activities. MoE (2012) also noted the importance of teacher training in special needs to ensure that skills, qualifications, competencies and attitudes are well aligned to support learners and trainees with disabilities. Thus, this study sought to ascertain the influence of teacher training and motivation on involvement in co-curricular activities by mentally challenged learners.

## **1.2 Statement of the Problem**

Learners who are slow-witted just like other normal learners participate in co-curricular activities to remain physically and emotionally healthy. Persons with mental challenges usually have health problems that are combined with physical inactivity (Pediatric

Orthopaedic Society of North America (POSNA), 2007). Provision of programs for recreation and Co-curricular activities is vital for the development of a healthy body and mind for learners with special needs (Habib, Nadeem, Aslam, Ahmad & Hussain, 2011). In order to attain better growth and development, learners with special needs require specialized and regular attention. Decreased flexibility resulting from muscle spasms makes stretching a vital exercise among persons with mental challenges (POSNA, 2007). To participate in such activities learners who are slow-witted require access to physical facilities, adaptation of these resources, trained teachers and motivation.

As asserted by Chomba (2014) lack of legislation hinders provision of all rounded education to the needs of special learners, participation in co-curricular activities by such learners might be hindered. The level of participation of learners with mental challenges in Tigania West Sub-county has been dismal. This could be attributed to inadequate provision of physical facilities, resource adaptation, teacher training and motivation. However, there is no empirical study which has been done to support this. Thus, this study desired to systematically ascertain the influence of the above mentioned selected factors on involvement in co-curricular activities by learners who are mentally challenged in special units in Tigania West Sub-County.

### **1.3 Purpose of the Study**

The purpose of this study was to analyze selected factors influencing participation in co-curricular activities by learners who are mentally challenged in special units in Tigania West Sub-County.

### **1.4 Objectives**

The study was guided with the accompanying targets:

- i. To ascertain the influence of provision of physical facilities on involvement in co-curricular activities by mentally challenged learners
- ii. To determine the influence of resource adaptation on involvement in co-curricular activities by mentally challenged learners
- iii. To determine the influence of teacher training on involvement in co-curricular activities by mentally challenged learners
- iv. To find out the influence of motivation on participation in co-curricular activities by mentally challenged learners

### **1.5 Research Questions**

The study was guided by the following research questions:

- i. How does provision of physical facilities influence participation in co-curricular activities by mentally challenged learners?
- ii. What is the influence of resource adaptation on participation in co-curricular activities by mentally challenged learners?
- iii. How does teacher training influence participation in co-curricular activities by mentally challenged learners?
- iv. What is the influence of motivation on participation in co-curricular activities by mentally challenged learners?

### **1.6 Justification of the Study**

The investigation could be helpful to policy makers in the Ministry of Education, School the executives, students who are slow-witted and researchers. The arrangement

producers could utilize the examination discoveries to gadget strategies that can help improve the cooperation of students who are slow-witted in co-curricular exercises. The school the board may utilize the discoveries to improve and adjust physical offices important for improving investment of students who are simple-minded in co-curricular exercises. The investigation finding could help students who are mentally challenged to get to vital physical facilities and improve their participation in co-curricular exercises. The examination discoveries could shape the reason for future investigations in related regions by different researchers.

### **1.7 Limitation of the Study**

The examination experienced the accompanying impediments: Some respondents were hesitant to provide the required data on the factors that affect participation of learners who are slow-witted in co-curricular activities. The respondents were assured of the confidentiality of the data they provide. The learners were not involved in the study due to their mental incapacitation hence the study will not get firsthand information. The researcher will use different respondents to capture as much information as possible. Given that every district has differed segment factors, the outcomes probably won't be summed up to the remainder of the nation. The analyst anyway utilized arbitrary examining of the respondents to defeat this.

### **1.8 Scope of the Study**

The study was carried out in 14 public primary schools with special units for learners who are slow-witted in Tigania West Sub-County. The study was delimited to selected

factors influencing participation by learners who are slow-witted in co-curricular activities in special units in Tigania West Sub-County. The specific factors that were covered were the influence of provision of physical factors, resource adaptation, teacher training and motivation on participation by learners who are slow-witted in co-curricular activities. Other factors were not investigated because it is not possible/feasible to cover all factors that may influence participation of learners who are slow-witted in co-curricular activities in a single study.

The research was bounded to special units in Tigania West Sub-County. Other schools without special units were not included in the study because they lack learners who are slow-witted. The study was also delimited to 14 head teachers, 14 BOB chairpersons, 23 special needs teachers and 160 regular teachers in the schools with special needs. Other employees in these schools and learners were not part of the study participants because they do not directly interact with learners with mental changes. The researcher is well versed with the language and topography of the study area and earlier training on special needs education. Thus, this enhanced data collection process.

### **1.9 Assumptions of the Study**

The study assumed that:

- i. Learners who are mentally challenged in the special units participate in co-curricular activities
- ii. Various factors influence the involvement of learners who are mentally challenged in co-curricular activities

## 1.10 Operational Definition of Terms

**Co-curricular activities** – composed understudy exercises associated with school and as a rule conveying no scholarly credit

**Mainstream learners** – this refers to learners perceived not to be having special needs in the regular schools

**Mentally challenged/slow witted** - these are learners whose intellectual capability and functioning so leaves from commonly acknowledged, age proper ethnic or social ability that it unfavorably influences his/her scholastic advancement, social connections, individual change, study hall alteration, self-care or professional aptitudes.

**Motivation** - this refers to the act of inspiring learners who are mentally challenged to work hard in order to achieve the set objectives.

**Participation** – this refers to taking part in a specified co-curricular activity by a learner who is slow-witted

**Physical facilities** - open grounds and other developed areas used for co-curricular activities by learners who are mentally challenged.

**Regular teachers** – this refers to educators trained to teach learners without special needs but who have little or no knowledge of handling learners with special needs including learners



with mental challenges

**Resource adaptation-**

tailoring open grounds and other developed areas to be in line with the needs of learners who are mentally challenged

**Special needs teachers –**

this refers to trained educators in the field of special needs who instruct and take care of learners with various disabilities including learners with mental challenges

**Special units –**

this refers to special classes within schools which cater for learners with special needs including learners with mental challenges

**Teacher training –**

formal preparation of educators to be able to handle learners with mental challenges.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter entailed literature review that was relevant to the current study. The writing was explored under the accompanying sub-bits: physical facilities, resource adaptation, teacher training and motivation. The chapter also discusses the conceptual framework guiding the study.

#### **2.2 Physical facilities and participation in co-curricular activities**

As per Henriksen, Stambulova and Roessler (2011) the all-encompassing biological way to deal with cooperation in co-curricular exercises is impacted by the setting in which it happens. The creators contend that cooperation in sports and games is impacted by the prompt small scale condition, yet in addition by the interrelated arrangement of smaller scale situations, for example, the school and club, by settings in which the competitors are not effectively included, for example, sports organization, and furthermore by bigger social examples. Henriksen et al (2011) study results bolstered the view that to comprehend the mind-boggling nature of ability advancement, scientists and specialists must look past the individual competitor and remember the earth for their examinations and practice. This implies that in the case of the school, provision of physical facilities can enhance the participation of learners in co-curricular activities. The school environment is largely determined by the school leaders. However, the school leadership is at immense pressure to ensure student perform better in their

academics. This may force them to tailor the school environment to improving academic performance rather than participation in co-curricular activities.

Kentiba (2013) study attempted to identify major challenges and problems affecting the participation of disabled children in physical education and extracurricular activities in selected schools of Arba Minch town administration. Using mixed type of research design, it is attempted to seek out the problems and challenges affecting a fore mentioned children participation in the subject as well as extracurricular activities. Semi structured questionnaire for teachers, structured interview both for students with disabilities and non-disabled students as well as school administrators' and observation using check lists was administered to a total of 43 deliberately selected subjects or informants in selected schools. The data obtained through these tools was analyzed both quantitatively and qualitatively at 5% significant level. Quantitatively the analysis was made using tables and charts and qualitatively using words. Based on analysis made major findings were drawn, as the findings showed that factors and challenges associated with materials, equipment's, school compound, absence of disability sport competitions, poor pupil to pupil support, limited professional development trainings, in-comprehensive curriculum is found as a challenge and problems which limits participation of disabled children in school Physical education and extracurricular activities.

Kirui, Langat and Rop (2014) assessed the equipment that are important in physical education and the kind of physical facilities found in teacher training colleges (TTCs) in Kenya. The study found that there were inadequacies in the quality and the quantity of

such important influential factors like facilities and equipment in TTCs. Although this study delimited itself on the physical education facilities, it is possible that sporting facilities are also inadequate. However, this study was carried out in a teacher training college which is different from primary schools and hence there might be differences in terms of sporting facilities. Nonetheless, there is need to establish the condition of the sporting facilities in primary schools with special units for slow-witted units. Kirui, Langat and Rop (2014) also indicated that the latest developments in Kenya are that “no national games meet or rivalry is to be done in a grass track, however ought to at any rate be a murrum track for it to be authorized by Athletics Kenya”. The authors further argued that inability of schools to provide better physical facilities hinders implementation of physical education programs in schools. They also reported that the high enrolment in schools is not in tandem with the available physical facilities to support physical education programs.

Thinguri, Waudo and Sankale (2014) critically analyzed how learners with physical challenges are engaged in sports and games in primary and secondary schools in Kenya. The study involved secondary schools, primary schools and pre-school in Kenya. The study indicated that Kenyan curriculum considers sports and games a core activity and that the sports and games provision is compulsory at all levels of basic education in form of Physical Education (P.E). The study reported that although the effort made in the provision of sports and games for students with Physical Disabilities is cherished, there are different hindrances in providing the required facilities. This was said to interfere with quality of sports and games that can enhance the advantages accrued from such

activities. Thinguri et al (2014) indicated that inadequate equipment and facilities such as sports fields are some of the barriers to participation in games and sports. Students in this way need enough introduction and practice to the games and games exercises. Thus, improvement of sports gifts might be meddled with. It is however unclear whether this applies only to learners who are slow-witted. Thus, there is need to establish this empirically.

### **2.3 Resource adaptation and participation in co-curricular activities**

In order for learners with disabilities and special needs to maximize on their potentials functionally, they require an environment that has no barriers towards attaining such goals (Government of Kenya, 2003). These learners need accessible and friendly environments wherever they operate from. Such an environment can allow the learners with special needs to operate under minimal support. Unlike non-disabled learners, students with disabilities and special needs require physical resources that are conducive to their state of physical or mental challenge. Barriers that existed in schools and unfriendly environments were expected to be removed through provision of support from the government. It is however unclear whether adaptation of physical facilities influence participation by learners who are slow-witted in co-curricular activities.

According to Ministry of Education (2009), currently, learners with disabilities and special needs face unfriendly and inaccessible learning environment in terms of equipment, institution location, amenities, buildings, and furniture, present openness difficulties to students with extraordinary necessities and incapacities. It is expected that learners with special needs be able to access education where hindrances are minimal.

Learning institutions have unfriendly environments in terms of public utilities, social amenities, class and public transport.

Rao and Panda (2005) investigated special education practices for learners with mental challenges in India. The study employed a questionnaire with aspects of co-curricular activities, organizational activities, behavior problem management, academic activity, students' performance and therapeutics. The data were analyzed using SDs, Means and inferential statistics (F test). There was no differential practice in firm variables like rural-urban location. However, the quantity of services provided and human activities geared towards development firms indicated differential variations in terms of non-academic aspects. Aspects of special needs teachers such as basic education background experience, gender and age showed some effect on practices of special education in main areas like student performance, behavior management and academic activity.

Habib, Nadeem, Aslam, Ahmad and Hussain (2011) assessed the part and significance of co-curricular events among people with special needs learning at basic level in Pakistan. The study reported that people with disabilities basically engage in far less physical activity and sport than persons who are able-bodied various reasons. One of the reasons found out in the study that deter disabled people from participation is variation in resource availability and resource adaptation. The study also established that there is a big intention among both disabled children and adults partake in more physical activity and sport, with unawareness of provisions being cited as a hindrance of participation. In spite this, the socio-economic and cultural factors in Pakistan differs from those in Kenyan context especially Tigania West Sub-county. Thus, there is need to analyze the

influence of resource adaptation on participation in co-curricular activities among learners who are slow-witted in Tigania West Sub-county context.

#### **2.4 Teacher training and participation in co-curricular activities**

The focus of teachers' pre-service training is most likely to be either on developmental stage like early childhood education or content like mathematics or history. It is possible that mainstream teacher may have undergone a basic course special education, leading to minimal data on and minimal opportunity on teaching techniques that are essential in attaining the needs of special needs learners. According to National Association of State Boards of Education (1992) such trainings have been referred to as "inherently superficial". Special needs teachers are most likely to be more educated in ways of dealing with learners disabilities and special needs. Be that as it may, as a result of work force deficiencies across the country, not many of a specialized curriculum staff are ensured for the position they hold (Office of Special Education Programs, 1994). This implies that very few teachers may be able to steer learners who are slow-witted to attain better participation in co-curricular activities.

Muema (2019) investigated the factors influencing teachers' involvement in co-curricular activities in public secondary school in Matungulu sub-county, Machakos County, Kenya. The study was based on Victor Vroom's expectancy theory of 1964 which emphasizes the importance of forward-looking beliefs about what will occur. The study employed a descriptive survey research design. The target population was 34 principals and 380 teachers from the public secondary schools in the sub-county. Data was collected using questionnaires and observation checklists. The study revealed that the

motivation of teachers involved in co-curricular activities was very essential, it also revealed that teachers were heavily burdened by their workload which hindered their involvement in co-curricular activities, majority of the teachers were not trained in co-curricular activities and this made them not to be involved in the activities and the school administrators supported their schools in co-curricular activities.

A study by Wanyama and Quay (2014) investigated experiences of teachers in association with pedagogy, curriculum to increase a comprehension of the educators' encounters corresponding to organization, curriculum and pedagogy of physical education programs in secondary schools. The experiences brought forth via challenges encountered by teachers in both Victoria and Kenya were investigated. The study indicated that while Victoria and Kenya have common aspects in their educational systems, there were critical contrasts that had effects on how physical education was positioned in these nations. From the view of Victorian physical education teachers, Kenyan physical education teachers carry out their activities in a setting that is more helpful. In addition, Wanyama and Quay (2014) established that perception of physical education amongst parents, teachers and learners in Kenya are that it is simply an act - in contrast to a subject that is academically essential for learning to take place. Thus, the attitude of teachers towards sports might be a challenge in sporting talent development among students. However, this argument needs to be systematically established through empirical study.

According to Gray and Plucker (2010), the key roadblocks to participation in sporting activities is trying to recognize talent at an initial stage of life, use of faulty athletic



capacity identification models, and absence of educated teachers, parents and coaches in relation to proper identification of talent. This implies that teacher training can impact the support of students in co-curricular exercises. Gray and Plucker (2010) further argued that sporting talent is a result of support, physiological and psychological factors, and these factors ought to be scrutinized to actually grip the complexity of recognizing athletic talent. Gray and Plucker (2010) further argue that talent identification and development should put more emphasis on the capability to develop instead of immediate performance; one's capability to progress rests on psycho-behavioral aspects; in order to progress in a sport, essential basic movement skills ought to be available in their vocabulary; and talent recognition and talent growth processes ought to be combined. However, it is unclear whether teachers have necessary training to enhance participation of learners who are slow-witted in co-curricular activities hence the reason for this study.

## **2.5 Motivation and participation in co-curricular activities**

Subotnik, Edmiston, Cook and Ross (2010) revealed that maximal guidance for advancement of ability happens by means of three phases. In the primary stage, adolescents are directed to become hopelessly enamored with an order, a thought or a point. The subsequent stage involves guidance in the qualities, information, and abilities of the area. In the third stage, youthful people who are skilled figure out how to utilize their specialized and enthusiasm dominance to create a novel message and style, and to dissect unique issues. This infers cooperation in donning exercises requires inspiration eventually. Subotnik et al (2010) contend that most projects in schools center around

momentary job demonstrating, intended to move and rouse. In any case, it is muddled whether students who are simple-minded are spurred to take an interest and improve their support in co-curricular exercises. Accordingly, there is have to report this through proof based exploration.

As per Allen, Bell, Lynn, Taylor and Lavallee (2012) incredible instructing practice makes a conscious situation and encourage competitor strengthening and inspiration. Allen et al (2012) additionally demonstrated that such training includes mentors who are congenial and moving. This infers educators should be agreeable and moving so as to rouse students who are simple-minded to take an interest and achieve better support in co-curricular exercises. Besides, Allen et al (2012) built up that such instructing requires the capacity to precipitously rebuild one's information to changing situational requests and it includes correspondence and custom fitted criticism. Be that as it may, it is indistinct whether instructors mull over such issues when preparing students who are slow-witted to take an interest in co-curricular exercises.

Interest in extracurricular exercises gives plausibility of an understudy obtaining some kind of steady relationship, tutor or good example with a grown-up. Right when children identify with a strong teacher or tutor, the children become progressively familiar with them better by being incorporated. Understudies get the opportunity to have genuine association, helpful analysis and sponsorship from an adult genuine model while making positive associations outside of their nearby families. Such a help may help with making shared trust, respect and obligation seeing somebody (Logan and Scarborough, 2008). Most understudies benefit by supporting and caring relationship with educators and

diverse adults. The proximity of "other adult associations" is seen as a developmental asset associated with empowering academic and life accomplishment (Logan and Scarborough, 2008). Accordingly, checking out co-curricular activities may itself be inspiring to students.

Exploration has indicated a reasonable connection between the educators' and guardians association and kids' accomplishment in school. Further, contemplates have likewise shown a connection between the educators' and parent contribution and youngsters' instructive turn of events and resulting inborn scholastic inspiration (Badariah, 2011). At the point when guardians and educators trust in kids' skill and have elevated standards for them, give the assets that youngsters need to feel associated with others and encourage a feeling of self-governance by supporting kids' introductions and critical thinking, kids' inspiration is well on the way to flourish (Gottfried, Fleming, and Gottfried, 2010). This demonstrates the two guardians and instructors assume a fundamental job in inspiration of students to take an interest both curricular and co-curricular exercises. It is notwithstanding, muddled whether such inspiration may improve interest of students who are slow-witted in co-curricular exercises.

## **2.6 Theoretical Framework**

This investigation was guided by Alexander Astin's (1984) hypothesis of Student Involvement. The hypothesis clarifies how attractive result for foundations are seen corresponding to how understudies change and are engaged with co-curricular exercises. The middle thoughts of the theory are made out of three segments, in particular; information sources, condition and results. The hypothesis contends that affiliation

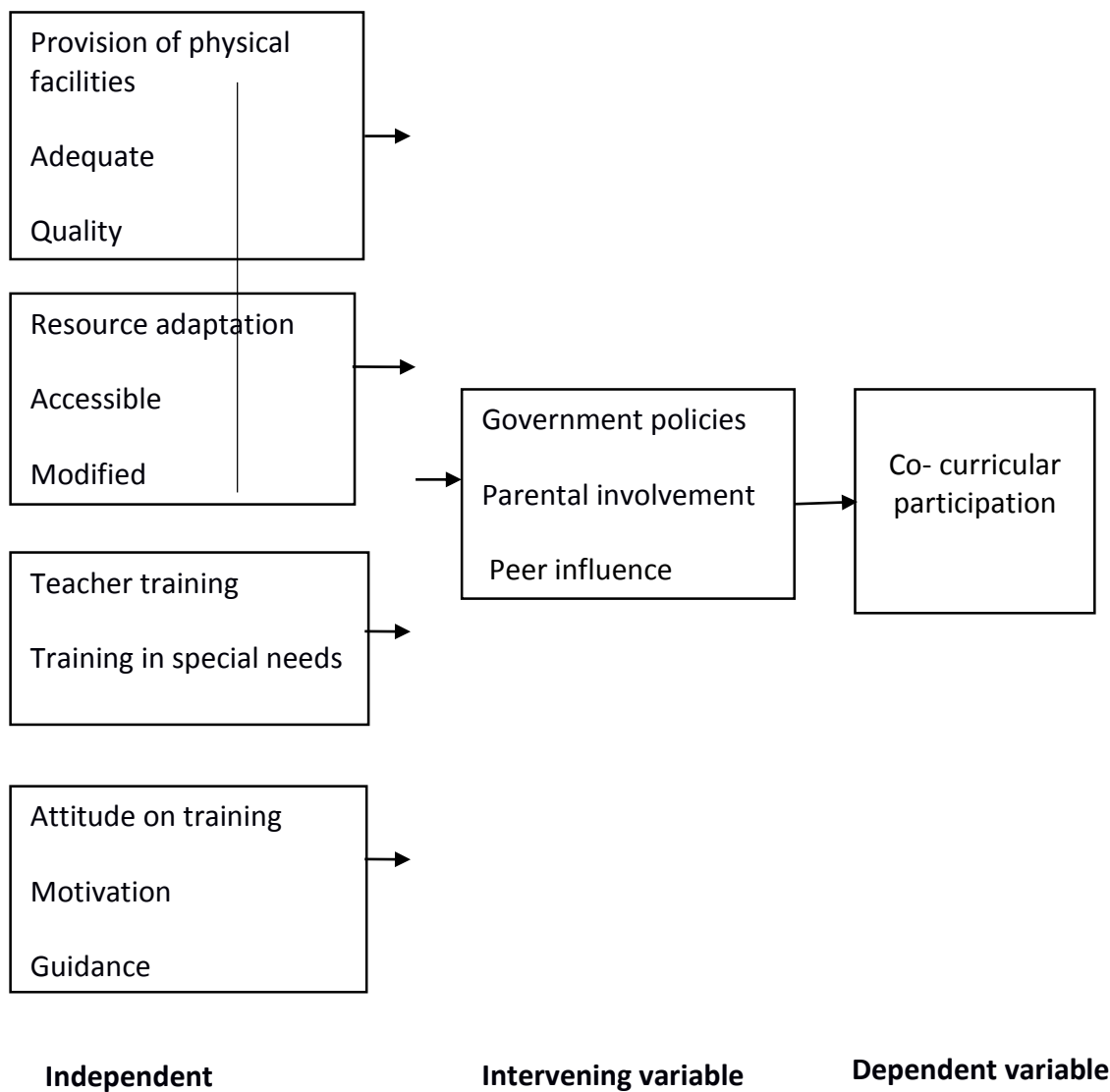
requires a hypothesis of psycho-social and physical vitality. Astin likewise contended that affiliation is steady, and that the proportion of imperativeness contributed shifts from understudy to understudy. The hypothesis additionally calls attention to that parts of contribution might be subjective and quantitative. The hypothesis additionally declares that what an understudy gains from being included (or their turn of events) is straightforwardly relative to the degree to which were associated with (the two parts of value and amount). At last, the hypothesis contends that scholarly presentation is related with the understudy contribution.

The theory is appropriate for this study because it can explain the support of students who are slow-witted in co-curricular exercises. The theory explains how environment can impact the outcome and thus availability or unavailability of physical resources and their adaptation or lack of it to the needs of these learners can impact on the participation of learners who are slow-witted in co-curricular activities. The theory also points out the need for psycho-social energy which can be enhanced or reduced through motivation or demotivation respectively. In addition, psychosocial energy can be enhanced or reduced through teachers based on the extent of their training or lack of it in special education needs. All these are the concern of the current study.

## **2.7 Conceptual Framework**

The conceptual framework shows indicators of the independent variables which are the provision of physical facilities, resource adaptation, teacher training and motivation and the dependent variable which is the participation by learners who are slow-witted in co-curricular activities. The conceptual framework that guided this study was thus

presented in Figure 2.1.



**Figure 2.1** Conceptual Framework

The researcher conceptualized provision of physical facilities as an independent variable because availability of these facilities could impact participation by learners who are slow-witted in co-curricular activities positively and their lack of could have negative effects. Resource adaptation was also conceptualized as an independent variable because

adaptation or lack of adaption could either positively or negatively impact participation by learners who are mentally challenged in co-curricular activities. Teacher training was also likely to have either positive or negative effect on participation by learners who are slow-witted in co-curricular activities and therefore it was also conceptualized as an independent variable. The extent to which learners are motivated could also impact on participation by learners who are slow-witted in co-curricular activities and hence also conceptualized as an independent variables. On the other hand, participation by learners who are slow-witted in co-curricular activities is conceptualized as a dependent variable because it is a possible outcome of the level of provision of physical facilities, resource adaptation, teacher training and motivation.

Government policies on co-curricular activities was conceptualized as an intervening variable because it is likely to affect all learners in a similar way. Parental involvement was also conceptualized as intervening variable because such engagement may motivate learners with mental challenges to have a higher attainment in co-curricular activities. Peer influence from mainstream learners was also conceptualized as intervening variable since learners with mental challenges may imitate such learners as they learn in the same environment.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented the research design, study location, target population, sampling procedure and sample size, research instruments, pilot study, data collection procedure, data analysis and ethical considerations.

#### **3.2 Research Design**

This study adopted a descriptive design. Descriptive design also known as statistical research and it describes phenomena as they exist. It was used to identify and obtain information on factors that influence participation of learners with mental challenges in co-curricular activities. Descriptive research answers the questions, what, who, where, how and when. It is used to study the current situation. It is widely used in the physical and natural science. But it is used more common in the social sciences, as in socio-economic survey and job and activity analysis (Zikmund et al., 2013).

Descriptive research aim at portraying accurately the characteristics of a particular group or situation, one may undertake a descriptive study about the works in a factory, their age distribution, their community-wise, distribution, their educational level, their state of their physical health and so on also one may study the conditions of work in a factory health, safety and welfare (Akhtar, 2016). A descriptive study may be concerned with the attitude or views (of a person) towards anything e.g., attitudes presidential form of government, right to strike, capital punishment, prohibition, college autonomy etc.

Descriptive survey is used for collecting information about people's attitude, opinions, habits or any of the variety of education or social issues (Gall, Gall & Borg, 2003). The descriptive survey design was appropriate for this study because it enabled the researcher to describe the influence of selected factors on co-curricular activities participation on learners with mental challenges in special units. It was also appropriate because it did not manipulate any variable under study rather it sought to analyse the current situation as it pertains participation in co-curricular activities by learners with mental challenges.

### **3.3 Location of the Study**

The research was carried out in Tigania West Sub-county, Meru County Kenya. The location was favorite since it had been observed that the involvement of learners with mental challenges in co-curricular activities was dismal in relation to other learners without special needs.

### **3.4 Target Population**

The reference population for this study was 211 subjects. This consisted of 14 head teachers, 14 BOM chairpersons, 160 regular teachers and 23 special needs teachers in the 14 public primary schools with special units for learners who are slow-witted in Tigania West Sub-county, Meru County Kenya.

### **3.5 Sampling Procedures and Sample Size**

The respondents were drawn from all the 14 public primary schools with special units for learners who are slow-witted in Tigania West Sub-county. According to Kathuri and



Pals (1993) from a population of 211, a normal sample size is 136. This is based on Cochran's (1977) formula:

$$ss = \frac{Z^2 * (p) * (1-p)}{c^2}$$

Where:

Ss = sample size

Z = Z value (1.96 for 95% confidence level)

p = percentage picking a choice, expressed as decimal (0.5 used for sample size needed)

c = acceptable margin of error for proportion being estimated = 0.05

$$n_0 = \frac{\text{Therefore, } (1.96)^2(0.5)(0.5)}{(0.05)^2} = 384$$

Therefore, for a population of 211 the required sample size is 384.

In any case, since this example size surpasses 5% of the populace (211\*0.05=11),

Cochran's (1977) amendment recipe was utilized to compute the last example size.

These figurings are as per the following:

$$n_1 = \frac{n_0}{(1 + n_0 / \text{Population})}$$

$$n_1 = \frac{(384)}{(1 + 384/211)} = 136$$

Thus, the respondents comprised of all the 14 head teachers, all the BOM chairpersons, all the 23 special needs education teachers and 85 regular teachers of which 14 were games masters/mistresses, one from each of the 14 schools. Purposive testing was

utilized to sample the head teachers, BOM chairpersons and special needs education teachers. Regular teachers were sampled using simple random sampling. This involved use of pre-marked folded pieces of papers that indicate those to participate and those to be excluded. The potential participants were requested to pick a single piece of paper. Those picking pieces of paper to be included were involved in the study while those picking pieces of papers to be excluded were not involved in the study.

**Table 3.1***Sample Matrix*

Category	Total Population	Sampling procedure	Sample size
Head teachers	14	Purposive	14
Special needs education teachers	23	Purposive	23
Regular teachers	160	Simple random	87
BOM chairpersons	14	Purposive	14
<b>Total</b>	<b>197</b>		<b>136</b>

**3.6 Research Instruments**

The study employed three sets of questionnaires and observation schedule.

**3.6.1 Questionnaires**

The three questionnaires were for: one for the head teacher, one for the teachers (special needs teachers and the other for the regular teachers) and the other for BOM chairpersons. The instruments contained items covering all the study objectives. The questionnaires were divided into five sections. The first section covered the demographic characteristics of the respondent. The second section contained items on the influence of provision of physical facilities on participation by learners who are slow-witted in co-curricular activities. The third section sought data related to influence of resource adaptation on participation by learners who are slow-witted in co-curricular activities. The fourth section sought data on the influence of teacher training on participation by learners who are slow-witted in co-curricular activities. The fifth section

collected data on the influence of motivation on participation by learners who are slow-witted in co-curricular activities.

### **3.6.2 Observation Schedule**

The study also used an observation schedule to gather data about the learners and their respective schools. The schedule contained included data on all objectives.

### **3.7 Piloting**

The researcher conducted a pilot study in four public primary schools with special units for learners who were slow-witted in Tigania East Sub-county (Ncuui primary school, Lubuathirua primary school, Angili Primary school and Mukuiru primary school) which neighbors Tigania West Sub-county. Tigania East Sub-county was chosen because it had similar demographic and socio –cultural and economic activities as those in Tigania West Sub-county. The pilot study empowered the specialist to refine the information assortment instruments. From every one of the four schools the head teacher and special needs education teachers were purposefully selected. The researcher also selected eight regular teachers using simple random sampling. Four BOM chairpersons were also selected using purposive sampling. The reason for the pilot study was to empower the analyst to find out the dependability and legitimacy of the instruments, and to acclimate with the organization of the surveys in this way improve the instruments and methods. The pilot additionally helped the specialist to audit and alter vague things in the information assortment instruments.

#### **3.7.1 Reliability of the Research Instruments**

The analyst fundamentally surveyed the consistency of the reactions on the pilot polls to

make a judgment on their unwavering quality. Split half procedure utilizing Spearman Brown prediction equation will be utilized to figure the unwavering quality coefficient. Gay (1992) contends that an unwavering quality coefficient of at any rate 0.7 is adequate. The Spearman's Co-efficient of Correlation were utilized to decide the unwavering quality of the polls. A base connection coefficient of 0.7 is regarded to show that review instruments are solid. The investigation set up a Co-effective of Correlation of 0.72, 0.75 and 0.73 for instructors', head educators' and BOM administrators' polls individually. Along these lines, the instruments were esteemed dependable.

### **3.7.2 Validity of the Research Instruments**

The validity of data collection instruments were investigated to ascertain clarity of the questions to the respondents and change them accordingly to improve validity. Since experts opinions help improve validity (Dey, 2005), help was sought from directors and different specialists from Kenya Methodist University, so as to help improve legitimacy of the instruments.

### **3.8 Data Collection Procedures**

The researcher visited the chosen schools and looked for consent from head educators to gather information from the school. The researcher attempted to set up compatibility with the focused on respondents before the genuine information assortment. The analyst initially met with the respondents and subsequent to disclosing to them the motivation behind the examination, their agree was looked to regulate the exploration instruments. The specialist then self-controlled the poll to the respondents. All polls were joined with a letter from the scientist mentioning for research information and data from

respondents. The researcher disclosed genuinely to the respondents why it was critical to fill in the polls precisely.

### **3.9 Data Analysis Procedures**

After assortment of information, it was coded, sorted and broke down with the assistance of the Statistical Package for Social Sciences (SPSS) Version 21.0. Quantitative information was examined utilizing distinct measurements. Illowsk and Dean (2013) brings up that enlightening insights permits the specialist to give a depiction of information regarding size, shape, methodology or conveyance of different estimations or scores. Spellbinding measurements include the utilization of frequencies and rates. Recurrence tables and figures, for example, pie outlines and charts will be utilized to introduce the quantitative information.

Subjective information was dissected utilizing topical information investigation. Topical investigations center around recognizable proof and portrayal of both verifiable and unequivocal thoughts inside the information, that is, subjects (Dey, 2005). In this investigation, topical examination process included information acquaintance, coding, arrangement, recognizable proof of examples and translation of the examples. The examples distinguished in the information were utilized to create subjects that address study targets. The information was first be gathered in agreement to explore instrument under the distinguished subjects. This was trailed by an examination of the subjects rising up out of different information assortment instruments. At long last, information tending to comparative topics was converged from different information assortment instruments. This will guarantee that the discoveries of the examination are trustworthy

and present the general picture on the ground. Subjective information was introduced clearly. A rundown of information examination appeared in Table 2. Observation schedule was used to collect qualitative data.

**Table 3.2***Methods of Data Analysis*

Objectives	Independent Variables	Dependent Variables	Analysis Methods
i. To establish the influence of provision of physical facilities on participation in co-curricular activities by learners who are slow-witted in special units in Tigania West Sub-county	Provision of physical facilities	Participation in co-curricular	Descriptive statistics such as frequency counts and percentages
ii. To determine the influence of resource adaptation on participation in co-curricular activities by learners who are slow-witted in special units in Tigania West Sub-county	resource adaptation	Participation in co-curricular	Descriptive statistics such as frequency counts and percentages
iii. To determine the influence of teacher training on participation in co-curricular activities in by learners who are slow-witted in special units in Tigania West Sub-county	Teacher training	Participation in co-curricular	Descriptive statistics such as frequency counts and percentages
iv. To find out the influence of motivation on participation in co-curricular activities by learners who are slow-witted in special units in Tigania West Sub-county	Motivation	Participation in co-curricular	Descriptive statistics such as frequency counts and percentages

**3.10 Ethical Consideration**

After endorsement of the exploration proposition, the specialist got a presentation letter from Kenya Methodist University and from there on acquired an examination license from the National Commission for Science, Technology and Innovation (NACOSTI). The analyst likewise got a letter of authorization from the sub-region training office to gather information.



All respondents were advised about the motivation behind the investigation heretofore. Support in the examination will be carefully on deliberate premise and educated assent was looked for. The specialist guaranteed the respondents of secrecy about the information they give as proposed by (Kombo & Tromp, 2006). Obscurity of the respondents was guaranteed through mentioning members not to demonstrate their names or that of their schools in the information assortment instruments. The character of the respondents was kept hidden and secret and the information gave was just used to the motivation behind this scholastic work.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

### **4.1 Demographic Data**

The study gathered data on the demographic characteristics of the respondents. Table 4.1 shows a summary of demographic data. The results showed that 52% (50) of the sampled respondents were females while 48% (47) of them were males. The study also requested the head teachers to state their gender. The results indicated that 75% (9) of the head teachers were males while 25% (3) were females. This implies that majority of schools in Tigania West Sub-county which have special units were under the leadership of male teachers. The study also requested the BOM chairpersons to indicate their gender. The results indicated that all (100%) of the BOM chairpersons who responded to the data collection instruments were males. This implies that majority of schools in Tigania West Sub-county had a male BOM chairperson. The teachers were required to state their highest level of education.

It was established that 42% (41) of the sampled teachers were holders of a diploma in education, 29% (28) were P1 teachers, 24% (23) of teachers had a Bachelor's degree and 5% (4) of them had a master's degree. Thus, teachers with a highest educational qualification held a master's degree while those with lowest educational qualification were P1 teachers. The head teachers were also requested to indicate their highest level of education.

**Table 4.1***Respondents Demographic data*

Characteristic	Respondent	Indicators	Percent
Gender	Teachers	Male	48
		Female	52
	Head teachers	Male	75
		Female	25
Highest academic qualification	Teachers	P1	29
		Dip/ed	42
		Bed	24
		Med	5
	Head teachers	KCE	17
		Dip/Ed	25
		BEd	58
	BOM	O-level	22
Dip/Ed		78	
Professional qualification in special education	Teachers	Certificate	7
		Diploma	11
		Degree	6
		None	76
	Head teachers	Diploma	25
		Degree	17
None		58	
	Handle special needs unit	Teachers	Yes
		No	72
Games masters/mistresses	Teachers	Yes	14
		No	86
Age	Teachers	26 to 30 years	19.6
		31 to 40 years	29.9
		41 to 50 years	23.7
		Over 50 years	26.8
	Head teachers	31 to 40 years	16
		41 to 50 years	17
		Over 50 years	67
	BOM	31 to 40 years	33
		41 to 50 years	22
		Over 50 years	45

The results showed that majority (58% (7)) of head teachers were holders of a bachelor of education degree, 25% (3) were holders of a diploma in education and 17% (2) were

holders of KCE certificate. Data on the BOM's highest academic qualification was also collected.

The results showed that majority (78% (7)) of BOM chairpersons were holders of a diploma certificate while 22% (2) of them were holders of O-Level certificate. The study also collected data on teachers' professional qualification in exceptional needs education.

The results indicated that majority (76% (74)) of the teachers had no professional qualification in special needs education. The results also showed that 11% (11) of the teachers had diplomas in special needs education, 7% (7) were certificate holders and 6% (6) of the teachers had a degree in special needs education. The study also collected data on head teachers' professional qualification in special needs education.

The results indicated that 58% (7) of the head teachers had no professional qualification in special needs education. However, 17% (2) of head teachers had a degree in special needs education and 25% (3) of them were holders of a diploma in special needs education. The BOM chairpersons were also requested to indicate whether they had any professional qualification in special needs education. The results revealed that none of the BOM chairperson had any professional qualification in special needs education. The teachers were also requested to indicate whether they handled special unit class.

The results indicated that 72% (70) of the teachers sampled did not handle special needs unit and only 28% (27) of the teachers handled special needs unit. The study further gathered data on whether the teachers were games masters/mistresses in their respective schools.

It was established that among the sampled teachers only 14% (14) of them were games masters/mistresses in their respective schools. The study also gathered data on the age brackets to which the teachers belonged. It was established that 19.6% (19) of the teachers were aged 26 to 30 years, 29.9% (29) were aged 31 to 40 years, 23.7% (23) were aged 41 to 50 years and 26.8% (26) were aged over 50 years. The study also gathered data on the age brackets to which the head teachers belonged.

The study established that 67% (8) of head teachers were aged over 50 years while the age bracket for 17% (2) of the head teachers was 41 to 50 years and that of 16% (2) of the head teachers was 31 to 40 years. Data on BOM's age brackets was also collected.

The results indicated that 45% (4) of the BOM chairpersons were aged over 50 years while the age bracket for 22% (2) of the BOM chairpersons was 41 to 50 years and that of 33% (3) of the BOM chairpersons was 31 to 40 years. The study also collected information on teachers' experience. The results are indicated in Table 4.2

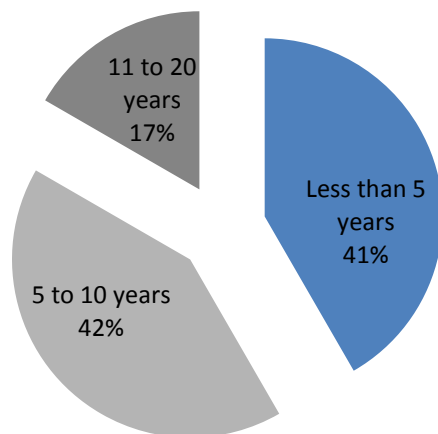
**Table 4. 2**

*Teaching experience*

Teaching experience	Frequency	Percent
Less than 5 years	19	19.6
5 to 10 years	17	17.5
11 to 20 years	18	18.6
Over 20 years	43	44.3
Total	97	100.0

The study established that majority (44.3% (43)) of the teachers had a teaching experience in the of over 20 years, 19.6% (19) had taught for less than 5 years, 18.6% (18) had a teaching experience in the range of 11 to 20 years and 17.5% had a teaching experience in the range of five to ten years. The study also gathered data on the duration

of which the head teacher had been in their current school. The results are summarized in Figure 4.1.



**Figure 4.1** *Head Teacher's Duration at the School*

The results showed that 42% (5) of the head teachers had been in their current schools for a duration ranging from five to ten years, 41% (5) had been there for less than five years and 17% (2) had been there for a duration ranging from 11 to 20 years. The study also gathered data on the duration of which the BOM chairperson had been in their current school. The results indicated that majority (78% (7)) of the BOM chairpersons had been serving in their respective schools as BOM members for less than five years while 22% (2) of them had served for a period of five to ten years.

#### **4.2 The influence of provision of physical facilities on participation in co-curricular activities**

The principal objective tried to build up the impact of arrangement of physical offices on support in co-curricular exercises by students who are slow-witted in extraordinary units

in Tigania West Sub-region. First the instructors, BOM administrators and head educators were mentioned to state whether students with mental difficulties partook in co-curricular exercises. All (100% (97)) of the educators, BOM administrators (100% (9)) and head instructors (100% (12)) concurred that students with mental difficulties took part in co-curricular exercises. This was bolstered by perception plan which showed that in every single unique unit chose, students with mental difficulties partook in co-curricular exercises. The educators, head instructors and BOM directors were then mentioned to demonstrate their degree of concurrence with different explanations identified with the impact of arrangement of physical offices on cooperation in co-curricular exercises by students who are slow-witted. The outcomes for the teachers are summed up in Table 4.3. The results for the head teachers are summarized in Table 4.4 while those for the BOMs are shown in Table 4.5 (SD = emphatically dissent, D = deviate, U = uncertain, A = concur and SA = firmly concur). The outcomes demonstrated that lion's share (48.5% (47)) of instructors concurred and 2.1% (2) unequivocally concurred that their school had sufficient physical offices that empower students who are slow-witted to take an interest in co-curricular exercises. Results from head instructors showed that 33.3% (4) of them concurred and 16.7% (2) emphatically concurred that their school had sufficient physical offices that empower students who are simple-minded to take an interest in co-curricular exercises. This suggests practically 50% (6) of the schools in Tigania West Sub-province were well outfitted with physical offices to empower students with mental difficulties to take an interest in co-curricular exercises. This is in congruent with Hernriksen, Stambulova and Roessler (2011) who

ascertained that provision of physical facilities can enhance the participation of learners in co-curricular activities.

**Table 4.3**

*Teacher perception*<sup>42</sup>

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Adequate physical facilities that enable learners to engage in co-curricular actions	18	18.6	23	23.7	7	7.2	47	48.5	2	2.1
Quality physical facilities that enable learners to participate in co-curricular actions	17	17.5	45	46.4	3	3.1	32	33.0	0	0
Leadership invested heavily in provision of physical facilities	19	19.6	42	43.3	13	13.4	8	8.2	15	15.5
The physical facilities has enabled learners to excel in co-curricular actions	14	14.4	38	39.2	4	4.1	32	33.0	9	9.3
Adequate equipment that enable learners to engage in co-curricular actions	18	18.6	47	48.5	3	3.1	20	20.6	9	9.3

It ought to in any case, be noticed that 23.7% (23) of the educators and 25% (3) of head instructors differ and 18.6% (18) of educators and 25% (3) of head educators unequivocally couldn't help contradicting the attestation that their schools had satisfactory physical offices that empower students who are slow-witted to take part in co-curricular exercises.

**Table 4.4**

*Head Teacher perception* <sup>42</sup>

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Adequate physical facilities that enable learners to	3	25.0	3	25.0	0	0	4	33.3	2	16.7



engage in co-curricular actions										
Quality physical facilities that enable learners to participate in co-curricular actions	0	0	8	66.7	0	0	2	16.7	2	16.7
Leadership invested heavily in provision of physical facilities	3	25.0	3	25.0	0	0	4	33.3	2	16.7
The physical facilities has enabled learners to excel in co-curricular actions	3	25.0	2	16.7	0	0	5	41.7	2	16.7
Adequate equipment that enable learners to engage in co-curricular actions	3	25.0	5	41.7	2	16.7	0	0	2	16.7

Likewise, 55.6% (5) of the BOM executives differ and 22.2% (2) of them unequivocally differ that their school had satisfactory physical offices that empower students who are simple-minded to take an interest in co-curricular exercises. This infers a sizable number of schools come up short on the important physical offices that can empower students with mental difficulties to take an interest in co-curricular exercises. This supports Kentiba (2013) who indicated that factors and challenges associated with materials, equipment's, school compound, absence of disability sport competitions, poor pupil to pupil support, limited professional development trainings, in-comprehensive curriculum is found as a challenge and problems which limits participation of disabled children in school Physical education and extracurricular activities.

The investigation likewise settled that larger part (46.4% (45) of the instructors and 66.7% (8) of head educators differ and 17.5% (17) of educators firmly couldn't help contradicting the explanation that their school had quality physical offices that empower students who are simple-minded to take an interest in co-curricular exercises. What's

more, 55.6% (5) of the BOM directors differ and 22.2% (2) of them emphatically couldn't help contradicting the explanation that their school had quality physical offices that empower students who are slow-witted to take an interest in co-curricular exercises. This infers despite the fact that half of schools had important physical offices they were not really the greatest quality to encourage cooperation of students with mental difficulties in co-curricular exercises. This further supports Kentiba (2013) assertion that factors and challenges associated with materials, equipment's, school compound, absence of disability sport competitions, poor pupil to pupil support, limited professional development trainings, in-comprehensive curriculum is found as a challenge and problems which limits participation of disabled children in school Physical education and extracurricular activities.

The outcomes likewise showed that 43.3% (42) of the instructors and 25% (3) of head educators differ and 19.6% (19) of instructors and 25% (3) of head educators unequivocally differ that the school initiative had put vigorously in arrangement of physical offices to empower students who are simple-minded to take part in co-curricular exercises. The investigation likewise settled that 44.4% (4) of the BOM executives unequivocally differ and 22.2% (2) of them differ that the school administration had put vigorously in arrangement of physical offices to empower students who are slow-witted to partake in co-curricular exercises. This infers there may be some physical offices which are missing or of low quality in schools subsequently obstructing interest of students who are simple-minded in co-curricular exercises.

The discoveries further showed that 39.2% (38) of the instructors and 16.7% (2) of head

educators differ and 14.4% (14) of instructors and 25% (3) of head instructors emphatically couldn't help contradicting the attestation that physical offices at their school had empowered students who are simple-minded to exceed expectations in co-curricular exercises. It was additionally settled that 44.4% (4) of the BOM directors emphatically couldn't help contradicting the declaration that physical offices at their school had empowered students who are simple-minded to exceed expectations in co-curricular exercises. This infers nearness of physical offices may just be contributing a little division towards students with mental difficulties in exceling in co-curricular exercises. It ought to in any case, be noticed that 41.7% (5) of head educators concurred and 16.7% (2) of them firmly concurred with the declaration that physical offices at their school had empowered students who are slow-witted to exceed expectations in co-curricular exercises.

The investigation additionally discovered that 48.5% (47) of the educators and 41.7% (5) of head instructors differ and 18.6% (18) of instructors and 25% (3) of head educators unequivocally differ that their schools had sufficient hardware that empower students who are simple-minded to partake in co-curricular exercises. Furthermore, 44.4% (4) of the BOM directors emphatically differ and 33.3% (3) of them differ that their schools had sufficient gear that empower students who are simple-minded to take an interest in co-curricular exercises. This suggests the accessible hardware are insufficient and consequently could be hampering cooperation of students with mental difficulties in co-curricular exercises. This augments Kirui, Langat and Rop (2014) findings which indicated that there were inadequacies in the quality and the quantity of

such important influential factors like facilities and equipment in TTCs.

**Table 4.5**  
*BOM Perception4662*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Adequate physical facilities that enable learners to engage in co-curricular actions	2	22.2	5	55.6			2	22.2		
Quality physical facilities that enable learners to participate in co-curricular actions	2	22.2	5	55.6			2	22.2		
Leadership invested heavily in provision of physical facilities	4	44.4	2	22.2	2	22.2			1	11.1
The physical facilities has enabled learners to excel in co-curricular actions	4	44.4			1	11.1	4	44.4		
Adequate equipment that enable learners to engage in co-curricular actions	4	44.4	3	33.3			2	22.2		

The teachers, head teachers and BOM chairpersons were also requested to state other ways (open ended question) that provision of physical facilities influence participation of learners who are slow-witted in co-curricular activities. The teachers indicated that such facilities enable learners with mental challenges to play with others, act as a motivation, allow them to carry out enough practice for quality results, helps them to acquire skills on activities of daily living, help to boost self-esteem, it enhances effectiveness in performing tasks in relation to the activity in hand and excites and motivates the learners as they handle the facilities and maneuver along the fields. On the

other hand, the head teachers indicated that provision of physical facilities would enhance interest of learners who are slow-witted in participation in co-curricular activities and improve their psychomotor skills. The BOM chairpersons indicated that provision of physical facilities reduces barriers for various activities that learners with mental challenges can participate in.

Although all respondents indicated that physical facilities are essential for participation in co-curricular activities, observation schedule indicated that not all special units had adequate physical facilities. This implies that the respondents knew the importance of physical facilities but the schools could not provide them. This could be hampering fully participation and success of these learners in such activities. This finding is in line with Thinguri, Waudo and Sankale (2014) who found that although the effort made in the provision of sports and games for students with Physical Disabilities is cherished, there are different hindrances in providing the required facilities.

#### **4.3 The influence of resource adaptation on participation in co-curricular activities**

The second objective wanted to determine the influence of resource adaptation on involvement in co-curricular actions by learners who are slow-witted in special units in Tigania West Sub-county. The teachers, head teachers and BOM chairpersons were required to point out their level of understanding of various arguments concomitant to the influence of resource adaptation on involvement in co-curricular actions by learners who are slow-witted. The results for the teachers are summarized in Table 4.6. The results obtained from the head teachers are shown in Table 4.7 whereas those gathered

from BOMs are shown in Table 4.8. (SD = unequivocally deviate, D = dissent, U = unsure, A = concur and SA = emphatically concur).

**Table 4. 6**  
*Teacher Perception of Resource Adaptation 62*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Physical facilities are accessible to learners	3	3.1	25	25.8	11	11.3	47	48.5	11	11.3
Adaptation of the physical facilities to fit the needs of learners	13	13.4	18	18.6	9	9.3	51	52.6	6	6.2
Playground modified	5	5.2	32	33.0	31	32.0	24	24.7	5	5.2
Sufficient human resource	27	27.8	20	20.6	14	14.4	26	26.8	10	10.3
Modification of school facilities enabled success in co-curricular activities	5	5.2	28	28.9	27	27.8	19	19.6	18	18.6

The outcomes demonstrated that larger part (48.5% (47)) of educators and 33.3% (3) of head instructors concurred and 11.3% (11) of educators and 16.7% (2) of head instructors unequivocally concurred that their school had physical offices that were open to students who are slow-witted that empower them to take an interest in co-curricular exercises. This infers lion's share of the schools had open physical offices which could empower students with mental difficulties to take an interest in co-curricular exercises. This supports GoK (2003) assertion that these learners need accessible and friendly environments wherever they operate from. It ought to be that as it may, be noticed that 25.8% of the instructors and half of head educators differ and 3.1% of them unequivocally couldn't help contradicting the statement that their schools had physical offices that are open to students who are simple-minded that empower them to take an

interest in co-curricular exercises. Results from BOM directors likewise demonstrated that 44.4% (4) of the BOM unequivocally differ and 22.2% (2) of them differ that their school had physical offices that were open to students who are slow-witted that empower them to take part in co-curricular exercises. This infers a few schools had physical offices that were unavailable to students with mental difficulties which could be blocking their support in co-curricular exercises. This is in tandem with Ministry of Education (2009) which indicated that learners with disabilities and special needs face unfriendly and inaccessible learning environment in terms of equipment, institution location, amenities, buildings, and furniture, present openness difficulties to students with extraordinary necessities and in-capacities.

The investigation likewise settled that larger part (52.6% (51)) of the instructors concurred and 6.2% (6) of them unequivocally concurred with the explanation that adjustment of the physical offices to fit the necessities of students who are slow-witted at the school had improved cooperation in co-curricular exercises. This infers when physical offices are changed to address the issues of students who are slow-witted they improve their support in co-curricular exercises. Be that as it may, lion's share (66.7% (65)) of the head educators and 44.4% (4) of BOM administrators couldn't help contradicting the explanation that adjustment of the physical offices to fit the requirements of students who are slow-witted at the school had improved interest in co-curricular exercises. This suggests most head educators don't comprehend the requirement for asset adjustment and its commitment towards interest of students who are slow-witted in co-curricular exercises. This further differs with Ministry of education

expectation that barriers that existed in schools and unfriendly environments were expected to be removed through provision of support from the government.

**Table 4. 7**  
*Head Teacher Perception of Resource Adaptation 62*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Physical facilities are accessible to learners	0	0	6	50.0	0	0	4	33.3	2	16.7
Adaptation of the physical facilities to fit the needs of learners	0	0	8	66.7	0	0	2	16.7	2	16.7
Playground modified	3	25.0			0	0	4	33.3	5	41.7
Sufficient human resource	3	25.0	2	16.7	0	0	2	16.7	5	41.7
Modification of school facilities enabled success in co-curricular activities	3	25.0	2	16.7	0	0	3	25.0	4	33.3

The outcomes additionally showed that 33.0% (32) of the educators differ and 5.2% (5) of them and 25% (3) of head instructors emphatically differ that the school play area had been altered to upgrade interest of students who are slow-witted in co-curricular exercises. What's more, 55.6% (5) of the BOM directors differ that the school play area had been adjusted to upgrade support of students who are slow-witted in co-curricular exercises. This suggests somewhat the failure of schools to change play area to meet the uncommon needs of students with mental difficulties could be hampering their support in co-curricular exercises. This is in tandem with Habib, Nadeem, Aslam, Ahmad and Hussain (2011) who found out in their study that variation in resource availability and resource adaptation deter disabled people from participation.



**Table 4.8***BOM Chairpersons Perception of Teacher Training 62*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Physical facilities are accessible to learners	4	44.4	2	22.2	0	0	3	33.3	0	0
Adaptation of the physical facilities to fit the needs of learners	1	11.1	4	44.4	2	22.2			2	22.2
Playground modified	5	55.6	0	0	0	0	2	22.2	2	22.2
Sufficient human resource	2	22.2	0	0	0	0	4	44.4	3	33.3
Modification of school facilities enabled success in co-curricular activities	2	22.2	0	0	0	0	4	44.4	3	33.3

The discoveries further showed that 27.8% (27) of the instructors and 25% (3) of head educators firmly differ and 20.6% (20) of educators and 16.7% (2) of head educators couldn't help contradicting the affirmation that the school had adequate human asset to help students who are simple-minded in partaking in co-curricular exercises. This suggests insufficiency of HR could be obstructing students with mental difficulties from excelling in co-curricular exercises. In any case, 44.4% (4) of the BOM administrators concurred and 33.3% (3) of them firmly concurred with the declaration that the school had adequate human asset to help students who are slow-witted in taking an interest in co-curricular exercises.

The investigation likewise discovered that 28.9% (28) of the instructors and 25% (3) of head educators differ and 5.2% (5) of instructors and 16.7% (2) of head educators unequivocally differ that change of school offices has helped students who are slow-witted to prevail in co-curricular exercises. This infers either change of school offices wear not add to support of students with mental difficulties in co-curricular exercises or

the schools have not adjusted the offices which could be blocking the interest of students with mental difficulties in co-curricular exercises. In any case, 44.4% (4) of the BOM administrators concurred and 33.3% (3) of them emphatically concurred with the attestation that alteration of school offices has helped students who are slow-witted to prevail in co-curricular exercises.

The teachers, head teachers and BOM chairpersons were also requested to state other ways through which resource adaptation influence participation of learners who are slow-witted in co-curricular activities. Some teachers indicated that adapted resources make the learner to have interest in co-curricular activities and when they go out to meet other don't find strange resources. Other teachers indicated that resource adaptation enables such learners to nurture their talents and help them to acquire self-help skills and improves their psychomotor development. The teachers also pointed out that resource adaptation enables learners with mental challenges to feel appreciated and loved and belong to the school in addition to being able access to the resources and practice even during their free time. Other teachers argued that resource adaptation enables learners with mental challenges to fit well in the school with other children and community and also motivate them and enhance their co-curricular activities. The head teachers on the other hand indicated that resource adaptation helps to promote participation of learners who are slow-witted in co-curricular activities and also improves their interaction skills. The head teachers also indicated that resource adaptation reduces fear and enhances greater participation. The BOM chairpersons indicated that resource adaptation enables learners with mental challenges to be able to make use of the available resources.

Although majority of respondents indicated that resource adaptation is essential for participation in co-curricular activities, observation schedule indicated that not all special units had their resources adapted to the needs of learners with mental challenges. This implies that the respondents knew the importance of resource adaptation but the schools could not adapt the available resources to meet the needs of learners with mental challenges. This could be hampering fully participation and success of these learners in co-curricular activities. This is in line with Habib, Nadeem, Aslam, Ahmad and Hussain (2011) who found out in their study that variation in resource availability and resource adaptation deter disabled people from participation.

#### **4.4 The influence of teacher training on participation in co-curricular activities**

The third goal tried to decide the impact of instructor preparing on cooperation in co-curricular exercises in by students who are slow-witted in extraordinary units in Tigania West Sub-area. The instructors, head educators and BOM administrators were mentioned to demonstrate their degree of concurrence with different articulations identified with the impact of educator preparing on interest in co-curricular exercises by students who are simple-minded. The outcomes for the teachers are summed up in Table 4.9. the results from the head teachers are shown in Table 4.10 while those gathered from the BOMs are indicated in Table 4.11 (SD = firmly dissent, D = deviate, U = uncertain, A = concur and SA = emphatically concur).

**Table 4. 9***Teacher Perception of Teacher Training 62*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teacher training level impacts on participation in co-curricular activities	0	0	0	0	0	0	60	61.9	37	38.1
Teacher training in special needs education influences participation	0	0	0	0	0	0	59	60.8	38	39.2
Teachers' attitude towards co-curricular activities influences participation	0	0	0	0	0	0	63	64.9	34	35.1
Teacher training helps in talent identification	0	0	0	0	0	0	63	64.9	34	35.1
Talent identification and subsequent nurturing influence participation	0	0	0	0	9	9.3	63	64.9	25	25.8

The outcomes demonstrated that lion's share (61.9% (60)) of instructors and 83.3% (10) of head educators concurred and 38.1% (37) of instructors and 16.7% (2) of head educators firmly concurred with the explanation that instructor preparing level effects on students who are simple-minded' support in co-curricular exercises. Results from BOM administrators additionally showed that 44.4% (4) of the BOM executives concurred and 33.3% (3) of them emphatically concurred with the explanation that educator preparing level effects on students who are slow-witted' support in co-curricular exercises. This infers instructor preparing is a significant factor that may decide the support of students with mental difficulties in co-curricular exercises. This supports Muema (2019) who found that majority of the teachers were not trained in co-curricular activities and this made them not to be involved in the activities and the school administrators supported their schools in co-curricular activities.

The examination likewise settled that dominant part (60.8% (60)) of the instructors and 83.3% (10) of head educators concurred and 39.2% (38) of instructors and 16.7% (2) of head instructors unequivocally concurred with the explanation that educator preparing in exceptional necessities training impacts interest of students who are slow-witted in co-curricular exercises.

**Table 4.10**  
*Head Teachers Perception of Teacher Training*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teacher training level impacts on participation in co-curricular activities	0	0	0	0	0	0	10	83.3	2	16.7
Teacher training in special needs education influences participation	0	0	0	0	0	0	10	83.3	2	16.7
Teachers' attitude towards co-curricular activities influences participation	0	0	0	0	0	0	10	83.3	2	16.7
Teacher training helps in talent identification	0	0	0	0	0	0	9	75.0	3	25.0
Talent identification and subsequent nurturing influence participation	0	0	0	0	2	16.7	7	58.3	3	25.0

Results from BOM administrators additionally showed that 88.9% (8) of the BOM executives concurred and 11.1% (1) of them firmly concurred with the explanation that instructor preparing in extraordinary requirements training impacts support of students who are slow-witted in co-curricular exercises. This suggests the degree of instructor preparing in uncommon requirements training is a crucial determinant of investment of students who are slow-witted in co-curricular exercises. This is in congruent with Gray and Plucker (2010) who indicated that teacher training can impact the support of

students in co-curricular exercises.

**Table 4.11**

*BOM Chairpersons Perception of Teacher Training 6256*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teacher training level impacts on participation in co-curricular activities	2	22.2	0	0	0	0	4	44.4	3	33.3
Teacher training in special needs education influences participation	0	0	0	0	0	0	8	88.9	1	11.1
Teachers' attitude towards co-curricular activities influences participation	0	0	0	0	0	0	6	66.7	3	33.3
Teacher training helps in talent identification	0	0	0	0	0	0	6	66.7	3	33.3
Talent identification and subsequent nurturing influence participation	0	0	0	0	0	0	4	44.4	5	55.6

The outcomes additionally showed that 64.9% (64) of the instructors and 83.3% (10) of head educators concurred and 35.1% (34) of educators and 16.7% (2) of head instructors emphatically concurred that instructors' demeanor towards co-curricular exercises impacts support of students who are slow-witted in co-curricular exercises. Results from BOM administrators additionally demonstrated that 66.7% (6) of the BOM directors concurred and 33.3% (3) of them unequivocally concurred with the explanation that instructors' demeanor towards co-curricular exercises impacts cooperation of students who are slow-witted in co-curricular exercises. This infers educators whose demeanor towards co-curricular exercises is sure are probably going to upgrade interest of students with mental difficulties in co-curricular exercises. This supports Wanyama and Quay (2014) finding that the attitude of teachers towards sports might be a challenge in

sporting talent development among students

The findings further indicated that 64.9% (64) of the teachers and 75% (9) of head teachers agreed and 35.1% (34) of teachers and 25% (3) of head teachers strongly agreed with the assertion that teacher training helps in talent identification among learners who are slow-witted. Results from BOM chairpersons also indicated that 66.7% (6) of the BOM chairpersons agreed and 33.3% (3) of them strongly agreed with the statement that teacher training helps in talent identification among learners who are slow-witted. This implies that well trained teachers may help learners with mental challenges to identify their talents. This is in congruent with Gray and Plucker (2010) who indicated that teacher training can impact the support of students in co-curricular exercises.

The study also found out that 64.9% (64) of the teachers and 58% (8) of head teachers agreed and 25.8% (25) of teachers and 25% (3) of head teachers strongly agreed that talent identification and subsequent nurturing influence participation of learners who are slow-witted in co-curricular activities. Results from BOM chairpersons also indicated that 44.4% (4) of the BOM chairpersons agreed and 55.6% (5) of them strongly agreed with the statement that talent identification and subsequent nurturing influence participation of learners who are slow-witted in co-curricular activities. This implies that when talents are identified among learners with mental challenges and subsequently nurtured, the learners are likely to excel in co-curricular activities. This supports Gray and Plucker (2010) assertion that the key roadblocks to participation in sporting activities is trying to recognize talent at an initial stage of life, use of faulty athletic capacity identification models, and absence of educated teachers, parents and coaches in

relation to proper identification of talent.

The teachers, head teachers and BOM chairpersons were also requested to highlight other way through which teacher training could influence participation of learners who are slow-witted in co-curricular activities. The teachers indicated that teacher training can enable the teacher to be child friendly and be willing to work with children with mental challenges. The study also established that training imparts knowledge needed to deal with the kids during training and helps in handling in the right way the challenged learners. The training also enables teachers to handle learners' differences and equips teachers with knowledge, skills and attitude to handle these learners. The head teachers indicated that teacher training builds positive attitudes towards learners who are slow-witted to participate in co-curricular activities, ensures learners will be motivated because the teacher has the skills and enables the teachers to handle the challenges professionally. The BOM chairpersons indicated that teacher training empowers the teachers to handle learners with mental challenges professionally and to help the learners nurture their talents.

Although majority of respondents indicated that teacher training is essential for participation in co-curricular activities, observation schedule indicated that not all teachers in special units had the necessary training to handle the learners with mental challenges. This implies that the respondents knew the importance of teacher training but the schools did not have adequate trained teachers to meet the needs of learners with mental challenges. This could be hampering fully participation and success of these learners in co-curricular activities.



#### **4.5 The influence of motivation on participation in co-curricular activities**

The fourth goal tried to discover the impact of inspiration on cooperation in co-curricular exercises by students who are slow-witted in unique units in Tigania West Sub-province. The educators, head instructors and BOM executives were mentioned to show their degree of concurrence with different proclamations identified with the impact of inspiration on cooperation in co-curricular exercises by students who are simple-minded. The outcomes from teachers are summed up in Table 4.12 while the results for the head teachers are shown in Table 4.13. the results obtained from the BOMs are indicated in Table 4.4 (SD = unequivocally deviate, D = dissent, U = unsure, A = concur and SA = firmly concur).

The outcomes indicated that lion's share (54.6% (53)) of educators and 83.3% (10) of the head instructors concurred and 41.2% (40) of educators and 16.7% (2) of head educators firmly concurred with the explanation that instructors' direction empowers students who are simple-minded to begin to look all starry eyed at co-curricular exercises. The examination likewise settled that 66.7% (6) of the BOM directors concurred and 33.3% (3) of them unequivocally concurred with the explanation that instructors' direction empowers students who are slow-witted to experience passionate feelings for co-curricular exercises. This infers educator direction is a significant factor that may upgrade the investment of students with mental difficulties in co-curricular exercises. This supports Subotnik, Edmiston, Cook and Ross (2010) revealed that maximal guidance for advancement of ability enhances participation.

**Table 4.12***Teacher Perception*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers' guidance enables learners to fall in love with co-curricular activities	0	0	4	4.1	0	0	53	54.6	40	41.2
Teachers' instruction enhances participation	0	0	0	0	0	0	52	53.6	45	46.4
enable learners to excel in co-curricular activities	0	0	4	4.1	0	0	49	50.5	44	45.4
The school has mentoring programs	18	18.6	23	23.7	10	10.3	27	27.8	19	19.6
Teachers' approachability and ability to inspire learners d enhances participation	4	4.1	0	0	0	0	50	51.5	43	44.3
Teachers adaption to the needs of learners enhances participation	4	4.1	0	0	0	0	59	60.8	34	35.1

The examination additionally settled that lion's share (53.6% (52)) of the educators and 58.3% (7) of the head instructors concurred and 46.4% (45) of educators and 41.7% (5) of head instructors emphatically concurred with the explanation that instructors' guidance in the aptitudes, information, and estimations of co-curricular exercises improves cooperation of students who are slow-witted in these exercises. The investigation likewise settled that 22.2% (2) of the BOM administrators concurred and 55.63% (5) of them unequivocally concurred with the explanation that educators' guidance in the aptitudes, information, and estimations of co-curricular exercises improves cooperation of students who are simple-minded in these exercises. This infers when the educator trains students with mental difficulties in abilities, information, and

estimations of co-curricular exercises, it improves cooperation of students who are simple-minded in these exercises. This is in tandem with Allen, Bell, Lynn, Taylor and Lavallee (2012) who indicated that incredible instructing practice makes a conscious situation and encourage competitor strengthening and inspiration.

The outcomes likewise showed that 50.5% (50) of the instructors and 33.3% (4) of head educators concurred and 45.4% (44) of educators and 66.7% (8) of head educators unequivocally concurred that inspiration of students who are simple-minded empower them to exceed expectations in co-curricular exercises. The investigation further established that 66.7% (6) of the BOM directors concurred and 33.3% (3) of them unequivocally concurred with the explanation that inspiration of students who are slow-witted empower them to exceed expectations in co-curricular exercises. This suggests inspiration of students with mental difficulties is probably going to upgrade their cooperation in co-curricular exercises. This supports Allen, Bell, Lynn, Taylor and Lavallee (2012) assertion that incredible instructing practice makes a conscious situation and encourage competitor strengthening and inspiration.

The discoveries further demonstrated that 23.7% (23) of the instructors and 25% (3) of head educators differ and 18.6% (18) of educators unequivocally couldn't help contradicting the affirmation that the school had tutoring programs that improve cooperation of students who are simple-minded in co-curricular exercises. The investigation further discovered that 22.2% (2) of the BOM directors couldn't help contradicting the explanation that the school had tutoring programs that improve interest of students who are simple-minded in co-curricular exercises. This suggests a few

schools need tutoring programs which could have upgraded cooperation of students in co-curricular exercises. This is in tandem with the assertion that when guardians and educators trust in kids' skill and have elevated standards for them, give the assets that youngsters need to feel associated with others and encourage a feeling of self-governance by supporting kids' introductions and critical thinking, kids' inspiration is well on the way to flourish (Gottfried, Fleming, and Gottfried, 2010).

**Table 4. 13**  
*BOM Chairpersons Perception*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers' guidance enables learners to fall in love with co-curricular activities	0	0	0	0	0	0	10	83.3	2	16.7
Teachers' instruction enhances participation	0	0	0	0	0	0	7	58.3	5	41.7
enable learners to excel in co-curricular activities	0	0	0	0	0	0	4	33.3	8	66.7
The school has mentoring programs	0	0	3	25.0	5	41.7	2	16.7	2	16.7
Teachers' approachability and ability to inspire learners enhances participation	0	0	0	0	0	0	9	75.0	3	25.0
Teachers adaption to the needs of learners enhances participation	0	0	0	0	2	16.7	8	66.7	2	16.7

The study also found out that 51.5% (50) of the teachers and 75% (9) of head teachers agreed and 44.3% (43) of teachers and 25% (3) of head teachers strongly agreed that teachers' approachability and ability to inspire learners who are slow-witted enhances participation of these learners in co-curricular activities. The study further determined that 44.4% (4) of the BOM chairpersons agreed and 33.3% (3) of them strongly agreed with the statement that teachers' approachability and ability to inspire learners who are slow-witted enhances participation of these learners in co-curricular activities. This

implies that when teachers are approachable to learners with mental challenges, the learners are more motivated to participate in co-curricular activities.

**Table 4.14**

*The influence of motivation on participation in co-curricular activities (BOM chairpersons)*

Statement	SD		D		U		A		SA	
	F	%	F	%	F	%	F	%	F	%
Teachers' guidance enables learners to fall in love with co-curricular activities	0	0	0	0	0	0	6	66.7	3	33.3
Teachers' instruction enhances participation	0	0	2	22.2	0	0	2	22.2	5	55.6
enable learners to excel in co-curricular activities	0	0	0	0	0	0	6	66.7	3	33.3
The school has mentoring programs	0	0	2	22.2	0	0	6	66.7	1	11.1
Teachers' approachability and ability to inspire learners d enhances participation	0	0	2	22.2	0	0	4	44.4	3	33.3
Teachers adaption to the needs of learners enhances participation	0	0	2	22.2	0	0	4	44.4	3	33.3

The results also indicated that 60.8% (59) of the teachers and 66.7% (8) of head teachers agreed and 35.1% (34) of teachers and 16.7% (2) of head teachers strongly agreed that the ability of teachers to spontaneously adapt to the needs of learners who are slow-witted enhances participation of these learners in co-curricular activities. The study further determined that 44.4% (4) of the BOM chairpersons agreed and 33.3% (3) of them strongly agreed with the statement that the ability of teachers to spontaneously adapt to the needs of learners who are slow-witted enhances participation of these learners in co-curricular activities. This implies that teachers who are able to understand the needs of the learners are likely to enhance participation of such learners in co-curricular activities.

The teachers, head teachers and the BOM chairpersons were also requested to point out other ways that motivation could influence participation of learners who are slow-witted

in co-curricular activities. The teachers indicated that motivation help learners to like and enjoy co-curricular activities. The teachers also stated that motivation inspires and makes learners to be interested to engage in co-curricular activities. They also stated that motivation enhances partnership between learners with mental challenges and other children in the mainstream. The head teachers argued that motivation help learners in the identification and nurturing of their talents, enhances self-esteem to learners leading to active participation and enables the learner to develop positive attitude toward co-curricular activities. The BOM chairpersons indicated that motivation enhances positive attitude among learners who are slow-witted to like co-curricular activities.

Observation schedule indicated that majority of teachers in special units motivated learners with mental challenges to participate in co-curricular activities. This implies teachers valued learner motivation to enable learners with mental challenges to participate in co-curricular activities. This could be boosting full participation and success of these learners in co-curricular activities.

#### **4.6 Correlation Analysis**

The study also carried out a correlation between participation of learners with mental challenges and various factors. The results are summarized in Table 4.15. The results show that there was a significant ( $r = 0.110$  at  $p = 0.001$ ) but weak correlation between participation of learners with mental challenges in co-curricular activities and provision of physical facilities according teachers. This finding concurs with Kentiba (2013) who established that factors and challenges associated with materials, equipment's, school compound and in-comprehensive curriculum is found as a challenge and problems

which limits participation of disabled children in school Physical education and extracurricular activities. The findings also bolster Kirui, Langat and Rop (2014) who showed that inability of schools to provide better physical facilities hinders implementation of physical education programs in schools. The results also show that there was moderate significant ( $r = 0.446$  at  $p = 0.010$ ) correlation between participation of learners with mental challenges in co-curricular activities and resource adaptation according to teachers. This was in congruent with Habib, Nadeem, Aslam, Ahmad and Hussain (2011) findings which indicated that resource availability and lack of resource adaptation deters learners with disabilities from participating in sports.

**Table 4.15**

*Correlation between participation and various factors*

		Provision of physical facilities	Resource adaptation	Teacher training	Motivation
Participation of learners with mental challenges in co-curricular activities according to head teachers	Pearson	.055**	.351*	.522**	.078**
	Correlation				
	Sig. (2-tailed)	.002	.000	.001	.002
	N	14	14	14	14
Participation of learners with mental challenges in co-curricular activities according to teachers	Pearson	.110**	.446**	.653*	.472**
	Correlation				
	Sig. (2-tailed)	.001	.010	.041	.011
	N	97	97	97	97
Participation of learners with mental challenges in co-curricular activities according to BOM chairpersons	Pearson	.130**	.549**	.662**	.472**
	Correlation				
	Sig. (2-tailed)	.000	.001	.000	.001
	N	14	14	14	14

The results indicated that there was a strong significant ( $r = 0.653$  at  $p = 0.041$ )

correlation between participation of learners with mental challenges in co-curricular activities and teachers training according to teachers. This was in congruent with Muema (2019) who indicated that lack of teacher training negatively impacts on students participation in games. The results also show that there was a moderate significant ( $r = 0.472$  at  $p = 0.011$ ) correlation between participation of learners with mental challenges in co-curricular activities and motivation according teachers. This supports the argument by Logan and Scarborough (2008) that the proximity of "other adult associations" is seen as a developmental asset associated with empowering academic and life accomplishment.

The results show that there was a significant ( $r = 0.130$  at  $p = 0.000$ ) but weak correlation between participation of learners with mental challenges in co-curricular activities and provision of physical facilities according BOM chairpersons. This supports Thinguri et al (2014) who indicated that inadequate equipment and facilities such as sports fields are some of the barriers to participation in games and sports The results also show that there was moderate significant ( $r = 0.549$  at  $p = 0.001$ ) correlation between participation of learners with mental challenges in co-curricular activities and resource adaptation according to BOM chairpersons. This was in congruent with Habib, Nadeem, Aslam, Ahmad and Hussain (2011) who indicated that resource availability and resource adaptation enhances participation in sports by learners living with disabilities. The results also indicated that there was a strong significant ( $r = 0.662$  at  $p = 0.000$ ) correlation between participation of learners with mental challenges in co-curricular activities and teachers training according to BOM chairpersons. This is in line with Gray and Plucker (2010) finding that teacher training can impact the support of students in co-curricular exercises. The results also show that there was a moderate significant ( $r = 0.472$  at  $p = 0.001$ ) correlation between participation of learners with mental challenges in co-curricular activities and motivation according BOM chairpersons. This supports Wanyama and Quay (2014) argument that the attitude of teachers towards sports might be a challenge in sporting talent development among students.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the summary to the study, conclusions and recommendations derived from the study.

#### **5.2 Summary**

This section provides summary of the results as per study objectives. The first subsection provides results on physical facilities and participation; the second part summarizes results on resource adaptation and participation and the third part provides a summary of results on teachers training and participation in co-curricular activities. The last subsection provides a summary on motivation and participation in co-curricular activities.

##### **5.2.1 Physical facilities and participation in co-curricular activities**

The principal objective tried to build up the impact of arrangement of physical offices on investment in co-curricular exercises by students who are simple-minded in unique units in Tigania West Sub-district. It was set up that a sizable number of schools do not have the fundamental physical offices that can empower students with mental difficulties to take part in co-curricular exercises. It was likewise discovered that despite the fact that half of schools had vital physical offices they were not so much the greatest quality to encourage support of students with mental difficulties in co-curricular exercises. The investigation further noticed that the school authority had not adequately put resources into arrangement of physical offices to be utilized by students with mental difficulties. The examination additionally showed that nearness of physical offices just contributes a little division towards students with mental difficulties in excelling in co-curricular

exercises. The study showed that there was a significant ( $r = 0.110$  at  $p = 0.001$ ) but weak correlation between participation of learners with mental challenges in co-curricular activities and provision of physical facilities according teachers. This was supported by BOM whose results showed that there was a significant ( $r = 0.130$  at  $p = 0.000$ ) but weak correlation between participation of learners with mental challenges in co-curricular activities and provision of physical facilities. The investigation additionally discovered that arrangement of physical offices empower students with mental difficulties to play with others, go about as an inspiration, permit them to complete enough practice for quality outcomes, encourages them to gain aptitudes on exercises of day by day living, help to support confidence, it improves adequacy in performing errands comparable to the movement close by and energizes and spurs the students as they handle the offices and move along the fields.

### **5.2.2 Resource adaptation and participation in co-curricular activities**

The subsequent goal tried to decide the impact of asset adjustment on support in co-curricular exercises by students who are slow-witted in exceptional units in Tigania West Sub-region. The investigation set up that greater part of the schools had available physical offices which could empower students with mental difficulties to take an interest in co-curricular exercises. The investigation likewise showed that when physical offices are changed to address the issues of students who are simple-minded they improve their interest in co-curricular exercises. The investigation further noticed that somewhat the failure of schools to alter play area to meet the exceptional needs of students with mental difficulties could be hampering their cooperation in co-curricular

exercises. The study also showed that there was moderate significant ( $r = 0.446$  at  $p = 0.010$ ) correlation between participation of learners with mental challenges in co-curricular activities and resource adaptation according to teachers. This was augmented by the finding that there was moderate significant ( $r = 0.549$  at  $p = 0.001$ ) correlation between participation of learners with mental challenges in co-curricular activities and resource adaptation according to BOM chairpersons. The investigation likewise settled that deficiency of HR could be hindering students with mental difficulties from excelling in co-curricular exercises. The examination likewise discovered that asset adjustment make the student to have enthusiasm for co-curricular exercises, sustain their abilities and help them to gain self-improvement aptitudes, improves their psychomotor turn of events and inspire the students with mental difficulties to feel acknowledged and cherished.

### **5.2.3 Teacher training and participation in co-curricular activities**

The third goal tried to decide the impact of educator preparing on investment in co-curricular exercises in by students who are slow-witted in unique units in Tigania West Sub-region. It was set up that instructor preparing is a significant factor that may decide the investment of students with mental difficulties in co-curricular exercises. It was additionally settled that the degree of instructor preparing in unique needs training is a fundamental determinant of cooperation of students who are simple-minded in co-curricular exercises. The examination likewise demonstrated that educators whose disposition towards co-curricular exercises is sure are probably going to improve interest of students with mental difficulties in co-curricular exercises. The study indicated that

there was a strong significant ( $r = 0.653$  at  $p = 0.041$ ) correlation between participation of learners with mental challenges in co-curricular activities and teachers training according to teachers. This was supported by the finding that there was a strong significant ( $r = 0.662$  at  $p = 0.000$ ) correlation between participation of learners with mental challenges in co-curricular activities and teachers training according to BOM chairpersons. It was additionally noticed that very much prepared instructors may assist students with mental difficulties to distinguish their abilities. The investigation likewise showed that instructor preparing empowers the educator to be youngster amicable, to be happy to work with kids with mental difficulties, to deal with students expertly and guarantees students will be propelled in light of the fact that the instructor has what it takes.

#### **5.2.4 Motivation and participation in co-curricular activities**

The fourth goal looked to discover the impact of inspiration on support in co-curricular exercises by students who are simple-minded in exceptional units in Tigania West Sub-province. The examination discovered that instructor direction is a significant factor that may improve the cooperation of students with mental difficulties in co-curricular exercises. It was additionally settled that when the educator trains students with mental difficulties in aptitudes, information, and estimations of co-curricular exercises, it improves investment of students who are slow-witted in these exercises. The examination likewise established that inspiration of students with mental difficulties is probably going to improve their interest in co-curricular exercises. The examination likewise demonstrated that a few schools need tutoring programs which could have

upgraded interest of students in co-curricular exercises. It was additionally discovered that when educators are congenial and can students with mental difficulties, the students are increasingly roused to take part in co-curricular exercises. The examination likewise settled that educators who can comprehend the requirements of the students are probably going to upgrade investment of such students in co-curricular exercises. The study showed that there was a moderate significant ( $r = 0.472$  at  $p = 0.011$ ) correlation between participation of learners with mental challenges in co-curricular activities and motivation according teachers. This was supported by the findings from BOM which showed that there was a moderate significant ( $r = 0.472$  at  $p = 0.001$ ) correlation between participation of learners with mental challenges in co-curricular activities and motivation according BOM chairpersons. It was additionally discovered that inspiration help students to like and appreciate co-curricular exercises, moves and makes students to be intrigued to participate in co-curricular exercises improves organization between students with mental difficulties and other kids in the standard.

### **5.3 Conclusions**

Based on study finding the following conclusions were made:

- i. Provisions of physical facilities enable learners with mental challenges to play with others, act as a motivation, allow them to carry out enough practice for quality results, helps them to acquire skills on activities of daily living, help to boost self-esteem, it enhances effectiveness in performing tasks in relation to the activity in hand and excites and motivates the learners as they handle the facilities and maneuver along the fields.

- ii. Resource adaptation make the learner to have interest in co-curricular activities, nurture their talents and help them to acquire self-help skills, improves their psychomotor development and motivate the learners with mental challenges to feel appreciated and loved.
- iii. Teacher training enables the teacher to be child friendly, to be willing to work with children with mental challenges, to handle learners professionally and ensures learners will be motivated because the teacher has the skills.
- iv. Motivation help learners to like and enjoy co-curricular activities, inspires and makes learners to be interested to engage in co-curricular activities enhances partnership between learners with mental challenges and other children in the mainstream

#### **5.4 Recommendations**

Based on study finding the following recommendations were made:

- i. The school management should strive to provide adequate and quality physical facilities to enhance participation of learners with mental challenges in co-curricular activities.
- ii. The school management should ensure that physical facilities provided are adapted to meet the special needs of learners with mental challenges in order to enhance their participation in co-curricular activities.
- iii. Teachers in charge of learners with mental challenges should be well trained to enhance learners' investment in co-curricular exercises.

- iv. Teachers should motivate learners with mental challenges in order to enhance their participation in co-curricular activities.

### **5.5 Suggestion for further studies**

A longitudinal research ought to be conducted to establish the long-term effects of participation in co-curricular activities by learners with mental challenges on their wellbeing

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## APPENDICES

### Appendix A: Questionnaire for Head Teachers

This study is for academic purpose. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Your responses will be treated with confidentiality. Kindly do not write your name or that of your school anywhere in the questionnaire. Please fill in the required information in the spaces provided or tick where appropriate

#### Section A: Demographic Data

1. Your gender

Male

Female

2. Highest academic qualification

Dip/ ED

B.E.D

M.E.D

Others (specify)

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

3. What is your highest professional qualification in special needs education?

None

certificate

Dip

degree

others (specify).....

4. What is your age?

20 - 25 years [ ]

26 - 30 years [ ]

31 - 40 years [ ]

41 - 50 years [ ]

Over 50 years [ ]

5. For how long have you been the head teacher of this school?

Less than 5 years [ ]

5-10 years [ ]

11-20 years [ ]

over 20 years [ ]

6. Do learners who are mentally challenged participate in co-curricular activities in your school?

Yes [ ] No [ ]

#### Physical facilities

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has adequate physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school has quality physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school leadership has invested heavily in provision of physical facilities to enable learners who are mentally challenged to participate in co-curricular activities					
The physical facilities at the school has enabled learners who are mentally challenged to excel in co-curricular activities					
The school has adequate equipment that enable learners who are mentally challenged to participate in co-curricular activities					

In what other ways do provision physical facilities influence participation of learners who are mentally challenged in co-curricular activities?

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.....

### Resource adaptation

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has physical facilities that are accessible to learners who are mentally challenged that enable them to participate in co-curricular activities					
Adaptation of the physical facilities to fit the needs of learners who are mentally challenged at the school has enhanced participation in co-curricular activities					
The school playground has been modified to enhance participation of learners who are mentally challenged in co-curricular activities					
The school has sufficient human resource to help learners who are mentally challenged in participating in co-curricular activities					

Modification of school facilities has helped learners who are mentally challenged to succeed in co-curricular activities					
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In what other ways do resource adaptation influence participation of learners who are mentally challenged in co-curricular activities?

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**Teacher training**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teacher training level impacts on learners who are mentally challenged' participation in co-curricular activities					
Teacher training in special needs education influences participation of learners who are mentally challenged in co-curricular activities					
Teachers' attitude towards co-curricular activities influences participation of learners who are mentally challenged in co-curricular activities					
Teacher training helps in talent identification among learners who are mentally challenged					
Talent identification and subsequent nurturing influence participation of learners who are mentally challenged in co-curricular activities					

In what other ways do teacher training influence participation of learners who are mentally challenged in co-curricular activities?

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**Motivation and participation**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teachers' guidance enables learners who are mentally challenged to fall in love with co-curricular activities					
Teachers' instruction in the skills, knowledge, and values of co-curricular activities enhances participation of learners who are mentally challenged in these activities					
Motivation of learners who are mentally challenged enable them to excel in co-curricular activities					
The school has mentoring programs that enhance participation of learners who are mentally challenged in co-curricular activities					
Teachers' approachability and ability to inspire learners who are mentally challenged enhances participation of these learners in co-curricular activities					
The ability of teachers to spontaneously adapt to the needs of learners who are mentally challenged enhances participation of these learners in co-curricular activities					

In what other ways does motivation influence participation of learners who are mentally challenged in co-curricular activities?

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.....



**Appendix B: Questionnaire for Teachers**

This study is for academic purpose. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Your responses will be treated with confidentiality. Kindly do not write your name or that of your school anywhere in the questionnaire. Please fill in the required information in the spaces provided or tick where appropriate

**Section A: Demographic Data**

1. Your gender  
Male  Female
2. Highest academic qualification  
Dip/ ED  B.E.D  M.E.D   
Others (specify)  
.....  
.....  
.....
3. What is your highest professional qualification in special needs education?  
None  certificate  Dip  degree   
others (specify).....
4. Do you handle special unit class?  
Yes  No
5. Are you a games master/mistress?  
Yes  No
6. What is your age?  
20 - 25 years [ ] 26 - 30 years [ ] 31 - 40 years [ ] 41 - 50 years [ ]  
Over 50 years [ ]
7. For how long have you been teaching?  
Less than 5 years [ ] 5-10 years [ ] 11-20 years [ ] over 20 years [ ]
8. Do learners who are mentally challenged participate in co-curricular activities in your school?

Yes [ ] No [ ]

**Physical facilities**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has adequate physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school has quality physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school leadership has invested heavily in provision of physical facilities to enable learners who are mentally challenged to participate in co-curricular activities					
The physical facilities at the school has enabled learners who are mentally challenged to excel in co-curricular activities					
The school has adequate equipment that enable learners who are mentally challenged to participate in co-curricular activities					

In what other ways do provision physical facilities influence participation of learners who are mentally challenged in co-curricular activities?

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**Resource adaptation**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has physical facilities that are accessible to learners who are mentally challenged that enable them to participate in co-curricular activities					
Adaptation of the physical facilities to fit the needs of learners who are mentally challenged at the school has enhanced participation in co-curricular activities					
The school playground has been modified to enhance participation of learners who are mentally challenged in co-					

curricular activities					
The school has sufficient human resource to help learners who are mentally challenged in participating in co-curricular activities					
Modification of school facilities has helped learners who are mentally challenged to succeed in co-curricular activities					

In what other ways do resource adaptation influence participation of learners who are mentally challenged in co-curricular activities?

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**Teacher training**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teacher training level impacts on learners who are mentally challenged' participation in co-curricular activities					
Teacher training in special needs education influences participation of learners who are mentally challenged in co-curricular activities					
Teachers' attitude towards co-curricular activities influences participation of learners who are mentally challenged in co-curricular activities					
Teacher training helps in talent identification among learners who are mentally challenged					
Talent identification and subsequent nurturing influence participation of learners who are mentally challenged in co-curricular activities					

In what other ways do teacher training influence participation of learners who are mentally challenged in co-curricular activities?

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**Motivation and participation**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teachers' guidance enables learners who are mentally challenged to fall in love with co-curricular activities					
Teachers' instruction in the skills, knowledge, and values of co-curricular activities enhances participation of learners who are mentally challenged in these activities					
Motivation of learners who are mentally challenged enable them to excel in co-curricular activities					
The school has mentoring programs that enhance participation of learners who are mentally challenged in co-curricular activities					
Teachers' approachability and ability to inspire learners who are mentally challenged enhances participation of these learners in co-curricular activities					
The ability of teachers to spontaneously adapt to the needs of learners who are mentally challenged enhances participation of these learners in co-curricular activities					

In what other ways does motivation influence participation of learners who are mentally challenged in co-curricular activities?

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**Appendix C: Questionnaire for BOM Chairpersons**

This study is for academic purpose. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Your responses will be treated with confidentiality. Kindly do not write your name or that of your school anywhere in the questionnaire. Please fill in the required information in the spaces provided or tick where appropriate

**Section A: Demographic Data**

1. Your gender

Male  Female

2. Highest academic qualification

Dip/ ED  B.E.D  M.E.D

Others (specify)

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

3. What is your highest professional qualification in special needs education?

None  certificate  Dip  degree

others (specify).....

4. What is your age?

20 - 25 years [ ] 26 - 30 years [ ] 31 - 40 years [ ] 41 - 50 years [ ]

Over 50 years [ ]

5. For how long have you been BOM in this school?

Less than 5 years [ ] 5-10 years [ ] 11-20 years [ ] over 20 years [ ]

6. Do learners who are mentally challenged participate in co-curricular activities in your school?

Yes [ ] No [ ]

**Physical facilities**

To what extent do you agree with the following statements? SD = strongly disagree, D =

disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has adequate physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school has quality physical facilities that enable learners who are mentally challenged to participate in co-curricular activities					
The school leadership has invested heavily in provision of physical facilities to enable learners who are mentally challenged to participate in co-curricular activities					
The physical facilities at the school has enabled learners who are mentally challenged to excel in co-curricular activities					
The school has adequate equipment that enable learners who are mentally challenged to participate in co-curricular activities					

In what other ways do provision physical facilities influence participation of learners who are mentally challenged in co-curricular activities?

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**Resource adaptation**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
The school has physical facilities that are accessible to learners who are mentally challenged that enable them to participate in co-curricular activities					
Adaptation of the physical facilities to fit the needs of learners who are mentally challenged at the school has enhanced participation in co-curricular activities					
The school playground has been modified to enhance participation of learners who are mentally challenged in co-curricular activities					
The school has sufficient human resource to help learners who are mentally challenged in participating in co-curricular activities					
Modification of school facilities has helped learners who are mentally challenged to succeed in co-curricular activities					

In what other ways do resource adaptation influence participation of learners who are mentally challenged in co-curricular activities?

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**Teacher training**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teacher training level impacts on learners who are mentally challenged' participation in co-curricular activities					
Teacher training in special needs education influences participation of learners who are mentally challenged in co-curricular activities					
Teachers' attitude towards co-curricular activities influences participation of learners who are mentally challenged in co-curricular activities					
Teacher training helps in talent identification among learners who are mentally challenged					
Talent identification and subsequent nurturing influence participation of learners who are mentally challenged in co-curricular activities					

In what other ways do teacher training influence participation of learners who are mentally challenged in co-curricular activities?

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**Motivation and participation**

To what extent do you agree with the following statements? SD = strongly disagree, D = disagree, U = undecided, A = agree and SA = strongly agree

Statement	SD	D	U	A	SA
Teachers' guidance enables learners who are mentally challenged to fall in love with co-curricular activities					
Teachers' instruction in the skills, knowledge, and values of co-curricular activities enhances participation of learners who are mentally challenged in these activities					
Motivation of learners who are mentally challenged enable them to excel in co-curricular activities					
The school has mentoring programs that enhance participation of learners who are mentally challenged in co-curricular					

activities					
Teachers' approachability and ability to inspire learners who are mentally challenged enhances participation of these learners in co-curricular activities					
The ability of teachers to spontaneously adapt to the needs of learners who are mentally challenged enhances participation of these learners in co-curricular activities					

In what other ways does motivation influence participation of learners who are mentally challenged in co-curricular activities?

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### Appendix C: Observation schedule

Item	Yes	No
Learners who are mentally challenged in special units participate in co-curricular activities		
Adequate physical facilities to allow learners who are mentally challenged in special units to participate in co-curricular activities		
Resources in special units are modified to allow learners who are mentally challenged to participate in co-curricular activities		
Teachers trained to help learners who are mentally challenged to participate in co-curricular activities		
Learners who are mentally challenged are motivated to participate in co-curricular activities		

## Appendix D Introduction Letter from KeMU



### KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya  
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162  
Email: info@kemu.ac.ke

Our ref: NAC/MAS/6/2018/4

25<sup>TH</sup> JUNE 2018

Commission Secretary,  
National Commission for Science, Technology and Innovations,  
P.O. Box 30623-00100,  
**NAIROBI.**

Dear sir/ Madam,

**RE: PETER THURANIRA IMUNYA (EDU-3-0027-1/2015)**

This is to confirm that the above named is a bona fide student of Kenya Methodist University, Department of Education undertaking a Master's Degree in Educational Leadership and Management. He is conducting a research on, "**Influence of Selected Factors on Co-curricular activities Participation by Learners with Mental Challenges in Special Units in Tigania West Subcounty.**"

We confirm that his thesis proposal has been defended and approved by the university.

In this regard, we are requesting your office to issue a permit to enable him collect data for his research.

Any assistance accorded to him will be appreciated.

Thank you.

**DR. JOHN MUCHIRI Ph.D.**  
**DIRECTOR, POSTGRADUATE STUDIES**



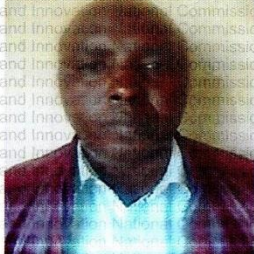
Encl.



## Appendix E Research Permit

**THIS IS TO CERTIFY THAT:** **Permit No : NACOSTI/P/18/30838/23879**  
**MR. PETER THURANIRA IMUNYA** **Date Of Issue : 1st August,2018**  
**of KENYA METHODIST UNIVERSITY,** **Fee Received :Ksh 1000**  
**212-60602 KIANJAI,has been permitted**  
**to conduct research in Meru County**  
**on the topic: INFLUENCE OF SELECTED**  
**FACTORS ON CO-CURRICULAR**  
**ACTIVITIES PARTICIPATION BY**  
**LEARNERS WITH MENTAL CHALLENGES**  
**IN SPECIAL UNITS IN TIGANIA WEST**  
**SUB-COUNTY.**

**for the period ending:**  
**30th July,2019**



### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of excavation before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



REPUBLIC OF KENYA



National Commission for Science,  
Technology and Innovation

RESEARCH CLEARANCE  
PERMIT



## NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,  
2241349,3310571,2219420  
Fax:+254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No. NACOSTI/P/18/30838/23879

Date: 1<sup>st</sup> August, 2018

Peter Thurania Imunya  
Kenya Methodist University  
P.O. Box 267- 60200  
MERU.

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of selected factors on co-curricular activities participation by learners with mental challenges in special units in Tigania West Sub County”* I am pleased to inform you that you have been authorized to undertake research in Meru County for the period ending 30<sup>th</sup> July, 2019.



## Appendix G Research Authorization



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL  
GOVERNMENT**

Telegrams:  
Telephone:  
Email: ccmeru@yahoo.com  
Fax:

COUNTY COMMISSIONER  
MERU COUNTY  
P.O. BOX 703-60200  
MERU.

When replying please quote  
Ref: ED.12/3 VOL.III/26

Date: 9<sup>th</sup> August 2018


**TO WHOM IT MAY CONCERN**

**RE: RESEARCH AUTHORIZATION – PETER THURANIRA IMUNYA**

This is to inform you that **Peter Thuranira Imunya** of **Kenya Methodist University** has reported to this office as directed by Commission for Science, Technology and Innovation and will be carrying out Research on “**Influence of selected factors on co-curricular activities participation by learners with mental challenges in special units in Tigania West Sub County in Meru County.**”

Since authority has been granted by the said Commission, and the above named student has reported to this office, he can embark on his research project for the period ending **30<sup>th</sup> July, 2019.**

Kindly accord him any necessary assistance he may require.

  
W. K. Katonon  
For: County Commissioner  
MERU

COUNTY COMMISSIONER  
MERU COUNTY  
P. O. Box 703 -60200, MERU

## Appendix H Authorization Letter from Ministry of Education



REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
*State Department of Early Learning and Basic Education*

Telegrams: "ELIMU" Meru  
EMAIL: [cdemerucounty@gmail.com](mailto:cdemerucounty@gmail.com)  
When Replying please quote

County Director Of Education  
Meru County  
P.O. Box 61  
MERU

Ref: MRU/C/EDU/11/1/198

9<sup>th</sup> August, 2018

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATON - PETER THURANIRA IMUNYA**

Reference is made to letter Ref: NACOSTI/P/18/30838/23879 dated 1<sup>st</sup> August, 2018.

Authority is hereby granted to Peter Thurania Imunya to carry out research on "Influence of selected factors on co-curricular activities participation by learners with mental challenges in special units in Tigania West Sub County, Meru County, Kenya", for the period ending 30<sup>th</sup> July, 2019.

Kindly accord him the necessary assistance.

 COUNTY DIRECTOR OF EDUCATION  
MERU COUNTY  
P. O. Box 61-60200  
TEL: 064-32372 MERU  
NKONGE J.F.  
For: COUNTY DIRECTOR OF EDUCATION  
MERU