

**EFFECTS OF CULTURAL BELIEFS AND ATTITUDES TOWARDS
EDUCATION OF THE MENTALLY HANDICAPPED CHILDREN IN
KINANGOP DIVISION, NYANDARUA DISTRICT KENYA**

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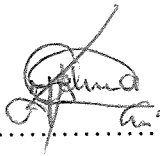


**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
BACHELORS IN SPECIAL NEEDS EDUCATION OF
KAMPALA INTERNATIONAL UNIVERSITY**

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Declaration

I FRANCIS M. NJEHIA declare that the research report is my original work and has never been submitted to any institution of learning for any one.

Signature.....

APPROVAL

I declare that the work has been under my supervisor and has been approved for examination by the university

Date ..4-7-2008

Signature ..

Supervisor LAAKI SAMSON

DEDICATION

Dedicated to my beloved wife Margaret, children Wilson, Mercy and Stephen for their patient and tolerance and support during two years in service at Kampala international University in search of knowledge .

And to all who are concerned with the welfare of people with special needs in Kenya and other parts in the World.

ACKNOWLEDGEMENT

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TABLE OF CONTENTS

	PAGE
Declaration	i
Approval	ii
Dedications	iii
Acknowledgement	iv
Table of contents	v
CHAPTER(SECTION) I	
1.1 Introduction/Background	1
1.2 Statement of the problem	2
1.3 Purpose of the study	3
1.4 Objectives of the study	4
1.5 Significance of the study	5
1.6 Scope of the study	5
CHAPTER (SECTION) II	
RELATED LITERATURRE REVIEW	
2.1 INTRODUCTION	7
2.2.2 HISTORICAL BACKGROUND OF MENTAL HANDICAPPED	8
2.2.2 Early Practices (1552-1800AD)	8
2.2.3 Attitudes, their formation and why people have attitudes	10
2.2.4 Disability, culture and superstitions	11
2.2.5 Nature of attitudes	11
2.3.0 EXPLAINATION OF ATTITUDES	13
2.3.1 Attitudes of the society	13
2.3.2 Familiar attitudes	14
2.3.3 Teachers attitudes	16
2.4.0 DEFINITION OF TERMS/CONCEPTS	19
CHAPTER (SECTION) III	
3.1 Research design	22
3.2 Sampling procedure	22
3.3 Subjects (Population sample)	23

3.4 Procedure of data collection	23
3.5 Instrument	23
3.6 Time frame	24
3.7 Cost	24
3.8 BIBLIOGRAPHY	24
CHAPTER (IV)	
DATA ANALYSIS	
Introduction	28
CHAPTER (V)	
DISCUSSION, RECOMMENDATION AND CONCLUSION	
5.1 Discussion	44
5.2 Recommendation	46
5.3 Conclusion	47
APPENDIX	48

CHAPTER 1

1.1 INTRODUCTION/BACKGROUND OF THE STUDY

A Knowledge of history of special needs education helps one to understand the past present practices and plan improvements in areas of weaknesses. When we examine the historical forces that have influenced special needs education, we realize the programs, practices and facilities establishment at any one given time reflect the prevailing cultural beliefs and attitudes towards the education of people with special needs.

People's cultural beliefs and attitude have been particularly important; as these have changed so have the services that have been provided. For example some people still believe that some disabilities are brought by certain unseen forces and curses. Thus the urge to achieve academic excellence cannot be achieved with such beliefs being still entrenched in the minds of some people and especially people living with those special needs in the communities.

This can be reflected back before the 17th century when people with disabilities all over the world were considered socially and physically less capable. Hence they were not easily accepted and regarded as part and parcel of the family and community. For instance, many people with disabilities suffered neglect and rejection. This was because families and communities had negative attitudes towards disability. They regarded disability to be caused by witchcraft, curses, or as punishment from god for wrong done. It was also considered contagious. Consequently, persons with disability were isolated and their needs were not adequately provided for by families and communities. Due to society's attitudes and beliefs, the earliest name of people with special needs had negative connotations. These names were abusive, derogative and dehumanizing. Some

of the names were cripples, dumb, idiot, moron, imbecile and others with less human face.

These negative attitudes and beliefs of the society towards people with special needs have persisted throughout the history of special needs education. Societal attitude have negative bearings on services for children with special needs. Many are not catered for adequately and without segregation. They are discriminated upon and especially on provision of their education.

According to information from schools and the zonal, education officer's office at engineer, few schools practice integration and the enrolment of children with special needs in schools is very low compared to the incidence. The researcher believes that some factors may have strongly contributed to this position

It is with this in mind that the researcher has taken the task of finding out whether the limited educational provisions to the children with special needs and especially mentally challenged is as a result of negative attitudes and cultural beliefs or the economic implication as a factor.

This study paper therefore seeks to establish the relationship between cultural beliefs and attitudes and economic hardships towards education of the mentally challenged children.

1.2 STATEMENT OF THE PROBLEM:

Despite the government's endeavor to provide education to all children of school going age, there are several reports of low enrolment in schools every year. The major group has been the mentally challenged who miss the golden chance due to direct

influences of their handicap.

In its 1999 report, the United Nations Educational scientific and Cultural Organization (UNESCO) noted that the attitude of a given community or society to the disabled can affect the kind of educational provision that could be made for their children. This means that the child's environment may restrict and deprive him/her the opportunities and experiences needed for formal learning.

It is estimated that about twenty three percent of children with disabilities are denied this rare opportunity of going to school. Out of this percentage the bigger part is the mentally challenged group who are about forty one percent of the denied .This is severe enough to warrant educational attention.

There was a need therefore to carry out the research on the effect of cultural beliefs and attitudes towards education of mentally handicapped children. Through the study some solutions were found on the neglected children.

1.3 PURPOSE OF THE STUDY

The study explored the effects of cultural beliefs and attitudes towards education of the mentally handicapped children in Kinangop division, Nyandarua district, Kenya.

It further tried to establish the attitudes of the parents, the regular teachers, special education teachers and the clergy towards the education of the mentally handicapped. It also aimed to establish the effects of cultural beliefs on the education of the mentally retarded, and to create awareness and positive attitudes towards the education of the mentally handicapped in the division.

Research Questions

Do cultural beliefs and attitudes affect the provision of education to the mentally handicapped children in Kinangop Division?

Do cultural beliefs and attitudinal factors contribute to both negative and positive attitudes towards mentally handicapped children?

Do ignorance of the causes and consequences of mental retardation cause the negative attitudes towards the education of mentally handicapped children?

To what extent has cultural beliefs and attitudes affected the education of mentally handicapped children?

Which group is more entrenched in cultural beliefs and attitudes- the educated or uneducated?

1.4 OBJECTIVES OF THE STUDY:

With the many mentally handicapped children denied the access to education, the researcher saw the need to examine the implications of cultural beliefs and attitudes towards the provision of education to the mentally handicapped children.

- The research will also established the attitudes based on beliefs which affect the provision of education to the mentally handicapped children.
- The researcher will also identified the cultural, religious and socio-economic factors which have shaped these attitudes.

- The researcher also found out to what extent the cultural beliefs and attitudes affected the education of the mentally handicapped children in Division, Nyandarua Kenya.
- The researcher will investigate the negative attitude towards education of the mentally handicapped in relation to ignorance and lack of knowledge on causes and consequences of mental retardation.

1.5 THE SCOPE OF THE STUDY:

The research sought to establish the effect of cultural belief and attitudes towards education of the mentally handicapped children was limited to Kinangop division in Nyandarua district, Kenya .

Kinangop division is situated in the highlands of Aberdare ranges and comprises of four zones namely Engineer, Ndunyu Njeru, and Murungaru and Njabini zones. The divisions borders with Kipipiri to the North, Magumu to the South, Aberdare ranges to the east and Naivasha district to the west part of the area especially the area towards the south where Njabini zones lies is a bit flatland topographically but the rest is hilly with harsh terrains thus making the movement difficult. Also harsh weather and muddy roads make it difficult to reach certain areas in the division.

The theoretical scope of expenses, transport and communication (Language) is also an issue to cater for. The content of the research is also to be given priority and the content be looked into. So also the aspects such as emotional, psychological, personality and social adjustments will therefore be involved to a less extent.

1.6 SIGNIFICANCE OF THE STUDY.

The researcher hopes that the findings of this study will benefit many people.

Among them will be the mentally handicapped when the local people will be made aware of the causes and consequences of mental retardation and thus shun off the mythical cultural beliefs and attitudes. The parents will benefit from the research where they will review the mentally handicapped without superstitions and thus accept the children.

The teachers will have less burden in dealing with mentally handicapped since the community and other learners will be sensitized on mental retardation and their causes.

There will be no Barriers in inclusion into the main streams.

The government through the ministry of education will benefit too having known the prevalence of mentally handicapped children in our schools and how cultural beliefs and attitudes has affected their education. Thus the ministry will be able to formulate clear guidelines and policies on the education of mentally handicapped children which will lead to improvement and provision of their educational interventions.

The awareness is created in teachers, parents and other learners on the effect of cultural beliefs and attitudes on academic achievement, personal and social adjustment will enable the concerned to cope with the menace. This may be in regular schools at home or in the society in general. This will enhance such attitudes and help a greater deal in paving the way for the education set up.

The research will enable parents to demystify mental retardation based on cultural beliefs thus influence for financial assistance in support of the education of the mentally handicapped child.

CHAPTER 11

LITERATURE REVIEW

2.1 INTRODUCTION

Many have interacted with mentally handicapped children .Yet, surprisingly most of these people do not clearly understand the nature of retardation .Mental retardation and mental illness are still confused. The causes of mental retardation or handicap and those of illness are not differentiated .Some people look at the varying categories of the mental retarded and develop different feelings including fear Due to this ignorance they may nurture bad attitudes. These develop into superstitions.

The implication of these attitudes or superstition is that they affect the quality of human relationships. For example many people detest the sight of drooling mentally handicapped people or the hydrocephaly. They tend to avoid them and for those parents who sired such children, they tend to hide them indoors for fear of labeling.

People nurse all sorts of imaginable causes of mental handicap. There are many beliefs about the causes of this condition. Some believe it is a curse from God and the world of spirits while others think it is a punishment due to some evil doing worse still others feel the mentally handicapped are a hopeless lot and cannot manage anything in their life.

The incidence of mental retardation in Kinangop division is high in prevalence and most people have had an opportunity of interacting with the mentally handicapped and generally the population does not know what to expect of mentally handicapped people. Different people communicate varying expectations.

In this review, we will look at the origins and development of special education, the

federal legislation that has had an effect on shaping the field as we know it today
The researcher also tries to establish the attitudes and cultural beliefs that affect the
provision of education to the mentally handicapped children.

2.2 HISTORICAL BACKGROUND OF THE EDUCATION OF THE MENTALLY HANDICAPPED

A knowledge of history helps one understand past and present practices and plan improvements. When we examine the historical forces that have influenced special education, we realize that programmes, practices and facilities establish at any one given time reflect the prevailing social climate. Some people's attitudes have been particularly important; as attitudes have changed so have the services that have been provided. For example when people believed that mental retardation were a genetic threat to the future of the human race, there was a dramatic increase in the practice of sterilizing some retarded children. Similarly, when the prevailing attitude was that it was wrong to deny the physically handicapped people access to buildings, legislation to require removal of architectural barriers was developed .Berdine and Blanckhurst(1985;13) postulate that efforts to foster positive attitudes towards exceptional people are crucial in improving the services provided them.

The researcher wishes to discuss these attitude and developments as reflected in history in four distinct phases.

2.2.1 Early Practices (1552 B.C-1800AD)

Little is known about how cultures dealt with the handicapped. The significance of the few reports that are available has been exaggerated.

An Egyptian papyrus dated 1552BC. (Known as the Therapeutic Papyrus of Thebes) contains the first known reference to the handicapped.(Heward and Orlanky, 1980; 51).Other references entreating people to care for the handicapped are

found in the Bible (Luke 5:8), the Talmud and the Koran, but the time those works were written many were forced to beg for food and shelter

Treatment had not improved in classical times .The ancient Greeks and some Romans thought the handicapped were cursed, and sometimes drowned them in an effort preserve the strength of their races.Kanner (1964), Nazzoro (1977) as quoted by Berdine and Blackhurst (1985:13) note that at other times those who could not care for themselves were simply allowed to perish. Some Romans did employ the handicapped in high profiles or positions as ‘fools’ who entertained the elite.

During the Middle Ages, the handicapped were with a mixture of fear and reverence, because they were thought to be somehow connected with the unknown. Some were wandering beggars, whereas others were used as jesters in castles.

A change for the worst was experienced during the Renaissance and the Reformation periods. Exorcism, demonology and persecution of the handicapped flourished.Blackhurst and Berdine (1985) record that Martin Luther and John Calvin, for example, accused the mentally handicapped of being filled with “Satan”, and many were put in chains and thrown into dungeons.

By early 1600’s there were indications that attitudes towards the handicapped were beginning to change. John Locke in 1693 become the first person to differentiate between persons who were mentally retarded and those who were emotionally disturbed. (Kelly et al 1985:713). Change occurred slowly. In colonial America, people with mental disorders that made them violent were treated as criminals. Those who were harmless were generally treated as paupers. The retarded, for example, we subjected to one of three treatments.



They were:-

- Kept at home and given partial public support,
- Put in poor houses, or
- Auctioned off to a bidder who would support them at the lowest cost to the community in return for whatever work the bidder could extract from the them.

2.5.3 Attitudes, their formation and why people have attitudes.

Attitudes can be defined as a set of predispositions with responses

To a specified class of objects or people, possibly taking different forms of elements of the set vary. Jones, (1986: 143) says that these forms are expressions of the cognitive, affective and cognitive components of an attitude.

The cognitive component is described sometimes as perceptual, feelings of liking or disliking ; and the cognitive component as behavioral intentions or behaviors per se.

Attitudes do not appear full- blown in the child; they are learned gradually through experience. To our knowledge no research has been published specifically on the cognitive- social development process that underline the formation of attitudes towards retarded people. According to Broshansky (1966) as quoted by Jones (1986:146) attitudes begin to take shape at age 3-4 years as the child start to develop a sense of self and learns to distinguish self from others.

Attitudes are formed and they help people in many ways:

These help people to understand the world around them by organizing the very complex array of stimuli in the environment. By holding stereotype and having predisposing to respond, we act more quickly.

Attitudes help people to protect their self-esteem. They make it possible for people to a void unpleasant truth about themselves or to cover up uncomplimentary thoughts.

Attitudes help people to adjust to a complex world so that they will do the right (rewarding) things at the right time- for example if a person's friends also dislike the handicapped people, he/she will be rewarded for such attitude.

Attitudes help people to express their fundamental values.

They attitudes are complex personal and highly "Human" Katz(1969:163), Jones (1986:147).

2.5.4 Disability, culture and superstitious attitudes towards people with handicaps

In this study, the term disability will be used interchangeably with other words which may or may not be exact synonymous with it. For example some relevant literature lists substitutable words as retardation, handicap and idiocy.

According to Blaxter, (1976) disability deviance is a state stressing the significance of labels of genre, which is patently influenced by concepts developed in the sociology of deviancies, and draws attention to the societal acceptance of deviant acts rather than their individual etiology. To all intents and purpose, what this means is that it is the society that acknowledge that a particular disability has certain characteristics and therefore fall under category a b c. Hence the stress on the importance of labels.

Blaxter says that deviance is not a quality of the act the person commits, but rather a consequence of the application by others of rules and sanctions to an "offender". Deviant behavior, is behavior that people so label. The deviant is one to who the label has successfully been applied.

2.5.5 Nature of attitudes in the evolution of superstitious.

From the above discussion, we find that the application of rules

And sanctions to handicapped persons leads to labeling .Actually, Blaxter Mildred (1976), is trying to argue that while it is the able society that is doing harm in terms of labeling, the handicapped seem to have a passive response to such deviant tags.

At this juncture, it is important to examine the role of superstitious beliefs on the handicapping condition. The significance of it to this study is not to discredit them but to

get a clearer picture of why such beliefs are embraced by our African cultures and also how they have influenced the attitudes to such an extent that even the elites seem to embrace them.

What then is superstition? A superstition is a belief maintained despite evidence to the contrary; an irrational abject attitude of mind towards the supernatural; a belief resulting from ignorance or fear of the unknown. (Merriam Webster Dictionary, (1994:1507). An abject thing is that which is hopeless or worthless. When something is abject but is held important to the owner, then the owner can be said to be superstitious.

Superstitious rituals in the human society usually involve verbal formulae and are passed down as part of culture (Skinner, 1965). Going by this definition, Posi M.K (1996) notes that superstitions have been preserved in every society through folktales and are devices in which members of a particular society can better and more easily understand each other. Every culture has its own superstitions for specific reasons. Superstitions are beliefs or practices that result from ignorance, trust in magic, fear of the unknown or misunderstanding of cause and effect, it is therefore not possible to separate beliefs from practices.

What then is the relationship between superstitions and attitudes? according to Posi, (1996) superstitions are part of attitudes and it is therefore through attitudes that superstitious behavior is acquired, maintained and generalized in the society.

Superstitious attitudes can either be positive or negative. The latter is based on the definite rejections or stigmatizations which are superstitious. Claudia Guimbous (1993) single out fear, shame and prejudice as major factors affecting or influencing societal attitudes towards the handicapped.

It is worth noting here that familial attitudes towards any handicap is what eventually moulds the individual into a well constructive person or might also deter the provision of education to the child.

In the presence of a serious handicap, parents are simultaneously trying to cope and adjust the needs of their children while dealing with their own feelings of grief and anxiety. The early development of mental handicap in infants is made more complicated by prematurity, high cost of care and feeding and toileting problems. Failure to adjust to this

added responsibility contributes to parental anxiety and frustration. It leads to unconcealed to restlessness.

When the family unit has reached this stage, they are susceptible to all sorts of ideas being introduced to them by other members of the society. What they are being introduced to are attitudes. These are examined in detail shortly.

2.6.0 EXPLANATION OF ATTITUDES TOWARDS MENTAL HANDICAP

2.6.1 Attitudes of the society towards the handicapped

In all societies the handicapped have the same social needs as other people. They need to be loved and respected. They need to play and explore the world with other people. They need opportunity to develop and use their bodies and minds to their fullest ability. They need to feel welcome and appreciated by their family and community.

Unfortunately the handicapped people are not given the full chance they deserve by the public. Kizito E. (1993:4) notes that often people see wrong in the handicapped without appreciating the right. Different communities have different approaches. The way people treat handicapped people differs from family to family, community to community and country to country.

Local beliefs and customs sometimes cause people to look down upon the mentally handicapped. For example in some areas, people believe that children are born or deformed because their parents or ancestors did something bad or displeased the gods. Others may believe that a child was born defective because the mother was bewitched. In such cases, parents may feel that to correct a deformity or to limit a child's suffering would be against the will of gods.

Lack of correct information often leads to misunderstanding of what entails in their lives. In many societies children who have mental illness are said to be possessed by the devil or evil spirits. Such children may be feared and locked up or beaten in their homes. Fear of what is strange, different or not understood explains a lot of people's negative feeling towards the mentally handicapped. For example, in some areas where polio is

common, a child who limps or crawls may well be accepted. In different societies (communities). However, there are some areas where children with physical disabilities are rejected and sometimes hidden from the public.

The degree of disability often influences the family or other people to give the child a fair chance. According to Kizito E (1993:4), many parents think of their disabled children as “second-hand”. It is not surprising therefore to see some parents taking only what they call “normal” children to school and leaving the mentally handicapped at home.

As for developing countries in general, negative public attitudes towards the disabled have been pointed out, which show traits corresponding to the familiar ones to be discussed shortly): The commonwealth secretariat, (1974:141) reported.

“Superstition, fear, shame and prejudice are major factors affecting public attitudes towards the disabled. In the developing countries, fear and ignorance combine to influence public attitudes towards the handicapped”.

According to the press, rejecting behavior are found in Kenya even at the high ranking decision-making level. The standard (26.8.1983) reported:

“The government has been requested to caution certain people especially some departmental heads, to be more respectful and understanding to the disabled.”

They are also based on the knowledge of economic burdens, which cannot be borne by the state and may cause “fear” of unjustifiable demands of handicapped people.

Inappropriate attitudes are even shown in special schools especially in form of overly low standards, as exemplified by some schools for the mentally handicapped:

“In many classes opportunities for mentally handicapped pupils to learn and master new skills are not adequately provided. It is likely to find that some teachers have lower and negative expectations as to what their child can do-

The curriculum is not hindrance but the teachers--.”(Mwangi, P.D.1983).

2.6.2 Familiar attitudes towards the mentally handicapped

Among the culturally determined attitudes towards the disabled, there are definite rejections or stigmatizations which are based on superstition. Among other things Kinaga (1985:2) concurs that die-hard myths and superstitious beliefs about mental retardation bring about negative attitudes and determine the way a handicapped person is perceived and treated even in his own family circles.

The traditional attitude of many, perhaps “uneducated” parents is seen by Kimenye (1974) as a problem of such extent that she judges the Kenyan society in general as being “indubitably impaired”. The author mentioned fathers who divorced their wives after the birth of a disabled child, and parents who did not recognize the disability of their child and hid them.

Side by side with rejection of the disabled child, there also exists- with disagreements over its extent –over –protection. A research by the UNESCO (5/1983P5) found that there are problems arising from the attitude of parents, which sometimes may lead to overprotection of the child and cause emotional problems such as over –dependence and immaturity. The daily Nation (16.6.1982) reported:

“Parents tend to treat disabled children with a lot of care.

They isolate them from any physical activities as if the whole body is in pain”.

Providing too much protection is one of the biggest problems. Some parents may do almost everything for the child and may lead and hold him back from developing skills and learning to care for himself. Even a child with a fairly mild problem or handicapped is often not allowed to play with other children or go to school because his parents fear he will be teased or be unable to do well as other retarded children it was, for example, criticized that they are often brought too late, if ever, into contact with their organization (Kenya society for the mentally handicapped –(KSMH) and even then sent to school only seldom, because the majority of the parents prefer to invest their resources in their able bodied children. (Kimenye, 1974). The orientation towards the immediate satisfaction of basic needs seems to make families ignore those more long-term oriented investments in the education of their retarded children would offer chances for later economic relief. The readiness to overcome ignorance obviously blocked by priorities of an existential nature. At this juncture, the researcher wishes to inform the reader that not all mentally handicapped children are neglected or treated cruelly. Some of these parents can spend their fortune trying to cure their mentally handicapped children, not knowing that some of these conditions are incurable.

2.6.3 Teachers attitudes towards handicapped pupils

In the consideration of this category of research the literature relating to teachers attitudes towards handicapped children will be examined because teachers attitudes are thought by many educators to be crucial if education of the handicapped is to succeed. Numerous studies done especially in the U.S.A. have investigated class teachers attitudes towards education of handicapped learners in their classes. Lynas, (1986:44).

According to Hegarty et al (1981:456) attributes reported were generally unfavorable to integration and many teachers and other professionals were found to

☐ perceive pupils with special needs in a negative light. Thus, the great majority of teachers

in the Shotel et al (1972) study affirmed that most emotionally disturbed and educable mentally retarded pupils should not be placed in ordinary classes.

However, some other investigations for example Cope and Anderson (1977);

Hegarty, Pocklington and Lucas (1981) and Loxham (1982) as quoted by Hegarty et al (1981:457) have found more positive attitudes among teachers towards their handicapped pupils. The findings beg the question why some class teachers willingly accept handicapped pupils in their classes and other don't, and what are the specific factors underlying such teacher attitudes. Lynas (1986:45) says that many researchers attempt to correlate attitudes with other teacher or "instructional" variables in order to gain insight into reasons why teachers' attitudes might be 'favourable' or 'unfavourable'.

Cave and Madison (1978) in their review of research literature on special education as quoted by Mendell et al (1978:154) suggest that unfavourable teacher attitude towards accepting handicapped children stem from insecurity, and sometimes

resentment, arising from ignorance and inexperience of handicapped children.

According to these writers, what seems to be important in influencing teacher attitude is their 'knowledge' of the implication of handicaps and their experience of children with peculiar handicaps.

That 'knowledge' is a crucial factor in determining a teachers attitude towards handicap is confirmed by the study undertaken some years ago in U.S.A. by Murphy, Dripps and Dickstein in (1960). These researchers investigated teachers' feelings about different types of handicapped children and related this to the teachers' knowledge of different handicaps. The study revealed that a handicapped child's position on the teacher's 'desirability' scale had a direct relationship to the teacher's knowledge of handicap. Lynas (1986:50) confers that the more informed a teacher feels about the handicapping condition, the more inclined he/she is to feel comfortable with the child having the condition and the more accepting will be his /her attitude towards the child --- There is no fear like the fear of the unknown. Research from a variety of countries indicate that class teachers' attitudes towards their handicapped pupils improves as they become more knowledgeable about their pupils' special features and special needs and special needs and how to serve them. So also does the idea that 'experience' with a pupil helps teachers to feel more confident and competent in having such a child to teach. Cruickshank, Haring and Stern (1958) as quoted by Lynas (1986) suggest that experience may be even more important than abstract knowledge. This research attempted to separate the two variables; experience and knowledge, and concluded that whilst knowledge of handicap is important, previous direct experience of working with special needs pupils was more critical to the positive acceptance of these children by

teachers.

There is some evidence that teachers may vary in their attitudes towards students in general as a function of the level of teaching assignment. The type and amount of teaching experience and age has been examined in relation to teacher attitudes toward handicapped students, although with somewhat contradictory results.

According to Jones (1986:216), Peter (1977) found no significant difference in teacher acceptance of handicapped children which related to type and amount of teaching experience, whereas attitude difference were related to the amount of the teacher's academic course credits. The resource room teachers who had more academic coursework in special education than did regular teachers, were significantly more knowledgeable about exceptionalities than were the regular teachers and significantly more realistic in their attitude toward exceptional children.

There are some indications, as reported by Mendell and strain (19780 that teacher knowledge of appropriate teaching methods and materials for working with handicapped student also affected their level of acceptance by increasing their level of confidence and self-perception of competence to teach such children. Specific characteristics of a handicapped child, according to Hilton and Helton (1977:261), may be a factor related to acceptance by the special education teacher. It has been shown that teachers who report fewer discipline cases or interruptions in special education settings express more positive attitudes toward the handicapped child. Student personality characteristics and the use of handicap labels have been found to influence teachers' attitudes of acceptance or rejection.

DEFINITION OF TERMS AND CONCEPTS.

This study utilizes the definitions of terms and concepts based on relevant literature.

Attitudes:

Attitudes are learned beliefs that develop over time. They are feelings that develop over time and develop from experiences with others and the environment. They influence the way people behave toward, feel about and accept others. In addition, the attitudes of other people will affect the way we view our capabilities and ourselves- (Reynolds, C.R.; 1987:149)

Culture:

According to Longman dictionary of the English language (page 356), culture refers to the pattern of behavior and its products that include thought, speech, action, institutions, artifacts and that is taught or adopted by successive generations. It may be the typical behavior, customary beliefs, social norms and material traits of racial, religious or social group.

Superstition:

This is a belief or practice resulting from ignorance, fear of the unknown, trust in magic or chance, or misunderstanding of cause and effect; a belief maintained despite evidence to the contrary. (Merian, 1994:1507).

Handicap:

This refers to problems that impaired or disabled people have as a result of interaction with their environment. For example an inability of a deaf person to hear a

telephone bell, or a mentally handicapped person to communicate his thoughts (Kelly and Vergason, 1985:81).

Mental retardation:

This refers to significant sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period (Grossman, 1975:11).

Special School:

This is an institution for learning that serves exceptional children. Specially training teachers offer the pupils specialized education services (Kelly and Vergason 1985, 1985:160).

Regular school:

This refers to an institution basically meant for non-handicapped children who are expected to perform and function as expected by the society around where they live.

Special unit:

It refers to one or more classrooms for children with disabilities placed in an ordinary school. It often includes children with the same disabilities where specialized instruction is used (Miriam, 1997:34).

Special Education Needs:

This refers to the needs a person may have to receive due to the consequences

of understimulation, socio- emotional neglect or abuse, traumatic experience, any impairment or other condition that makes it difficult for a person to follow regular curriculum (Miriam, SD, 1975:33).

CHAPTER III

3.0 METHODOLOGY

3.1 INTRODUCTION

This chapter constitutes the methods that will be employed during the study. The research methods during the study. The research methods are discussed. They include research design, sampling procedure, population sample, procedure of data collection, instruments (tools) proposed data analysis and presentation time frame and cost.

Research design:

This area spells out the type of design involved in the refers to how we do get people to study. The researcher intends to use the quantitative method and also to some extend use the quantitative method is the use of numerical, mathematics or statistics when analyzing the data.

The researcher will also use a survey design to carry out his study. This is because he will study just a sample of the population that he intends to use. Survey is consideration suitable since the researcher is not supposed to involve all the required respondents in the division put just a sample of every category for instance the regular teachers, the handicapped children, the clergy and the society for the mentally handicapped children.

Sampling procedure

After considering the advantages and disadvantages of different procedures, the researcher ha opted to use the purposive sampling or convenient sampling .According to Kiddler H and Sudd C (1986), the major advantage of purposive or convenient sampling are convenience and cost the need for purposive sampling strategy is to reach cases that are judged to be typical of the population in which the researcher is interested. The objectives of the study are used as the basis for making the judgment on the findings, though there is not external check to as certain validity.

Population Sample:

The researcher is interested in carrying out a study on the effects of cultural beliefs and attitudes towards education of the mentally handicapped children in Kinangop division, Nyandarua district. He therefore targets to collect his data from regular classroom

teachers, special needs education teachers, the parents of the mentally handicapped children, the clergy and the Kenya society for the mentally handicapped children. The researcher intends to use at least six subjects per category picked randomly and purposively or at convenience.

Procedure of Data Collection:

The researcher will send the questionnaires to the people concerned –the different categories. This will be done through the post office and also through hand delivery. The respondents will be required to fill the questionnaires by ticking appropriately or giving a brief explanations. A request note to send back the filled questionnaires will also be put together and also a stamped envelop to send back the questionnaires

The respondents will be required to answer all questions by ticking appropriately in the boxes provided or fill in the blanks in the case of open—ended questions.

Instruments /Tools.

Questionnaires will be used in collecting the information for the study. They were preferred because it is easy to deliver them since they can even be posted unlike other tools like interview where the researcher will have to be forced to visit each category and ask questions. They also take less time to fill as the respondents can fill them at the same time. The questionnaire will contain two forms of questions to be answered by the respondents. These will be the open-ended and close items. The close-items have “yes” or “no” answers or have choices to tick while open-ended will need the participants to express their feelings freely by the use of descriptions.

Literacy is the major hindrance in the use of this tool or instrument. It needs somebody who is literate to fill them. The researcher believes a big percentage of the participants are literate and so they will have no problem in filling the questionnaires.

Proposed Data Analysis and Presentation.

The data collected will be presented in according to the order of the research questions or objectives. The use of tables, bar graphs and groups of frequency distribution. The latter

is the number of times an event occurs. Pie charts will also be used to help analyse and present the information gathered or collected.

Time Frame:

This is a time frame clearly showing the specific steps of the proposal that will take place.

This will help direct timing of the different activities during the period of study. The proposed time frame is as followed

Time	Frame	Activity
January	2008	Proposal writing.
February	2008	Prepare the instruments.
March	2008	Pre-testing the instruments.
May	2008	Collecting data.
June	2008	Analyse the data and present it.
July	2008	Write the research report.
August	2008	Submit the final report.

Cost:

The proposed budget is drawn to gauge how much the study is going to cost in terms of money. This is as drawn in the table:

	Item	Quality	Unit cost	Total cost
1	Duplicating papers	5 years	Ksh400.00	Ksh 2,000.00
2	Secretarial services	Proposal+Research	Ksh2,000.00	Ksh2,000.00
3	Transport		Ksh20,000.00	Ksh20,000.00
4	Subsistence		Ksh5,000.00	Ksh 5,000.00
5	Binding		Ksh 1,000.00	Ksh1,000.00

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APPENDIX

Appendix (i) Questionnaire for regular teachers.....	i
Appendix (ii) Questionnaire for S.N.E. teachers.....	ii
Appendix (iii) Questionnaire for the parents of the M/H	iii
Appendix (iv) Questionnaire for the clergy	iv
Appendix (v) Questionnaire for the K.S.M.H.....	v
Appendix (vi) Letter of introduction o carry out research.....	vi

CHAPTER 4. DATA ANALYSIS

4.1 Introduction

As was mentioned in chapter 3, the study was carried out by the use of questionnaires which were hand- delivered or posted to the respondents in five categories as summarized below. A total of 60 questionnaires were sent out .

Purposive sampling was used as it was convenient to the researcher.

Table (a)

Category/ description	No. of questionnaires given out	No of questioners returned by respondents	Percentage of respondent
I. Regular teachers	15	13	86.67%
II. S.N.E Teachers	15	8	53.33%
III. Parents	13	11	84.52%
IV.Clergy	12	11	91.67%
V.KSMH	5	3	60.00%
TOTALS	60	46	76.67%

The number of questionnaires represented 76.67% of the totals .The best response was realized from the clergy, while special needs education teaches presented the poorest response .The remaining 23.33% represented the questionnaires that were not returned. This represented a small percentage across the categories.

In the data analysis that follows, question 1 which required respondents to give demographic information will be analysed across the first four categories. Category v did not require the demographic information.

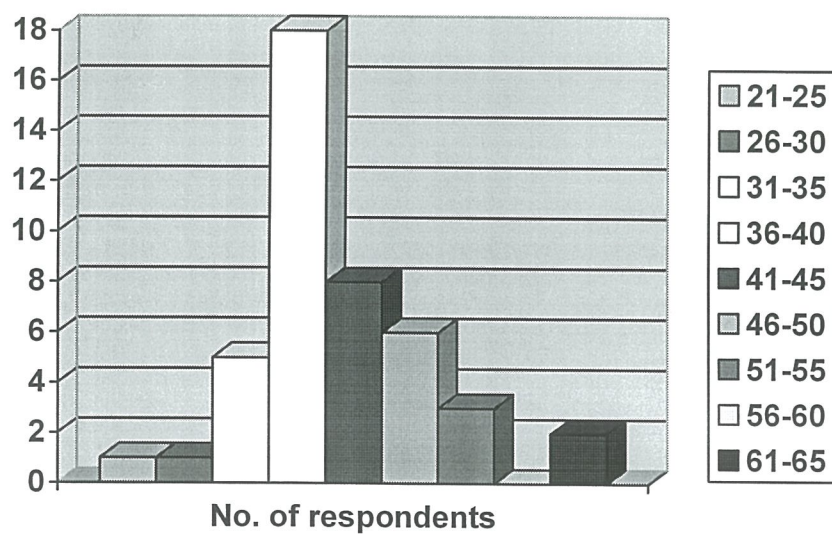
Question 1(a)Age.

Grouped frequency distribution of respondents age

Table (b)

Value in year	Tally	Frequency
21-25	I	1
26-30	I	1
31-35	IIII	4
36-40	IIII IIII IIII III	13
41-45	IIII III	7
46-50	IIII I	5
51-55	III	3
56-60		0
61-65	II	2
TOTALS	43	43

Graphs (i)



From the frequency distribution and bar graph above ,it can be noted that the bulk of the respondents ranged between ages 36-45 years .All the respondents gave their ages.

Table (c)

Category	I	II	III	IV	TOTALS
Male	10	6	5	10	31
Female	3	2	6	1	12
TOTALS	13	8	11	11	43

The above data shows that more males than females answered the questionnaires .The male constituted 31/40 while the female made up the remaining 12/43. These numbers depict that there are more males who have received education and are in employment and also a reflection in the attitudes of the society .The respondent in the category V are not included here as they were not required to give demographic information.

Question 1© Academic Level

Table(d)

Education level	Primary	O'level	A'level	University	Others	Totals
Male	1	20	4	2	3	30
Female		10	1		2	13
Totals	1	30	5	2	5	43

The data above shows that most respondents reached form four (O'level) and more males 30/43 or 69.77% answered the questionnaires. The data may also imply the attitudes towards education of the sexes in the society.

Question 1(d) Training received

Table(e)

Training	Primary teacher education	Special education	Diploma	graduates	Other	Totals
Male	14	5	6	2	8	35
Female	3				5	8
Totals	17	5	6	2	13	43

Question 5: If one of these children is brought to your class, will you accept to teach him/her?

Table(i)

Response	Yes	No	Totals
No.of respondent	8	5	13
Percentage of response	61.54	38.46	100%

Most of the regular class teachers who have been in contact with the handicapped children showed a positive attitude of accepting these children in their classes as depicted in the above table ,represented by 61.54%.

Question 6: Should the mentally handicapped be allowed to marry and bring up children

Table (j)

Response	Yes	No	Totals
No.of respondents	10	3	13
Percentage of response	76.92	23.08	100%

From the above tabulation it can be noted that the respondent do not view mental retardation as an excuse for not marrying and bringing forth children

Question 7: Give one superstition beliefs normally given in your community as a cause of mental retardation :

Table (k)

Belief	Curse	Punishment	Witchcraft	Inheritance	Evil spirit	Marriage btw close relatives	Totals
No.of respondents	3	4	3	1	1	1	13
Percentage	23.08	30.77	23.08	7.69	7.69	7.69	100

From the above table ,most respondents 4/13or30.77%say that the community believes that mental retardation is caused as a form of punishment for some wrong done to the ancestors or God .Those who believe that mental retardation is caused by a curse of sort

and those who thought it was witchcraft represented 23.08% respectively .This variation may imply that the cause of mental retardation is still unknown to this society.

Category II :Tabulation and analysis of data collected from special needs education teachers.

Question 2:

Do all the mentally handicapped children you have come into contact with receive education ?

Table (I)

Response	Yes	No	Totals
No.of respondents	1	7	8
Percentage of response	12.5	87.5	100%

There seem to be disagreement between the regular teachers in the category II.61.54 %of the teachers in category I question 4 claim that the mentally handicapped children receive formal education while the special needs education teachers above (87.5%) say that most of these children do not receive formal education .

Question 3If the answer to question 2 above is no, what could be the deprivation?

Table(m)

Response	Lack of appropriate knowledge and counseling	Negative culture attitudes towards the MH pupils	Economic hardship in the education of such a child	All the above	Total
No.of responses			1	6	7
Percentage	0	0	14.29	85.71	100%

Over 85% of the special education teachers believe that all the factors that were listed contributed to the low enrolment or deprivation of education to the mentally handicapped children. One respondent did not give his views.

Question 4: Do you enjoy teaching and working with the mentally handicapped children

Table(m)

Response	Yes	No	Total
No .of respondents	8	0	8
%Response	100	0	100%

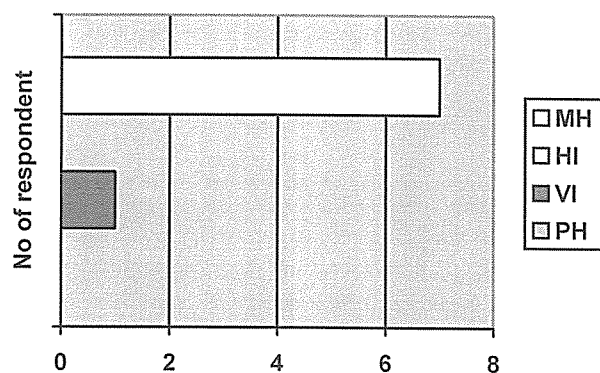
All the respondent in this question training in special needs education and they have a general consensus that they enjoy and working with the mentally handicapped. They view gives credence to the researcher's earlier observation in literature review that positive attitude created with knowledge ability and experience of mental handicap.

Question 5:

If you were to be given choices of type of disabled child to look after for life, whom would you prefer?

Table (o)

Disability	Tally	Frequency	Percentage
Mentally handicapped	IIII II	7	87.5%
Hearing impaired	-	-	-
Blind(vi)	1	1	-
Physically handicapped	-	-	-
Total	8	8	100%



Most of the teachers in this category (7/8) or 87.5% felt that it was earlier to look after a mentally handicapped child for life. This could stem from the fact that they are trained to handle this type of children and that have experience and knowledge about the mentally handicapped. One respondent favoured the blind while the hearing impaired and physically handicapped received no consideration. One teacher felt that he could look after a mentally handicapped depending on the severity and nature of disability.

Question 6:

Give one superstitious belief normally given by parents of the children you teach /assess as a cause of mental retardation

Table(p)

Superstitious belief	Curse from God /Ancestors	Witchcraft	Evil spirits	Punishment for paraents 'sin
No. of respondent	3	2	2	1
Ratio	3:8	2:8	2:8	1:8

From the data, there seem to be no definite belief about the cause of mental retardation from the teachers as claimed by parents, but the significant ratio 3:8 for retardation as a result of curses seem to be in agreement with the view given by regular teachers earlier in question 7 category 1 that mental retardation is as a result of curses.

Question 7:

How does the culture belief and attitudes about mental retardation help or discourage your work?

Table (s)

Respondent	Personal view
1 st /2 nd /3 rd	They are seen as an economic liability and burden
4 th and 5 th	Parents do not foster positive attitudes for

6 th	any extra requests.
7 th	Low enrolment in school due to fear of labeling or stigmatization
8 th	Discourages placement (They are neglected)
	Withdrawal of students makes teachers relax in helping the child.

From the above responses, it can be seen that mentally handicapped children are not given education due to negative attitude. They are seen as a burden and cannot be educated. This could explain why 'curse' was cited as a cause of mental retardation.

Category III:

Tabulation and analysis of data collected from parents of the mentally handicapped.

Question 2:

What were the reaction of the neighbours when they discovered that you had a mentally retarded child?

Table(R)

Reaction	They speculated	They shield away	They were sceptical	Total
No. of respondent	7	2	2	11
% of response	63.64	18.18	18.18	100%

Out of the three choices, the parents who indicated that neighbours were skeptical and those who felt that neighbours shield away each represented 18.18%. The majority representing 63.64% said neighbours speculated. Speculation seemed to be an obvious reaction. What can be deduced from the above result is that familial attitude by the community's reaction toward them (parents)

Question 3:

If people speculated, what were the rumours?

Table(S)

Speculation	That is a	That it	A visit	That it	It was as	All of	Total
-------------	-----------	---------	---------	---------	-----------	--------	-------

	form of punishment	was a curse	spirit	was bad luck	a result of witchcraft	the above	
No. of respondents	-	1	-	4	-	6	11
% response	0	9.09	0	36.36	0	54.55	100%

From the tabulation above most parents (54%) did not have a consensus on the causes of mental retardation as speculated by the community ..36.36%thought it was simply bad luck. This means that they are not sure of the causes of retardation .Over 54% of the respondent said that all the rumours that were listed were cited as causes of mental retardation.

Question 4:How have you come to know about mental handicap?

Table (T)

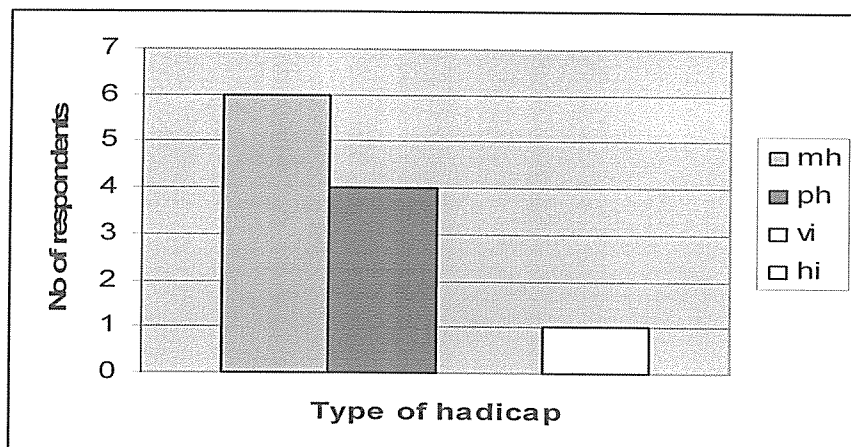
Reason	From my own knowledge	From seminar and reading books	From information derived from popular culture	All the above	Totals
No.of respondents	6	4	-	1	11
% of response	54.55	36.36	0	9.09	100%

From the above data54.55% of the respondent ,representing the majority ,claim that they know mental retardation from their own knowledge. This may be contributing factor to the speculations in question 3 above as they lack proper and correct information about the causes of mental retardation.

Question 5:

If you were given to be given choices of type of disabled child to look after for life whom would you choose?

Graph(iii)



No respondent choose visual impairment .The majority of parents 6/11(54.55%) preferred the mentally handicapped while 4/11(36.36%)chose the physically handicapped and 1/11(9.09%)preferred the hearing impaired .Most parents said that looking after any disabled child is a challenging task but preferred the mentally handicapped due to the experience they have already had from interacting with their own.

Question 6:In the education of children I would:

Table(u)

Response	Pay attention to all my children	Educated the normal fist and the MH last	Attend to the handicapped first	Send away or hide the MH from the peope's eyes	Totals
No of respondent	10	-	1	-	11
% of response	90.90	0	9.10	0	100

From the tabulation above ,it can be deducted that the negative notion previously held about education or care of the mentally handicapped have changed .Now parents of these children regard them as equal to the handicapped .This can be seen from the 90.9% response .the seminars mentioned in question 4 above have helped to shape the attitude of the community.

4.5 category IV: Tabulation and analysis of data collected from clergy:

Question2:What is the spiritual view of the mental handicap?

Table(v)

Views	It is a curse	It is a form of punishment	An act of evils spirit	Other (specify)	Totals
No. of respondents	1	-	8	2	11
% of respondent	9.09	0	72.73	18.18	100

All the respondent gave their views. The majority (72.73%) did believe that it is an act of evil spirits. The other 2 respondents(18.8%) who gave other views felt that the mental handicap is a displacement in the state of metal mal-development mental capacity representative.

Question3: What is your personal view of the mental handicap?

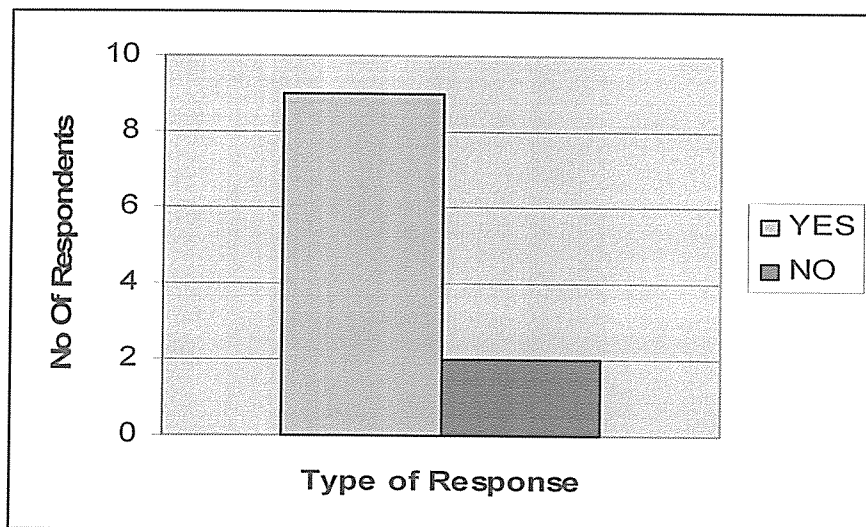
Table (w)

Views	It is a disease	It is a punishment	It is a worthy part of God's creation	Other	Total
No. of respondents	3	1	4	3	11
% of response	27.27	9.09	36.37	27.27	100%

From the tabulation ,36.37% of the clergy have a belief or personal view that mental retardation is a worthy part of God's creation for his own glory .This seems to contradict the spiritual view where 72.73%said that it was a result of an act of evil spirits.

Question4:Can mental retardation be cursed through prayers?

Graph(iv)



The number of respondent in this question were 11.81.82% of these respondent affirmed that mental retardation can be cursed through prayers or miraculous healing .Only 2 out of 11(18.18%) said that mental retardation cannot be cursed.

Question 5:

If your answer to question 4 above is yes ,give details.

From the above data in the question 4,81.82% of the respondent affirmed miraculous healing of mental retardation .The respondent said that one only needs to believe in the healing power of God ;for with God nothing is impossible .This was attributed to the fact that mental retardation is caused by evil spirit as referred in question 2 above and that evil spirits can be cast out through prayers, this bringing cure to the individual.

Question 6

What factors hinder your Christian message of healing mental retardation?

Table(x)

View	Cultural attitude towards m/h	Advancement in technology and medical field	Other Christian unbelief	other	Total
No. of respondent	7	1	2	1	11
% of	63.64	9.09	18.18	9.09	100%

response					
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When it comes to the factor hindering their duty of praying for the healing of mental retardation, most clergy (63.64%) believe that cultural attitudes and beliefs have the greatest effect on their responsibility. This brings about other Christian unbelief (18.18%).

It is expected by the researcher that this category will be in the forefront of changing the society's attitudes and beliefs, as they meet regularly with these people in large numbers.

Question 7:

What is the place of mentally handicapped people in the society?

Table(v)

Views	In the disabled group	Are equal as others in the community	They are a hopeless lot	Total
No of respondents	7	3	1	11
% of respondents	63.64%	27.27%	9.09%	100%

The result from the above tabulation shows that the society still views the mentally handicapped as disabled, thus implying the negativity towards them caused by attitude and beliefs.

4.6 Category: tribulation and analysis of data collected from the K.S.M.

Question 2

Are teachers in special education well trained to manage the requirements of teaching the mentally handicapped?

Two respondents out of the three (66.67%) said no while the remaining one respondent (33.33%) said yes and further explained that they lack facilities to implement their knowledge.

Question 3

Why do teachers who have been trained to teach the mentally handicapped migrate to other fields instead of staying with these children in class?

The respondents attributed the exodus to lack of incentives, lack of facilities, proper guidelines (on syllabus) for mentally handicapped schools. The remuneration is poor when compared with the kind of work expected from the specialist teachers. Thus the teachers migrate to other fields where “the pasture is greener”.

Question 4

What program should be established to assist the mentally handicapped get education?

From the response given, the respondents suggested establishment of vocational programmes and sheltered workshops where the handicapped children can be employed when they leave school. They also recommended distance education programmes and regular seminars on mental retardation to sensitize and educate people living or working with the mentally handicapped.

Question 5 and 6

Does culture, superstitions and traditional beliefs still play a role in affecting provision of education to the mentally retarded? If yes how?

All the respondent affirmed that culture, superstition and traditional beliefs play a role in affecting educational provision to mentally handicapped children.

Most parents fear being labeled for having handicapped children, thus they hide them at home. They fear the speculations of the society. Hiding children in the homes causes low enrolment in schools, and results in deprivation of education to the handicapped children.

Question 7

What steps or measures has the Kenya society for the mentally handicapped taken to sensitize the Kenyan community on the causes of mental retardation, importance of educating the mentally handicapped children, and provision of other related services. The response or reaction from the three respondent in this category concur. They said that;

- The society organizes and holds seminars and workshops for parents , teachers and other stakeholders to educate the participants on the plight of the mentally retarded.
- The society organizes sports for the mentally handicapped which brings the mentally handicapped children together to foster socialism.
- They raise funds well wishers and donates it to needy schools or give it in form of materials.

Question 8

What are some of the problems the society faces as they try to look into the welfare of the mentally handicapped?

This question also had three respondents. The issue cited as the main problem is financial .The society lacks funds to run all the programmes planned which would otherwise have been beneficial if implemented .The society lacks sponsors or financial aid and the number of needy children is so large that the society cannot take care of.

Another problem is misuse of the little funds available or that the society gives to the schools by those incharge .

The newest development is that where the headquarters are built is prone to being grabbed by tycoons ,as the society has no land title deed.

CHAPTER 5:DISCUSSION ,RECOMMENDATION AND CONCLUSION

5.1 DISCUSION

This study has dwelt on the effect of culture and superstition beliefs towards the mentally handicapped and its effect on their education in Kinangop Division .The effects discussed do not affect Kinangop only ,but everywhere where mental retardation exists.

The majority of the respondent in this study ranged in age between 36-45 years .This age bracket covers most teachers ,parents ,and clergy, who form the bulk of the active society in terms of knowledge and experience in various fields.(table b) The age factors is a good indicator of the experience one has in matters pertaining to the community in terms of culture .Hence this is a good representation of the facts given.

The finding of this study revealed that more males than females answered the questionnaires as seen in the table(c).This outcome maybe attributed to several factors for example more males are literate {refer to table(d)} and were more willing to answer written questionnaires than females .The males were also easy to reach than females ,Another factor may be different in attitudes. The males are instrumental in the community culture and asserts themselves well in matters pertaining to culture than female s do .Hence they were seen to be more free to release information than females {table(c) } .Some culture do not allow females to divulge certain information and have to consult the male first ,thus reducing the females' readiness to give information

The poor response from special needs education (SNE) teachers was attributed to their small number and the fact the research was done when school were on recess and most teachers had left to their homes.

The clergy responded best because the researcher was able to contact most of them in person .Otherwise they try to make models of trust and good will in helping the community .

The data analysed revealed that most of the mentally handicapped do not receive education as given by SNE teachers in the table (h) but this view seemed to conflict with regular class teachers'view that they receive education {table (h)} .Basing on the many reason given as a cause of mental retardation ,lack of appropriated knowledge ,negative culture attitude and superstition beliefs and economic hardship.{see table(m)}and other statistical data obtained from the District education office as a cause of deprivation of

education to the mentally handicapped ,it is true that many of these children do not receive education .As much as there may be various factors to this deprivation ,We cannot divorce the aspects of culture and superstitious beliefs. As was mentioned in literature review (2.5.5),Possi,(1996) said that it is not possible to separate beliefs from practices .Of course the special needs education teachers are in a better position to divulge the correct information on placement of the mentally handicapped children as they interact with parents and other people at the grassroots who are interested in the welfare of the mentally handicapped more often than not .{see table(l)} .

According to table (g) ,it was evident that regular class teachers were not well informed about the different especially the mentally handicapped .That is why they said that these children can learn basic curriculum subject like any other child .This reason seems to go hand in hand with the superstitious belief about causes of mental retardation listed in table(k).

The special school or units were found to have few teachers most of whom had received only 3 months training ,which others felt was not enough training to give all the skills necessary or required to handle the mentally handicapped effectively .The school were ill equipped in terms of material or resources and facilities which hinders provision of quality instruction to the handicapped children .The above finding seems to agree with the report by Mendel and Strain(1978) in literature review (2.6.3) that teacher knowledge of teaching methods ,material for working with handicapped students and their experiences affected their level of accepted of these children.

Each community has belief that affect the working of the society in different ways .The society's belief that mental retardation is as a result of a curse or witchcraft {table k,p} has influenced some attitudes towards the mentally handicapped.

Parents of the mentally handicapped pupils seemed to toe the line of speculators and were inclined to believe that mentally retardation is caused by curses ,and other superstitious beliefs .Thus it shows the causes of mentally retardation are not yet understood by this society ,as reflected in tables S,T and V.

As much as there are beliefs in witchcraft and other superstitions, there seems to be a positive attitude developing among the parents of the mentally handicapped {refer to table u}.A good number of those whom the researcher had chance to talk to ,especially

those who have some education like the SNE teachers ,felt that these children have a right and should be given education like any other non-handicapped children.

It was evident from the regular class teachers ,{table(g)} ,that while the mentally handicapped are put in regular classes they deny other children time and that the mentally handicapped required trained personnel and other related services to help them .Many of the regular teachers felt that it was not easy were handling very large classes that they could not accept extra burden of a mentally handicapped child in their classes .Still other regular teachers had a feeling that the handicapped learners could lower the mean score or school's academic performance and therefore ,they could best be served in special school or units as their intelligence is far below that of other children .

But as much as convincing the factors that are being advanced ,we cannot rule out this negative attitude to be enhanced with some cultural beliefs basing on their response on causes of mental handicap .{see table(k)}.The above factors correspond with Mendell et al(1978:154) report that unfavorable teachers attitude towards accepting handicapped children .

The specialist teachers felt that mentally handicapped pupils have the right to be educated like the non-handicapped children ,and that given opportunity and necessary assistance by the specialist teachers and the administration at large ,they can learn and live a near to normal life .This demonstration of positive attitudes to the mentally handicapped is as a result of working with these children (MH) and have had opportunities to disapprove some of the culture beliefs and superstitions: for example by touching an epileptic you cannot contract the condition.{see table(N)}.It was clear from the table (I) that regular teachers portray negative attitude towards mentally handicapped pupils because these children in our society ,portrayed "abnormal" behaviors because of their slow rate of learning ,poor health and adaptability to the environment.

The education versus knowledge and experience factors was also found to be an important factor in affecting the attitude of the people or society .It was noticed from the responses in table (N)that the more one is knowledgeable and experienced with the mentally handicapped the more his/her attitude is inclined to be ,and the more he/she disregards the aspects of culture and superstitious belief that so much dominate the minds of many in the community about such individuals .Lynas(1986:50) concurs that the more

a teacher is informed and experienced the more positive his/her attitude and comfort about a handicapped child is likely to be.

The Christians on their part had a view that mental retardation is curable and should be seen as a worthy part of God's creation. They felt mental retardates' should be seen as equal

- There should be provision of courses for all teachers handling non-handicapped children (regular teachers) through tours, seminars, films, distance learning to help familiarize with handicapped children.
- More teachers should be trained in special education needs.
- Attractive terms of service for all those serving in special education in terms of salary, promotion and other benefits as a way of retaining them in the service.
- The government should formulate and implement functional policies to help the special education sector grow.
- Follow up programmes should be devised for the teachers, parents as well as pupils.
- A large research be carried out to cover the whole nation to establish all the factors leading to deprivation of education to the mentally handicapped.

These activities will create in-depth awareness and hence expose the mentally handicapped individual as a potential member of the community, thus the cultural-cum-superstitious behaviors tormenting the mind of some members and which inhibits assistance to these individuals can be curbed.

5.3 CONCLUSION

The findings of this study have approved all the three hypothesis thus:

- Cultural belief and attitude affect the provision of education to the mentally handicapped in Kinangop Division.
- Cultural beliefs and socio-economic problems contribute to both positive and negative attitudes towards the mentally handicapped children.
- Lack of knowledge on the causes and consequences of mental retardation causes the negative attitudes towards the education of the mentally retarded children.

APPENDIX

Appendix (i) Questionnaire for regular teachers.....	i
Appendix (ii) Questionnaire for S.N.E teachers.....	ii
Appendix (iii) Questionnaire for the parents of the M/H.....	iii
Appendix (iv)) Questionnaire for the clergy.....	iv
Appendix (v)) Questionnaire for the K.S.M.H.....	v
Appendix (vi)) Letter of introduction to carry out research.....	vi

QUESTIONNAIRE
CATEGORY I
REGULAR CLASS TEACHER

Please answer the following questions as freely as possible and to the best of your knowledge. The information will be treated with a lot of confidentiality. Tick appropriate or explain briefly as required.

1. a. Age
b. Sex Male ☐ Female ☐
c. Academic Level
KCPE ☐ KCSE ☐ DIPLOMA ☐ GRADUATE ☐
d. Training Level
Primary Education ☐
Special Education ☐
Any other (Specify) ☐
2. Have you ever come into contact with a mentally handicapped child?
Yes ☐ No ☐
3. Can these children with mental hand cavity learn like the rest in school?
Yes ☐ No ☐
4. Do the mentally handicapped children you have come into contact with receive education?
Yes ☐ No ☐
5. If one of these children is brought into your class, what will be your reaction?
Accept him/Her ☐ Not Accept Him/Her ☐
6. Should the mentally handicapped be allowed to marry and bring up children?
Yes ☐ No ☐
7. Give one superstition in your area community about mentally handicapped
 - i. Curse ☐
 - ii. Punishment from God ☐
 - iii. Witchcraft ☐
 - iv. Inheritance ☐
 - v. Evil spirit ☐
 - vi. Marriage between close relatives ☐

APPENDIX
CATEGORY II
QUESTIONNAIRE FOR TEACHERS OF THE SNE

Please answer the following questions as freely as possible and to the best of your knowledge. The information will be treated with a lot of confidentiality. Tick appropriate or explain briefly as required.

1. a. Age
- d. Sex
Male ☐ Female ☐
- e. Academic Level
KCPE ☐ KCSE ☐ DIPLOMA ☐ GRADUATE ☐
- d. Training Level
Primary Education ☐
Special Education ☐
Any other (Specify) ☐
2. Do all the mentally handicapped children you come into contact with receive education?
Yes ☐ No ☐
3. If the answer to question 2 above is no, what could be the cause of the deprivation?
4. Do you enjoy teaching and working with the mentally handicapped children?
Yes ☐ No ☐
5. If you were to be given choices of type of disabled child to look after for life, whom would you prefer?

i. Mentally handicapped	<input type="checkbox"/>
ii. Hearing impaired	<input type="checkbox"/>
iii. Visually impaired	<input type="checkbox"/>
iv. Physically handicapped	<input type="checkbox"/>
6. Give one superstitious belief normally given by parents of the children you teach/assess as a cause of mental retardation
7. How does the cultural beliefs and attitudes about mental retardation help or discourage your work?
.....
.....

APPENDIX
CATEGORY III
QUESTIONNAIRE FOR PARENTS OF MENTALLY HANDICAPPED CHILDREN.

Please answer the following questions as freely as possible and to the best of your knowledge. The information will be treated with a lot of confidentiality. Tick appropriate or explain briefly as required.

1. a. Age
- f. Sex
Male ☐ Female ☐
- g. Academic Level
KCPE ☐ KCSE ☐ DIPLOMA ☐ GRADUATE ☐
- d. Training Level
Primary Education ☐
Special Education ☐
Any other (Specify) ☐
2. What were the reactions of neighbours when they discovered that you had a mentally handicapped child?
 - i. They speculated ☐
 - ii. They shielded away ☐
 - iii. They were skeptical ☐
3. If people speculated, what were the rumors?
 - i. Punishment ☐ ii. Curse ☐ iii. Visiting spirit ☐
 - iv. Bad Luck ☐ v. Witchcraft ☐ vi. All the above ☐
4. How have you come to know about mental retardation (handicap)?

5. If you were to be given choices of type of disabled child to look after for life, whom would you choose?
 - i. Mentally handicapped ☐
 - ii. Hearing impaired ☐
 - iii. Visually impaired ☐
 - iv. Physically handicapped ☐
6. How would you go about the education of the children you have?
 - i. Attend them all ☐ iii. Attend the handicapped first ☐
 - ii. Educate the normal ones first ☐ iv. Hide the mentally handicapped first ☐

APPENDIX
CATEGORY IV
QUESTIONNAIRE FOR CLERGYMAN

Please answer the following questions as freely as possible and to the best of your knowledge. The information will be treated with a lot of confidentiality. Tick appropriate or explain briefly as required.

1. a. Age

h. Sex
 Male ☐ Female ☐

i. Academic Level

KCPE ☐ KCSE ☐ DIPLOMA ☐ GRADUATE ☐

d. Training Level
 Primary Education ☐
 Special Education ☐
 Any other (Specify) ☐

2. What is the spiritual view of mental retardation?

Curse ☐
 Punishment ☐
 Act of evil spirit ☐
 Others (Specify) ☐

3. Can mental retardation be cured through prayers?

Yes ☐ No ☐

4. If yes give details

5. What factors hinder your Christian message on healing mentally handicapped persons?

Cultural Attitudes ☐
 Medical and modern technology ☐
 Lack of faith to the affected ☐
 Others specify ☐

6. What is the place of mentally handicapped persons in the society?

.....

7. Give Christian attitudes on mental retardation.

.....

.....

APPENDIX
CATEGORY V
QUESTIONNAIRE FOR MEMBERS OF KENYA SOCIETY FOR THE MENTALLY
HANDICAPPED (KSMH)

Please answer the following questions as freely as possible and to the best of your knowledge. The information will be treated with a lot of confidentiality. Tick appropriate or explain briefly as required.

1. a. Age

- j. Sex
Male ☐ Female ☐

- k. Academic Level
KCPE ☐ KCSE ☐ DIPLOMA ☐ GRADUATE ☐

- d. Training Level
Primary Education ☐
Special Education ☐
Any other (Specify) ☐

2. Are teachers in special education well trained to manage the requirements of teaching the mentally handicapped?
.....

3. Why do teachers who have been trained to teach the mentally handicapped migrate to others fields instead of staying with the children in class?
.....

4. What programs should be established to assist in the education of mentally handicapped children
.....

5. Does the cultural, superstition and traditional beliefs still play a role in affecting the education of mentally handicapped children?
Yes ☐ No. ☐

6. If yes how ?.....
.....

7. What measures or steps has the Kenya society taken for the mentally handicapped (KSMH) to sensitize the Kenyan community on the cause of retardation and the importance of educating the mentally handicapped children and provision of other related services?
.....
.....