

**TEACHERS ATTITUDES AND INCLUSION OF THE HANDICAPPED LEARNERS
IN REGULAR SCHOOLS IN CHEPTAIS DIVISION MT. ELGON
DISTRICT, KENYA**

**BY
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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
AND DISTANCE LEARNING IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF BACHELOR OF
EDUCATION SPECIAL NEEDS DEGREE OF
KAMPALA INTERNATIONAL
UNIVERSITY**

APRIL, 2009

DECLARATION

I, JULIUS .N. CHEMABUS declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

A handwritten signature in blue ink, appearing to read "N. Chemabus", written over a dotted line.

JULIUS .N. CHEMABUS

DATE:

A handwritten date in blue ink, "20th August 2009", written over a dotted line.

APPROVAL

This is to acknowledge that this Report entitled **Attitudes of Teachers towards the Education of Handicap Children in Tindiret Division.**

Has been under my supervision and with approval it is now ready for submission to the academic Board of Kampala International University for the award of Bachelor of Education special needs

Signatures

Date


.....

19/08/09
.....

MRS. TALIGoola DEBORAH

DEDICATION

This work is affectionately dedicated to my beloved wife Mrs. Carolyn N. Chemabus and my children Daniel kwemboi, Aeron Kipkemei, Joshua, Victor and Ruth Cherotich. I also dedicate this book to my guardian Mr. Albert Mutenyo, my brothers Mr. Benard, Francis and Fred not forgetting my sisters miss Eunice, Judith, Ester and uncle Kelvin Ngeywo and all those who constantly wished me success. They have been supportive, patient and understanding during this period of study.

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Finally, I would like to thank all my respondents and those within a short notice without which this work would not have been possible.

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ABSTRACT

The purpose of this study was to establish the role of attitudes of teachers towards the education of handicap children in Cheptais Division Mt. Elgon District, Kenya. . The specific objectives of the study were to investigate the teachers' knowledge on handicap in Cheptais Division. Establish the acceptance of the handicap by regular school teachers in Cheptais Division, and to investigate the effects of teachers' attitudes on the handicap learners in Cheptais Division. The methods used for data collection was questionnaires to the staff members of the schools who were involved in the study. In chapter four, the findings were presented and interpreted in relation to the study objectives and research questions. While linking to the existing literature, results included demographic characteristics, frequency and percentages. Based on the findings it was observed that teachers had positive attitudes towards the education of handicapped learners. In chapter five, development of solutions to the problem, summary of the findings and conclusions were attempted. The findings suggested recommendations on areas pertaining to the provision of school facilities for the handicapped in the schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The concept of handicap in the world is continually changing and these changes can be seen as a reflection of a change in the perspective of individuals with physical handicap based both on research and a clearer understanding of the issues involved in defining the concept. For example the American Association on physical handicap, a professional organization founded in 1876, recently drafted a new definition of physical handicap, which not only maintains a functional perspective on handicap but also focuses on the relations among capabilities, environments, and functioning (Luckasson, Coultier, Polloway, Reiss, Schalock, Snell, Spitalnik, & Stark, 1992).

Under Individual with Disability Act, physical handicap is defined as commonly recognised as a disability group in the disability field, and in legislative and administrative contexts in Australia. People with physical disabilities represent a significant client group of disability services. However, the scope of this group is often not clearly defined. Consequently, existing estimates of physical disability prevalence vary. Consistent and useable estimates of disability prevalence are needed to facilitate service planning and to inform the community

Adaptive behavior is an indication of independence and social competence. It refers to an individual's ability to meet the social requirements of his or her community that are appropriate for his/her chronological age. Standardized tests such as the American Association on physical handicap Adaptive Behavior Scale (Lambert, Nihira, & Leland, 1993) and the Vineland Adaptive Scales are used to determine an individual's adaptive skills. Using the sub-average intellectual functioning and the adaptive behavior skills deficits an individual would only be identified as having mental retardation if their IQ scores and their adaptive behavior skills scores were below average.

In Kenya a handicap child is one who has a limited level of adaptive behavior. This condition usually arises between conception and 18 years of age (Ministry of Education, 1995).

The Kenya Ministry of Education, in its handbook on how to handle children with special needs goes on to note that physically handicapped children are usually categorized according to severity of physical impairments as mildly, moderately, severely, or profoundly handicapped; or as educable, trainable and severe. The classifications of educable and trainable are referred to by other authors (e.g.,Bernie-Smith, et. al., 1998). It would appear that the definition of physical handicap used in Kenya has some parallels with the IDEA definition used in the United

States.

1.2 Statement of the problem

Although the problem of handicapped children has existed for a very long time, it has only recently begun to receive significant attention in Kenya. Parents of handicapped children tended to feel ashamed so that such children were hidden away from the rest of society. This was especially true in the case of children with physical handicap, which were recognized early in life. Children whose handicaps were only recognized at a later stage were seen more often but this did not mean that their handicaps were more prevalent. As more and more attention is drawn to the plight of handicapped children, society is becoming increasingly concerned about the attitudes of some people especially their teachers, Hence the need for this study.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to investigate the role of attitudes of teachers towards the education of handicapped children in Cheptais Division Mt. Elgon District, Kenya

1.3.2 Specific objectives will be to;

1. To assess the knowledge of teachers towards handicap learners in Cheptais Division
2. To determine the teacher Tolerance and Acceptance of the handicap learners in Cheptais Division
3. To asses the effects of attitudes of the teachers towards the handicap learners can be over come in Cheptais Division

1.4 Research questions

1. What are the Attitudes of the teachers to the handicap learners in Cheptais Division?
2. What is the teacher Tolerance and Acceptance of the handicap learners in Cheptais Division?
3. How can the problems of attitudes of the teachers towards the handicap learners be over come in Cheptais Division?

1.5 scope of the study

The study was conducted in the southern region of Cheptais Division Mt. Elgon District, Kenya. The study was limited to the Attitudes of the teachers to the handicap learners. Any other aspect of the topic apart from that mentioned in

the objectives will not be investigated because of resource and time constraints.

1.6 Significance of the study

The research will help government to see the need of supporting education for children with special needs in Kenya.

Informed decisions in policy formulations and in the building of the institutions aimed at establishing conditions for special needs education might be made basing on the findings from research.

The research will help researchers and academicians to increase on the available literature for further studies

Learners will get to get treated i a way that helps them learn better by their teachers whose attitudes will be positive towards them.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It is guided by the objectives of the study outlined in chapter one

2.1 Teacher Knowledge of the Handicap learners

A few researchers have looked at the extent to which teachers' knowledge relates to efficacy, beliefs. Specifically, this body of work can be configured into three distinct categories, based on the manner of knowledge assessment. The first category consists of studies in which formal education was used as proxy variable for teacher knowledge.

In these studies, teachers' knowledge was gauged by education level (Benz, Bradley, Alderman, & Flowers, 1992; Hoy & Woolfolk, 1993) or by courses taken (i.e., Enochs, Scharmann, & Riggs, 1995). The second category focuses on the learning experiences of teachers or teacher-education students as measures for knowledge (Minke, Bear, Deemer, & Griffin, 1996; Parameswaran, 1998; Reid, Vasa, Maag, & Wright, 1994). These specific learning experiences were considered to be specialized opportunities that would enable participants to have some form of specialized knowledge.

For example Minke et al. (1996) compared teachers with and without experience teaching in inclusive settings and considered those with experience to be more knowledgeable.

The final category of research includes investigations that assessed participants' demonstrated knowledge through paper-and-pencil assessments (Schoon & Boone, 1998; Sciutto, Terjesen, & Bender Frank, 2000). In this body of work, the efficacy of preservice or inservice teachers has been compared and the relations between knowledge and teacher efficacy assessed. For the current study, we took this particular approach to the assessment of teacher knowledge by constructing a paper-and-pencil measure that required teachers to respond strategically to certain instructional situations.

The consensus that has emerged across these categories is that individuals with higher levels of knowledge tend to have higher levels of efficacy (e.g., Benz et al., 1992; Minke et al., 1996; Schoon & Boone, 1998; Sciutto et al., 2000). One exception to this trend was reported by Enochs and colleagues (1995) who found significant negative correlations between preservice elementary teachers' science knowledge, as assessed by number of science course taken in high school and college, and their efficacy for teaching science. In contrast, Schoon and Boone (1998) administered a paper-and-pencil test to preservice teachers on alternative conceptions of core science principles. They found that the preservice teachers with the greatest number of correct answers also reported higher feelings of science teaching efficacy. Moreover, Schoon and Boone (1998) found that holding particular alternative conceptions in science was related to lower levels of science teaching efficacy. Thus, this contradiction and the limited amount of research that has been done in this area are evidence of the need for more specific studies of knowledge and efficacy.

2.2 Effects of Teacher Attitude Towards the Handicapped learners

The effect of teacher attitude has been well studied, but the effect of counselor attitude has received less attention (Lomhana, 1982). We know

from research that teacher attitude has considerable impact on students; eye contact and conscious or unconscious positive reinforcement all effect how students respond. The expectation of the teacher has positive or negative effect on the student; the child with a disability is no different in their responses to their teacher. If a teacher has fears, holds stereotypes about disability, or has lowered expectations of a student who has a disability, these are conveyed to the student, who responds with apathy, lowered self-expectations and a feeling of helplessness.

Thirty years ago, handicapped individuals in a regular school system were viewed as different and unable to meet regular goals in school (Meisel, 1986). Rules, then, were changed for the person with a disability. The advent of the '60s and '70s saw less emphasis on special education, especially separate education, and the beginning of legislation regarding mainstreaming physically disabled children into regular school.

Simply legislating the rights of handicapped individuals to receive education alongside their able bodied peers does not take care of the problems which plague regular classroom teachers. Lack of preparation time, overcrowded classes and inadequate time schedules are problems for all teachers, but the addition of a student with a disability into the classroom intensifies the problems with time and discipline all teachers have.

Regular classroom teachers, unlike special education teachers, rarely have exposure to students with disabilities. Any introduction to disabilities may have been through texts which present stereotypical views of disabilities as "problems" (Hill, 1988). The text may focus on low intellect, low achievement and disruptive behavior of special students with disabilities; such labeling and stereotyping may lead regular teachers to believe that students with disabilities will be difficult to teach

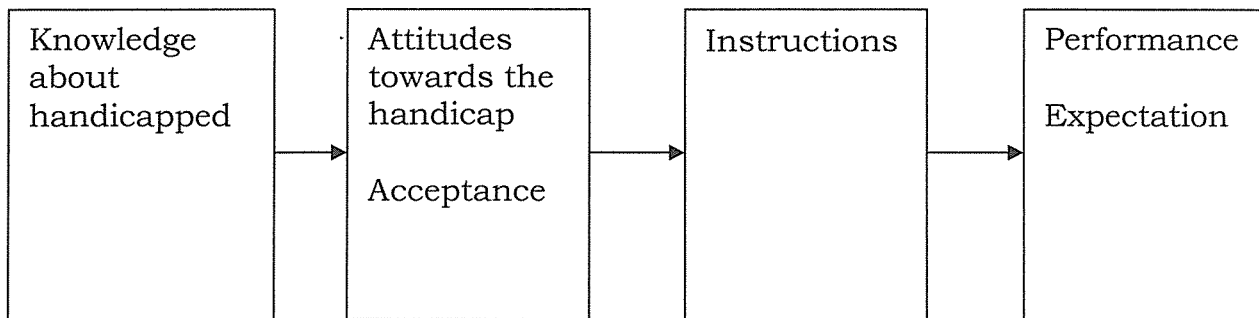
(Meisel, 1986). This may result in lowered expectations in many areas, including social skills. If a student has been previously labeled, reduced expectations may be the result.

When a teacher is faced with a student with a disability, that teacher must have a willingness to accept such a student into their classroom (center & Ward, 1987). Teacher's educational backgrounds and knowledge about disabilities is a factor in development of positive teacher. In-service training to develop teacher skills are seen by regular classroom teachers as useful, and in-service training has a positive impact on attitude change (Hill, 1988; Saskatchewan Teachers' Federation, 1986).

2.3 Acceptance to the physical handicap learners:

In many communities in Tanzania disabled people are, as among the Maasai in Kenya and Tanzania, "as far as possible integrated in the normal routine of the homestead and the community" (Talle, 1990). Disability is, therefore, taken as a fact of life. Parents and the community are expected to take care of their disabled children and adults. This explains the reluctance of some parents to send their children to schools and programmes located away from their localities (Kisanji, 1993).

CONCEPTUAL FRAME WORK



CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods that were used to collect process and analyze data.

3.1 Research design

The study used a case study as a research design. Given the duration of the study, the researcher felt that there was a deeper penetration of the problem if a case study was used. This is because a case study examined one area which is Aguthi zone.

3.2 Study population

The study was carried out in Cheptais Division Mt. Elgon District, Kenya

3.3 Sample Size and Selection

The respondents were drawn from the teachers of all the primary schools under study in the area. Using convenient sampling a total of 20 teachers was selected for this study.

3.5 Instruments

3.5.1 Questionnaire

Self administered questionnaire using the three lacker scale (agree not sure and Disagree) was used to get the opinions of the teacher. The questionnaire was used because of the element of privacy to the people

who are participating in the study.

3.5.2 Reliability of the instrument

The questionnaire was first pre-tested with a group of teachers in my education class who were not part of the study in order to ascertain its reliability

3.5 Data Collection

3.5.1 Sources of data and data collection methods

This study used both primary and secondary data. Primary data was collected using questionnaires, which were given to all the teachers who participated in this study.

3.5.2 Data collection procedure

In carrying out research the researcher first got a release letter from the faculty administrators which she took to the schools under study. She then was given permission by the authority to access information from the organization in which she visited.

3.5.3 Data Analysis

Document analysis was also done. Reports, training manual, newspapers, and journals for the period under study were read and the required data collected from them.

CHAPTER FOUR

DATA PRESENTATION ANALYSIS AND INTERPRETATION

3.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The general objective of the study was to investigate the role of attitudes of teachers towards the education of handicapped children in Cheptais Division Mt. Elgon District, Kenya. The specific objectives of the study were; to determine the Attitudes of the teachers to the handicap learners, to determine the teacher Tolerance and Acceptance of the handicap learners, to asses the effects of attitudes of the teachers towards the handicap learners can be over come in Cheptais Division. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study which included: Teacher Knowledge on physical handicap; Acceptance of the physically handicap by regular schools and Effects of Teacher Attitude towards the Physical Handicap.

4.1 Background characteristics of respondents

Table I: sex of Respondents

Sex	Frequency	Percentage
Male	16	80%
Female	4	20%
Total	20	100%

Source: Field survey 2009

The study covered 20 randomly selected respondents of whom 16(80%) are male and 4(20%) are female.

4.3 Teacher Knowledge on handicap

Minke et al. (1996) compared teachers with and without experience teaching in inclusive settings and considered those with experience to be more knowledgeable

This study sought to assess and establish whether teachers are knowledgeable about physical handicap

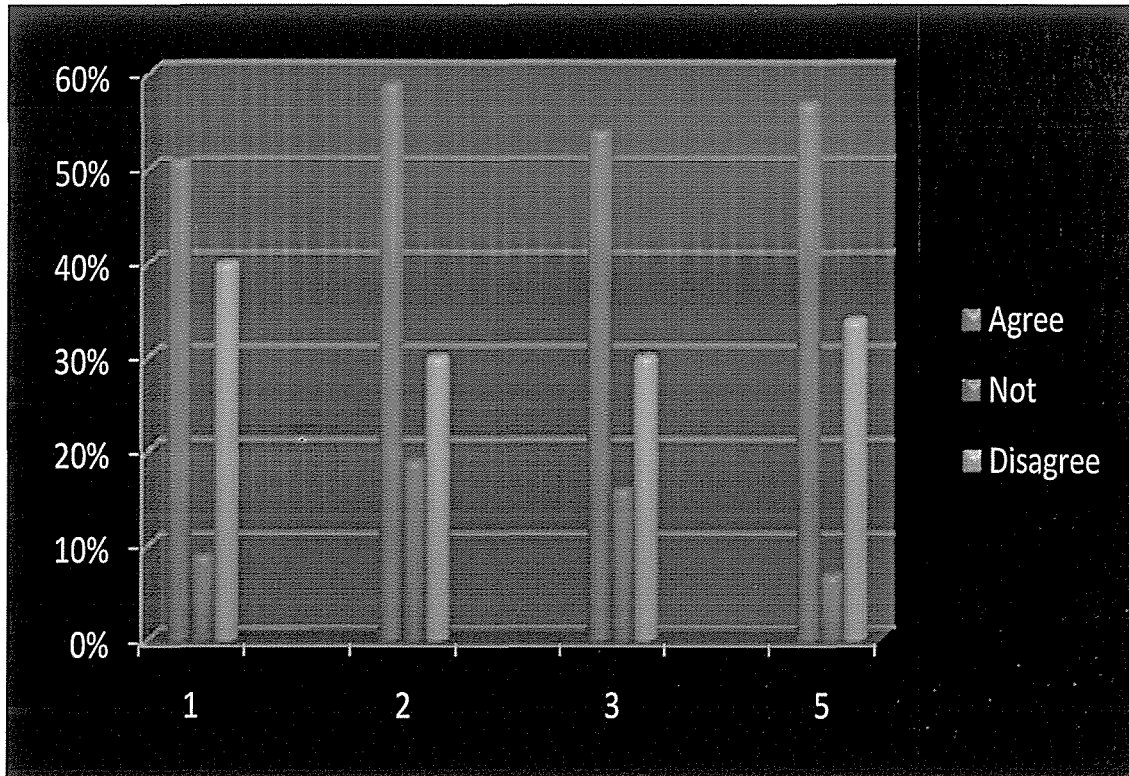
The results on the Teacher Knowledge on physical handicap are summarized in the table below;

Table II: response on Teacher Knowledge on physical handicap

	Item	Agree	Not sure	Disagree
1	Teachers are aware of the physically disabled learners in the school	51%	9%	40%
2	Teachers treat the physically handicap learners with care	59%	19%	30%
3	Teachers help learners with physical handicap in their weak areas during the course of the study.	54%	16%	30%
4	Handicap learners are accorded special treatment when it comes to areas of difficulty.	57%	7%	34%
5	Teachers do not humiliate handicap learners in class in front of their peers.	56%	4%	40%

Source: Field survey 2009

Chart I: response on Teacher Knowledge on handicap



Source: Field survey 2009

Results from the table and chart I above indicate 59% of respondents are of the view that Teachers treat the handicap learners with care. On the other hand 54% of the respondents are of the view that Teachers help learners with physical handicap in their week areas during the course of the study, 51% the respondents are of the view that Teachers are aware of the physically disabled learners in the school. With the above response, the researcher was in position to conclude that teachers are aware once given special treatment, handicap learners are in position to perform better in class like normal learners.

4.3 Acceptance of the handicap by regular schools

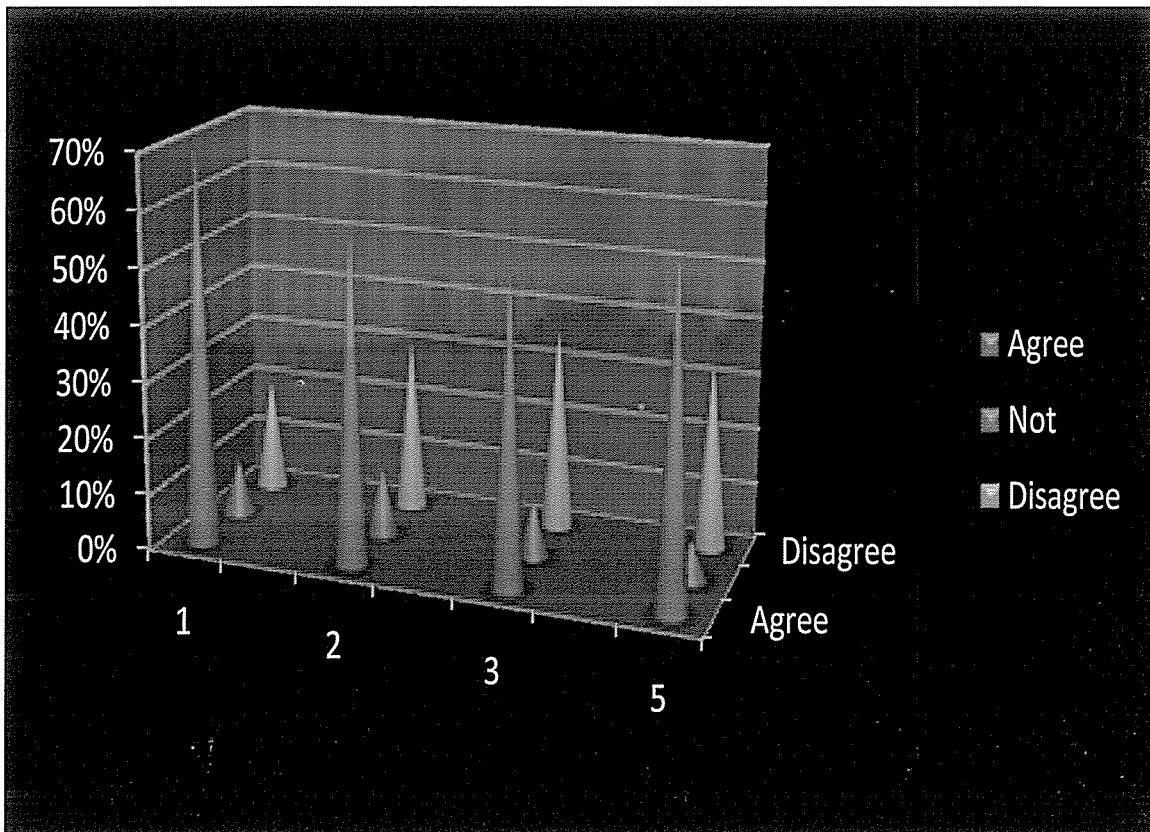
Kisanji, (1993) explains the reluctance of some parents to send their children to schools and programmes located away from their localities for fear of lack of acceptance of their children in these schools. The results on the Acceptance of the physically handicap by regular schools s are summarized in the table below;

Table III: Response on the Acceptance of the handicap by regular schools

	Items	Agree	Not sure	Disagree
1	Handicap learners are accepted as normal learners in the school by teachers	70%	10%	20%
2	Handicap learners are encouraged to participate in all forms of activities in the school as normal children.	58%	12%	30%
3	Teachers help learners with physical handicap in their weak areas during the course of the study.	54%	10%	36%
4	Handicap learners are accorded special treatment when it comes to areas of difficulty.	60%	7%	33%

Source: Field survey 2009

Chart II: Response on the Acceptance of the handicap by regular schools



Source: Field survey 2009

The results from table III and chart II show that 70% of the respondents are of the opinion that Handicap learners are accepted as normal learners in the school by teachers. 60% of the respondents are of the view that Handicap learners are accorded special treatment when it comes to areas of difficulty. Further more 58% of the respondents are of the view that Handicap learners are encouraged to participate in all forms of activities in the school as normal children. Basing on the results in table III and chart II, it can be said that, Handicap learners are considered as normal human beings who humanity and dignity is respected and taken into account in all walks of life including education.

4.4 Effects of Teacher Attitude towards the Handicap learners

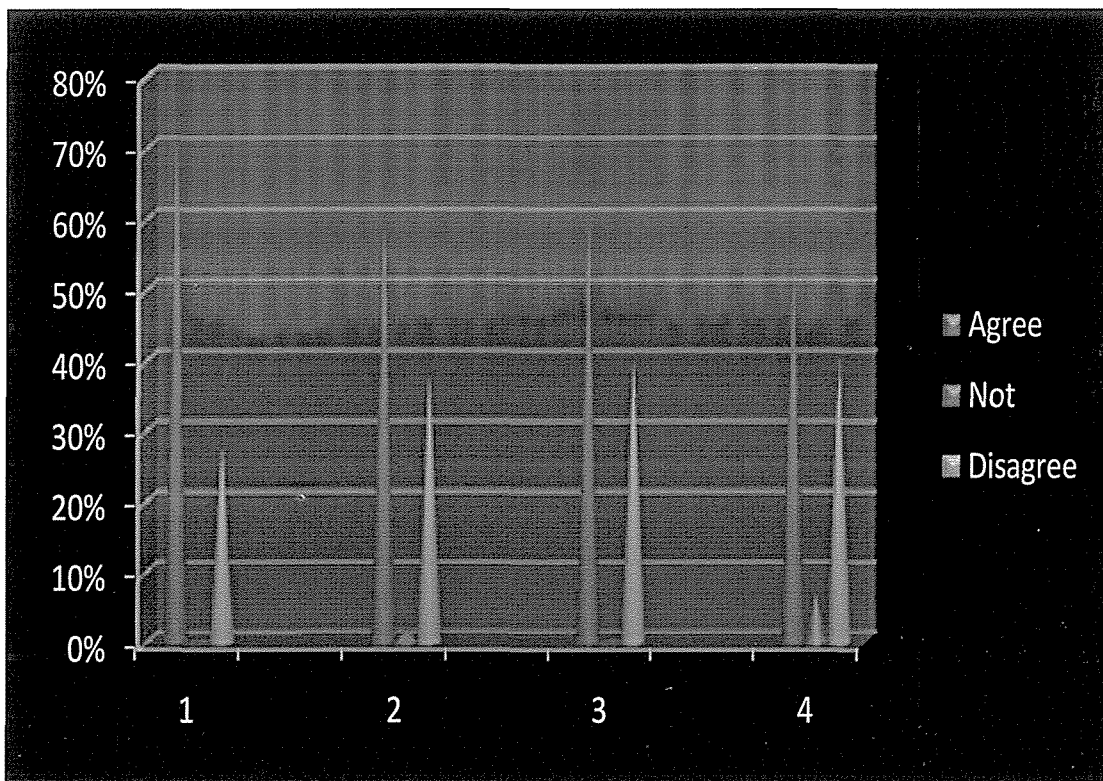
Thirty years ago, handicapped individuals in a regular school system were viewed by teachers as different and unable to meet regular goals in school (Meisel, 1996). The results on the Effects of Teacher Attitude towards the Physical Handicap are summarized in the table below;

Table IV: Teachers' Attitude towards the Handicap

	Items	Agree	Not sure	Disagree
1	There is a positive attitudes of teachers towards the handicap learners	72%	0%	28%
2	Teachers think handicap learners are not slow in class	60%	2%	38%
3	Teachers in this school are of the view that handicap learners should not study in special schools but rather in inclusive ones.	60%	0%	40%
4	The teachers don't hold the view that handicap learners should be taught any special subjects different from the rest of the learners.	53%	7%	40%

Source: Field survey 2009

Chart III: Teachers' Attitude towards the Handicap



Source: Field survey 2009

Results from table IV and chart III above show that 72% of the respondents agreed with the statement that there is a positive attitudes of teachers towards the handicap learners. Also 60% of the respondents agreed with the view that Teachers think handicap learners are not slow in class. More still another 60% were also of the view that Teachers in this school are of the view that physical handicap learners should not study in special schools but rather in inclusive ones. Judging from the above response, the researcher was able to conclude that, teachers' attitudes towards handicap learners have changed. The teachers have realised the unique abilities possessed by physical handicap learners.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The study looked at the role of attitudes of teachers towards the education of physical handicap children in Cheptais Division Mt. Elgon District, Kenya. In an attempt to achieve the above, three objectives were developed. This chapter presents the summary, conclusions and recommendations of the findings

5.2 Summary of the major findings

The first objective sought to investigate the Teacher Knowledge on physical handicap.

The findings revealed that 51% of the respondents agreed with the first statement, 59% of the respondents agreed with the second statement, 54% of the respondents agreed with the third statement, while 57% agreed with the fourth statement and 56% were in agreement with the last statement. This kind response revealed that teachers are aware that physical handicap are not mentally hand caped and can therefore perform better academic wise if given enough care.

The second objective sought to investigate Acceptance of the physically handicap by regular schools

The findings revealed that 70% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and 58% of the respondents agreed with the third statement. This response acts as an evidence that teachers have accepted physically handicap learners they way they are and have therefore embarked on what best they can do for them in terms attaining education.

The third objective sought to investigate the Effects of Teacher Attitude towards the Physical Handicap

The findings revealed that 72% of the respondents agreed with the first statement, 60% of the respondents agreed with the second statement, and another 60% also greed with the third statement and 56% of the respondents agreed with the fourth statement. Basing on such response, the researcher concluded that teacher's attitudes Attitude towards the Physical Handicap, is a determinant to their failure or success in academics.

5.3 Conclusions

The findings revealed that the respondents were in agreement with the following statements: Teachers are aware of the physically disabled learners in the school; Teachers treat the physically handicap learners with care; Teachers help learners with physical handicap in their week

areas during the course of the study; Handicap learners are accorded special treatment when it comes to areas of difficulty and the Teachers do not humiliate handicap learners in class in front of their peers.

The findings revealed that the respondents were in agreement with the following statements: Handicap learners are accepted as normal learners in the school by teachers; Handicap learners are encouraged to participate in all forms of activities in the school as normal children; Teachers help learners with physical handicap in their weak areas during the course of the study; and Handicap learners are accorded special treatment when it comes to areas of difficulty.

The findings revealed that the respondents were in agreement with the following statements: There is a positive attitudes of teachers towards the physically handicap learners; Teachers think physically handicap learners are not slow in class; Teachers in this school are of the view that physical handicap learners should not study in special schools but rather in inclusive ones and The teachers don't hold the view that handicap learners should be taught any special subjects different from the rest of the learners.

5.4 Recommendations

The government should construct facilities at school that enable handicap learners to learn in a conducive environment with out putting pressure on teachers to treat handicap learners differently.

The government should have a policy in place that forces teachers and all stake holders to treat handicap learners with respect.

The government should have a policy in place that forces parents to send their handicap children to school.

The community should be sensitized to encourage the sending of handicap children to school so that they get access to education.

5.5 Present areas for further research

There is need to explore the following areas that are closely related to this study;

1. Attitudes of normal learners towards the physically handicap learners.
2. Attitudes of the community towards the physically handicap learners.

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QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out an academic research on the topic “the role of attitudes of teachers towards the education of handicap children, Kenya.” You have been randomly selected to participate in the study and are therefore kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: do not write your name anywhere on this paper.

A) Personal Information

1. GENDER

Male Female

2. AGE

14-18 19-25

25-30 30 and above

Evaluate the following statements using the following;

Not sure	Disagree	Agree
3	2	1

(a) Teacher Knowledge on handicap

1	Teachers are aware of the disabled learners in the school	
2	Teachers treat the handicap learners with care	
3	Teachers help learners with handicap in their weak areas during the course of the study.	
4	Handicap learners are accorded special treatment when it comes to areas of difficulty.	
5	Teachers do not humiliate handicap learners in class in front of their peers.	

b) Acceptance of the handicap by regular schools

1	Handicap learners are accepted as normal learners in the school by teachers	
2	Handicap learners are encouraged to participate in all forms of activities in the school as normal children.	
3	Teachers help learners with handicap in their weak areas during the course of the study.	
4	Handicap learners are accorded special treatment when it comes to areas of difficulty.	
5	Handicap learners meet the same amount of payment in the school as do the normal children.	

c) Effects of Teacher Attitude towards the Handicap

1	There is a positive attitudes of teachers towards the handicap learners	
2	Teachers think handicap learners are not slow in class	
3	Teachers in this school are of the view that handicap learners should not study in special schools but rather in inclusive ones.	
4	The teachers don't hold the view that handicap learners should be taught any special subjects different from the rest of the learners.	
5	Teachers teach in such a way that caters for both norm and handicap learners in the school.	

THANK YOU

A MAP OF MT. ELGON DISTRICT



KEY:

M - Mt. Elgon district

TIME SCHEDULE

Date	Activity
20 th Dec-29 th January 2008	Looking for funds to buy all the necessary items for the study.
1 st Feb-15 March 2008	Carrying out the research
March 16 th -March 30 th ,2008	Compiling of findings while checking with my supervisor for corrections.
April 1 st 10 th ,2008	Submit in my dissertation to my supervisor for approval.

BUDGET

Items	Cost (Ug shs)	Costs (K shs)
Stationary		
Pens and pencils	5,000/=	208/=
Ream of paper	10,000/=	416/=
Transport costs	35,000/=	1458/=
Miscellaneous expenses	100,000/=	4166/=
Typing and printing charges	150,000/=	6250/=
Total	300,000/=	12500/=