

KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

70%

**THE INCLUSION OF MENTALLY CHALLENGED LEARNERS IN
REGULAR PRIMARY SCHOOLS-CASE STUDY OF SCHOOLS IN
MATETE DIVISION OF LUGARI DISTRICT, KENYA**

BY

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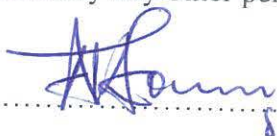
AUGUST 2009

DECLARATION

I, ANTHONY KIUA MUANGE: BED/13806/61/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education

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18th AUG. 2009

APPROVAL

This is to certify that ANTHONY KIUA MUANGE: BED/13806/61/DF
has successfully completed her / his research report and now is ready for submission with my
approval.

Signed: 

REV. ERICH KASIRYE

KIU SUPERVISOR

DATE: 22/8/2009

DEDICATION

To my beloved WIFE, Teresia Mwikali and my children, Griffins and Jack for their enormous support while I studied far from home.

ACKNOWLEDGEMENT

would like to thank the good Lord for giving me strength and courage to compile this research report because without Him I would not be able to accomplish anything.

Special thanks go to my supervisor, Rev. Erich Kasirye who was a good mentor and advisor during the compilation of this work. My appreciation also go out to the Administration of Kampala International University for their support during this exercise.

Lastly and most importantly, to my family members and friends who have been close to me and supportive in this noble work. Particular thanks go to my mother, Bigita Muange and Brother, Moses and Sister, Stella.

Further compliments go to my school, Wamunyu ABC Primary School, Yathui Division, Mwala District.

May the Good Lord reward you abundantly.

CHAPTER ONE

SECTION

GROUND OF THE STUDY

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

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

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

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

EMENT OF THE PROBLEM

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

After that, the researcher has decided to carry out a study on the attitudes of teachers on the inclusion of the mentally challenged learners in regular primary schools in Matete division of Lugari District in Kenya.

OBJECTIVE OF THE STUDY

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

SCOPE OF THE STUDY

The study will determine the attitude of teachers towards the inclusion of the mentally challenged learners in regular primary schools in Matete Division.

The study will establish the modifications provided for the learners who are mentally challenged.

The study will establish the performance of the mentally challenged children in inclusive schools.

RESEARCH QUESTIONS

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

are the modifications provided for the mentally retarded learners by teachers in schools?

is the performance of the mentally retarded learner's in inclusive primary schools in division?

PE OF THE STUDY

vision is found in lugari District of western province of Kenya. It lies near River Nzoia north it boardsers Lugari division and to the south it boardsers Kakamega District. On the borders Bungoma district while to the East it boardsers Uasin Gishu district.

itants of Matete division are mostly poor small –scale farmers. Majority of them are to educate their children. They are very much inclined to their traditions especially ion.

IFICANCE OF THE STUDY

ags of the study will benefit the teachers, parents, learners, and minisry of education, and the general community of people living in Matete division of Lugari district.

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

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

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

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

ATIONS OF THE STUDY

researcher only sampled out 40 teachers out of 220 teachers. This number may not e a general view of the teachers in this area.

ne teachers may have filled the questionnaires due to fear of giving their correct ings

CHAPTER TWO

VIEW OF RELEVANT LITERATURE

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

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

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

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

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

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

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

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

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

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

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

According to Sprague, J (1994) emotionally intelligent people embrace qualities like understanding one's own feelings and regulation of emotions in a way that enhances living. When children are young, there is a neurological window of opportunity. Therefore if teachers warmly accept such learners in their regular classes, they will enhance their emotions positively and ensure the learners will develop this opportunity to the fullest. The teachers who do not provide such positive emotions make learners demoralized and hence feel unwanted in the classroom.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

CHAPTER THREE

METHODOLOGY

Research design

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

1.1 Population and Sampling

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

1.2 Research instruments

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

1.3 Data collection procedure

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

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

1.4 Research environment

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

CHAPTER FOUR

AND FINDINGS

mentally retarded learners should not be allowed in regular classes.

	Frequency	Absolute frequency %
	9	22.5
	18	45
	8	20
	5	12.5
	40	100

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

mentally retarded learners affect academic performance.

	Frequency	Absolute frequency %
	25	62.5
	7	17.5
	3	7.5
	5	12.5
	40	100

Results from the above table indicate that 62.5% Of the teachers strongly agree that the challenged pupils affect the academic performance of a school. Only 7.5% disagree that it affect the academic performance of a school.

Modification of the school to accommodate a mentally retarded learners.

	Frequency	Absolute frequency %
	5	12.5
	3	7.5
	7	17.5
	25	62.5
	40	100

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

rformance of the mentally retarded learners not above average.

	Frequency	Absolute frequency %
	18	45
	10	25
	9	22.5
	3	7.5
	40	100

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

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

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

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

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

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

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

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

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

Table 2 mentally retarded learners affect academic performance

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

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

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

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

Modifications of the school to accommodate the mentally retarded children.

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

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

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

4 Performance of the mentally retarded learners not above average.

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

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

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

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

RECOMMENDATIONS

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

All schools should put in place all remedial programmes and teachers to develop individualized educational programmes (I.E.P) with a view to assist the mentally retarded learners to fit in regular classes.

The government of Kenya through the Kenya National Examination Counsel should not peg performance on academic only but rather on adaptive and vocational skills to encourage the mentally retarded pupil to pursue them.

Teachers and parents should maker environmental modifications in their schools so that they can be able to accommodate the mentally retarded in their regular school.

Schools should open up to all the children including the mentally retarded so as to exploit their talents. Teachers should thus be in serviced on the new trends of inclusive education so that they are able to handle children with mental retardation.

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APPENDIX A

TEACHERS QUESTIONNAIRE

teacher,

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

Scale of responses

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

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

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

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

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

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

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

4) Mentally retarded learners do not perform above average.

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

