

ATTITUDE OF TEACHERS ON THE INCLUSION OF
MENTALLY CHALLENGED LEARNERS
IN REGULAR PRIMARY SCHOOLS
IN MATETE DIVISION OF
LUGARI DISTRICT,
KENYA.

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Declaration

I Staphen M. Atsiaya (BAE/13751/62/DF) do hereby declare that this is my own original work, and that it has never been submitted to any university or any other institution for an award.

Signed.....

Date..... 28TH AUGUST 2008.

Approval

This research report has been submitted for examination with my approval as the university's supervisor.

Signed 

Date 28.08.08

Ms. Sarah Kyolaba

Dedication

I dedicate this work to my father Mr. Ezekiel Mugwan`ga Kiguli, my moher Eddah Liameshi, my wife Mrs. Alice A. Shisia, my children; Britney, Sydney, Blessing and Angel and my brother Silas Shisia.

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ABSTRACT

The research was carried out on the attitude of teachers towards the inclusion of the mentally retarded learners in regular primary schools. This was because the feelings of most regular primary school teachers that these learners affect and lower the academic performance of their schools .therefore this learners are forced to repeat classes or drop off school. It is due to this attitude that mentally retarded learners are not accessing the regular classes.

The researcher used the quantitative approach to collect data. The questionnaires here used to collect the data and later on the data was tabulated .the data was put into percentage and analyzed. out of 220 teachers 40 of them were sampled to fill the questionnaires. Very few teachers wish to have the mentally retarded learners into their classes. They feel that those children lower their academic performance in their schools. Due to that the teachers have not made modifications to accommodate the mentally retarded learners.

Teachers being the leading lights of the community should play a key role towards inclusion of the mentally retarded learners into their classes. If they changed their attitude towards these learners by making necessary modifications then inclusion will succeed and they will perform well above average.

DEFINITION OF TERMS

1. Special Needs Education

Education that is provided for children with special needs

2. Inclusive Education

Education where all children with their unique needs attend regular schools and in regular classrooms

3. Mentally challenged

Synonymous with mental retardation which is a sub average general intellectual functioning characterized with deficits in adaptive behavior.

4. Individualized educational program (I.E.P)

A plan developed by teachers, medics and other related service providers to the special needs child in order to overcome his problem.

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CHAPTER ONE

INTRODUCTION

1.2 BACKGROUND OF THE STUDY

The education of children with special needs has been characterized with many challenges globally and nationally .there have been deliberate efforts made to address these problems through various declarations and conferences' and as such the world is getting enlightened .world conferances like the famous Jomtein are an example in mind.

According to Mwaura (2002) world inclusive education conferences' like Jomtein in Thailand of 1990 and the Salamanca of 1994 have advocated for Education For All irrespective of gender or any other form of disability .

On the national scene ,according to Mwaura(2002) we have had a series of Educational Commissions like then Ngala Mwendwa Commission of 1964 ,The Gaciathi report of 1976,the Koech report of 1999 and the children's act of 2001.all these reports put a lot of emphasis on the need to give equal learning opportunities to all children .they emphasis on the need to avoid any for of segregation .

In Matete Division, there are a number of units in regular schools catering for children with special needs. There are no equal opportunities for children of this type. The teachers have neglected such learners .the researcher tends to think they are neglected and isolated both at home and at school .this makes them to have low self-esteem and hence withdrawn and thus seen as having intellectual deficits .many of them have drop out of school due to this negative attitude.

1.3 STATEMENT OF THE PROBLEM

A keen observation in then division by the researcher noticed that the mentally challenged learners have been neglected by the entire community and more so by the teachers in schools .the regular primary schools have pegged their performance on the mean score. The proponents of such a school of thought who are teachers do not want to hear of inclusion of the mentally challenged learners into their regular schools. In their schools forced repetitions is the order of the day. This leads to the mentally challenged learners drop out of school.

For that matter, the researcher has decided to carry out a study on the attitudes of teachers on the inclusion of the mentally challenged learners in regular primary schools in Matete division of lugari district in Kenya.

1.4 PURPOSE OF THE STUDY

The purpose of the study is to examine the attitudes of teachers on the inclusion of the mentally challenged learners in regular primary schools in Matete Division of Lugari District in Kenya.

1.5 OBJECTIVE OF THE STUDY

1. The study will determine the attitude of teachers towards the inclusion of the mentally challenged learners in regular primary schools in Matete Division
2. The study will establish the modifications provided for the learners who are mentally challenged.
3. The study will establish the performance of the mentally challenged children in inclusive primary schools.

1.6 RESEARCH QUESTIONS

1. What is the attitude of teachers towards the inclusion of the mentally retarded learners in regular primary schools in Matete Division?

2. What are the modifications provided for the mentally retarded learners by teachers in schools?
3. What is the performance of the mentally retarded learner's in inclusive primary schools in Matete Division?

1.7 SCOPE OF THE STUDY

Matete division is found in Lugari District of western province of Kenya. It lies near River Nzoia. To the North it borders Lugari division and to the south it borders Kakamega District. On the west it borders Bungoma district while to the East it borders Uasin Gishu district.

The inhabitants of Matete division are mostly poor small –scale farmers. Majority of them are not keen to educate their children. They are very much inclined to their traditions especially circumcision.

1.8 SIGNIFICANCE OF THE STUDY

The findings of the study will benefit the teachers, parents, learners, and ministry of education, employers and the general community of people living in Matete division of Lugari district.

From the study the teachers will have to change their attitudes so that will not evaluate children with mental retardation in terms of mean score. They will have to teach each learner as an individual with unique needs. Having changed their attitudes; teachers will promote these learners to the next grade without forced repetitions.

Parents are going to appreciate such children's as unique individuals with unique needs as they will realize that they can fit in the regular schools and be catered for. They will then provide for them in regards to their needs without feeling that it is a waste of time and money.

The findings of the study will make the mentally challenged learners be appreciated and be accorded equal learning opportunities like any other child in an inclusive setting. they will get skills which will help them to join in the world of job market ,thus become productive members of the society.

The government of Kenya will hence provide facilities and other requirements to this kind of children in order to achieve its policy of education for all. It will train more special needs teachers in order to provide job opportunities for the mentally challenged learners. The government will ultimately benefit from this study as all this benefits go hand in hand to realize the national goals of education

1.9 LIMITATIONS OF THE STUDY

- 1 The researcher only sampled out 40 teachers out of 220 teachers. This number may not give a general view of the teachers in this area.
- 2 Some teachers may have filled the questionnaires due to fear of giving their correct feelings

CHAPTER TWO

REVIEW OF RELEVANT LITRATURE

According to Meyen (1974), mental retardation or challenged (MR) refers to significantly sub-average general intellectual functioning resulting in or associated with concurrent impairments in adaptive behaviour that are manifested during the developmental period. These children are categorized into three groups, the mild, moderates and severely mentally retarded. All these groups of children are able to learn in regular classrooms if collect adjustments or modifications are made at school.

According to Ainscow.M (2003) inclusive education is about school change to improve the educational systems for all students. It means changes in the curriculum, changes in how students with and without special needs interact with and relate to one another. The claim is that teachers, centre's of learning must change the attitude so that they become caring, nurturing and supportive to the needs of all pupils regardless of their disabilities and how they are met.

According to Doyle.B (1997) involving peers without special needs with those with special needs gives teachers positive attitude towards each other. Special needs children should be included in all aspects of school-life. There should be a positive modeling in teachers attitude in showing a good examples towards both special needs peers and those without needs to help them get along move.

According to Maztropieri.M and Scruggs.E (2003) ,teachers' should learn how to value all kind of skill that students bring to a class, not just the academic skills. In doing this, teachers will make it explicit that in their classrooms they value all skills even if that is not a clear value of the whole school. Teachers have to embrace all the learners in their classrooms.

Rarkin and Bargamian(1995) says that viewing each child in the class isa an opportunity to ~~become a better teacher rather than a problem to be coped with or have someone else fix it.~~ Teachers today should fully recognize the value of inclusion because they should see the power as an effective instructional practice. We fill that two factors are very critical to the effectiveness of inclusion ; positive attitudes of teachers and the collaboration with the special education staff.

Reynolds and Walberg (1994) say that inclusion without resources, without support, without teacher preparation, commitment, without vision statement and change of our perception of children with special needs won't work at all. Teachers need to structure the environment so that pupils are actively engaged and motivated. That will be a good teaching.

According to Mwaura (2002) children with mental retardation can be assisted through various measures to realize their potentials. Teachers should put in place an adapted curriculum for individual learner. Behavior modifications by teachers can be very effective in teaching and managing learners with mental retardation. The parents of such learners should be guided and cancelled by teachers to provide for educational needs of these pupils. The central role in inclusion here therefore is the teacher.

Heward .L (1979) says simply placing a child with disabilities into a regular classroom does not guarantee that student will be accepted socially or receive the most appropriate and needed instructional programming. Factors which may determine the success of an inclusive setting include, child's level of functioning, teacher's attitudes, his level to make modification with other professionals, parental involvement and level of individualizing the instructions.

According to Sprague.J (1994) the teachers should provide a role model to the learners with special needs. They should provide different instructions and materials to meet a student individual goals.

According to Scheyer et Al (1996) they say every student has an inherent right to education on the basis of equality of opportunity. The mentally retarded learners should access equal opportunities' to education. Teachers and community at large should open up schools for such learners. They should not be looked at as people of lower performance of the school. Besides planning instructions for developing functional skills, teachers must also be a ware of attitude and motivational background of themselves towards persons with mental retardation. Teachers have ignored and neglected learners with mental retardation especially the severe cases. They do not give them opportunities to succeed. If these experiences persist, the ultimate results are devaluation of the sense of self worthy and the development of a sense of incompetence in them.

Mwaura (2002)says it is important for teachers to allow and appreciate these learners into their regular classes so as to share and enjoy learning with their peers. The teachers should assist them in every possible way to come in to contact with the world about them and share the common experiences of childhood with their peers, parents and teachers.

According to Sprague J (1994) emotional intelligent embrace qualities like understanding ones own feelings and regulation of emotions in a way that enhances living. When children are still young, there is a neurological window of opportunity. Therefore if teachers warmly receive such learners in their regular classes, they will enhance their emotions positively and therefore the learners will develop this opportunity to the fullest. The teachers who do not nature such positive emotions make learners demoralized and hence feel unwanted in schools.

According to Kitzinger (1997) teachers nee to develop in all learners including those with mental retardation ways of recognizing and challenging their talents.

A conducive environment will motivate children with mental retardation to have good academic performance and good moral behaviour. Such children will feel recognized and thereby have their performance improved. Schools must also endeavor to modify their environment in order for children with mental retardation to feel accepted and participate in every days activity. Teachers ought to change their attitude towards learners with disabilities and instead enhance their self esteem which will boost their academic performance. They should actively involve them in regular classroom activities.

According to Ndurumo (1993) schools must modify classrooms to cater for the individual needs of the special needs learners. Many of the mentally handicapped have other handicaps like physically handicapped. Such children will require classroom door modifications, toilet adjustments and desk modifications. These modifications will assist such learners access the learning facilities in regular primary schools. The teachers and parents should put in place such modifications if inclusion has to succeed.

Mwaura (2002) says teachers should put in place adapted curriculum for individual learners. Teachers positive approach and behaviour modification towards learners with mental retardation has been found effective as it raises their self-esteem. The teachers should therefore embrace these techniques in their regular classrooms to realize good performance of the mentally challenged learners. The teachers should use techniques like token economics, programmed instructions and contingency contracting. When such strategies are used the mentally retarded will like school and thus perform better than before. The performance and inclusion of the mentally retarded learners highly depends on the warmth and motivation of the classroom teacher.

According to Ndurumo (1993) there existed very few schools for the mentally retarded pupils in the 1990s and this shows how negative teachers and communities are towards children with special needs. There were hardly any provisions and any modifications to cater for learners with mental retardation and they were all neglected by both the teachers and the parents.

The survey carried out by the Kenya Institute of Education in 1990 to 1992 indicated that only a few schools were enrolling children with special needs and more so the mentally challenged learners.

We had only Jacaranda school for the mentally handicapped by that time. This shows very few children of this type were in schools. Teachers do not want them in schools because they view them as academic dwarfs who are lowering the academic standards of the school.

According to Mark R (1966) the environmental perception plays an important role in the learning process of the mentally challenged learners. Enriched, warm and positive environment leads to anatomical changes in the brains of learners and hence their abilities are enhanced. If teachers have high regards and value towards the mentally retarded learners then they will likely experience some success in their academic tasks. Low regards and value with a cold reception towards them lowers their esteem and thus withdrawal.

According to Beth Azaer (1997), while genetics is important, the learning environment plays a big role on what one turns out to be. Teachers play a key role in a Childs environment as they interact with the child and the materials. They plan instructions and functional skills as they consider various environmental backgrounds children come from. Anny negative perception by the child at such a time due to a teacher's negative attitude will negatively impact on a Childs learning process.

According to Nancy G (1966) teachers emotions and attitudes and not Intelligence Quotient (I.Q) are the true measure of human intelligence. Over the time, natural talents seem to ignite in some people while it dims in others. Similarly the smartest boy in class will probably not end up the richest.

Teachers emotions and feelings embrace qualities like understanding ones own feelings and regulations of emotions in a way that enhances independent living.threfore teachers need to enhance these positive emotions amongst their mentally challenged learners to tap their natural talents.

Any negative feeling against the mentally challenged learners would erode their self-esteem and feel not worthy. On the contrary, learners with mental retardation need recognition and approval to perform tasks to their perfection-they will enjoy the tasks too.

According to Santrock (2002), children's mental growth and development depends on the in-born traits and the environment the child is brought up in. the environment greatly affects the Childs day to day life. The environment is a complex element in the growth of the mental capability of a child and worse enough if not well managed in the education of the mentally retarded learners. These children who have sub-average intellectual functioning manifested in adaptive behavior have to be handled with teachers who have knowledge and skills. Failure to do so will make such children not cope up with school work and more so academic work. They will eventually drop out of school. Teachers who view them as lazy and incompetent normally run into trouble with such learners. to remediate on this the teachers are to be patient and individualized instructions to handle each learner with his/her unique needs.

The teacher's warm relationship with the mentally challenged learners is of paramount importance. They should freely interact with the mentally challenged in order for them to realize some academic and social advancement. Any negative perception exhibited by the teacher will not go down well with the mentally challenged learners. They will thus have a desire to be in school.

Ndurumo (1993) says that although there existed very few schools at independent the trend is now changing. More special schools are coming up. The government should encourage the local schools to open up for the inclusive model.



It should also provide grants to regular schools so that they can modify their learning environment in order to facilitate inclusive education. Schools ought to modify their physical facilities like doors to classrooms, doors to toilets and school gates. They should built ramps to any entries. The school should modify desk and tables to meet the needs of the special needs children. The other modifications should be in terms of curriculum and content delivery. The activities should be adjusted to meet the needs of mentally handicapped. The subject to modified and taught to the mentally challenged should include, vocational training, activities of daily living, social training and self help skills.

All these subjects will help the mentally challenged learners have the necessary skills for the job market and live independent lives after school. The teachers should therefore strive to impart these skills in the lives of the mentally retarded learners if well attended to can be able to perform above average.

According to education act chapter 212 learners were to receive education within the regular schools. Inclusive emphasized on changing and viewing schools rather than changing the learners. Also Madeline C. (1986) agrees that general education rather than special education should be primarily responsible for education in the period of inclusion just appropriate modifications in curriculum, teaching methods, teaching learning resources, medium of instruction and the environment in order to meet individual needs. The claim is that there is need of modification in order to support these learners. He concurs with Okot and Katosi (2000) who says that there should be appropriate modifications in curriculum, teaching methods, teaching learning resources, medium of instruction and environment to meet the needs of the mental retarded learners.

According to Hendrikz (1996) a major responsibility for teachers, the education programme is to develop personality traits and attitudes which have proved in practice to be the most suitable. This concurs with the national committee of educational objectives and policies (1976) teachers should endeavor to foster in children with special needs positive attitudes towards education.

They are to develop self-esteem and change the negative attitudes towards persons with disabilities in our regular schools. The teacher should adapt the curriculum. This is in line with School Based Teacher Development (2001) that to cater for mentally retarded the teachers should slightly change the curriculum content of methods of delivery to achieve the same or equivalent objects and aims

CHAPTER THREE

METHODOLOGY

1.0 Research design

The researcher employed quantitative method as well as descriptive method in this study. This is because the researcher collected data and used tables to interpret and analyze the raw data with a brief explanation.

1.1 Population and Sampling

The study included about 40 teachers in Matete division which has about 220 teachers. The stratified random sampling procedure also known as cluster sampling was used. The teachers were given pieces of paper with only two written on one and two. The two who picked the numbered papers per school were to fill in.

1.2 Research instruments

The researcher devised instruments through questionnaire which were utilized to collect the data. There was only one questionnaire to be filled by teachers

1.3 Data collection procedure

The researcher obtained an introductory letter from the institute of open and distance learners department at Kampala International University written to the divisional education office in Matete division. The district education office then wrote to the headmasters of the twenty primary schools introducing the researcher to them. The head teacher then introduced the researcher to the teachers of the twenty two said schools and subsequently was allowed to do the research. The researcher randomly distributed the questionnaires to the teachers in the staff room of which they freely filled in as directed.

The researcher then collected the questionnaires from the teachers. He then tabulated and analyzed the findings.

1.4 Research environment

The research was carried out in 20 schools found in Matete division of Lugari district. This schools are Makonge, Kivaywa, Chepusai, Vuyika, Makhukhuni, Mukhalanya, Marakusi, Chenjeni, Lukova, Nambilima, Chimoi, Maturu, St. Marys Mutenyo, Rwandeti, Mabuye, Mahanga, Mayoyo, Chetambe, Kwambu and Chamavere.

CHAPTER FOUR

RESULTS AND FINDINGS

Table 1 Mentally retarded learners should not be allowed in regular classes.

Feelings	Frequency	Absolute frequency %
4	9	22.5
3	18	45
2	8	20
1	5	12.5
Total	40	100

The results from the table above reveal that many teachers feel that the mentally retarded learners should not be allowed in regular classes. 45% of them feel that such childrens should not be allowed in regular classes. 12.5% only agree that the mentally retarded learners be allowed in regular classes.

Table 2 Mentally retarded learners affect academic performance.

Feelings	Frequency	Absolute frequency %
4	25	62.5
3	7	17.5
2	3	7.5
1	5	12.5
Total	40	100

The findings from the above table indicate that 62.5% Of the teachers strongly agree that the mentally challenged pupils affect the academic performance of a school. Only 7.5% disagree that they do not affect the academic performance of a school.

Table 3 Modification of the school to accommodate a mentally retarded learners.

Feelings	Frequency	Absolute frequency %
4	5	12.5
3	3	7.5
2	7	17.5
1	25	62.5
Total	40	100

The results from the table above show that 62.5 % of the teachers strongly disagree that there are modifications in schools to accommodate the mentally challenged pupils. About 7.5% of the teachers agree that there are modifications in schools.

Table 4 Performance of the mentally retarded learners not above average.

Feelings	Frequency	Absolute frequency %
4	18	45
3	10	25
2	9	22.5
1	3	7.5
Total	40	100

The results from the table above indicate that 45% of the teachers strongly agree that the mentally retarded learners do not perform above average. Only 7.5% of the teachers strongly agree that they perform above average

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

Table 1 Mentally retarded learners should not be allowed in regular classes

The findings from the table above showed that 45% of the teachers felt that the children with mental retardation should not be allowed in regular classes. Only 12.5% agreed that the mentally retarded learners should be allowed in regular classes. This shows that many of the teachers have a negative attitude towards children with mental retardation.

They do not need them in their regular classes for they look at them as time wasters who cannot do anything. Parkins (1995) says teachers should not view learners with mental retardation as a burden to them but rather as an opportunity to become better teachers. He agrees with Handrikz (1986) who says teachers need to accept the mentally challenged into their regular classes. They should help them develop their personal traits and attitudes.

Although Jomtien declaration pronounces education for all, the issue has not been embraced in Matete division. Negative attitudes by teachers according to the research findings have forced these children not to access education.

The Kenya government has put a policy in place for free primary education and set a target of education for all by 2015. This statement of the study contradicts the research findings in Matete division. The target cannot be realized because of the teachers negative attitude towards children with mental retardation.

Therefore teachers should warmly receive learners with mental retardation and help them to overcome their problems.

They can become active members of the society if teachers help them to go through their education. If teachers accept the mentally challenged then the wider community will accept them. People who live together learn together.

Table 2 mentally retarded learners affect academic performance

The results from the table above showed that 62.5% of the teachers in Matete division feel that the mentally retarded learners affect the academic performance of their schools. This clearly shows how teachers negatively view such learners. Only 7.5% of the teachers disagree that they affect academic performance of schools.

But according Mwaura (2002) if correct intervention measures are put in place like adapted curriculum, individualized education programmes and teachers attitudes are changed, the performance of children with mental retardation should not affect the academic performance of a school.

The research findings have revealed that teachers do not want learners with mental retardation because they affect their academic performance. Such a negative attitude according to Beth A (1997), negatively impact on a child's learning process and this leads to poor academic performance. With this she agrees with Medaline C (1986) that in the period of inclusion just appropriate modifications in curriculum, teaching methods, resources, instructions and environment will make the mentally challenged learners perform like any other children.

Teacher should therefore be in serviced so as to be equipped with new skills and attitudes to be able to handle children with mental retardation. This will make them to perform well just like any other children in regular classes. Short seminars and work shops should be organized where teachers can be enlightened on handling the mentally retarded learners.

Table 3 Modifications of the school to accommodate the mentally retarded children.

The results from the table indicates that many of the schools that is about 62.5% have no modifications to accommodate the mentally retarded children. Only about 7.5% of schools in Matete division have modifications for the mentally challenged learners to be accommodated in regular schools.

This shows clearly how teachers and the community in general are not prepared to have children with mental retardation in their regular classes. The research findings agree with Ndurumo (1993) that many of our schools are not environmentally conducive to accommodate learners with mental retardation. Schools should built ramps, widen school doors and toilets. They should modify their curriculum, learning material and instructions in order to assist the mentally retarded learners. Santrock W (2002) agrees with the research findings that environmental modifications are essential in helping the mentally retarded learners to overcome their academic problems. He also agrees with Okot and Katosi (2000)who says that modifications are a priority to inclusion. The modifications are essential if the mentally challenged are to fit and perform in the inclusive setting.

Therefore without such necessary environmental modifications and adjustments the success of inclusion is at stake. Teachers should play a leading role by modifying their school environments. This will help the mentally retarded learners to fit in the regular classes. The mentally challenged learners should not be seen as a problem but the environment.

Table 4 Performance of the mentally retarded learners not above average.

The results from the above revealed that 45% of the teachers strongly felt that mentally retarded learners do not perform above average. Only 7.5% of the teachers felt the mentally retarded learners can above average.

Although Mwaura (2002) says that such children have limitations in academic and adaptive skill, with the correct approaches by the teachers they can overcome their problems.

And Ndurumo (1993) says the severe and profound mentally challenged can be assisted to some extent to overcome their mental deficit. Teachers can individualize their programmes through custodial, residential and full time supervision to help them. Teachers should not completely look at them as useless objects. It is true as Mastropieri (2003) agrees that teachers should value both academic and vocational skills for learners with mental retardation. In so doing these learners will experience success in one way or another. Teachers should not concentrate on academic skills only.

The teachers of Matete division should therefore embrace the changing times and change the way they look at children with mental retardation. They should perceive them just like any other children in class who need their attention. If teachers use individualized approaches and have values for the mentally challenged learners then their academic performance will be above average. Teachers therefore should realize that education is not all about academic performance but rather about an individual's whole life. The researcher therefore agrees with Nancy G (1966) that the smartest boy academically will probably not end up the richest. All spheres of life must therefore be nurtured.

RECOMMENDATIONS

After a thorough interpretation and analysis of the raw data, the researcher has given recommendations to all the stakeholders in education.

- 1) All schools should put in place all remedial programmes and teachers to develop individualized educational programmes (I.E.P) with a view to assist the mentally retarded learners to fit in regular classes.
- 2) The government of Kenya through the Kenya National Examination Counsel should not peg performance on academic only but rather on adaptive and vocational skills to encourage the mentally retarded pupil to pursue them.
- 3) Teachers and parents should make environmental modifications in their schools so that they can be able to accommodate the mentally retarded in their regular school.
- 4) Schools should open up to all the children including the mentally retarded so as to exploit their talents. Teachers should thus be in serviced on the new trends of inclusive education so that they are able to handle children with mental retardation.

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APPENDIX A

TEACHERS QUESTIONNAIRE

Dear teacher,

I am a student at Kampala International University persuing a degree in special needs education. I am carrying out research in special needs education. Read each statement and then mark the appropriate number to indicate how you generally feel. There are no right or wrong answers. The information you provide will be confidential.

A guide to responses

Strongly agree 4; Agree 3; Disagree 2; strongly disagree 1;

1) Mentally retarded learners should not be allowed in regular classes.

[4] [3] [2] [1]

2) Mentally retarded learners affect the academic performance of the school.

[4] [3] [2] [1]

3) The school is well modified to accommodate the mentally retarded learners in regular schools.

[4] [3] [2] [1]

4) Mentally retarded learners do not perform above average.

[4] [3] [2] [1]

APPENDIX B



Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda .
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efaqbamiye@yahoo.com Tel: 0753142725

Office of the Director

WHOM IT MAY CONCERN:

Sir/Madam,

INTRODUCTION LETTER FOR MS/MRS/MR.

REG. #. BED 13751/61/15F S. STEPHEN M. ATSIAYA

above named is our student in the Institute of Open and Distance Learning (IODL),
using a Diploma/Bachelors degree in Education.

He wishes to carry out a research in your Organization on:

ATTITUDES OF TEACHERS ON THE INCLUSION

OF MENTALLY RETARDED LEARNERS IN REGULAR SCHOOLS

the research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

UHWEZI JOSEPH
HEAD, IN-SERVICE

ITTE NDK 12

MINISTRY OF EDUCATION

Telephone: 254-053-2060894
When replying please quote
Ref.No: LUG/EDU/ASS/1/2/30
And date May 28, 2008



DISTRICT EDUCATION OFFICE,
LUGARI DISTRICT,
P. O. BOX 305,
TURBO

To Whom It May Concern:

STEPHEN M. ATSIAYA,

RE: SPECIAL STUDY PAPER/RESEARCH

The bearer of this letter is one of our teachers in the district. He has been authorized to conduct a research study in our district so as to fulfill requirements for award of Degree in Special Needs Education.

Kindly accord him the necessary assistance.

Thank you.

A handwritten signature in black ink, appearing to read 'Edward Muhadi', written over a horizontal line.

**EDWARD MUHADI
FOR: DISTRICT EDUCATION OFFICER
LUGARI DISTRICT**

FOR
DISTRICT EDUCATION OFFICER
LUGARI DISTRICT



RELATION AREA SHEET

BUNGOMA DISTRICT

UASIN GISHU DISTRICT

BUNGOMA DISTRICT
MATERE DIVISION
R. NZOIA
CHEBAYWA
LWANGETI

LUGARI DIVISION

158

LIKUYANI DIVISION

UASIN GISHU

KAKAMEGA DISTRICT

