



TRANSITIONAL CURRICULUM AND COMMUNITY INVOLVEMENT AS PREDICTORS OF INDEPENDENT LIVING AMONG LEARNERS WITH INTELLECTUAL DISABILITY IN MURANGA AND KIAMBU COUNTIES, KENYA

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Abstract:

Successful transition from school to the community for learners with intellectual disability is important in laying foundation for independent living. The opportunity to acquire a quality education that would result to successful transition to the community leading to living satisfying and independent life is of great importance to any young person with intellectual disability. The specific objectives of the study were examining the transition curriculum offered to learners with intellectual disability and evaluating the community involvement in the planning for transition of learners with intellectual disability. The study adopted descriptive research design, which utilized both quantitative and qualitative research approaches. Target population was 239 head teachers, 405 special needs education teachers, 1,200 young adults in school, 600 young adult graduates and 199 opinion leaders a total of 2,643 in 9 special schools and 230 special units while the sample size was 278. Respondents comprising head teachers, teachers, young adults with ID and opinion leaders were selected using purposive sampling and simple random sampling techniques. Questionnaires and interview guides were used to collect data. The study established that the curriculum offered in most of the special schools and units would prepare learners with intellectual disability to lead an independent life though, a significant proportion disagreed that they were taught how to apply and maintain employment. Availability and retention of teachers, provision of teaching and learning materials and classification of pupils according to ability were identified as major factors hindering full implementation of the curriculum to learners

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with ID. The study further found out that after learners with ID graduated from special schools/units, most of them went back home and were not engaging in any income generating activity. The main reason being most of them lacked support from the parents and community in terms of availing job opportunities and financial support to start businesses hence hardly leading independent life. The study recommends that; parents and community members be involved in transition planning and be willing to offer transition services as attachments, financial advice, job training and job opportunities; the government through the Ministry of Education needs to employ more trained teachers; create a special class in secondary schools for those of the borderline intellectual capacity; provide policy that the Ministries, NGOs, private sectors among others should employ young adults with ID to promote independent living.

Keywords: independent living, community preparedness, transition and intellectual disability

1. Introduction

Successful transition from school to community for learners with intellectual disability is important in laying foundation for independent living. During transition, teachers and professionals involved reflect back on what has been accomplished to help the student take the next steps to successfully venture out to a life beyond the classroom (Wehman, 2013). According to Patton & Kim (2016), transition refers to coordinated and outcome-oriented activities that promote movement from school to post-secondary education, vocational training, continuing or adult education, employment, adult services, independent living or community participation. Transition is based on individual student's needs, preferences, and interests, and must include instruction, related services and community experiences leading to the development of employment hence independent living. Transition curriculum is part of education which is a prerequisite for providing the required environment for securing people's economy, wellbeing, good health, security, participation in political and social activities and liberty.

Intellectual disabilities occur in 2.3% of the general population, which begins in childhood or adolescence before the age of 18 years, which is defined as Intelligence Quotient (I.Q) score below 70-75 (Gargiulo, 2012). Deficits in intellectual functioning and related impairments in adaptive behavior result in individuals being classified into one of the four levels of intellectual challenges which are mild, moderate, severe and profound. Approximately 85% of the population with ID is in the mildly challenged category with I.Q score ranging 50-75. They can acquire academic skills up to standard six, become self-sufficient and in some cases live independently with community and social support. Moderate intellectual disability constitutes 10% of this population with I.Q score of 35-55 and can carry out work, self-care tasks with moderate supervision, can acquire communication skills and can function successfully in the community in a supervised environment. Severe intellectual disability constitutes 3-4% of the population with

intellectual disability with I.Q scores of 20-40 and may master very basic self-care skills and some communication skills.

A number of researchers have conducted studies on school and community preparedness for transition of young adults with intellectual disability (Papay, 2011, Musima 2014, Gathua and Muthee, 2016). For instance, a study by Papay (2011), on best practices in transition to adult life for young adults with intellectual disability in United States found school programs to be significantly correlated with post school success stating other factors linked to successful transition as individual characteristics, family characteristics and school characteristics. Most students with mild ID require specific instruction in skills that will qualify them for well-paying jobs. They also need instruction in the appropriate social and advocacy skills necessary to access or maintain employment and enjoy the protections afforded them. Others will need ongoing support through adult service agencies in order to remain employed and to live independently (Meese, 2001).

In a Kenyan context, Musima, (2014) established that transition from school to employment for learners with intellectual disability remains a challenge. This is because employers were less willing to offer employment opportunities to persons with ID due to lack of supportive documents, lack of community awareness, inadequate follow-up, poor communication skills and low productivity among trainees. Additionally, Gathua and Muthee,(2016) in their study on roles of parents in the education of mentally retarded learners found out that one of main reasons for lack of employment among individuals with intellectual disability was that majority of them had not developed adaptive skills necessary for daily living activities. It was against this background, the current study sought to establish where learners with mild intellectual disability proceed to after graduating from school, whether the schools were ready to release the young adults after training and whether the community was prepared for them.

1.1 Statement of the Problem

In spite of the many efforts put by the families, the skilled special educators and mental health professionals, learners with ID are still discriminated upon and cannot access education, training and employment as adequately as their counterparts with other special needs and those in regular classes. For instance, a study by Makanya (2012), found that 16 students had graduated between years 2005 and 2010 and only 10 were traceable reason being they were working in the institution of study. According to this study, there were 100 trainees in the vocational center of study out of a total of 300 in all other special institutions with vocational training in Kiambu County during the time of the study. The question was on where learners that had undergone education and training had gone and where those undergoing the same were intending to go after graduating from special schools and special units. This therefore prompted this study, which sought to examine the school and community preparedness for successful transition of young adults with mild and moderate intellectual disability for independent living in Kiambu and Murang'a Counties.

1.2 Specific Objectives

1. Examine the transition curriculum offered to learners with intellectual disability in preparation for independent living in Kiambu and Murang'a counties;
2. Evaluate the community involvement in the planning of transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties.

2. Literature Review

2.1 Transition Curriculum for Learners with Intellectual Disabilities

Starting transition planning and services early in school when services are free and accessible, and youth have time to participate in valuable experiences is important. Wehman (2013), argues that young people with disabilities cannot feel part of their school if they do not have access to the general curriculum, make friendship with their peers or have chances to participate in extracurricular activities. Transition curriculum for learners with intellectual disability includes various emphasis areas as functional academic skills, vocational training, community living and self-help skill along with a growing emphasis on exposure to the general education curriculum. The individual needs of the student dictate how a specific educational program is constructed (Gargiulo, 2012).

Transition curriculum encompasses coordinated set of activities that: are result oriented; focus on improving achievement; are based on individual needs, strengths, preferences and interests; and include instruction, related services, community experiences and the development of posts-school adult living objectives (Individuals with Disabilities Education Improvement Act, 2004). Students with an IEP plan must have a transition plan by the age of 16, although many schools begin the process at age 14. Transition services are intended to minimize personal and societal limitations and help students with ID adapt to life after school. Post-school outcomes are highly dependent upon the quality of transition services (Howlin, Mawhood & Rutter, 2000; Moxon & Gates, 2001). These services, including family – school – community partnerships, student-directed planning and, and academic social and vocational/community-based skill instruction, are linked to post-school success (Kohler, Gothberg, Fowler, & Coyle, 2016; Test, Fowler, et al., 2009). High expectations across systems (family, school and community), are key to positive and long-lasting outcomes (National Centre on Secondary Education & Transition, 2004; Wagner, Newman, Cameto, Levine & Marder, 2007).

2.2 Community Involvement in the Planning for Transition of Young Adults with ID

Bush (2011) argues that schools are open systems that assume permeable boundaries and an interactive two-way relationship between them and their environment stating that school is part of the community and cannot survive independent of it. Education is not different from life and society but is the process of learning to live as a useful and

acceptable member of the community. The teacher of children with intellectual disability needs to be an active member of the community to connect learners, parents and community at large. The teacher's influence upon the acceptance of children with ID as members of the community plays a great role. The teacher can influence community attitude towards these learners by talking to the right people at the right time and hence tendency to transfer its respect and liking for the teacher to the pupils (Meese, 2001). However, school regions/districts often only look to special educators to shoulder the responsibility for the transition process. Special educators like other school personnel, are often overworked and overwhelmed and incorporating other trained professionals to assist with transition tasks is best practice. Transition activities related to academic, social, or behavioral instruction, the development of post-school adult living objectives that identify individual needs, strengths, preferences and interests can be provided by speech-language pathologists, occupational therapists, social workers and school psychologists (Brunsting, Sreckovic & Lane, 2014).

Maina (2016) in an investigation on what determines transition of learners with ID from special school to work in Nakuru County, Kenya found that transition is not given much attention hence over age learners in special schools and special units. The study recommends that government and community to support transition of individuals with intellectual disability. In yet another study, Mbae (2015), investigated factors influencing instructions among learners with ID in special units in Maara District in Tharaka Nithi County and found that negative attitude among the school community was one of the major factors influencing teaching and learning of those learners. The current study investigated what the community is doing in terms of engaging and supporting young adults with intellectual disability in productive living after completing school. It was established the connection and interaction between the school and the community to facilitate smooth transition of school graduates.

3. Research Methodology

3.1 Target Population

The target population comprised 9 special schools and 230 special units in regular schools. The study targeted 239 headteachers, 405 teachers, 1200 young adults in school, 600 young adult graduates and 199 opinion leaders which added up to a target population of 2643.

3.2 Sample Size and Sampling Techniques

Simple random sampling method was used to select 6 special schools and 24 special units out of the targeted 9 special schools and 230 special units in Kiambu and Murang'a counties. The researcher also employed this technique to select 48 SNE teachers who participated in the study. Purposive sampling method was used to select 120 young adult learners, 60 graduate, 30 headteachers and 20 opinion leaders. In total, the study sample comprised of 278 respondents.

3.3 Data Analysis

Data collected from the field was both quantitative and qualitative in nature. Quantitative data was coded and entered into the computer using Statistical Package for Social Sciences (SPSS). The statistics used to analyze quantitative data included frequency counts and percentages. On the other hand, qualitative data was analysed using content analysis and findings presented in prose form. The results of the analysis were then presented using tables.

4. Research Findings

4.1 Transition Curriculum Offered to Learners with Intellectual Disability

One objective of this study was to examine the transition curriculum offered to learners with intellectual disability in preparation for independent living in Kiambu and Murang'a counties. To address this objective, headteachers and teachers were asked to indicate their level of agreement and disagreement on various areas that were captured in the curriculum offered to learners with intellectual disability. A five-point likert scale was used. The scale ranged from 1- 5 with 1 denoting strongly disagree, 2 representing disagree, 3 undecided, 4 agree and 5 strongly agree. The midpoint of the scale was a score of 3. Therefore, mean scores above 3 denoted that respondents agreed with the statements on the scale while mean scores below 3 denoted that respondents disagreed with the statements on the scale. Table 1 illustrates means and standard deviations obtained.

Table 4.1: Curriculum offered to learners with ID

Learners with intellectual disability are taught how to.....	Headteachers		Teachers	
	Mean	Std. Dev.	Mean	Std. Dev.
Employ self-care skills for their basic hygiene e.g. toileting, dressing	4.85	0.368	4.73	0.447
Develop social skills e.g. Respecting themselves and others, making their own decisions	4.46	0.508	4.56	0.503
Maintain appropriate behavior	4.38	0.637	4.31	0.973
Communicate their needs	4.50	0.707	4.58	0.499
Be safe e.g. First aid	4.35	0.892	4.49	0.506
Apply for a job	3.27	1.079	3.00	1.279
Use money	3.85	0.925	4.00	0.674
Maintain employment	3.31	1.123	3.47	1.236

As shown in Table 4.1, the mean scores obtained by the head teachers ranged from 3.27 to 4.85 whereas those obtained by the teachers ranged from 3.00 to 4.73. The highest ranked statements by the study respondents were learners with intellectual disability are taught how to, “employ self care skills for their basic hygiene (head teachers’ mean of 4.85 and teachers’ mean of 4.73)”, “communicate their needs (head teachers’ mean of 4.50 and teachers’ mean of 4.58)” and “develop social skills (head teachers’ mean of 4.46 and teachers’ mean of 4.56)”. The lowest ranked statements were learners with intellectual disability are taught how to “apply for a job (headteachers’ mean of 3.27 and teachers’

mean of 3.00” and maintain employment (headteachers’ mean of 3.31 and teachers’ mean of 3.47)”. From the findings presented above, it is clear that majority of the respondents were in agreement with the statements on the scale, meaning learners with ID were taught skills which could help them to lead an independent life after school. Contrary to the findings, Ruteere (2013) study on the effectiveness of teaching methods for daily living skills to learners with intellectual disability in special units established that most of the teachers from the sampled schools were not aware of the Daily Living Skills required by learners with intellectual disability since most of them had not specialized in that area. This was an indication that most of the teachers did not know much of what learners with intellectual disability were supposed to be taught. In another study, Makanya (2012) found that there was no functional vocational curriculum that was in operation in a case study of a vocational class in Kiambu County recommending that such a curriculum be implemented through Kenya Institute of Curriculum Development. Survey report of 2007 by Kenya National Audit Literacy revealed that people with special needs were unable to access adult literacy programs and recommended that such programs should target all the illiterate groups including those with ID. This study therefore reveals a lot of uncertainty about whether the skills imparted to young adults with ID in special schools and units prepared them for smooth transition to the community.

It further emerged from the findings that a significant number of teachers were not sure whether learners with ID were taught how to apply for the job and maintain employment. The results of this analysis corresponded with Musima, (2014) whose study established that transition from school to employment for learners with intellectual disability remains a challenge in Kenya. One of main reasons for lack of employment among these learners was that majority of them had not developed adaptive skills necessary for daily living activities (Gathua and Muthee, 2016). Table 4.2 shows headteachers and teachers’ ratings on the relevance of the curriculum offered to learners with intellectual disability.

Table 4.2: Headteachers and teachers’ ratings of the relevance of curriculum

Relevance of curriculum	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Very good	3	11.5	2	4.4
Good	10	38.5	19	42.2
Fair	13	50.0	24	53.3
Total	26	100.0	45	100.0

As reflected in Table 4.2, half of the headteachers and 46.6% of the teachers felt that the curriculum offered to learners with intellectual disability was good. However, the remaining half of the headteachers and 53.3% of the teachers were of the view that it was fair. This means that there were some areas in the curriculum which study respondents felt that they needed an improvement. Results of this analysis agree with Murungi (2018) whose study established that there was no consistence on the use of the curriculum

offered to learners with intellectual disability. Majority of the teachers cited that they had used the curriculum for about two years showing it may have been too short the period to show its impact.

Through interviews with the opinion leaders, all the participants felt that the curriculum offered to learners with intellectual disability had an impact in their lives. As noted by one of the interviewee:

“Learners with intellectual disability are now aware of their state and they have learnt self-help skills like maintaining hygiene in their body. (Chief A)

Further analysis was done with an aim of finding out from the headteachers whether the curriculum offered assisted learners to lead an independent life. Presented in Figure 4.1 are the results of the analysis.

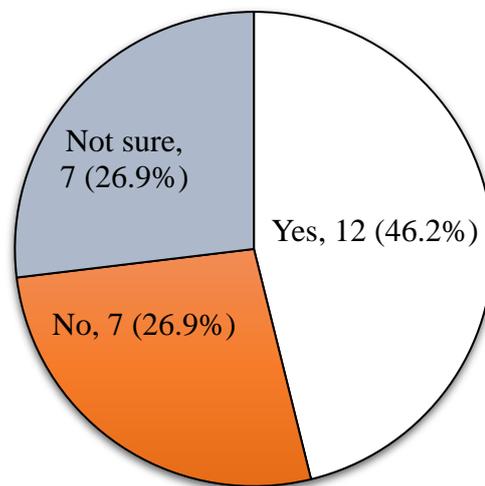


Figure 4.1: Headteachers' response on relevance of curriculum offered to learners with ID

Out of the 26 headteachers who participated in the study, 12 (46.2%) felt the curriculum was relevant as it enabled learners with intellectual disability to lead an independent life, 7 (26.9%) were of the view that it did not assist learners to lead an independent life whereas the remaining 7 (26.9%) were not sure. This shows that although a significant number of the headteachers felt that the curriculum was relevant to learners with intellectual disability, there was a large number of them who felt that it was not relevant while others were not sure. This clearly indicates that there was need for an improvement in the curriculum offered to learners with intellectual disability in special schools/units. In line with the findings, Mauya (2016) established that majority of the teachers indicated that the curriculum was not appropriate for learners with intellectual disability.

A further analysis was conducted with an aim of establishing the effectiveness of various factors influencing curriculum offered to learners with intellectual disability. A four point Likert scale was used. The scale ranged from 1 to 4 with 1 denoting very

ineffective, 2 ineffective, 3 effective and 4 very effective. The midpoint of the scale was a score of 2.5. Therefore, scores above 2.5 denoted that majority of the respondents rated aspects on the scale as effective while scores below 2.5 signified that respondents rated aspects on the scale as ineffective. Presented in Table 4.3 are the means and the standard deviations obtained.

Table 4.3: Teachers' response on factors influencing curriculum offered to learners with ID

Factors	VE		E		IE		VI		Mean	Std. Dev.
	F	%	f	%	f	%	f	%		
Teacher retention in school	19	42.2	0	0.0	24	53.3	2	4.4	3.33	.707
Provision of adequate teaching and learning materials e.g. stationery, textbooks, charts, aides	7	15.6	31	68.9	7	15.6	0	0.0	3.00	.564
Availability of SNE teachers	19	42.2	9	20.0	15	33.3	2	4.4	3.00	.977
Classifying pupils according to ability and placement in various class levels	8	17.9	27	60.0	10	22.2	0	0.0	2.96	.638
Retention of pupils in the school/unit	9	20.0	25	55.6	11	24.4	0	0.0	2.96	.673
Teacher support by school administration	9	20.0	25	55.6	9	20.0	2	4.4	2.91	.763
Provision of adequate specialized equipment and furniture	4	8.9	22	48.9	17	37.8	2	4.4	2.62	.716
Infrastructure e.g. classes, dormitory, toilets	0	0.0	29	64.4	14	31.1	2	4.4	2.60	.580
Availability of special curriculum	11	24.4	11	24.4	16	35.6	7	15.6	2.58	1.033
Preparation leading to independent living and participation in the community	2	4.4	23	51.1	14	31.1	6	13.3	2.47	.786
Availability of vocational training	0	0.0	29	64.4	6	13.3	10	22.2	2.42	.839
Transition from one class to the next and to employment	0	0.0	8	17.8	25	55.6	12	26.7	1.91	.668
Pupil exit procedure	0	0.0	9	20.0	20	44.4	16	35.6	1.84	.737

Key: VE-Very Effective, E-Effective, IE- Ineffective, VI-Very Ineffective

As shown in Table 4.3, the mean scores obtained by the teachers on the scale measuring the effectiveness of various factors influencing the curriculum offered to learners with intellectual disability ranged from 1.84 to 3.33 with a standard deviation of 0.737 and 0.707 respectively. The highest ranked factors were; teacher retention in school (3.33), provision of adequate teaching and learning materials (3.00) and availability of SNE teachers (3.00). In addition to this, most of the teachers were of the view that pupils' retention (2.96) and pupils' classification and placement according to their ability (2.96) and teachers support by administration (2.91) were effective factors in the curriculum implementation of learners with intellectual disability. On the other hand, the lowest ranked statements were; provision of adequate specialized equipment and furniture (2.62), infrastructure e.g. classes, dormitory, toilets (2.60), availability of special

curriculum (2.58), preparation leading to independent living and community participation (2.47) and availability of vocational training (2.42). Other factors which were lowly ranked by the study respondents included; pupil exit procedure (1.84) and transition from form one class to the next and to employment (1.91). From the study findings, it emerged that majority of the teachers felt that teacher retention, provision of teaching/learning materials, availability of the teachers in special schools/units, classification of pupils according to ability and teachers support by the administration were very important in curriculum implementation for learners with intellectual disability. In line with the findings, Maina (2016) established that teaching/learning resources, trained teachers in ID and an inter-disciplinary transition teams in the schools were very important factors during curriculum implementation. However, all these factors were not met in the sampled special schools and hence hindering proper curriculum implementation in the schools which aimed at preparing learners for living an independent life after school. The findings presented above further concurred with a report released by UNESCO in year 2009 which revealed that learners with learning disability are at increased risk of exclusion when curricula and teaching methods are rigid and there is a lack of appropriate teaching materials – for example, where information is not delivered in the most appropriate mode and teaching materials are not available in alternative formats (UNESCO, 2009).

4.2 Community Involvement in the Planning of Transition of Young Adults with Intellectual Disability for Independent Living

The second objective of the study was to evaluate the community involvement in the planning of transition of young adults with intellectual disability for independent living in Kiambu and Murang'a counties. To meet this objective, the researcher first sought to find out from the headteachers whether community members were involved in any way in the education of learners with intellectual disability and the results of this analysis are presented in Figure 4.2.

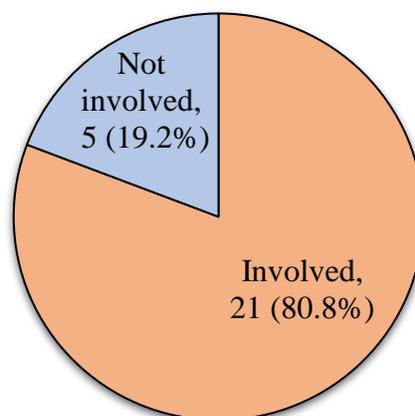


Figure 4.2: Headteachers' response on community involvement in transition of young adults with ID

Figure 4.2 illustrates that majority of the headteachers (80.8%) reported that they were involving the community members in the education of learners with ID while 5 (19.2%) indicated that they were not involving community members in their schools. This shows that in most of the schools, community members were involved in learners' education. This finding agrees with Leonard Foley, Pikora, Bourke, Wong, Mcpherson, Lennox & Downs (2016) who established that majority of the parents had been involved in transition planning for young adults with intellectual disability.

To find out the level of community involvement in learning, training and employment of young adults, the headteachers and teachers were provided with seven statements on a 4-point Likert scale. The scale ranged from 1 to 4 with 1 denoting not involved at all, 2 representing lowly involved, 3 moderately involved and 4 highly involved. The mid-point of the scale was a score of 2.5. Therefore, scores above 2.5 denoted that community members were involved to some extent in the learning, training and employment of young adults while mean scores below 2.5 signified that community members were rarely or not at all involved. Table 4.4 illustrates the headteachers' and teachers' responses on extent to which community members were involved in the learning, training and employment of young adults with intellectual disabilities.

Table 4.4: Community involvement in learning, training and employment of young adults

Statement	Headteachers		Teachers	
	Mean	Std. Dev.	Mean	Std. Dev.
Provision of teaching and learning materials to special schools/units	2.35	0.977	2.53	0.991
Offering job opportunities to learners who graduate from special schools/units	2.00	0.748	2.09	0.668
Participation in school/unit management	2.77	1.107	2.40	0.837
Assisting in building projects of the special units	2.31	0.928	2.20	1.014
Volunteering in vocational training of learners	1.77	0.710	1.82	0.960
Participating in fund raising ceremonies in special units	1.62	0.752	1.82	0.984
Attending education days	2.31	1.158	2.07	0.720

The mean scores obtained by the headteachers on aspects measuring community involvement in the learning, training and employment of young adults ranged from 1.62 to 2.77 with a standard deviation of 0.752 and 1.107 respectively. The highest scored statement was participation in school management while the lowest scored statement was participation in fundraising ceremonies. On the other hand, teacher obtained mean scores ranging from 1.82 to 2.53 with standard deviations of 0.984 and 0.991 respectively. The highest ranked statement by the teachers was provision of teaching and learning materials to special schools/units while the lowest ranked statements were volunteering in vocational training of learners and participation in fund raising ceremonies. From the study findings, it is clear that in most of the statements, both teachers and headteachers obtained a mean score of below 2.5 meaning that majority of them felt that community members were lowly involved or not involved at all in learning, training and

employment of young adults. The study found out that community members were rarely involved in fund raising ceremonies in special units, volunteering in vocational training of learners, attending education days, assisting in building projects and offering job opportunities to learners who graduate from special schools. These findings were in line with the study by Verdonschot, de Witte, Reichrath, Buntinx and Curfs, (2009) which established that majority of the people with ID are three to four times less employed than non-disabled peers; they are less likely to be employed competitively and are more likely to work in sheltered workshops or in segregated settings than those with other disabilities. People with ID are less likely to be involved in community groups, and leisure activities are mostly solitary and passive in nature.

Table 4.5 illustrates respondents' overall ratings of community involvement in learning, training and employment of young adults.

Table 4.5: Rate of community involvement
 in learning, training and employment of young adults

Community involvement	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Lowly involved	9	34.6	18	40.0
Moderately involved	12	46.2	25	55.6
Highly involved	5	19.2	2	4.4
Total	26	100.0	45	100.0

As depicted in Table 4.5, 9 (34.6%) headteachers felt that community members were lowly involved in learning, training and employment of young adults, 12 (46.2%) were of the view that community members were moderately involved while 5 (19.2%) indicated that they were highly involved. Among the teachers, 18 (40.0%) felt that community members were lowly involved, 25 (55.6%) felt they were moderately involved and 2 (4.4%) said that they were highly involved. This shows that community members were not fully involved in learning, training and employment of young adults. In concurrence with the findings, Newman, Wagner, Knokey, Marder, Nagle, Shaver and Schwarting (2011) established that there was a significant difference in terms of community engagement, financial stability, independent living, employment and post-secondary enrollment between learners with intellectual disability and their peers with high-incidence disabilities such as emotional disturbance, learning disability, speech and language and other health impairment. The study found out that young adults with ID were less likely to be involved in community activities and they secured fewer opportunities in terms of employment and vocational training as compared to their peers with other disabilities. As a consequence, this contributed to lack of stability in terms of finances among the young adults with ID and their failure in leading an independent life. However, the above finding disagrees with the system theory by Tavistock (1960s) which guided the study. The theory emphasis on interaction between school and community for effective process that influences the value of the product which is the learner. Learners with intellectual disability are taken to school by their parents as inputs, go through education process

and then expected to change due to teaching and learning experiences. After completion of school, learners with ID are released back to the community as output empowered with skilled manpower to join in nation building and enjoy gainful living.

To verify these findings, most of the local leaders reported that parents and relatives were mostly involved in learning, training and employment of young adults with intellectual disability as compared to other community members. One of the interviewees noted that:

“Parents and relatives are the ones who take learners with intellectual disability to school; community members rarely support children with disability. (Chief B)

In line with the findings, Gargiulo (2009) in the study on special education in the contemporary society established that the family members are the only ones who provide support to their children with special needs from birth to adult life. As such they are the ones who know well the best services their children require to make it in the transition from school to adult life.

The researcher further sought to find out through an interview whether community members were involving graduates with intellectual disability in any community activity. In response to this, majority of the young adult graduates said that they were not involved at all whereas few of them said that they were given jobs like fetching water cultivating in people’s farms with exchange of food or some few coins. As quoted from one of the graduates:-

“Mimi nachoteanga watu maji, ananilipa 5 bob. Yule mzee wapale wananipea chakula na chai.” (Graduate 1)

I fetch water for people for 5shillings. The other man gives me food and tea in exchange of work done. (Graduate 1)

The above finding agrees with Townsley (2004) who found out that young adults with intellectual disability were less likely to secure employment and for those who get job opportunities, majority of them were less likely to gain paid employment.

Another graduate said:

“Nafanyanga kazi ya kulima ninalipwa mia mbili.” (Graduate 2)

I do farm work and I’m paid 200 shillings. (Graduate 2)

The researcher further noted that some graduates were involved with the family members in various activities. For instance, one of the young adult graduates said that:-

“Nauzanga makaa na mum.” (Graduate 3)

I sell charcoal with my mother. (Graduate 3)

From the above findings, it is clear that young graduates with intellectual disability can lead an independent life, if the community members and family members are willing to support them and offer them job opportunities. According to Hall (2017), individuals with intellectual disabilities have a desire to be more involved in community activities; however, they experience barriers that limit their inclusion. As such, community involvement of young adults with intellectual disability varies depending on the opportunities and supports available to them. Their inclusion in the community may be enhanced by additional transportation options, continuing education in vocational and social skills, personalized guidance from group members and environments that are welcoming to people with disabilities. The findings were confirmed by Maina (2016) who found that transition is not given much attention hence over age learners in special schools and units recommendation being government and community to support transition of individuals with intellectual disability. Mbae (2015), found that negative attitude among the school community was one of the major factors influencing teaching and learning of learners with ID. Transition planning is a shared responsibility of education and other school personnel, adult service providers from the community, family members and the student. Armstrong et al. (2003) acknowledge this social and community domain as one that does not receive enough attention. Interagency partnerships among school psychologists, special educators, families and community agencies are essential to create robust transition plans that successfully address long-term outcomes such as integrated employment, independent living, and post-secondary enrolment (Antosh et al., 2013; Talapatra, Miller, & Schumacher-Martinez, 2018). The school must enrich the community and the community must support the school. This can be done by the school taking itself to the community and regard it as a laboratory, discover its resources, understand its culture, appreciate its problems and also suggest solutions for them. The teacher of children with intellectual disability needs to be an active member of the community to connect learners, parents and community at large while making influence upon acceptance of children with ID as members of the community (Meese, 2001).

5. Conclusion and Recommendations

The study concludes that learners with intellectual disabilities were receiving skills to lead an independent life in future though application for jobs and maintaining employment was not taught in the sampled special schools and units. Major factors that hindered full implementation of curriculum to learners with ID in special schools/units were: teachers' areas of specialization, teachers' retention, availability of teaching and learning materials, classification of pupils according to ability, teachers' support from the administration among others. The community was lowly involved in learning, training

and employment of young adults with ID. Arising from the study findings, the study recommends that:

- 1) Affirmative action needs to be put in place by the government towards young adults with ID when they attend interviews for competitive employment. This may be done by including an official in the interviewing panels who understand the psychology of individuals with ID.
- 2) The government should come up with policies enforcing companies and other employment agencies to create job opportunities for young adults with ID.
- 3) The Ministry of Education should employ and post more teachers trained in the area of intellectual disability in special schools and units who are conversant with the curriculum and can adequately understand and appropriately prepare the learners for an independent life after school. It is necessary to have refresher courses for teachers and forums to share experiences in order to get way forward towards assisting young adults with ID to achieve their independence in the best way possible.
- 4) Another study should be conducted with an aim of establishing support offered by the government in facilitating transition of learners with intellectual disability to the world of work.

Conflict of Interest Statement

On behalf of all the co-authors, I declare that author(s) have no conflict of interest with the manuscript.

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