

**TEACHERS' ATTITUDE TOWARDS MENTALLY RETARDED  
LEARNERS AND THEIR PERFORMANCE IN INCLUSIVE  
SETTING IN KAMUKUNJI DIVISION, NAIROBI  
NORTH DISTRICT-KENYA.**

**BY  
MWAI JENELICAH NJOKI  
BED/ ECPE/ 18498/ 71/ DF**

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## DECLARATION

I Mwai Jenelichah Njoki hereby declare that, this special study work is not a duplication of similarly published work of any scholar for academic purpose nor has it been submitted to any other institution of higher learning for the award of a certificate, Diploma Degree

I also declare that all materials cited in this paper which are not my own have been duly acknowledged.

Signature Mwai

**MWAI JENELICAH NJOKI**

Date 24TH OF AUGUST 2010

## APPROVAL

This research report has been done under my supervision as a university supervisor and submitted with my approval.

Signature.....

Date.....25/08/2010.....

**Name: WOMUZUMBU MOSES**

## **DEDICATION**

My dedication goes to my late sons Eddy Maina and Teddy Mathenge whom I delivered during my degrees course and went on in March 15<sup>th</sup> 2009. may your souls rest in peace. Amen.

## ACKNOWLEDGEMENT

I wish to extend my sincere thanks, appreciation and gratitude to all those who contributed positively towards the completion of this project work. My family members owe an appreciation from me for their cooperation during the exercise. Especially my children for their ample time they gave me. I also thank members of my staff, other teachers from other schools that helped me in data Collection and all that landed a hand in one way or another.

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## OPERATIONAL DEFINITION OF TERMS

- (i) **Attitude:** Feelings of like and dislike towards, somebody or an issue. Attitudes are either negative or positive.
- (ii) **Mental handicap:** Refers to sub-average general intellect functioning occurring concurrently with deficits in adaptive behaviour during development period.
- (iii) **Inclusive setting:** Refers to putting the M.H or any other disadvantaged learner in a learning situation along with their so called “normal” peers.
- (iv) **Intervention:** Is the actual involvement of the concerned persons who are non-handicapped to modify the situation and environment to suit the existing handicap.
- (v) **Special need education:** Refers to learning strategies and provisions put in place at school level and upwards to suit those learners with learning difficulties.

## ABSTRACT

The topic of the study was teachers' attitude towards mentally retarded learners and their performance in inclusive setting in Kamukunji Division, Nairobi District Kenya.

The major objectives of the study were to find out; whether the regular school teachers have knowledge of who are the mentally retarded learners, if they have them in their classes, their level of interaction, performance and socialization with their "normal peers" at school.

To find out what assistance strategies do the regular school teachers and the administration do to assist these learners in the schools. Data collection tools used by the researcher were a questionnaire that covered a wide range of age, experience, education and professional level bracket. It was designed, printed, distributed and collected for analysis. The major findings were that, the teachers are aware of who are the mentally retarded learners and they have them in their schools. The interactions and performance while among their "normal" peers is far below average. It has also come out clearly that the teachers and their administration give little attention and assistance to these learners.

The major recommendations are that the government through the ministry of education has to formulate and enforce policies on the education of the mentally handicapped among other handicaps. Curriculum developers included should adapt suitable curriculum, relevant material and fund its implementation.

The field officers should ensure good attention to these learners through the class teachers and special needs education teachers. In conclusion, since mentally retarded learners are not adequately catered for, it is so important to all sectors, school administrators, and the government through the ministry of education to give an upper hand in ensuring quality education for the mentally handicapped.

## **CHAPTER ONE: INTRODUCTION**

Education plays a very crucial role in personal, community and National Development. Every individual irrespective of race, sex, skin colour, age, deformity handicapping is entitled to education by state and international education rules and regulations.

In Kenya the Government has made a lot of efforts to implement education for all. It has targeted disadvantaged groups who had no good learning opportunities earlier. This is supported and seen well in the policy of Free Primary Education (F.P.E) and has been extended to Secondary Education (F.S.E). In both Primary and Secondary Education the Government is also laying emphasis on education of disadvantaged groups like the physically handicapped, low-visioned hearing impaired mentally handicapped among other groups.

### **1.1 BACKGROUND OF THE STUDY**

Globally, disabilities have been looked down upon for a couple of centuries. This is because disabilities have been seen in various negative perspectives including curse, bad omens, not only to the family but also to the community, witchcraft in some communities and even as a burden to the community and also degrading the dignity of the community. The researcher feels that the most dishonored group among the disadvantage ones is the mentally handicapped. This is because they have communication (speech problems) and so they cannot express themselves well to be understood. They also look un-tidy and disorganized, they also look ugly and physically imbalanced thus causing and posing negative attraction to those around them. Coupled with that, their education is seen as a waste of time and resource since it is expensive to keep them in schools while they are assumed not to understand anything in the school.

However since the start of special education in Kenya in 1940's, with rehabilitation of 2nd world war victims, there has been a lot of changes in education policies. The initial objective was to provide health and social rehabilitation for those with mental disabilities. The facilities later changed and became custodial care centres. Programmes were started for those with sensory and mental handicaps following models seen in Europe. The

programmes were based on institutionalization of individuals with mental handicaps where they were segregated and placed in one school where services were provided. Special education for mentally handicapped was among the earliest to be established in Kenya with the first such school being St. Nicholas for mentally handicapped (now Jacaranda) established in 1948.

Many schools for mentally handicapped started in big towns but as time went on and with diversification of services, many schools have now been opened in smaller towns and rural areas. The government has also opened up institutions to train teachers on skills of handling the various disabilities among the learners.

## **1.2 STATEMENT OF THE PROBLEM**

Despite the government efforts to advocate for education for all and also making it compulsory, many instances in our daily life shows little acceptance and assimilation of the mentally handicapped persons into the community and learning world. Many people including parents of the mentally handicapped interact with the mentally handicapped persons with a lot of discomfort irritation feelings. This clearly shows the societal levels of acceptance and attitudes towards the M.H (mentally handicapped).

Regular teachers in both public and private schools due to measure syndrome feel quite uncomfortable meeting these innocent learners in their classrooms. The teachers give such learners very little attention under the pretext that they are not trained in handling them while all these can be a mere scapegoat.

The mentally handicapped should be seen as full human beings who should be mounded to become self-reliant and contribute towards community and nation development. They also want to share, interact and participate in all activities equally the same as the non-handicapped.

However, this is not the case since they are not accorded the opportunity to exploit their potentials. Many have been left un-attended to develop their skills which form their survival in life. It is for this reason that the researcher wants to carry out the study to

establish the attitudes of regular teachers towards educating the mentally handicapped persons and the performance of such learners in schools. The researcher will cast some light on the level of interaction of teachers and the performance of the M.H learners. It will also point out way forward for improved performance of the mentally handicapped learners in schools.

### **1.3 THE PURPOSE OF THE STUDY**

This research is aimed at finding out the effects of regular teachers' attitudes towards mentally challenged learners and their performance in schools. Owing to the results of the research, the researcher will put across some suggestions which will be useful in improving the performance of those learners. The researcher would also wish to shed some light to different arms like parents, community and government on what strategies can be employed to uplift the performance of the mentally handicapped learners in schools.

### **1.4 OBJECTIVES OF THE STUDY**

The general objective of this research study was to establish the relationship between the teachers' attitudes towards the mentally handicapped learners and their performance in schools taking the case study in Kamukunji Division, Nairobi District Kenya.

### **1.5 SPECIFIC OBJECTIVES**

The researcher was guided by the following specific objectives to carry out the study.

- (i) To establish the level of interaction of the mentally handicapped learners with their "normal" peers at school in the inclusive setting.
- (ii) To establish the frequency of interaction of the M.H learners with the teachers at school.
- (iii) To assess the level of performance of the M.H both in indoor and in out door activities.

- (iv) To investigate the assistive strategies put in place at school level from the head teacher, class teacher, special education teacher and subject teacher.

## **1.6 SIGNIFICANCE OF THE STUDY**

The study aimed at looking the attitude of regular teachers in inclusive setting towards the mentally handicapped learners and their performance in schools. The study also wants to find out what schools are doing to assist the M.H learners. The study will throw some light through the conclusion suggestions to the effect of assisting them. It tried to alleviate the challenges faced by M.H learners and improve their performance as t well as co-curricular activity participation. Suggestions on changing and adopting positive attitude towards these learners to assist them better will be highlighted. Parents will be made aware of their ultimate duty of placing and maintaining their children at school and providing for their basic necessities like parental love, food, shelter and medical care.

School peers will be sensitized to appreciate and assist them not only while in school, but also at home. Teachers' roles in assisting these children will also be spelled out.

The entire community amid where these learners spent most of their time i.e home, community, church will be sensitized on how to help such people to carry out their tasks better. The administration through the education sector will benefit from the research since suggestions on how to assist the learners even in their future life to be independent individuals will be outlined. Curriculum developers will be lent a leaf on the possible and beneficial curriculum they can adopt for these learners through the existence of free primary and secondary education in Kenya.

## **1.7 LIMITATIONS OF THE STUDY**

Teachers' attitude towards the M.H learners is a wide and interesting area to explore. However, the researcher had the following problems while carrying out the study.

**(i) Time**

The researcher had limited time to collect a wide range of information from many respondents as he had wished. This was because the researcher was carrying out the study along with regular class work of preparing candidates for their end-term and national examinations. So time was not adequate.

**(ii) Distance**

The researcher was compelled to travel some distance to issue and collect the questionnaires to and from the respondents since the schools chosen were not closely situated.

**(iii) Finance.**

The researcher could not reach all the corners of the division as he had planned since it involved traveling by vehicles and hence fare was in adequate.

**(v) Response of the respondents**

(vi) Some respondents were reluctant to provide information for various reasons like advance token, while others were not available to hand over the questionnaires they had.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.0 INTRODUCTION.**

This chapter reviewed some of the related literature and provided a basic upon which the researcher developed the main problems of the study. It also provided a basis for analyzing and interpreting data collected from the field.

### **2.1 DEFINITION OF MENTAL RETARDATION.**

Mental retardation is defined in various ways although the main words revolve around the level of mental ability. According to Kenya institute of Special Education (K.I.S.E) Bulletin (1988), a mentally retarded person is one whose mental ability is lower than that of a “normal” person.

According to Ingalls (1986), mental retardation is mental deficiency which is a state of incomplete mental development of such a kind and degree that the individual is incapable of adapting himself/herself to the normal environment of his fellows in such a way as to maintain existence independent of supervision, control or external support.

According to Tredgod (1937), a mentally defective person is a person who is incapable of maintaining him/herself and his/her affairs or being told to do so, and who requires supervision, control and care for his own welfare and the welfare of the community. According to American association on mental retardation, mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits and adaptive behaviour and manifested during the developmental period.

### **2.2 RELATED RESEARCH STUDIES.**

For a couple of centuries, disability has been seen as inability in many parts of the world. According to Randiki (2002), before the 17<sup>TH</sup> century, people with disabilities all over the world were considered socially and physically less capable. They were not easily accepted as members of family and community. Families and communities had negative



attitude towards disabilities. They considered disabilities to have been caused by witchcraft, curses or punishment from God for wrongs done. It was also considered to be contagious, so people with disabilities were isolated and suffered neglect. Some African communities used to throw such children in the bush because they were considered a burden to the community. Among the Maasai of Kenya, they used to place such children at the narrow paths in the bush, and then they led their large herds of cattle through the path for their cows to trample and smash them into pieces. The Luo men used to send the mother somewhere far away from home, then they would get the child and dispose in the bush since they knew the mother would resist. Among the Kamba, elderly men used to throw such children in the bush soon after midnight for hyenas to feed on them.

In Sparta Greece, babies with disabilities were killed. Some great philosophers like Plato and Socrates condemned people with disability as not capable of reasoning and therefore could not learn. Families with history of disability were discriminated such that they could not be allowed to form associations with other families, or others could not marry from such families.

Names given to such families were also abusive, derogative and dehumanizing. For example, father, or mother, brother, sister of the cripple, deaf, blind, idiot according to the disability their child has. Among the disabilities mostly affected by the neglect and immediate disposal were the mentally challenged.

However according to Robinson (1976), some very important persons full of human heart sat and thought deeply about these innocent creatures who were being killed for no apparent reason. These people brought new thought in the face of the world that the mentally handicapped people are useful members of the community.

They can also be taught to be useful members of the community and can also contribute towards community development. These people included Edward Sequin, Jean Mark Itard, Napoleon Bonaparte among others. They proved beyond doubt that it was possible to educate children with any kind of disability. They shone a new light and changed the attitudes of people towards mentally handicapped and any other type for disability.

According to Robison (1976), war veterans who brain damages had proved to be rehabilitated be taught and trained on useful skills to them and to the community. According to Max L. Hutt, mentally retarded people could be trained and educated so that they can function normally in the society. However, the severely and profoundly retarded persons always needed institutionalization and could never be expected to join the mainstream of the society to a popular current situation (position) Some people believe that public residential institutions for retarded persons should be completely eliminated and even special educational classes are un-necessary and produce harmful segregation. In the 20th C, Jean Hard undertook a task of educating a boy who was living in the wild up to a civilized level in France. With Itard's effect, several schools for mentally handicapped were started to cater for such people in Europe. It became apparent although children placed in special; schools showed remarkable growth and progress particularly in areas of habit development, there were limits beyond which they could not reach.

According to Dugdales report (1877)) mentally retarded people should be kept in prisons or in homes for education would be of no value to them in life. According to Ingalls (1986), Samuel Howe of U.S.A with financial support from American government started a school for the idiots which were very successful. It was named as Massachusetts school for the idiots. This provoked opening up of many other schools in Europe and U.S.A. this was a prove that even the idiots can learn.

When this new light and positive attitude started growing in the hearts of people, special schools were started to educate and habilitate the mentally handicapped people in various parts of the world. According to David Auxter (2001), the principle goal of physical education, educators of the children with disabilities is to facilitate development of purposeful skills for each student. The teaching approach selected depends on the time available, capability of the teacher and the closeness of the teacher to the learner. He observes that 3% of the world population is mentally retarded. The success of the teacher depends on the teachers;

- (i) Patience with the slower and smaller gains of the student.

- (ii) Encouragement of these learners that they are person's worth by reinforcing their strengths and minimizing their weakness.

According to Selma Sapien, mentally retarded child will respond to the contributions of the community by either withdrawing their efforts or by putting maximum effort to the learning activities.

Karen L. Freinberg (1999) says that young children with disabilities need maximum support because of their tender age. He points out that a special needs education teacher is motivated by seeing needs that are not being met in the child, then out of either anger or despair, he (the SNE teacher) sets out to find the best method of remediating or treating the disability. A practical special education teacher is the one who is absorbed by the needs of his learners and lives near them to observe and triumph over their progress no matter how minimal they may be. He says, "Welcoming students with disabilities to class may seem like a simple thing to do, and it is. But you would be surprised at how often it does not happen" pg 14. "When a disabled child is placed in a class, the teacher should act as the host rather than a teacher. But many busy teachers embrace this motion because it means some one else is responsible for that child." due to negative attitude of the teacher towards the mentally handicapped, the teachers label them as outlined earlier. The labeling brings negative impact to the child as follows;

- (i) The child develops poor self concept.
- (ii) Labeling leads to peer rejection and ridicule of the labeled.
- (iii) Once labeled, it is difficult for a child ever again to achieve the status of being just like all the other learners.
- (iv) Labeling creates negative aspect to the child causing others to think about the child in terms of inadequacies.

Some educators argue even today that the classification of exceptional children.(mentally retarded included) functions to exclude people from normal society (pg 8). According to Heward, people with disabilities have fundamental right to live and participate fully in

settings and programmes in school, at home, in the work place and in the community that are as normalized as possible.

“Efforts of special education are most effective when they inco-operate the input and services of all the disciplines in the helping professions.” Teachers should not wait patiently for exceptional children to learn, attributing lack of progress to some inherent or faulty process within the child like mentally retarded, learning disability, instead, the teacher should use direct and frequent measures to modify the instructional programme.

### **2.3 DEVELOPMENT OF SPECIAL SCHOOLS IN KENYA**

According to Randiki F (2002) Historical Development of Special Needs Education (SNE), special schools started in Kenya soon after the 2nd world war of 1945. They started as homes to rehabilitate army officers who had come back home with injuries and brain damages. They were initiated and managed by churches like the Salvation Army and Lutheran church. Their main activities were praying, counseling and rehabilitating the war victims. Other voluntary nongovernmental organizations like Rotary club, Kenya Red Cross started such schools. They set up schools for mentally handicapped persons. The first school for mentally handicapped in Kenya was St. Nicholas special school which was started in 1948 but now it is Jacaranda school. The second one was City primary school started in 1968. The 3fl school for mentally handicapped started in the same year (1968). This was race-course special unit. All these schools were sponsored by Rotary club.

The start of these schools was a positive indication that the mentally handicapped can be taught and be made useful and positive contributions in the community. The start of the societies like the Kenya society for mentally handicapped in 1960 was another indicator that people have started accepting and recognizing mentally handicapped persons as bonafide members of the society.

## 2.4 LABELS GIVEN TO MENTALLY HANDICAP.

Mentally handicapped persons have been given various de-humanising names. According to Randiki (2002) mentally handicapped persons have been labeled as follows:

- (i) diots- a Greek word meaning people who did not hold public office (Macmillan 1982 pg 38)
- (ii) Morons
- (iii) Embecciles - from Latin word for weak, feeble.

Although these names (words) refer to different levels of mental retardation they are unrespectful to human dignity.

According to Goffinan 1963, mentally handicapped persons have been labeled as:

- (i) Mentally retarded
- (ii) Mental deficiency
- (iii) Mentally defective
- (iv) Mentally handicapped
- (v) Feeble mindedness
- (vi) Mental sub-normality
- (vii) Amentia
- (viii) Oligophrenia.

Since all these labels are de-humanizing and makes one less worth in the eyes of the others thus lowering the dignity of human value, they should be avoided for they have negative connotation to the persons referred to. However mentally challenged is a softer word comparatively and should be used in place of those others.

## **2.5 CAUSES OF MENTAL HANDICAPPING.**

Mental handicapping is not a single factor cause, but a variety of factors. According to Githong'a M. (2002) child growth and development, the following are some of the causes of mental retardation.

### **2.5.1 Infections and physical agents.**

These ones affect the child while in the mother's womb. Expectant mothers may fall victims of some diseases that can lead to brain damage of the un-born child. They can include venereal diseases. A smoking expectant mother or who stays in a smoky area for a long time during her gestation period may end up giving birth to a child with damaged brain. Alcoholic mothers may also fall victims of the same.

### **2.5.2 Trauma and physical agents.**

Both of these can cause brain damage to both the un-born and born persons. Trauma as well accidents can lead to mental retardation of born and the unborn in the wombs.

### **2.5.3 Wars, tension and pressure.**

According to Robinson (1976), many of the 2<sup>nd</sup> world war survivors turned back home with damaged brains. This proved that wars, tensions and stress in life can cause brain damage.

### **2.5.4 Social crimes**

Dugdale 1877 observed social crimes transmitted along family lives and marginalization of families can lead to brain damage of the affected members.

### **2.5.5 Isolation and neglect**

Isolated and neglect born persons can have their brains damaged as seen with loss of language and communication. As Jean Hard took a task of educating a wild boy who had damaged brain, is a sign and prove that isolation can lead to brain damage.

### **2.5.6 Metabolic and nutritional disorders.**

Feeding on in-balanced diet can affect both unborn and born persons mentally. Expectant mothers can give birth to brain damaged babies if they had not fed on balanced diet during their expectancy time.

### **2.5.7 Gross brain diseases**

Gross brain diseases can render normal persons mentally handicapped.

### **2.5.8 Chromosomal disorders**

Poor pairing of chromosomes during fertilization i.e. X and Y chromosomes can lead to mental retardation.

### **2.5.9 Gestation disorders.**

Prolonged labour of mothers may lead to anoxia (suffocating) of the being born child and this leads to brain damage.

### **2.5.10 Abnormal births**

Deviation from the normal nine months gestation period, either early or late births can lead to mental retardation.

### **2.5.11 Genetic factors.**

Some mental retardations are genetic and hereditary such that they may run along family lines.

## **2.6 PREVENTION OF MENTAL HANDICAPS**

Mental handicapping can be prevented in a number of ways. Among them include the following:

- a. According to Mwaura S. (1988), protecting expectant mothers against infections such as rubella, syphilis during pregnancy can help to prevent mental retardation.
- b. Immunization of babies against diseases such as measles, polio, chicken pox, mumps and harmful parasites.
- c. Expectant mothers should keep off from any contaminated areas and eat well-cooked meat.
- d. Expectant mothers should not take drugs like alcohol, opium miraa or smoking.
- e. Expectant mothers should keep off from contaminate and smoky polluted areas.
- f. Use of cosmetics sparingly by expectant mothers. Since cosmetics contain mercury which is harmful to health.
- g. Avoiding X-rays by expectant mothers since these ones can easily lead to brain damage.
- h. Attending pre and post natal clinic by mothers and also ensuring delivery at hospital to avoid anoxia.
- i. Avoiding early and late births by mothers.

## **2.7 CLASSES OF MENTALLY HANDICAPPED**

Mentally handicapped persons are classified into various groups according to their level of ability.

### **2.7.1 Mild mentally handicapped**

According to Kenya Institute of Special Education (K.I.S.E) Bulletin (1988) this is the largest group of all mentally handicapped children. They can learn academic skills to primary level. They can develop social and communication and vocational skills. They can support themselves adulthood although some may require minimal supervision.



### **2.7.2 Moderate mentally handicapped**

This is the 2<sup>nd</sup> largest group of the mentally handicapped. They show signs of delayed developmental mile stones quite early. They show difficulties in academic subjects but with training they can acquire daily living skills.

### **2.7.3 Severe mentally handicapped**

This is the third largest group of the mentally handicapped children. They have problems in adapting to new environment. They show severe impairments at birth. They require supervision all the time.

### **2.7.4 Profound mentally handicapped**

This is the smallest group of the mentally handicapped persons and it's the most severe. They require intensive training and therapy. They require custodial care throughout their life. They may die at their early age.

### **2.7.5 Educable mentally handicapped.**

This group can not benefit from the regular classes but can benefit from academic subjects at primary level. They demonstrate poor motor-co-ordination and little speech. They depend on others for physical care.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

This chapter dealt with data collection techniques and procedures study area, research design and methods of data analysis and presentation. The focus on the teachers' attitudes towards mentally handicapped learners and their performance in class.

### **3.1 Area and population of study**

The study was carried out in Kamukunji Division, Nairobi District Kenya.. The target group and population used was drawn from teachers in primary schools and mentally handicapped learners This was because the research hails from that area and knew where to get the most convenient respondents.

### **3.2 Research approach**

The researcher has used quantitative approach to summaries the data in numerical. This approach uses numerals to discuss, analyze and interpret data.

### **3.3 Research Design**

The researcher used survey design to collect data from respondents. Through the use of questionnaires. Questionnaires were developed and distributed to teachers to fill them. The researcher later collected them and analyzed the responses. The researcher also used qualitative method by observing the relative method by observing the relationships between teachers and mentally handicapped learners at room temperature.

### **3.4 Sample population**

Owing to the fact that there are about seventeen schools in Tulimani zone and over one hundred teachers, it was not possible for the researcher to carry out his study in all the schools. He therefore chose about twenty teachers in seven schools to represent the whole zone.

### **3.5 Sampling procedure**

The researcher has used non-probability technique. He has used purposive sampling. This was because the study was learned more on attitudes of teachers towards mentally handicapped learners. The researcher therefore focused on where the learners are included in the mainstreams.

### **3.6 Instruments**

A questionnaire was used in this to collect data in this study. It comprised of closed and open ended questions for regular teachers in primary schools.

He also used observation method as he visited the schools. He could see and record the interaction levels between the teachers and the learners.

### **3.7 Research procedures**

The study started with choosing of the research problem, objectives of the study. preparing and presenting the questionnaire. He then collected the filled questionnaires and analyzed the data.

## CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION.

### 4.1 INTRODUCTION

In this chapter the researcher is going to analyze the questionnaires which are meant for teachers in regular primary schools in Kamukunji Division, Nairobi District Kenya.. The researcher is going to analyses each question separately. The researcher had sent out twelve questionnaires and received back ten questionnaires representing 83.3%.

### 4.2 DATA INTERPRETATION SECTION A PERSONAL INFORMATION

#### 4.2.1 Type of institution

Type of institution	Frequency	Percentage
Regular day Pr. School	6	60%
Regular Barding Pr. School	2	20%
Regular Boarding Private	2	20%
Primary School	0	0
Regular day pre-school	10	100%

#### 4.2.2 Gender

Gender	Frequency	Percentage
Male	4	40%
Female	6	60%
Total	10	100%

Most of my respondents were female teachers.

### 4.2.3 Age

Age	Frequency	Percentage
20—30year	2	20%
30—40year	2	20%
40—50years	4	40%
Above 5 years	2	20%
		100%

From the above chart, the age bracket of 40 — 50 years subdues other categories that runs equivalent.

### 4.2.4 Marital status

Status	Frequency	Percentage
Married	7	70%
Single	3	30%
Divorced	0	0%
Total	10	100%

From the above chart, most of the respondents were married teachers as against 30% of singles with no divorced party.

#### 4.2.5 Academic qualification

Level	Frequency	Percentage
Primary	0	0%
Secondary	7	7%
A-level	1	10%
University	2	20%

Most of the respondents were form 4 leavers although there is a distribution of A-level and graduate respondents.

#### 4.2.6 Professional qualification

Qualification	Frequency	Percentage
P4	0	0%
P3	0	0%
P2	0	0%
P1	7	70%
Dip	1	10%
Degree	2	20%
Total	10	100%

The chart shows a cross-section of different qualifications from P1 to Degree level. However majority are P1 teachers who make majority of primary teaching fraternity.

#### 4.2.7 Teaching experience

Experience	Frequency	Percentage
0—5yrs	2	20%
6—10 yrs	1	10%
10—15yrs	2	20%
16—20yrs	1	10%
20—25yrs	2	20%
Above25yrs	2	20%
Total	10	100%

The chart shows almost a balanced experience structure touching the lowest (0 -5yrs) and extending to the more experience of above 25 yrs of experience.

#### 4.2.8 Teaching classes

Class	Frequency	Percentage
Pre-school	0	0%
Lower (1-3)	4	40%
Upper (4-8)	6	60%
Total	10	100%



There is almost a balance between those teaching lower and those teaching upper comprising of 40% and 60% respectively

#### 4.3.1 Interaction of M.H with their “normal” peers.

Level	Frequency	Percentage
Low	8	80%
Average	2	20%
High	0	0%
Excellent	0	0%
	10	100%

The table above was intended to establish the level of interaction of the mentally handicapped learners with their “normal” peers at school in inclusive setting. The measuring tool was based on terms like Low, Averages, High or Excellent interaction.

From the table only 20% of the mentally handicapped learners have an average interaction level, and 80% of them have low interaction level. This looks like while in the midst of their normal peers, they do not mix well. They live as if they are in their own taking no note of their colleagues.

#### 4.3.2 Interaction of M.H with their teachers.

Duration (Hours)	Frequency	Percentage
0—2hours	8	80%
2—4hours	2	20%
4—6hours	0	0%
6—8hours	0	0%
Total	10	100%

The above table was investigating the frequency of interaction of the mentally handicapped with teachers.

The table tried to show the conduct hours spent by the mentally handicapped learners with their teachers in inclusive setting out of the eight (8) conduct hours for upper classes and six (6) hours for lower classes. From the table above, only two teachers meet their mentally handicapped learners to a minimum of four hours. This constitutes to 20%. 80% of the teachers interact with their learners for a maximum of two hours daily. This shows how teachers allocate little time for M.H learners.

#### 4.3.3 Performance of M.H in class and out.

Performance Index	Frequency	Percentage
Below Average	7	70%
Average	3	30%
Above Average	0	0%
	10	100%

This table was designed to investigate the level of performance of the mentally handicapped learners both in indoor and outdoor activities.

From the above table, teachers who see their learners performing averagely were 30%. and 70% of them showed that their learners' score is below average.

#### 4.3.4 Laid strategies by schools to help the M.H learners.

Formalized system	Frequency	Percentage
Yes	2	20%
No	8	80%
	10	100%

The table was meant to investigate whether the school administrators have formalized system of helping the mentally handicapped learners in their schools and the type of assistance.

From the table 80% of the schools have no formalized system of assisting the mentally handicapped, 20% of the school administrators have set ways of assisting the mentally handicapped.

The system includes:

- a. Plotting some conduct hours for the mentally handicapped with teachers outside the main timetable.
- b. Providing some assistive devices like swings, play materials like skipping ropes, jumping pits.

## **CHAPTER FIVE: DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS.**

### **5.0 Introduction.**

In this chapter, the researcher gives his final observations while discussing the main terms dealt with in the study by giving his final conclusions as well as recommendations that are likely to alleviate the problem under study if put in study.

### **5.1 Discussion**

In this special study paper, the researcher intended to find out the effects of teachers attitudes and the performance of the M.H learners in our schools. The study was carried out in Kamukunji division of Nairobi North district of Kenya. The study has shown that M.H learners are readily available in the schools and teachers are aware of their existence. A cross-section of their interaction with their normal peers has shown that, the M.H learners don't associate fully with their counterparts. There is a distinct gap between the M.H and their fellow students who are not mentally challenged. Their performance has also shown to be comparatively low both in class and out door activities when compared to their class and school mates.

According to the responses given, most teachers in our schools do very little to assist the M.H learners in our classes and schools. The school administration also appears to sit at the fence turning a blind eye to these learners though found in their schools. The government of Kenya through free primary education (F.P.E) that has also extended to secondary is putting a helping hand to ensure that these learners are catered for in schools by setting kits to cater for handicaps in schools, M.H included. However, the school administration seems not to channel these funds for the benefits of the M.H learners but perhaps look at the entire school.

Responses have shown that few schools have official programmes for these learners to be catered for in the schools. This is an indicator of their being neglected leading to their

underperformance in schools from this point of view, their future destiny is doomed by their being ignored from their early stages of their life. Case studies of the two teachers, A. Mr. John who works closely to with M.H learner and A. Mr. David who rarely attends to his learner has shown that, M.H learners given the right attention and opportunity they can perform. Mr. John's learners have proved to score above average not only in class but also in co-curricular activities.

While we look at the case of Mr. David who pays no attention to his learner, this students performs poorly simply because his ability and potential is not brought out of him and directed in the right way. It now becomes eminent that it's everybody's responsibility including parents, siblings, peers, teachers, doctors, community workers and the community as a whole to help nurture the potentials of these learners for their own benefit and the benefit of the community. Is has also been noted that, if they are appreciated and accepted by the community among which they live, their condition is improved which is the major objective of the government. This calls for every one to have the child at heart as if he/she is ones biological child but not a relative or neighbour.

### **5.3 Recommendations.**

Owing to the findings of the researcher, the researcher would like to make the following recommendations.

5.3.1 The school community that is teachers, school committee, pupils, parents should plainly accept that M.H learners are in their midst. This will prepare them psychologically, morally and spiritually to prepare and accept them as bonafide members of the school community.

5.3.2 Teachers should welcome these learners to the school, class and be ready to help them maximum.

5.3.3 Teachers should try to identify the potentials of the M.H learners and develop them for the benefit of their future life and community.

5.3.4 The teachers should advocate for their vocational training based on their potentials and abilities and also looking at the needs of the society around them.

5.3.5 Both parents and teachers should prepare them for their future roles by assigning them responsibilities and duties both at home and at school.

5.3.6 (i) The school administration should protect them from maltreatments and labeling from their peers while at school and even when out of school.

5.3.6 (ii) The school administration should also provide for their smooth learning by providing learning materials relevant for them and advocating for their welfare among others.

5.3.7 The provincial administration has to ensure that;

- a. These learners are taken to school but not locked in the houses.
- b. They offer employment opportunities to such people when chances open up.
- c. Help them to form associations that would link them with their colleagues in other parts of the world to benefit from them.

5.3.8 The government through the ministry of education should sensitize teachers on accepting the M.H learners and handling them like other children. It should also train more teachers to manage these learners in schools. It should also adapt curriculum for them, ensure its implementation and fund for the relevant materials to be bought at the school. It should also ensure its functionability by successive follow ups to see how it's being done and correct appropriately.

#### **5.4 Areas for further research.**

There is need to take further study on why the community as a whole teachers included tends to have a low opinion on the mentally handicapped persons and yet they are part

and parcel of the community. Further study on how best these learners can be provided for, focusing on their talents and how they can live with minimal assistance and dependency is of paramount importance. This can also be coupled with how they can be at par with the changing world i.e, computer era and beyond. The researcher feels that this will be geared towards by shedding light on who is to what to ensure these learners have equal benefit like any other. Strategies to assimilate them are also very vital since they will continue to exist as long as human race will exist.



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## APPENDIX I:

### QUESTIONNAIRE FOR REGULAR PRIMARY SCHOOL TEACHERS:

**Dear respondent:**

This questionnaire is indented to gather information from regular primary school teachers in public and private schools on the performance of mentally handicapped students. Please, answer the questions by ticking the most appropriate answer in each question according to you.

-Be as frank as possible.

-Do not write your name on the questionnaire.

-Any information given will be taken with a lot of confidentiality.

-If you do the above whole heartedly, you will have helped the researcher to compile and give a comprehensive report on performance of mentally handicapped in regular and private primary schools.

#### A. PERSONAL INFORMATION:

1. Type of institution:

- a. Regular day primary school
- b. Regular boarding primary school
- c. Regular boarding private primary school
- d. Regular day pre-school

2. Gender            Male                        Female           

3. Age:            20-30 yrs                        30-40 yrs           

                    40-50 yrs                        Above 50 yrs           

4. Marital status: Married                        Single           

5. Academic qualification

Highest level of education.

                    Primary                        Secondary           

                    A —level                        University

6. Professional qualification

                    P4                        P3                        P2 P1           

                    Diploma                        Degree           

7. Teaching experience:

0-5 yrs                        6-10 yrs                        10-15 yrs           

16-20 yrs                        20-25 yrs                        above 25 yrs           

8. Teaching classes

Pre-school                        lower                        upper

## B. QUESTIONS

1. Who are the mentally handicapped?

a) Those with performance distinctively above average

b) Those with performance far below average.

2. (i) Have you come across the mentally handicapped children in a class in your teaching profession?

a) Yes  b) No

(ii) Are there some in your current class?

a) Yes  b) No

(iii) To what level do they interact with their normal peers at school?

20%  40%  80%  100%

(iv) While in the midst of their normal peers how do they perform both in and out of Class.

a) Below average

b) Average

c) Above average

3. A Mr. John works very close to his mentally handicapped learners and spends a lot of time with them. To what level do you think his students can score?

20%  40%  60%  80%  100%

4. Mr. David does not meet his mentally handicapped learner regularly and shares very little with him. The student's performance is likely to be;

20%  30%  40%  60%  80%  100%

5. How many M.H learners would you like to have in your class?

10  15  20

6. (i) Does the school administration do anything to assist the M.H learners?

a) Yes  b) No

(ii) If yes, give at least two strategies for the same.

7. How often have you been or do you assist the M.H learners in your class?

a) Regularly  b) Rarely