

**TEACHERS' ATTITUDES TOWARDS TEACHING LEARNERS
WHO ARE MENTALLY RETARDED IN TAMBACH
DIVISION KEIYO DISTRICT**

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DECLARATION

I Koech Kurgat Ernest hereby declare that this research paper is my own original work. This work has not been submitted anywhere before for academic purpose. I also declare that all materials used in this paper which are not my own, have been duly acknowledged; therefore I take full responsibility of all mistakes herewith.

SIGNATURE _____



KOECH KURGAT ERNEST

DATE 17th AUGUST, 2010

APPROVAL

This project has been submitted for examination with my approval as a supervisor

Sign..........

MISAGO PAUL

Date.....17/08/2010.....

DEDICATION

Dedicated to my beloved wife Mary Koech, daughters Lorna and Judith, sons Wycliff and Festus Koech for their patience and co-operation throughout this course. Thank you for your prayers and keep praying always.

God bless you.

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May the Almighty God bless you abundantly.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGMENT	iv
TABLE OF CONTENTS	v
LIST OF TABLES	vii
ACCRONYMES	viii
ABSTRACT	ix
CHAPTER ONE	1
1.1 Introduction	1
1.2 Theory	3
Theoretical framework	3
1.3 Significance of the study	4
1.4 Objectives	5
General Objectives	5
1.5 Specific objective	5
CHAPTER TWO	7
REVIEW OF RELATED LITERATURE	7
2.1 Introduction	7
2.2 Teachers attitudes towards learners with mental retardation	7
2.3 Research from other countries regarding teacher's attitudes towards learners with mental retardation problem	9
CHAPTER THREE	12
RESEARCH METHODOLOGY	12
3.1 Design	12
3.2 Environment	12

3.3 Respondents:	12
3.4 Instruments:.....	12
3.5 Data Collect on procedures:	13
3.6 Statistical Treatment of Data	13
3.7 Definition of Terms.	13
CHAPTER FOUR	15
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	15
4.1 Social demographic.....	15
4.2 Understanding of inclusion	19
4.2.1 Teaching resources.	19
4.2.3 Teachers qualities.	21
CHAPTER FIVE	23
CONCLUSION AND RECOMMENDATIONS.....	23
5.1 Conclusion.....	23
5.2 Recommendation	23
BIBLIOGRAPHY.....	25
APPENDIX	27
APPENDIX A:.....	28
TRANSMITTAL LETTER TO THE HEADTEACHER.....	28
APPENDIX B.....	29
QUESTIONNAIRE TO THE UEADTEACHER.....	29
SCHOOL ENROLMENT.....	29
APPENDIX C.....	32
QUESTIONNAIRE TO THE LEARNERS	32

LIST OF TABLES

Table 1: GENDER.....	15
Table 2: AGE	15
Table 3: Qualifications of the Teachers.....	16
Table 4: Teachers experience.....	17
Table 5: Average number of pupils per class.....	18
Table 6.....	19
Table 7: Teaching methods.....	20
Table 8: <i>Teachers qualities</i>	21
Table 9: Classroom management.....	22

ACCRONYMES

AAMD - American Association on Mental Deficiency.

EMR — Education of mentally retarded.

ATS — Approved Teacher Status.

P1 — Primary Teacher (1)

KISE- Kenya Institute of Special Education

UNISE- Uganda National Institute of Special Education

MR — Mentally retarded.

ABSTRACT

The rationale of the research is to focus on the attitudes of teachers integrating the intellectually handicapped children with the non-handicapped in their classes. The purpose of the study is to investigate the attitudes of teachers towards teaching learners who are mentally retarded,

The study will pave way to other future researchers and act as reference to other integration studies elsewhere. The author hopes that her recommendations will send more light to the educational policy makers on the improvement of special education services.

Learners will not go to segregated special schools again, the significance of the study is to change the attitude of teachers and help the learners to study and perform. The study will benefit the Ministry of Education. It will be able to cater for all the individual regardless of their abilities. Teachers will be trained to gain skills and knowledge to teach learners who are mentally retarded. The knowledge that will be required from this study will enable the researcher to make the necessary recommendations. This will be on the steps to be taken to make the program a success and the areas that will require more research.

The research was conducted at Kipkaprimary school in Tambach Division Keiyo District in Kenya . The respondents were teachers and pupils. The sample population was selected using systematic sampling. The discussions were about the views of the teachers integrating the intellectually challenged (mentally retarded). These learners are not well catered for.

The researcher concluded that their negative attitude was due to lack of knowledge. Here recommendations included the provision of facilities and supportive services. She recommends that more teachers be trained in special needs education, so that they can change their attitudes towards learners who are mentally retarded.

CHAPTER ONE

1.1 Introduction

Mentally handicapped children are all over the world. There is no school without an intellectually challenged child. This depends on the degree of the handicap. There are three categories of intellectually challenged children. These categories are: Mild mental handicap, Moderate mental handicap, Profound and severe mental handicap.

However, it is difficult to identify learners with mild mental handicaps before they attend school. Learners with moderate mental handicap can learn academic skills for functional purposes and they can achieve some degree of social responsibilities. More so, the learners may achieve partial vocational adjustments with assistance.

Therefore, the above categories can be included in the mainstream, that is, for instance they can be integrated, meaning that they are educable. The severe and profound may have other physical conditions such as cerebral palsy of which it is difficult to cater for such children in an ordinary school and the best placements are the special schools.

There are schools for the mentally handicapped in almost every district in Kenya. The government of Kenya has formed educational commissions to find out how best the handicapped can be best assisted. With the current government the education is free and compulsory for all regardless of the abilities of the children.

Gachathi report of 1994 emphasizes the need for integrating the mentally handicapped in all schools. The policy for special education 3.2.9B and C states:- "Mildly and mentally handicapped children should receive most of their education in the ordinary classes". The government of Kenya, voluntary organizations,

churches, such the Salvation Army, the P.C.E.A are doing quite much in the field of education for the mentally handicapped.

Therefore the study focuses on the attitudes of teachers integrating the mentally handicapped children in the classes. The study aims at investigating the attitudes of teachers teaching the children with mentally handicap together with non-handicapped.

The study will pave way to other future researchers and act as reference to other integration studies elsewhere.

The researcher hopes that her recommendations will send more light to the educational policy makers on the improvement of special education services. Learners will not go to segregated special schools again.

The intellectually challenged have been neglected by the teacher. These learners are not well catered for. Some of these children have been hid by parents at home. Many parents do not accept nor appreciate them. This led the researcher to do the study. The researcher is trained in special needs education at Kenya Institute for special Education. Most teachers are not trained in special education so they do not have skills and knowledge of dealing with children who are intellectually challenged.

The researcher had the skills and knowledge of dealing with children who are intellectually challenged. The researcher had the following questions in mind which led her into the study: the questions were: - How do the mentally retarded interact with others in class and out of class? How do these learners perform? Which methods are appropriate for teaching learners who are intellectually challenged? What learning resources are appropriate for teaching learners who are intellectually challenged? What challenges do teachers teaching the learners who are intellectually challenged face?

The researcher had observed that the intellectually challenged children were not maximizing their potentials, skills, social behavior etc. there was no normalization that is creating the greatest attainable degree of independence.

These children were not being catered for. The curriculum was the same and was fixed. It was not flexible and the intellectually challenged could not cope with other learners, for severely retarded more emphasis is on self-care, communication and such less academic content.

1.2 Theory

Theoretical framework

This study is based on the theory of Grosrrian of 1983 which states that mentally retardation refers to a significantly general intellectual functioning existing coincidentally with deficits in adaptive behavior and manifested during the developmental period. Mentally retarded children are markedly slower than their age mates in using memory effectively, in associating and classifying information in reasoning and in making judgment.

Adaptive behavior is the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural group. The intellectually challenged are classified in three groups according to the degree of severity. The term mental retardation covers a broad range of children and adults who differ from one another in the severity of development delay in the causes of the condition and in the special educational strategies that have been designed for them.

The researcher dealt with the mild mental retardation. The category is considered educable. It is a combination of genetic and social economic conditions. These are the one who are found in the regular schools. They are educable but are slower than those of their age. These children have the capacity to develop in three areas: In academic subjects at the primary level and advanced elementary

grade levels. In social adjustment to the point at which the child can eventually adapt independently in the community and the occupational potential to be partially or totally self-supporting as an adult. This is identified when a child goes to school. This is when learning ability becomes an important part of social expectations. The condition is then noted, The child who has moderate mental retardation can learn academic skills for functional purposes can achieve some degree of social responsibility and can also attain vocational training adjustment with training.

The child can acquire self-help skills that is dressing, undressing, toileting and eating. He can protect himself or herself from common dangers in the home, school, and neighborhood. He or she is also capable of adjusting socially to the home or neighborhood (sharing co-operating, respecting property rights) he can also learn basic academic skills that is reading skills and counting. They can work in sheltered environment or in a routine job under supervision. In most instances they are identified during infancy and early childhood because of their marked developmental delays and sometimes by physical appearance. They are trainable and they are very few in the mainstream.

The severe and profound mental retarded are dependent. They have multiple handicaps that interfere with normal instructional procedures. A child may have cerebral palsy and hearing loss. The goal training programs for these children is to establish some level of social adaptation in a controlled environment. The severe and profound are very few in the mainstream. No teacher without the special training would accept them. For such a child to develop to his maximum potential, he needs very special kinds of experience with a trained teacher

1.3 Significance of the study

This study will benefit the following disciplines:

The Ministry of Education will be able to plan for the learners who are mentally retarded. The Ministry will also be able to know and establish the challenges

faced by teachers for teaching the mentally retarded. . The ministry will also devise methods of helping the learners who are mentally retarded. The district supervisors will be able to help the teachers teaching learners who are mentally retarded. They will be more supportive and the teachers will have positive attitude towards the learners with mental retardation.

The teachers will change their attitudes towards learners who are mentally retarded. They will be more supportive to these learners. The teachers will be influenced to go for in-service courses in special education. They will learn skills and knowledge to deal with these children. The teachers will have better living standards. The parent will also benefit very much. Their children who had nowhere to be placed will now attend schools like any other children. This will be a relief to the parents.

The learners will learn to their maximum depending on the ability. The change of attitude will influence learners who would have dropped to continue with education hence become important reliable people in the community. The study will pave way to other future researchers and act as reference to other integration studies elsewhere. The researcher hopes that her recommendations will send more light to the educational policy makers on the improvement of special education services. Learners will not go to segregated special schools again.

1.4 Objectives

General Objectives

This study will determine the attitudes of teachers towards teaching U —learners at Kipka Primary School, who are mild mentally retarded in Tambach Division Keiyo District in Kenya.

1.5 Specific objective

This study seeks to:

Determine the profile of the respondents as to

2.4.1 Social demographic data

2.4.2 Age

2.4.3 Gender

2.4.4 Academic level.

2) Determine the level of professional qualification of the teachers teaching the learners with mild mental retardation in terms of:

2.4.2 Highest level of education

2.4.3 Professional qualification.

2.4.4 Teaching experience.

3) Determine the commitment of teachers teaching the learners with mild, mental retardation in terms of:

2.4.3 Behavior

2A.4 Performance of the learners.

2.4.5 Challenges faced by teachers or learners.

4) Determine if there is a significant relationship between the skills of teachers teaching the learners who are mentally retarded and their attitudes.

5) Determine if there is a significant difference in the facilities available for teaching learners with mild mental retardation and the attitudes of the teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.1 Introduction

According to Jelliffe (1972) in the book "Child Health in the Tropics" Third edition he recommends that intellectually challenged children should attend special schools which let them proceed at their own slower rate of development. This will save a lot of them becoming a burden to their families and to the country. This shows that he is not for integration: he sees them as a burden as many people do, Studies by MC Gettigan 1972 revealed that most regular class teachers have least positive attitude towards integrating the mentally handicapped pupils.

Research from other countries indicates that class teachers' attitude towards integrating the retarded was unfavorable. This is because of lack of knowledge on the handicapping condition (Milgram et al 1980). Many researchers attempt to correlate attitude with other teachers or institutions variable in order to gain insight into the reason why teacher's attitudes might be favorable or unfavorable.

2.2 Teachers attitudes towards learners with mental retardation

Care and Madison 1978 in their review of research literature on special education suggest that unfavorable teachers' attitudes towards accepting and sometimes resentment arises from ignorance and inexperience of retarded children. They concluded that the more informed a teacher is about the handicapping condition, the more inclined he or she is to feel comfortable with the child having the condition. The teacher will be more accepting in his or her attitude towards the child: class teacher's attitude is negative or unfavorable because of lack of knowledge on the handicapping condition (Milgram et al 1980)

Williams et al 1979 carried out a study to investigate the regular teachers' attitude towards mainstreaming and retarded pupils. The respondents were required to indicate their attitude towards mainstreaming the retarded pupils.

These included the physically handicapped, learning disabled, mentally retarded, socially and emotionally retarded. The results indicated that the majority of the respondents preferred all the other pupils with handicap to mentally retarded.

Ronald's perception of mainstreaming by regular teachers who teach educable mentally retarded students in public schools come up with two general impressions from his study:-

That the mainstreaming of educable mentally retarded child is not yet a concept that has been accepted by the regular class teachers. The regular class teachers seem unprepared and unsupported. In addition the regular class teachers appear to be taking an enormous amount of the responsibility for the mainstreamed educable, mentally retarded (68%) of the child's day. The second general impression is that mentally retarded pupils are getting a curriculum that focus on the programmatic goals of the regular classroom. These pupils are exposed to text books and curriculum model. When a child is mainstreamed he studies regular class curriculum most of the time, Ronald suggests that regular teachers should receive more supportive services in order to serve the mainstreamed pupils in their classes. More in service education dealing with the concept of mainstreaming related attitudes must be offered to regular teachers. He said the research should be initiated in order to compare the efficiency of the regular class curriculum that accepts personal, social and vocational adequacy.

Gottlieb of 1981 states that putting a handicapped child in a regular (classroom) does not necessarily mean that he will be accepted socially to receive the instructional programming he most needs. "Research shows that many regular teachers still hold a general negative attitude toward mistreated children", EMR students (Education of Mentally Retarded Children 1981)

2.3 Research from other countries regarding teacher's attitudes towards learners with mental retardation problem

Nevertheless many special and regular educationists are developing programs and methods for integrating the instructions of mentally retarded students with that of their non-handicapped peers. In the book "Exceptional Child a Functional Approach", states that the intellectually challenged children are not generally ready for the usual school subjects (reading, writing and arithmetic) at the age of six years but rather several years later, progressing at a slower rate than most children of their age. He will probably reach between second and sixth grade. Where there are no personal or social traits common to all mentally retarded children, this child's interests correspond more closely to those children of equal mental ages than to those of chronological peers. According to the above literature this contributes to their poor performance. This creates the negative attitude of teachers towards these children.

Research from other countries indicates that in the 17th century people with disabilities all over the world were considered socially and physically less capable. They were neglected by the society. Integration of children with disabilities was introduced in 1986 in the United states by Marceline C. Will, assistant secretary of education. This policy was discriminative because one had to pass a test in order to qualify for integration. Integration is referred to as mainstreaming. The Kenya society for the mentally handicapped was started in 1960's. Teachers were trained to cater for the mentally handicapped children. They were trained at St. Nicholas now Jacaranda Special School. This was in 1966; it was later relocated at Highridge Teachers College in 1969. It later moved to Kenya Institute for Special Education (K.LSE) in 1986 and upgraded to Diploma in 1987.

In other countries schools were opened for the mentally handicapped. In U.S.A Massachets school for the disability was established in South Boston in 1859. It is now called Ferndale State School for the mentally retarded. In 1896, the first

special class for children who were mentally retarded was organized in Providence Rhode Island. Integration started in full swing in 1900; it was done through units within regular schools. In Uganda, Uganda Association for the Mentally Handicapped was formed in 1983. This was in collaboration with Uganda government. It established a number of units in regular schools across the country to cater for the children who were intellectually challenged. These units are government aided.

Research shows that Jean Hard (1774-1838) pioneered the programmes for educating mentally handicapped such as Victor the wild boy in Paris, France, later Edouard Onesmus, and Segilin took over from Itard in training Victor. Between 1839-1880, Seguin influenced the education of the intellectually challenged in 1839, Seguin established the first class for idiots in Paris. His migration to U.S.A in 1848 caused an awareness of mental retardation and in 1976 together with others formed the Current American Association on Mental Deficiency (CAAMD). It started by requesting for the protection of the rights of the mentally handicapped. Several institutions were established in U.S.A and between 1800-1900; the mentally retarded were confined in those institutions. The mentally retarded were to depend wholly on the normal society for their livelihood. This attitude was to keep out of the public conscience (Gear Heart et al 1980).

Warnorc report (Britain 1978) distinguishes through forms of integration in terms of association that is:- "Social Integration" this is where children attending special school or unit eat, play, consult with other children and if possible share organized out of class activities with them.

"Functional Integration" This is the fullest form of integration and is achieved when locational and social integration lead to joint participation in educational activities where children with special needs join, part time or full time the regular classes of the school and make a full contribution to the activity of the school. Integration (mainstreaming of handicapped children into regular education

system has become the focus of concern in special education (Kenya Government Development Plan 1984-1988).

Anyanyo undertook a study to investigate the people's attitude towards the handicapped in 1982 in the Commission of U.N.E,S.C.O. the results of the Commission showed that the handicapped should be given opportunity to overcome their handicap in a bid to facilitate their integration into society. Special education policy 3:2:9B and C respectively states that mildly and moderately mentally retarded children should receive most of their education in ordinary (regular) classes, with programmes involving specialist teaching. This implies integration.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Design

This study will employ the survey type of method to determine the attitude of teacher teaching learners with mental retardation. This will be done through questionnaire.

3.2 Environment

This study will be conducted at Kipka Primary School. The target population consists of Kipka Primary School teachers and learners. The sample population will be selected using systematic sampling. From standard one to standard eight integration is taking place in the school in Tambach Division Keiyo District in Kenya I.

3.3 Respondents:

This study will involve teachers and learners of Kipka Primary School. The researcher will use qualitative approach. The researcher will go physically to the school for observation and recording.

3.4 Instruments:

This study will utilize a research devised instrument which is a questionnaire. The questionnaire is researcher made. It is intended to find out the awareness of the regular class teachers on mental handicapped conditions available for the mentally handicapped pupils in Tambach Division Keiyo District in Kenya

3.5 Data Collect on procedures:

A letter will be sent to the head teacher asking permission to conduct the research. After collecting the data, the researcher will compile its conclusions and recommendations. The researcher will make statistics of the data.

3.6 Statistical Treatment of Data

The frequency and percentage will be used to determine the attitude of teachers teaching the mentally retarded children at Kipka Primary School. This will be through the profile of the pupils as to age, gender, and class in Tambach Division Keiyo District in Kenya.

Formula: $f/n \times 100$ is the percentage.

3.7 Definition of Terms.

For the purpose of this study, the following are defined operationally:

Academic level refers to the class a learner has reached. This is in terms of class from class one, two up to class eight.

Level of professional qualification of the teachers refers to the grades teachers have attained in terms of degree, diploma, ATSiV, P1. It also refers to the highest level a teacher has studied; this is in terms of a level or 0-level. It also refers to the teaching experience of a teacher in terms of years he or she has taught
commitment of the teacher refers to the way a teacher behaves towards the learners. Commitment of the teacher will determine the performance of the learners.

Challenges faced by teachers and learners refer to the problems encountered by the either the teachers or learners.

Professional Qualifications refers to the highest level a teacher has qualified. The teacher can be a holder of a bachelor degree, master diploma or a pi teacher.

Teaching methods are the ways a teacher delivers the lessons.

Mild Mental Retarded learners refer to the learners who are sub-average in performance due to various causes. They have brain damage.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Social demographic

Table 1: Gender

CATEGORY	FREQUENCY	PERCENTAGE
BOYS	4	20%
GIRLS	16	80%

From the above table it shows that 80% of the teachers are females while 20% are males. This does not matter who teaches the learners provided that the learners get the skills and knowledge. 17 or 85% of the teachers are married, one 5% is a single parent and 2 (10%) of the teachers are widows; from the findings these teachers are mature and responsible people who can show love and respect to the learners however, this is not the case. They have a negative attitude towards learners who are mentally retarded and they ignore them.

Table 2: Age

CATEGORY	FREQUENCY	PERCENTAGE
6-14	2	10%
15-18	8	40%
19-20	6	30%
21 and above	4	20%

From the findings the ages of the teachers are as follows: - Between 6-14 years there are 2 teachers (10%), between 15-18 years there are 8 teachers (40%)

between 19-20 years there are 6 teachers (30%) and 21 and above there are 4 teachers (20%).

The teachers dealing with the learners who are mentally retarded are between 31 years and 50 Years. These are mature and potential people. The teachers who are above 50 years would not like to be added another load of responsibility of teaching the mentally retarded. The researcher agrees with Stephen and Brain (1980) who say that provision of materials and services to help the teachers to cope with additional responsibility of a handicapped learner would change the teachers attitudes. There are no facilities to support the learners, that's why they do not benefit very much from these teachers.

Table 3: Qualifications of the Teachers.

CATEGORY	FREQUENCY	PERCENTAGE
ATSI	2	10%
ATSII	2	10%
ARTS 111	4	20%
ATS IV	5	25%
P1	4	20%
P2	1	5%
DIPLOMA	2	10%

From the above table it shows that the teachers are all trained. The majority of the teachers are Approved Teachers Status four(ATS IV) . The findings show that the teachers are trained as follows; - ATS 1 10%, ATS II— 10%, ATS III — 20%, ATS IV — 25%, P1 — 20%, P2 — 5 % and Diploma — 10%. The teachers with Diploma are trained in special needs education but there is nothing they are doing about the mentally retarded. This is an indication that they have a negative

attitude towards the mentally retarded; it shows that they were after material gain but not helping the learners. This confirms what Gottlieb (1981) states that putting a handicapped child in a regular school (classroom) does not necessarily mean that he will be accepted socially or receive the instructional programming the most needs. From the finding it shows that majority of the teachers have attained from four grade, even the ones with A-Level are trained as primary school teachers. There is a element of negative attitude towards further studies among the teachers which leads to negative attitude towards the learners with metal retardation.

Table 4: Teachers experience

CATEGORY	FREQUENCY	PERCENTAGE
1-5 YEARS	1	5%
6-10 YEARS	2	10%
11-15 YEARS	3	15%
16-20 YEARS	3	15%
ABOVE 21 YEARS	11	55%

The table above shows that most teachers have a long service. Their services are as follows: between 1-5 Years 1 teacher (5%), 6-10 years there 2 teachers (10%), between 11-15 years there 3 teachers (15%), between 16-20 years 3 teachers (15%) and above 21 years — 11 teachers (55%). Some of the teachers with long services are not very old; they are between 45 and 50 years. Those with 21 years would not like to be added another load of responsibility of teaching the mentally retarded.

Table 5: Average number of pupils per class.

CATEGORY	FREQUENCY	PERCENTAGE
6-14 Learners	3	16.7%
15-18 Learners	5	27.8%
19-20 Learners	9	50%
21-22 Learners	1	5.5%

From the above table it shows that the average ration of 1 (one) teacher to 6-14 learners. Findings are as follows: between 20-21 learners there are 3 streams with 16.7%, between 31-40% learners there are 5 streams with 27.8%, between 21-22 learners there are 9 streams with 50% ,and there is a class with 50 learners. With such large classes the teachers tend to ignore the slow learners especially the mentally retarded. However, Bitter (et al 1773) states that teachers willingness to accept a mentally retarded child in his class is influenced by the existing size of the class and the mode of administration in the school. That means even though, the teacher might be willing to accept a mentally retarded child in his or her class there are other factors that can influence his or her attitude towards accepting that child. The researcher concurs with Bitter.

4.2 Understanding of inclusion

4.2.1 Teaching resources.

Table 6

CATEGORY	FREQUENCY	PERCENTAGE
Teacher		
1. Guides pupils to take models.	2	20%
2. Prepares simple, clear, and visible charts.	1	10%
3. Writes clearly on black board during the lessons.	3	30%
4. Display charts and models in class.	2	20%
5. Engages learners in activities such as games.	2	20%

From the above table it shows that most of the teachers write well on the blackboard during the lessons. There is evidence that the teachers do not use learning aids when teaching. This is reviewed by Madison and Care 919780 when they suggested that unfavorable teachers attitude towards accepting and sometimes resentment arises from ignorance and in experience of retarded children. They concluded that the more informed a teacher is about the handicapping condition, the more inclined he or she is to feel comfortable with the child having the condition.

Therefore, this indicates that teachers ignore even the normal learners by lecturing the lessons and ignore the mentally handicapped altogether. Where there are no learning aids, the learners are not involved in the learning activities.

Table 7: Teaching methods.

CATEGORY	FREQUENCY	PERCENTAGE
Teacher:		
1. Uses simple, clear and Understandable language.	1	10%
2. Uses varied teaching methods to explain content taught.		
	2	20%
3. Encourage interactions and cooperation among pupils.	1	10%
4. Is supportive with the pupils mental retardation.	5	50%
5. Associates subject matter to real life situation.	1	10%

From the above table it is evident that learners with mental retardation are not supported, 50% of the respondents say that they are not supported. This confirms what Gottlieb (1981) says by stating that putting a handicapped child in a regular (classroom) does not necessarily mean that he will be accepted socially or receive the instructional programming he most needs. This helped the researcher fulfill objective number 3.

4.2.3 Teachers qualities.

Table 8: *Teachers qualities.*

CATEGORY	FREQUENCY	PERCENTAGE
The teachers:		
1. Introduces lessons in appropriate ways.	5	50%
2. Assesses mentally retarded pupils as bases to improve delivery of instruction.	3	30%
3. Implements discipline among pupils in class.	2	20%
4. Motivates the mentally retarded to learn.	0	0%
5. Monitors the mentally, retarded pupils progress through tests and assignments.	0	0%

From the above table it is evident that the teachers do not show concern for pupils who are mentally retarded.

Milgram et al (1980) says that class teachers attitude towards integrating the retarded was unfavorable because of lack of knowledge on the handicapping condition. This is true because the class teachers tend to ignore these learners very much. These, learners can not perform when they ignored and they drop out school very easily. This made the researcher achieve objective number 3.1.2.

Table 9: Classroom management.

CATEGORY	FREQUENCY	PERCENTAGE
Category		
The teacher:-		
1. Wears clean decent clothes.	2	20%
2. Reports to class on time regularly.	3	30%
3. Is dignified in his/her behavior.	3	30%
4. Shows concern with learners with mental retardation.	0	0%
5. Is available for academic consultation.	2	20%

From the above it shows that 50% of the respondents are of the opinion that the learners who are mentally retarded are not motivated. They are not given any tests or assignments to do as the others learners. This means that the learners with mental retardation are not benefiting from teachers. This is against the Gachathi report of 1994 which emphasizes the need for integrating the mentally handicapped in all schools. The policy for special education 3.2.9B states that, "Mildly mentally handicapped children should receive most of their education in the ordinary classes".

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The regular teachers feel that the mentally retarded learners should be kept in special schools because there are special teachers trained to deal with them, and there are facilities in those schools. Literature reveals that teachers lack of knowledge on a particular handicap results to negative attitude towards that teacher accepting the handicapped into regular class (Murphy et al 1960) knowledge about mentally retarded is lacking.

Stephen and Brain (1980) states that provision of materials and services help the teacher to cope with additional responsibility of a handicapped learner and would change the attitude. This is evident in the data collect that there are no materials and other facilities to help learners who are mentally retarded.

5.2 Recommendation

The view of the above discussion the researcher views that to change the negative altitude of teachers towards mainstreaming the mentally retarded; the following recommendations have to be put into consideration.

1. There is need for both pre-service and in-service training for all teachers to familiarize themselves with the handicapped and their special education needs. Appropriate training could include films, lectures, group discussions and regular workshops.
2. Provision of special educational facilities and other extra resources for the class teachers receiving the intellectually challenged into their regular classes.

3. Teachers should vary their methods and they should change their attitudes towards these children knowing that they are God's creation.
4. There is need for making early intervention programs to infants who are at risk.

In conclusion, therefore the finding from the study, indicated that there is a significance - relationship between teachers attitudes and the performance of the mentally retarded children in school and particularly in Kipka Primary School which was the focus of the study. Relatedly, from the above recommendation the researcher suggests the following areas for further research. Further research can be conducted to find out the other factors other than teachers attitudes towards the mentally retarded that contribute to their performance.

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APPENDIX

- (i) Transmittal letter to the Head teacher.
- (ii) A copy of questionnaire to the head teacher.
- (iii) A copy of questionnaire to the teachers of Kipka primary school.
- (iv) Questionnaire to the learners of Kipka primary school.
- (v) Tables:

Table I

Table II

Table III

Table IV

Table V

Table VI

Table VII

Table VIII

- (VI) A photograph of Kipka Primary school, learners and the teachers.

APPENDIX A:

TRANSMITTAL LETTER TO THE HEADTEACHER

KAMPALA INTERNATIONAL
UNIVERSITY
P.O.BOX 20000
KAMPALA
UGANDA
AUGUST 14,2007

The Head Teacher,
Kipka Primary school,
P.O.BOX 34,
KEIYO
KENYA.

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a student at Kampala International University pursuing a degree of Bachelor in special needs education. Therefore as part of the requirements to attain the degree, I am expected to carry out a research.

I hereby request for your permission to carry out my study in your school on the title, Teachers Attitudes Towards Teaching the Mentally Retarded at Kipka Primary School.

The data collected will be treated with maximum confidentiality and only for academic purposes.

Hoping for your positive response, thank you very much.

Yours sincerely,

.....
KOECH KURGAT ERNEST

APPENDIX B

QUESTIONNAIRE TO THE UADTEACHER

SCHOOL ENROLMENT.

No. of classes	Boys	Girls	Total	Number of Mentally retarded	Boys	Girls

TABLE 2

Class	1		2		3		4		5		6		7		8		Total		
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G			

APPENDIX B:2

Questionnaire to the teachers:

SOCIAL DEMOGRAPHIC

4.1 GENDER: BOY GIRL

4.2 AGE:

6—14 YEARS

15—18 YEARS

19 —20 YEARS

21 AND ABOVE

4.3 QUALIFICATION OF THE TEACHER

ATS I

ATS II

ATS III

ATS IV

P1

P2

DIPLOMA

4.4 TEACHERS EXPERIENCE

1-5 YEARS

6-10 YEARS

11-15 YEARS

16—20 YEARS

ABOVE 21 YEARS

4.5 AVERAGE NUMBER OF PUPILS IN CLASS

20—30

31—40

41—50

50—60

APPENDIX C

QUESTIONNAIRE TO THE LEARNERS

1. PROFILE 01? THE PUPILS

Age:

Gender: Boys

Girls

Class: P.5

P. 6

P. 7

P. 8

II. Level of teaching Performance.

Direction . please write on the blanks provided your best response which indicates your teacher's performance in class.

Kindly utilize the rating guide below.

4— Strongly Agree (you agree with no doubt at all)

3— Agree (You agree with some doubt)

2— Disagree (you disagree with some doubt)

1 — Strongly disagree (you disagree with no doubt at all)

A. Teaching Resources.

The teachers:

1. Guides pupils to make models
2. Prepares simple, clear and visible charts or diagrams.
3. Write clearly on blackboard during the lessons.
4. Display charts and models in class
5. Engages learners in activities such as mathematical games and figure puzzles.

B. Teaching Methods.

The teachers:

1. Uses simple, clear and understandable language.
2. Uses varied teaching methods to explain content taught.
3. Encourages interaction and co-operation among pupils
4. Associates subject matter to real life situation.
5. is supportive with the pupils with mental retardation.