ACADEMIC PERFORMANCE OF THE MENTALLY RETARDED CHILDREN
IN CENTRAL ZONE, CENTRAL DIVISION, MANDERA
DISTRICT, KENYA

BY
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DECLARATION

I MUKTAR MOLU KIKE, declare that this research project is my original work and has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature

MUKTAR MOLU KIKE

Date 19/4/2010
APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Education in Special Education at Kampala International University.

Signature

Mrs. Deborah Taligoola

Date 19/4/10
DEDICATION

I dedicate this research work to my mother Fatuma Liban, my beloved wife Chuli Hassan, children Kulmiye, Hamza, Abdifeld and Isfahil for his encouragement and financial support while I studied far from home.
ACKNOWLEDGEMENT

I thank the Allah for the gift of life, energy and provision of resources that enabled me to come this far.

My sincere gratitude to my supervisor who guided me through my project

Special gratitude to my course mate at K.I.U for all that we shared for my success.
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ABSTRACT

This study was intended to find out the factors affecting academic performance of learners with mental deficits in regular schools; the study will look into attitude of teachers towards inclusion of learners with mental deficit in regular schools. In review of related information, all secondary sources viewed relevant were consulted and made use of. A descriptive design was employed since the entire study was about explaining a scenario. Questionnaires were used in the collection of data and these were presented in frequencies and percentages distribution tables.

The findings of the study revealed the following:

The study found out that physically challenged children faced a myriad of problems in an inclusive school. Chief among them was the lack of sanitary facilities which catered for the physically challenged children. This in effect was leading to parents keeping their physically challenged children at home instead of exposing them to the problems they were facing at school. Another finding from the study was the confirmation it had provided that teachers in all inclusive schools were finding it difficult to cope with physically challenged children in their classes and this lead to them being biased towards treatment of these children. This was catalyzed by the fact that most teachers in primary schools were not special needs trained teachers. It was recommended that:

There is great need for the Government to train more teachers for special needs education and that the Government and parents association should provide relevant resources to schools to make teaching easy and possible for all learners and that teachers should also use and explore modern teaching techniques such as unit facts teaching among others.
CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter gives the definition of the concept "physical handicap" according to the American association on mental retardation (AAMR) the six definitions used in the American based individuals with disabilities education Act (IDEA), the other definition is according to the (Ministry of Education 1995) the Republic of Kenya (1995). Physical handicap levels of functioning and their categories are also mentioned in this chapter. It has also mentioned the most controversial issue on special edition at present few according to the United Nations Education, Scientific and cultural organization(UNESCO) on inclusion.

1.1 Background to the study

The concept of mental is continually changing and these changes can be seen as a reflection of a change in the perspective of an individual with mental retardation based both on research and a clear understanding of the issues involved in defining the concept. For example the American Association on Mental Retardation (AAMR), a professional organization founded in 1876, recently drafted a new definition but also focuses on the relations among capabilities environments and functioning (Luckasson, Coultier, Pollway, Reiss, Schalock, snell, spinalnik and stark 1992). According to this definition, Mental retardation refers to substantial limitations in present functioning. It is characterized by significantly sub-average intellectual functioning existing co currently with related limitation one, two or more of the following applicable adaptive skill areas: communication, self care, home living, social skills, community use, self direction, health and safety functional academics, leisure and work. Mental retardation manifests before age 18 (luckason, coultier, polloway, Reiss, Schalok, Snell, Spitalnik and stark 1992)
In addition to the perception of mental retardation with respect to a person's functioning in daily life according to his or her practical, social and conceptual intelligence, the American Association on Mental Retardation (AAMR) lists four essential assumptions to be carefully considered in the application of this definition. Without going a length elaboration of this definition, it is important to note that it has far reaching implications which have not been addressed. The more widespread definition of mental retardation is the American Association on Mental Retardation sixth definition used in the American based Individuals with Disabilities Education Act (IDEA).

Under Individual with Disability Act (IDEA) mental retardation is defined as significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the development period (Grossman 1983) that adversely affects a child's educational performance. Significantly sub-average intellectual functioning is defined as a score that is at least two standard deviations below the mean on a test of intelligence. Based on the American Association on Mental Retardation (Grossman 1983) and the diagnostic and statistical) manual of mental disorders (American psychiatric Association, 1994) and using intellectual (10) test scores, mental retardation occurs on the four levels of, mild (score 50 through 55 approximately 70) moderate scores 35 through 40 to 50 through 55 severe scores through 25to 35 through 40), and profound (20 through 35)

In Kenya a mentally handicapped child is one who has a limited level of intelligence and deficits in adaptive behaviour. The condition usually a raises between conception and 18 years of age. (Ministry of education 1995). The Republic of Kenya (1995)

In its hand book on how to handle children with special needs goes on to note that mentally handicapped children are usually categorized according to severity of mental impairments as mildly , moderately, severe or profoundly handicapped, or as educable, trainable ,severe, and profound in terms of their measured intelligence scores on IQ tests.

The classification of education and trainable are referred to by other ( Bernie, smith et, al 1998).It would appear that the definition of mental retardation in Kenya has some
parallels with the Individual with Disabilities Education Act definition used in the United States.

Given that their condition is in most cases never identified or recognized as a disability, children with mild mental retardation in Kenya schools are educated with students without disabilities in Regular schools and classrooms (Mutua & Dimitrov, 2001) with no supports, adaptations, or modifications. Students with moderate or severe forms of mental retardation are educated mainly in units in regular education schools and in special schools and residential settings for children with mental retardation (Kiarie, 2006 & Mutua & Dimitrov, 2001). One of the most controversial issues in special education at present is the extent to which children with special needs, whether mental or otherwise, can and should be included in ordinary regular classrooms.

According to United Nations Educational, Scientific and Cultural Organizations (UNESCO) 1994 inclusion has become the most effective approach to address the learning needs of all students in regular schools and classrooms. International initiatives from the United Nations, UNESCO, the World Bank, and Non-governmental Organizations jointly contributed to a growing consensus that all children have the right to be educated together, regardless of their disability or learning difficulties and that inclusive education is a human right that makes good education and social sense.

The current thinking advocates educating the person with disability within the regular school community, rather than segregating them in special schools except the very severe to profound handicapping conditions. They have a right to lead signified lives and should be given every opportunity to compete on equal terms with non-disabled children.

### 1.2 Statement of the problem

In spite of numerous efforts put forth by families, the skilled special education and mental health professionals, the individual with mental disability has one final challenge to meet in life: social acceptance (Frengut, 2003). Today, mentally handicapped (MH) learners must be capable of gaining acceptance into a social structure that can be cruel and rejecting at times. By definition, the mentally challenged individuals is marginalized, from the mainstream society, and entry into the world community places a tremendous
burden on their parents. It is very likely that majority of children with profound mental and other disabilities do not receive any education services in Kenya. These are the children and youth most likely to be denied access to the schools as they are deemed unlikely to benefit from any education or be hidden away (Dorothy, 2003) by their parents. Even though parents may recognize education as a right for every child and rise above society’s negative attitudes, they cannot require that schools open their gates to all children. School can still decide that some children are uneducable and therefore do not belong in the school environment. There are bound to be challenged that schools face in the effort to include learners with mental deficits into regular schools.

1.3 Purpose of the study

The purpose of the study was to find out the factors affecting academic performance of learners with mental deficits in regular schools; the study will look into attitude of teachers towards inclusion of learners with mental deficit in regular schools.

1.4 Objectives of the study

The specific objectives of the study were to:

(i) To examine factors affecting academic performances of learners with physical handicap in regular schools.
(ii) To find out whether there are teachers in regular schools with appropriate skills to handle learners with physical handicap.
(iii) To find out the attitude of teachers towards inclusion of learner with physical handicaps in regular schools.
(iv) To find out the existence of learners with physical handicaps in regular schools.
(v) To identify the factors that need to be considered before implementation of inclusive education programmes for learners with physical handicap in regular schools.
1.5 Research questions

(i) What factors affect academic performances of learners with physical handicap in regular schools?
(ii) Are their teachers in regular schools with appropriate skills to handle learners with physical handicap?
(iii) What is the attitude of teachers towards inclusion of learner with physical handicaps in regular schools?
(iv) Do their existence of learners with physical handicaps in regular schools?
(v) Which factors need to be considered before implementation of inclusive education programmes for learners with physical handicap in regular schools?

1.6 Scope of the Study

The area of the study was Mandera district, Central zone. The researcher investigated about the factors affecting the academic performance of learners with mental deficit in regular schools within the given area.

1.7 Significance of the study

The study will be useful to various stakeholders in education. This includes the school administrators, teachers, student’s policymaker and parents in Meru Municipality and beyond. The educational administrators, parents and policymakers will be enlighten by the study on the factors affecting academic performance of learners with mental retardation in regular classrooms, hence use the findings to strategize on how learners with mental retardation can be put in the mainstream. If inclusive education is implemented children with mental deficits will enjoy learning in the home environment with support from parents, siblings and the community that will provide education for all the Kenyan could population because it advocates for offer special needs education that suits children with or without disability.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature related to the study. The literature is organized into five sections. First is the review of empirical studies on inclusion, together with their implication, after which literature is reviewed on placement options for learners with mental retardation in Kenya. Followed by the types of options then the problems of placement, next studies on teacher attitudes toward inclusion are reviewed.

2.1 Empirical studies on inclusion and implications

There are a number of views and meta-analysis that consistency report little or no benefit for students when they are placed in special education setting (Karale & Glass, 1982; Maden and Salavin, 1983) However in so studies reviewed by weiner (1985) comparing the academic performance of mainstreamed and segregated students with mild handicapping conditions, the mean performance of the mainstreamed and segregated students with mild handicapping conditions, the mean academic performance of the integrated group was in 80th percentile, while the segregated students score was in the 50th percentile (Welner 1985).

Using this evidence, inclusion proponents claim that segregated programs and detrimental to students and do not meet the original goals for special students education. Recent meta-analysis confirm a small to moderate beneficial effect of inclusion education on the academic and social outcome of special needs students (Carlberg, and Kavale, 1980; Baker, Wang and Walberg, 1994-1995)

Another study assessing the effectiveness of inclusion was done by John's Hopkins University.
In a school wide restructuring program called Success for All, student achievement was measured. The program itself is a comprehensive effort that involves family support teams, professional development for teachers, reading, tutoring, special reading programs, eight-week reading assessments and expanded opportunities for pre-school and kindergarten children. In assessing effectiveness, a control group was compared with the students in Success for All programs. Comparative measures included: Woodcock Language Proficiency Battery (1980); Durrell Analysis of Reading Difficulty (1980); and retention and attendance, comparisons were made at first, second and third grades. Students identified with exceptional education needs were included in all comparisons. While assessments showed improved reading performance for all students, the most dramatic improvement occurred among the lowest achievers. In spite of the fact these inner city schools have normally high retention problems, only 4% of the fourth grades in the experimental group had ever been held back one or more grades, while the five control schools had 31% who had failed at least one year.

There are was a similar finding in the comparison of attendance rates. The research also found the best results occurred in schools with the highest level of funding. They concluded that when resources are available to provide supplementary aids, all children do better. The primary importance of research on Success for All is that it demonstrates that with early and continuing intervention nearly all children can be successfully in reading. Common practice in compensatory and special education is to identify children who have already fallen behind and provide remediation services that last for years (Allington and McGill-Franzen, 1990). Research on success For All and other intensive early intervention programs such as reading recovery Pinblenn, 1991 and prevention of learning Disabilities (Silver and Hagen, 1989) Suggests that there are effective alternatives to remedial approaches. While researchers are cautious in their conclusions, there are some positive signs. In particular, Students in special education and regular education showed several positive changes, including: A reduced fear of human differences accompanied by increased comforts and awareness (Peck et al. 1992); Growth in social cognition(Murray-seegest, 1989); Improvement in self-concept of non-disabled students (Peck at al; 1992); development of personal principals and ability to
assume an advocacy role towards their peers and friends with disabilities; and warm and caring friendships (Bogdan and Taylor 1989).

The final issue shared by proponents of inclusion relates to cost-effectiveness. A 1989 study found that over a fifteen year period, the employment rate for high school graduates with special needs who had been in segregated programs the employment rate was 35%. But for special needs graduates from integrated programs the employment rate was 73%. Furthermore, the cost of educating students in segregated programs was double that for educating them in integrated programs (Piuma, 1989). A similar study by Affleck, madge, Adams and Lowenbrawn(1988/ demonstrated that the integrated classroom for special students with special needs was more cost-effective than the resource program, even though achievement in reading, math and language remained basically the same in the two service delivery models.

Inclusion of students with mild disabilities in general education classes is becoming more prevalent (Winn & Blanton.1997). Within the special education community, however, researchers continue to debate about the proper extent of inclusion(e.g fuchs& 1994; Lipsky and Gartner, 1990 call for the provision of services to students with disabilities (including those with severe impairments) in the neighborhood school in age appropriate general education classes with the necessary support services( Lipsky and Guartner, 1996b). Other researchers emphasize the importance of maintaining a continuum of services (for example, resource rooms and pull-out) and assert that full time general education placement for all students denies students with disabilities the individualized, special education supports they need (e.g. Schumm and Vaughn,1995; Zigm mod and Baker 1995) Additionally, these researchers question whether “special education” can occur within the general education environment and define” special education” as specific, directed, individualized, intensive, remedial instruction of students who are clearly deficient academically and struggling with school work they are being given(i.e , Hallahan and Kauffman, 2000, zigm ond and baker,1995)
Nonetheless, full inclusion is being implemented in many schools around the world, and especially in developed countries like the U.S. As a result, many special education researchers have begun to examine the success of inclusion, as well as attitudes and beliefs of general education teachers towards students with disabilities mainstreamed in their general education classrooms (Sehumm, Vaughn, Gordon and Rothlein, 1994; Soodak, Podell and Lehman, 1998). According to this research, certain factors contribute to successful inclusion, including: Meaningful adaptations to instruction and curriculum that differentiate and individualize instruction for students with disabilities, positive teacher beliefs and attitude towards inclusion and students with disabilities and contextual support for general education teachers (Rogers and Simension, 1997; Lipsky and Gartner, 1996). However, some research has also shown that general education teachers may attempt to meet the needs of students with disabilities but often feel prepared to do so, are constrained by their standardized view of instruction and curriculum, believe that mainstreamed students should enter content area classes ready to learn the same material at the same level of their students and do not make any significant changes to their curriculum development or instructional approaches (Schumm and Vaughn, 1992; Soodak et al, 1998).

Students included in the general education classroom could be identified as having learning disabilities, attention deficit hyperactivity disorders, emotional, or behavioral disorders, communication disorders, hearing impairments, visual impairment, and/or physical disabilities. Students with disabilities could experience problems in reading, writing, math, spoken language attention, memory and cognition, social-emotional motivation and meta-cognition (Hallahan and Kalifman, 2000). Although impossible to generalize across disabilities, students included in the general education classroom typically require meaningful curriculum and instructional accommodation and adaptations in order to succeed academically.

Additionally, special educators argue that the success of students with disabilities require teachers to differentiate curriculum, provide a framework for learning, intensively model learning processes and strategies, present information in multiple ways, teach students to

Special educators argue that “differentiating curriculum” involves planning too the success of all students in the class and explicity establishing goals for the range of students will learn, what most but not all students will learn, and what all students will learn. (Vaughn, Bos, and Schumm, 2000)

It is apparent throughout the literature that the moment of time those children are pulled out of regular classrooms has become a concern. While in many cases pullout is supported by the exceptional and regular education teachers and parents, there is mixed evidence of improved academic performance (Elliott, Barbara, Riddla and Margeret, 1992).

Most groups and individuals believe that inclusion in the regular classroom is appropriate and that a continuum of placement options and services must be available. These decisions must be based on the system’s ability to meet these needs.

One of the greatest challenges contributing to this debate is the relative lack of similarity between the regular and special education systems that exists in todays schools (wang, reynods and Welberg, 1988) Successful inclusion practices depend on restructured schools that allow for flexible warning environments, with flexible curriculum and instruction. Under ideal conditions, all students work toward the same overall educational outcomes. What differs is the level at which these outcomes are achieved, the additional support that is needed by some students and the degree of emphasis placed on various outcome. A restructured system that merges special and regular education must also employ practices that focus on high expectations for all and rejects the prescriptive teaching, remedial approach that leads to lower achievement (Guess and Thompson 1998, heshusius,1998)

As the number of students with disabilities in general education setting increases (Katsiyannis et al; 1995:U.s. Department of Education, 1996), it becomes imperative that
educators possess the ability to create interesting, engaging, and educationally responsive environments for all students (Me Gregar and Vogelsberg, 1998). The roles, skills, and attitudes of teachers play a central role in successful inclusion of students. Thus, in order for teachers to better prepare for future teachers capable of accommodating the needs of diverse learners in the classroom, more information about how teachers view inclusion is necessary.

2.2 Placement options for children with mental retardation in Kenya

Given that their condition is in most cases never identified or recognized as a disability, children with mild mental retardation in Kenya. Schools are educated with students without disabilities in regular school classrooms (Mutua & Dimitrov, 2007), with no supports, adaptations, or modifications. Students with moderate to severe forms of mental retardation are educated mainly in units in regular education schools and special schools and residential settings for children with mental retardation (Kiarie, 2006; Mutual & Dimitrov, 2001). Whether they are in units, Special schools, or residential settings, their educational services are specialized in that they do not follow the academic curriculum. Services for these individuals in specialized settings date back to 1948 when two schools, Later merged into the Jacaranda special School were established (Kiarie, 2006). Programmes for these students have continued to grow as enrolment has continued to increase.

In the mid 80s; students with mental retardation were served in 52 programs which included 17 schools, and one sheltered workshop (Ndurumo 1993).

In the General education settings, students curriculum is very academic oriented and all students are exposed to the same subjects. This orientation illuminates the disadvantaged at which students with mild mental and other intellectual disabilities are placed. As Mutua and Dimitrov (2001) further note, Kenyans educational system is characterized by entrance examinations that are used to predict academic success Non-successful students are often retained.
2.3 Problems of placement

There are various problems that arise due to different placements. In many cases the mentally challenged children are but in regular schools without modifying the curriculum. The child just sits in class without given any support since we cannot cope with the curriculum given in regular schools. Anderson (1973) sites the following problems

- Inadequate advice or consultation with parents.
- Refusal of the regular schools to accept the mentally challenged.
- Unsatisfactory treatment within the regular school due to teacher’s negative altitude and non-provision of support services.
- Bitter et al (1972) also found that most of the class teachers receiving handicapped children frequently complained of already overcrowded classes. An evaluation of integration by Jones Gtreshkin and yoshida (1978) tends to show that regular classroom teachers do not feel equipped to deal with challenged children in the classroom. According to a researcher the problem of overcrowded classes can be addressed by organizing seminars for regular teacher so that they can get basic skills of handling the learners. Change of altitude can help the teachers to be determined to support the learner. It has been possible in many countries. In Uganda for instance, schools with over 100 pupils have done quite well in provision of challenged learners which is quite encouraging.
- In most cases, teachers prefer other disabilities to mentally challenged. This could be that the children with all the other disabilities are intellectually better than mentally challenged and therefore teachers feel that they do not take a lot of time. They could also feel that the mentally challenged may never be independent due to the nature of their disability.
- On the goals and orientations of the finding religious, or other organization.

2.4 Studies on teachers attitude toward integration

- Rajekti (1982) argues that attitude is such an important area to study because it influences so much of our personal lives. To him attitudes include desires,
convictions, feelings, views, opinion, belief, hope, judgments and sentiments. The study of attitudes is thus important because there is a general belief that human behavior and actions are influenced by attitudes, whereby attitudes are seen as the cause and behavior as the consequence (mushoriwa 1998)

- Favorable teacher’s attitudes are thought by many educators to be crucial if inclusive education will succeed. Booth and Ainscow (1998) contend that in studies involving inclusive education, it is absolutely imperative for the investigator to specify the type of special needs because teacher attitudes have been found to vary with the type of disability and the extent of instructional adaptations required in order accommodates such students.

- Cava and Madison (1978) suggested that unfavorable teacher attitudes toward accepting handicapped children stem from insecurity and sometimes sentiment arising from ignorance and inexperienced of handicapped children. According to these writers what seems to be important in influencing teacher attitudes is their knowledge of the implications of handicap and the experience of children with a particular handicap. Any studies have revealed that a handicapped child position on the teachers desirability scale had a direct relationship to the teachers knowledge of the handicap.

That teachers need knowledge and understanding of handicap if they are to feel competent to teach a handicapped pupil and receive him/her willingly into their classes (lunas 1986). In addition to knowledge and experience, there are two other major factors which have been demonstrated to be important in fostering positive attitudes among class teachers handicapped pupils. These are an ideological commitment to the principle of integrating handicapped children into normal society and the provision of adequate resources and support services to help the teacher cope with additional responsibility of handicapped children.

With regard to the issue of ideological commitment Schuitz (1982) suggest that a belief that handicapped children should be educated in ordinary schools is a significant independent factor in promoting positive attitudes in teachers towards handicapped
pupils. Likewise the provision of special facilities and extra resources for class teachers receiving handicapped children into their classes has been shown to the important by several investigators, in grades until they are deemed successful drop out, or are too old to stay in the same grade. One of the government objectives in educating students with disabilities is the acquisition of literacy and numeric skills. However, in the separate settings, other than very elementary basic skills, the curriculum is geared towards functional education and life skills training. (Mutua and Dimitrov, 2001), teachers for individual with mental retardation in separate facilities for students with mental retardation focus on teaching their students how to communicate their needs, employ care skills for basic hygiene, maintain appropriate behavior, employ functional academics, be safe and employ appropriate social skills (mwangi, wabuge & mugo, 1989). To realize their objectives, teachers are required to use task analysis in which skills which they systematically teach to the students until they master. These are recommended in a guide book on handling students with special needs published by the Kenya, ministry of education (Republic of Kenya 1995)

Other instructional considerations recommended by the Kenya ministry of education for use with this population include: modeling, drills, and practice to promote over learning, attention to relevance and applicability to the students, lives short learning activities, generous use of prompts and rewards, use of concrete materials as much as possible, use of visuals to promote understanding of concepts and explicit teaching of such self-care skills as toileting, dressing and grooming.

Teachers of students with mental retardation in Kenya can benefit from exposure to current literature on meeting the needs of these students. This literature emphasizes the need for teachers to plan their materials well, have clear goals and objectives, and teach to their objectives, and assess students directly and frequently .since individuals with mental retardation experience difficulty in maintaining the skills and knowledge they have acquired, they require frequent opportunities to practice new academic and functional skills. Not only must curriculum focus on skills that these individuals need to use frequently in school, at home, and in the community but teaching functional skills in the natural contexts in which they are performed is necessary.
It is important to note that the curriculum in units and separate schools and residential settings for students with mental iteration in Kenya does not seem to be consistent. Muya (2002) found that rather than the more appropriate curriculum combining literacy and numeracy with functional academics and life skills training discussed earlier, programs for these children focused more on behavioral control and containment and moral behavior. Due to certain factors, the curriculum orientations of a certain program, although guided by the need for the children to acquire skills in self-reliance among others, are largely dependent Schultz (1982).
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the procedures that will be used to conduct the study. It focuses on research design, Area and population of the study, sample selection, Data collection, sampling procedures, research instruments and data analysis.

3.1 Research Design

The study employed survey design and quantitative method may also be preferred because it uses standardized tools for example questionnaire which are directed to the selected sample. This will help researchers to gather information, summarize, present and interpret for the purpose of clarification to get some of the information on some of factors affecting academic performance of learners with mental deficit in regular classroom.

3.2 Area and population of study

The study was carried out within Mandera district. The population comprised of teachers both from public and private schools and special units and one special school for the learners with mental deficit. The study comprised of thirty five (35) teachers.

3.3 Sample selection

This section specified all the participants and explains their categories. In this case the researcher randomly selected thirty five (35) teachers within Mandera district and twenty five (25) teachers from regular schools, five(5) teachers from special units for the mentally handicapped and five (5 ) teachers from special school for the mentally handicapped learners.

3.4 Data collection
The researcher collected data and analyzed it to arrive at results which were then interpreted to give meaning to the study. In the study the data was collected from the sampled teachers after attaining a research permit from Kampala International University. A brief introduction was made to the respondent. The research instrument used was the questionnaire. The questionnaire was directed to the selected sample. The researcher collected the questionnaires after two weeks for analysis. Confidentiality was assured to the respondents.

### 3.4.1 Research instruments

The main instrument for data collection used in this study was the questionnaire. The questionnaires were obtained information from teachers in regular schools special units and special schools for the learners with mental retardation. Questionnaires were preferred in this study because all the respondents were literate. A different question was formulated but all had the same common element. The questionnaire contained questions that were answered in yes or no, Agree or disagree, giving own opinions and ticking the applicable answers about the factors affecting academic performance of learners with mental deficit in regular schools.

### 3.4.2 Procedure

The researcher looked for the topic to be studied and took to the supervisor for the approval. Then get a letter from the institution in order to be granted permission to carry out the research.

The researcher used survey method to collect information where questionnaires were used for data collection. The researcher gave out the questionnaires to the respondents and collect them after one week for analysis. The researcher came up with possible solutions which are necessary or the problem. Then gave out conclusion and possible recommendations on the factors affecting academic performance of learners with mental deficit in regular schools.

### 3.5 Reliability and validity of the research instruments
Mugenda and Mugenda (1999) define reliability as a measure of degree to which a research instrument yields consistent result or data after repeated trial. To enhance the reliability of the instrument a pilot study will be conducted in a population similar to the target population but will not be used in the final study. The reason behind pre-testing will be to assess the clarity of the questionnaire items so that those items found to be inadequate or vague will either be discarded or modified in order to improve the quality of the research instrument. For the validity of the research instrument the researcher will get assistance from the supervisor in order to improve the validity of the instrument.

3.6 Data analysis

Once the questionnaires were administered the mass of raw data was collected and systematically organized in a manner that facilitates better analysis. A summary of the answers and comments from the questionnaires were received from the respondents then tabulated frequencies and percentage were used.

3.7 Limitations of the study

One of the limitations of the study was that, there were limited literatures on research as some of them are not available in local libraries. The researcher also experienced some financial constraints since the study was self-sponsored. She had to meet all the cost in traveling, feeding and duplicating of the questionnaires. The time allocated to carry out the study was not limited but due to other activities both in school and at home made the researcher was not able to reach as many people as possible. Delay of the questionnaires by some of the respondents made the researcher’s work difficult.

3.8 Delimitations of the study

The study focused on teachers in special schools, special units and regular schools with learners who are mentally challenged within Mandera district, so the area where the research was carried out was not very big. There was no language barriers since the research was carried out within a municipality where people understood both English and
Kiswahili. With the letter of authority the researcher needed not to explain the purpose for visiting the selected schools. Due to financial constraints and time set to complete the study was carried out in Municipality Zone of Mandera district in Kenya only because of its easier access. In additional the researchers used questionnaire method of data collection and therefore the results were largely dependent on integrity of the participants to provide honest responses.

CHAPTER FOUR

4.0 DATA ANALYSIS AND PRESENTATION

4.1.0 Introduction

In this chapter an attempt is made to interpret and explain the findings. Also key information enables to relate to the specific objectives and give a clear picture of the results.

Data analysis and processing

Table 1 on response rate of the targeted sample

<table>
<thead>
<tr>
<th>Planned no of response</th>
<th>60</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual response</td>
<td>40</td>
<td>67%</td>
</tr>
<tr>
<td>Non Response</td>
<td>20</td>
<td>33%</td>
</tr>
</tbody>
</table>

Source: primary data (2010)

Response Rate = \( \frac{\text{Actual response} \times 100}{\text{Planned No of response}} \)

\( \frac{40/60 \times 100}{100} = 67\% \)

67% is an adequate proportion of the sample size. A breakdown of the above is shown in the table below:-

TABLE 2 on non-response

<table>
<thead>
<tr>
<th>Type of response</th>
<th>Planned Response</th>
<th>Actual Response</th>
<th>Non-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>40</td>
<td>20</td>
</tr>
</tbody>
</table>
From table 2 above, actual response from the teacher’s respondents was 20 while 20 parents responded.

### 4.1.2 Social-demographic characteristics of the study population

<table>
<thead>
<tr>
<th>Table 3: Social-demographic characteristics of the study population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age of respondents</strong></td>
</tr>
<tr>
<td>18-25</td>
</tr>
<tr>
<td>26-30</td>
</tr>
<tr>
<td>31-35</td>
</tr>
<tr>
<td>36-40</td>
</tr>
<tr>
<td>41-45</td>
</tr>
<tr>
<td>46-50</td>
</tr>
<tr>
<td>50-55 and above</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Marital status</strong></th>
<th><strong>Frequency</strong></th>
<th><strong>Percentage (100%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>32</td>
<td>80%</td>
</tr>
<tr>
<td>Single</td>
<td>8</td>
<td>20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Level of education</strong></th>
<th><strong>Frequency</strong></th>
<th><strong>Percentage (100%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary level</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>Secondary level</td>
<td>7</td>
<td>17.5%</td>
</tr>
<tr>
<td>College level</td>
<td>21</td>
<td>52.5%</td>
</tr>
<tr>
<td>University level</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: primary data (2010)
From the findings above 25% of the respondents were aged between 46-49 years, 22.5% were aged between 40-44 years, while 15% were aged between 30-34 years. Only 7.5% were aged between 25-29 years, the rest 5% each were aged between 20-24 and 50-55 years.

This was due to the number of teachers in schools being aged as a result from the government freeze on teacher recruitment.

Most of the parents below 29 years were not ready to answer questions; this could be due to lack of awareness to issue pertaining to disability.

Married respondents represented 80% of the respondents while 20% were unmarried. 52.5% of the respondent had college level education, mainly due to the teachers respondents. 30% were of primary level, 17.5% were of secondary level and no respondent had university level education. This could be due to the locality where most of the parents are not highly educated. And the teachers have only attended primary certificate education.

Respondents analysis

4.2 Research question one on the problems faced by children with physical disabilities accessing education

Teachers response

Table 4

<table>
<thead>
<tr>
<th>Problems</th>
<th>Strongly agree</th>
<th>agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulties in movement</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Doing and completing class work</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Playing with others in the field</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Using sanitary</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
</tbody>
</table>
Majority of response indicated that children with physical disabilities were faced by a myriad of problems chief among them being the school infrastructure which did not cater for the physically challenged children. While a minority of the respondents indicated that physically disabled children were not that challenged in an inclusive setup. One teacher respondent cited the lack of facilities catering for the physically challenged as one of the challenges. These included lack of sanitary facilitates for the disabled.

### Table 5: Parents response

<table>
<thead>
<tr>
<th>Problems</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulties in movement</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Doing and completing class work</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Playing with others in the field</td>
<td>12</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Using sanitary facilities</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Level of performance</td>
<td>10</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: primary data (2010)
Majority of the parents response indicated that physically disabled children faced many challenges in an inclusive set up, while a minority of the response indicated that they did not see the physically disabled challenged in an inclusive setup.

4.3 research questions two on availability of teaching and learning materials used in teaching of the physically handicapped learners

4.3.1 Teachers response

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; primary data (2010)

Most teachers’ response represented by 45% disagreed that there were teaching learning materials in schools for the physically disabled children.15% strongly disagreed,20% agreed and 20% strongly agreed of the presence of teaching learning aids in the schools.

One teacher respondent said this was true that schools were lacking the needed teaching materials for the physically disabled learners.

4.3.2 Parents response

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>35%</td>
</tr>
</tbody>
</table>
Parents respondents were unanimous that the teaching and learning materials used in the teaching of the physical handicapped learners were not available in the regular schools. They said this posed many challenges to the physically handicapped who felt out of place. Parents interviewed cited lack of special curriculum for the physically handicapped as a challenge that contributed to the disabled children staying at home.

4.4 Research questions three on relevance of Kenyan education system to children with physical disabilities.

4.4.1 Teachers response

Table 8

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Agree</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>40%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; primary data (2010)

Out of 20 respondents 65 percent said that education system in Kenya catered for the physically disabled only in paper and not practically. While 35 percent of the respondents saw the system as well structured to cater for the physically disabled children.

4.4.3 Parents response

Table 9

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Total</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source; primary data (2010)
Majority of the parents were skeptical of the current education system being inclusive of the physically handicapped needs. This response represented by 80 percent indicated that the current curriculum was forcing parents with disabled children to keep them at home instead of attending the inclusive school. While 20 percent indicated that the system was catering for all children equally.

4.4 Research question four on measures put in place for the physically handicapped to access education.

4.4.1 Teachers response

Table 10

<table>
<thead>
<tr>
<th>measures</th>
<th>Strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating the disabled learners</td>
<td>6</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Retraining the teachers</td>
<td>8</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Establishing Special schools</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Modifying curriculum</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Modifying the infrastructure</td>
<td>10</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Source; primary data (2010)
Teacher’s respondents were unanimous on the need to put into place a better system for dealing with the physically handicapped in an inclusive school. Majority of response said that the government should intervene to mitigate the challenges faced by physically challenged children.

4.4.3 Parents response

Table 11: Parents response

<table>
<thead>
<tr>
<th>Measures</th>
<th>Strongly Agree</th>
<th>agree</th>
<th>disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrating the disabled learners</td>
<td>4</td>
<td>8</td>
<td>3</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>Retraining the teachers</td>
<td>7</td>
<td>5</td>
<td>6</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Establishing Special schools</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Modifying curriculum</td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Modifying the infrastructure</td>
<td>10</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: primary data (2010)
Parents with physically disabled children were of the view that the Ministry of Education should set up pilot classrooms in all inclusive schools in the country since they were keeping their children at home.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher discusses the findings of the study by identifying major findings, and commenting on possible reasons why the results appear as they are. These are compared to results of previous research by other researchers. The researcher also drew conclusion and finally made recommendations from the study findings that went a long way in solving challenges that teachers face when teaching the physically disabled learners.

5.1 Discussion

The major obstacle to helping learners with special needs is the shortage of teachers trained in special needs. The findings in this study found out that majority of teachers do not have the necessary professional qualifications useful in addressing problems of special needs, since majority of teachers are Primary trained. This category of teachers cannot effectively teach learners with special needs as their training in college did not have in their curriculum special needs. This fact is also detailed by Mwaura (2002) who
suggests that Primary I teachers (and they are the majority) advance their training by joining such institutions as Kenya Institute of Special Education.

The study found out that physically challenged children faced a myriad of problems in an inclusive school. Chief among them was the lack of sanitary facilities which catered for the physically challenged children. This in effect was leading to parents keeping their physically challenged children at home instead of exposing them to the problems they were facing at school.

Another finding from the study was the confirmation it had provided that teachers in all inclusive schools were finding it difficult to cope with physically challenged children in their classes and this lead to them being biased towards treatment of these children. This was catalyzed by the fact that most teachers in primary schools were not special needs trained.

It was seen from the findings that some teachers as a method of intervention preferred use of the Cain to enforce lessons. The researcher does not agree with this for obvious reasons, that it does not serve any purpose except as a punishment for not grasping facts taught. It is antisocial. The researcher agrees with other intervention strategies from the findings such as use of relevant resources and unit facts teaching. This is also recommended by Ndurumo (1993) who elaborates on task analysis method where a task is carried out in units till the whole task is completed.

The findings of the study also suggest that as a measure before planning intervention teachers should understand learner’s problems first. This is backed by Erkwall (1989) who opinions that learners may have many problems such as those of understanding concepts, in languages exercises or Mathematics, hearing or sight, which may hinder efforts made by teachers in planned instructions.

The curriculum for primary schools was criticized for being punitive to physically challenged learners in an inclusive setting. This was seen from findings to the effect that
physically challenged pupils were unable to participate in co-curricular activities which are part of the curriculum in primary school education.

5.2 Conclusions

The study revealed that there is a big shortage of special needs trained teachers as majority of teachers in the province are of Primary I professional grades and do not have enough skill, expertise or knowledge to teach learners with special needs.

It was established by the findings that use of relevant teaching resources, unit facts teaching and task analysis method of teachers are relevant in teaching learners with learning difficulties.

It was also revealed that teachers to be effective and for learners to gain from instructions, teachers need to understand learners problems, individual needs and what effective methods to use when teaching after establishing learners needs.

5.3 Recommendations

The researcher had the following recommendations to make, based on the study findings:

Because of the lack of trained special needs teachers and their shortage in schools, there is great need for the Government to train more teachers for special needs education. There is also need for District education offices to organize workshops and seminars for special needs training. This would help to give teachers relevant skills and knowledge in handling all cases in children’s learning.

There is greater need for teachers to have relevant skills and expertise in handling learners with distinctive special problems such as attention deficit problems, concentration, memory and recall problems. These need special attention to help learners move in par with the class, and minimize teaching challenges, skills and expertise should come from seminars and workshops for teaching improvement. It is also recommended that the Government and parents association should provide relevant resources to schools to make teaching easy and possible for all learners.
Teachers should also use and explore modern teaching techniques such as unit facts teaching, I.E.P and mediated learning experiences that have now proved successful. In order to reach all learners regardless of problems they may have.

The subject of curriculum should be looked into by Kenya Institute of Education; variations, correction, moderation, overhauling and having specialized curriculums for different categories of special needs learning.

The government should embark on rehabilitation programme targeting all facilities in primary schools in the country so as to make them compliant to physically challenged pupils in the country.

The issue of movement of the physically disabled is a major problem which needs to be tackled for them to access education. Wheelchairs need to be provided to make it easier for them to access school. Clutches need also to be availed to those in need rather than them using walking sticks commonly used, which may end up causing another disability. The government should provide financial assistance incase a physically disabled child comes from a poor family.

The government should also issue a policy and put laws that guide the adjustment to be put in place to make schools provide disability friendly education. Due to the increase in the number of children enrolled in regular school after free primary education the sizes of classrooms, and other facilities like desks should be standardized, special modification should also be catered for depending on the extent of the disability a child may have.

Teachers should be trained on handling the physically challenged children and more workshops and seminars should be organised where experts will be invited to address teachers on issues of disability.

5.4 Areas of further research

More research should be carried out on the impact of free primary education on the physically challenged learner’s education. But a starting point should be a study on the
challenges faced by teachers when handling physically challenged learners in an inclusive school.
REFERENCES


Ruguru g(2002)*Introduction to research Nairobi.* Kenya Institute of special Education.


APPENDIX A

Teachers’ questionnaire

Dear Respondent,

The aim of this questionnaire is to get opinions concerning educating children with mental handicapped in regular schools.

Please complete the following item as honestly as possible

Background information

1. Gender

   Male  □

   Female □

2. Marital status

   Married □

   Single □

3. Name of the school .....................

4. Type of the school

   Regular school □

   Private school □

   Special school □

   Special unit □

5. Teaching experience

   One to five years □

   Six to ten years □
Eleven to fifteen years

Sixteen years and above □

6. Professional qualification
   Certificate holder □
   Diploma holder □
   Degree holder □

Q1 Have you acquired any training in special needs education?
   Yes □
   No □

Q2 If yes to question one (i) to what level have you acquired the training?
   Certificate □
   Diploma □
   Degree □

Q3 Are there learners with special needs in education in your school?
   Yes □
   No □

Q4 If yes to question three (3) which categories
   Mentally handicapped □
   Visually impaired □
Hearing impaired  

Physically handicapped  

Q5 Do you have either of these label names for the learners with mental retardation in your schools?

Fools  

Imbeciles  

Idiots  

Non-achievers  

Non-of the above  

Q6 Would you accept to teach mentally handicapped learners if placed in your class?

Yes  

No  

Q7. If No to question six (6) give reasons.

Q8. How do the mentally challenged learners affect your class performance as a teacher?

Positively  

Negatively  

Q9. If negatively according to number eight (8).

Which are the negative effects?

Q10. For effective teaching and learning mentally handicapped learners should be placed in special
schools rather than regular schools  

Agree  □

Disagree  □

Q11. Give reasons why you agree with statement number ten (10)

Q12. What’s the average number of pupils in your class

   Above 60 pupils  □

   40-50 pupils  □

   30-39 pupils  □

   29-38 pupils  □

   Below 30 pupils  □

Q13. Is it difficult to obtain relevant resources for learners with mental retardation in regular schools?

   Yes  □

   No  □

Q14. If yes to question thirteen (13) why is it so .

Q15. What can you suggest as concerns the academic performance of learners with mental

   handicapped in regular classroom?
APPENDIX B:

Time frame

<table>
<thead>
<tr>
<th>Time frame</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2009</td>
<td>Proposal writing</td>
</tr>
<tr>
<td>January 2010</td>
<td>Presenting instruments</td>
</tr>
<tr>
<td>February 2010</td>
<td>Collect data</td>
</tr>
<tr>
<td>March 2010</td>
<td>Analyse data</td>
</tr>
<tr>
<td>March 2010</td>
<td>Write research report</td>
</tr>
<tr>
<td>April 2010</td>
<td>Submit final report</td>
</tr>
</tbody>
</table>