

**TEACHERS ATTITUDES TOWARDS TEACHING
LEARNERS WHO ARE MENTALLY RETARDED;
A CASE OF ST. ANNES GIRLS BOARDING
PRIMARY SCHOOL ISIBANIA, IN KURIA
DISTRICT.**

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DECLARATION

I, **BEATRICE BOYANI NYAMWEYA** hereby declare that this research paper is my own original work. This work has not been submitted anywhere before for academic purpose. I also declare that all materials used in this paper which are not mine, have been acknowledged; therefore I take full responsibility off all mistakes herewith.

SIGNATURE: **DATE:**

BEATRICE BOYANI NYAMWEYA.

APPROVAL

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

Signed:.....

Date:.....1/10/2008.....

Name: WOMUZUMBU MOSES

DEDICATION

I dedicate this research study to my beloved children Wendy, Ruth and Naomi exhorting them to strive for Excellency and all the best.

ACKNOWLEDGEMENT

I appreciate and acknowledge the respect and patience together with the encouragement accorded by our Kampala International University lecturers, who have tirelessly been guiding me in modeling this paper to what it is. In the first place, I thank God who has always showed me the way forward in my life and enabled me to go through the formal education, special thanks go to my research supervisor Mr. Moses Womuzumbu whose suggestions, criticism, advice, mutual concern and encouragement at all stages of this work were resourceful, intellectually and emotionally supportive.

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ACRONYMS

AAMD	-	American Association on Mental Deficiency.
EMR	-	Education of mentally retarded.
ATS	-	Approved Teacher Status
P1	-	Primary Teacher (1)
KISE	-	Kenya Institute of Special Education.
UNISE	-	Uganda National Institute of Special Education.
MR	-	Mentally Retarded.

DEFINITION OF TERMS

For the purpose of this study, the following are defined operationally:

Academic level refers to the class a learner has reached. This is in terms of class from class one, two up to class eight.

Level of professional qualification of the teachers refers to the grade teachers have attained in terms of degree, diploma, ATS I, PI. It also refers to the highest level a teacher has studied; this is in terms of A – level or O-level. It also refers to the teaching experience of a teacher in terms of years he or she has taught.

Commitment of the teacher refers to the way a teacher behaves towards the learners. Commitment of the teacher will determine the performance of the learners.

Challenges faced by teachers and learners refer to the problems encountered by either the teachers or learners.

Professional qualification refers to the highest level a teacher has qualified. The teacher can be a holder of a Bachelors, Degree, Masters, Diploma or a P1 teacher.

Teaching methods are the ways a teacher delivers the lessons.

Mild mental retarded learners refer to the learners who are sub-average in performance due to various causes. They have brain damage.

ABSTRACT

The research was carried out to investigate teacher's attitudes towards teaching learners who are mentally retarded. It was carried out at St. Annes Girl's boarding primary school, in Isibania, Kuria district in Kenya. The research guided by the following objectives;

Determining the level of professional qualifications of the teachers teaching the learners with mild mental retardation. Determining the commitment of teachers teaching the learners, determining if there is a significant relationship between the skills of the teachers handling the learners who are mentally retarded and their attitudes.

The researcher employed the questionnaire as collecting tool and the presentation of the data was done using frequencies and percentages.

The major research finds were; the teachers were all well trained to handle the mild retarded learners in St. Annes girls primary boarding school, Isibania. The teachers write well on the blackboard and this helps to cater for the mild retarded learners.

The researcher recommended that there is need for both pre-service and in-service training for all teachers for familiarize themselves with the handicapped and there special education.

In conclusion, the findings from the study indicated that there is significant relationship between teachers' attitudes and the performance of retarded children.

CHAPTER ONE

INTRODUCTION

1.0. Introduction.

This chapter looks at the rationale of the study, theory of the study, statement of the problem, objectives of the study under which the study will be based on.

1.1. Rationale of the study.

Mentally handicapped children are all over the world. There is no school without an intellectually challenged child. This depends on the degree of the handicap. There are three categories of intellectually challenged children. These categories are: mild mental handicap, moderate mental handicap, profound and severe mental handicap.

However, it is difficult to identify learners with mild mental handicaps before they attend school. Learners with moderate mental handicap can learn academic skills for functional purposes and they can achieve some degree of social responsibilities. More so, the learners may achieve partial vocational adjustments with assistance.

Therefore the above categories can be included in the mainstream, that is, for instance they can be intergraded, meaning that they are educable. The severe and profound may have other physical conditions such as cerebral palsy of which it is difficult to cater for such children in an ordinary school and the best placements are the special schools.

These are schools for the mentally handicapped in almost every district in Kenya. The Government of Kenya has formed educational commissions to find out how best the handicapped can be best assisted. With the current

government, education is free and compulsory for all regardless of the abilities of the children.

Gachathi report of 1994 emphasizes the need for integrating the mentally handicapped in all schools. The policy for special education 3.2.9B and C states:-“Mildly and mentally handicapped children should receive most of their education in the ordinary classes”.

The researcher had observed that the intellectually challenged children were not maximizing their potentials, skills; social behaviour e.t.c. There was no normalization that is creating the greatest attainable degree of independence.

These children were not being catered for. The curriculum was the same and was fixed. It was not flexible and the intellectually challenged could not cope with other learners, for severely retarded more emphasis is on self-care, communication and such less academic content.

1.2. Theory.

This study is based on the theory of Grossman of 1983 which states that mental retardation refers to a significantly general intellectual functioning existing coincidentally with deficits in adaptive behaviour and manifested during the development period. Mentally retarded children are markedly slower than their age mates in using memory effectively, in associating and classifying information in reasoning and in making judgment

Adaptive behaviour is the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for age and cultural group. The intellectually challenged are classified in three groups according to the degree of severity. The term mental retardation covers a broad range of children and adults who differ from one another in the severity of development delay, in the causes of the condition and in the special educational strategies that have been designed for them.

The researcher dealt with the mild mental retardation. The category is considered educable. It is a combination of genetic and social conditions. These are the one who are found in the regular schools. They are educable but are slower than those of their age. These children have the capacity to develop in three areas: in academic subjects at the primary level and advanced elementary grade levels. In social adjustment, it is the point at which the child can eventually adapt independently in the community and the occupational potential to be partially or totally self-supporting as an adult. This is identified when a child goes to school. This is when learning ability becomes an important part of social expectations. The condition is then noted. The child who has moderate mental retardation can learn academic skills for functional purposes and can achieve some degree of social responsibility and can also attain vocational training adjustment with training.

The child can acquire self-help skills such as dressing, undressing, toileting and eating. He can protect himself or herself from common dangers in the home, school and neighborhood. He or she is also capable of adjusting socially to the home or neighborhood (sharing co-operating, respecting property rights).He can also learn basic academic skills like reading and counting. They can work in sheltered environment or in a routine job under supervision. In most instances they are identified during infancy and early childhood because of their marked development delays and sometimes by physical appearance. They are trainable and they are very few in the mainstream.

The severe and profound mental retarded are dependent. They have multiple handicaps that interfere with normal instructional procedures. A child may have cerebral palsy and hearing loss. The goal training programs for these children is to establish some level of social adaptation in a controlled

environment. The severe and profound are very few in the mainstream. No teacher without the special training would accept them. For such a child to develop to his maximum potentials, he needs very special kinds of experience with a trained teacher.

1.3. Statement of the problem.

Mental retardation has for years been a problem to many pupils in schools in Kenya which affects their performance in class. This study looks at teachers attitudes towards the mild mentally learners at St. Anne's Girls Boarding Isibania primary school.

1.4. Objectives.

1.4.1. General objectives.

This study will determine the attitudes of teachers towards teaching the learners at St. Annes Girls Boarding Isibania primary school who are mild mentally retarded.

1.4.2. Specific Objectives.

1. Determine the level of professional qualification of the teachers teaching the learners with mild mental retardation in terms of:

- 2.4.2 Highest level of education.
- 2.4.3 Professional qualification
- 2.4.4 Teaching experience.

2. Determine the commitment of teachers teaching the learners with mild, mental retardation in terms of:

- 2.4.3 Behaviour
- 2.4.4 Performance of the learners.
- 2.4.5 Challenges faced by teachers or learners.

3. Determine if there is a significant relationship between the skills of teachers teaching the learners who are mentally retarded and their attitudes.
4. Determine if there is a significant difference in the facilities available for teaching learners with mild mental retardation and the attitudes of the teachers.

1.5 Significance of the Study.

This study will benefit the following disciplines:

The Ministry of Education will be able to plan for the learners who are mentally retarded.

The Ministry will also be able to know and establish the challenges faced by teachers for teaching the mentally retarded. The ministry will also devise methods of helping the learners who are mentally retarded. The district supervisors will be able to help the teachers teaching learners who are mentally retarded.

The learners will learn to their maximum depending on the ability. The change of attitude will influence learners who would have dropped to continue with education hence become important and reliable people in the community. The study will pave way to other future researchers and act as reference to other integration studies elsewhere. The researcher hopes that her recommendations will send more light to the educational policy makers on the improvement of special education services. Learners will not go to segregated special schools again.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

The chapter introduces us to literature that already exists about the topic under study. Different scholars like **Goltlieb, Jean** and others have widely researched about the same topic. Therefore according to **Jelliffe (1972)** in the book "*Child Health in the Tropics*" *Third edition* he recommends that intellectually challenged children should attend special schools which let them proceed at their own slower rate of development. This will save a lot of them becoming a burden to their families and to the country. This shows that he is not for integration: he sees them as a burden as many people do. Studies by **MC Gettigan 1972** revealed that most regular class teachers have least positive attitude towards integrating the mentally handicapped pupils.

Research from other countries indicates that class teachers' attitude towards integrating the retarded was unfavorable. This is because of lack of knowledge on the handicapping condition (**Milgram et al 1980**). Many researches attempt to correlate attitude with other teachers or institutions variable in order to gain insight into the reason why teachers' attitudes might be favorable or unfavorable.

2.1 Teacher's attitude towards learners with mental retardation

Care and Madison 1978 in their review of research literature on special education suggest that unfavorable teacher's attitudes towards accepting and sometimes resentment arise from ignorance and inexperience of retarded children. They concluded that the more informed a teacher is about the handicapping condition, the more inclined he or she is to feel comfortable with the child having the condition. The teacher will be more

accepting in his or her attitude towards the child: class teacher's attitude is negative or unfavorable because of lack of knowledge on the handicapping condition (*Milgram et al 1980*).

Williams et al 1979 carried out a study to investigate the regular teachers' attitude towards mainstreaming and retarded pupils. The respondents were required to indicate their attitude towards mainstreaming the retarded pupils. These included the physically handicapped, learning disabled, mentally retarded, socially and emotionally retarded. The results indicated that the majority of the respondents preferred all the other pupils with handicap to mentally retarded.

2.2 Ronald's Perception on teacher's attitudes

Ronald's perception of mainstreaming by regular teachers who teach educable mentally retarded students in public schools came up with two general impressions from his study:-

That the mainstreaming of educable mentally retarded child is not yet a concept that has been accepted by the regular class teachers. The regular class teacher seems unprepared and unsupported. In addition, the regular class teachers appear to be taking an enormous amount of the responsibility for the mainstreamed educable, mentally retarded (68%) of the child's day. The second general impression is that mentally retarded pupils are getting a curriculum that focus on the programmatic goals of the regular classroom. These pupils are exposed to text books and curriculum model. When a child is mainstreamed he studies regular class curriculum most of the time, Ronald suggests that regular teachers should receive more supportive services in order to serve the mainstreamed pupils in their classes. More in-service education dealing with the concept of mainstreaming related attitudes must be offered to regular teachers. He said the research should be initiated in order to compare the efficiency of the

regular class curriculum that accepts personal, social and vocational adequacy.

Gottlieb of 1981 states that putting a handicapped child in a regular (classroom) does not necessarily mean that he will be accepted socially to receive the instructional programming he most needs. "Research shows that many regular teachers still hold a general negative attitude toward mainstreamed children", **EMR students** (*Education of Mentally Retarded Children 1981*).

2.3 Research from other countries

Nevertheless many special and regular educationists are developing programs and methods for integrating the instructions of mentally retarded students with that of their non-handicapped peers. In the book "Exceptional Child a Functional Approach", states that the intellectually challenged children are not generally ready for the usual school subjects (reading, writing and arithmetic) at the age of six years but rather several years later, progressing at a slower rate than most children of their age. He will probably reach between second and sixth grade. Where there are no personal or social traits common to all mentally retarded children, this child's interests correspond more closely to those children of equal mental ages than to those of chronological peers. According to the above literature this contributes to their poor performance. This creates the negative attitude of teachers towards these children.

Research from other countries indicates that in the 17th century people with disabilities all over the world were considered socially and physically less capable. They were neglected by the society. Integration of children with disabilities was introduced in 1986 in the United States by Marceline C. Will, Assistant Secretary of Education. This policy was discriminative because one had to pass a test in order to qualify for integration. Integration is referred to as mainstreaming. The Kenya school for the mentally

handicapped was started in the 1960's. They were trained at St. Nicholas now Jacaranda special school. This was in 1966; it was later located at Highridge teachers college in 1969. It later moved to Kenya Institute for Special Education (K.I.S.E) in 1986 and upgraded to diploma in 1987.

In other countries schools were opened for the mentally handicapped. In U.S.A. Massachusetts School for the disabled was established in South Boston in 1859, it is now called Ferndale State School for the Mentally Retarded. In 1896 the first special class for children who were mentally retarded was organized in Providence Rhode Island. Integration started in full swing in 1900; it was done through units within regular schools. In Uganda, Uganda Association for the Mentally Handicapped was formed in 1983. This was in collaboration with Uganda government. It established a number of units in regular schools across the country to cater for the children who were intellectually challenged. These units are government aided.

Research shows that **Jean Itard (1774-1838)** pioneered the programmes for educating mentally handicapped such as **Victor the wild boy in Paris, France**, later **Eduardo Onesmus**, and **Segilin** took over from **Itard** in training Victor. Between 1839-1880, **Seguin** influenced the education of the intellectually challenged. In 1839, **Seguin** established the first class for idiots in Paris. His migration to U.S.A. in 1848 caused an awareness of mental retardation and in 1876 together with others formed the current American Association on Mental Deficiency (CAAMD). It started by requesting for the protection of the rights of the mentally handicapped. Several institutions were established in U.S.A. and between 1800-1900; the mentally retarded were confined in those institutions. The mentally retarded were to depend wholly on the normal society for their livelihood. This attitude was to keep out of the public conscience (**Gera heart et al 1980**)

Warnorc report (Britan 1978) distinguishes through forms of integration in terms of association that is:- "social integration" this is where children attending special school or unit eat, play, consult with other and if possible share organized out of class activities with them. "Functional Integration" This is the fullest form of integration and is achieved when locational and social integration lead to joint participation in educational activities where children with special needs join, part time or full time the regular classes of the school and make a full contribution to the activity of the school. Integration (mainstreaming) of handicapped children into regular education system has become the focus of concern in special education (Kenya Government Development Plan 1984-1988).

Anyanyo undertook a study to investigate the people's attitude towards the handicapped in 1982 in the commission of U.N.E.S.C.O. The results of the Commission showed that the handicapped should be given opportunity to overcome their handicap in a bid to facilitate their integration into society. Special education policy 3:2:9B and C respectively states that mildly and moderately mentally retarded children should receive most of their education in ordinary (regular) classes, with programmes involving specialist teaching. This implies integration.

In conclusion therefore, this chapter reviewed existing literature according to different scholars who in one way or the other agreed on the issues of mental retardation of the learners and the teacher's attitude toward such pupils.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Design

This study will employ the survey type of method to determine the attitude of teacher teaching learners with mental retardation. This will be done through questionnaire.

3.2. Environment

This study will be conducted at St. Annes Girls Boarding Isibania Primary School. The target population consists of teachers and learners. The sample population will be selected using systematic sampling. From standard one to standard eight integration is taking place in the school.

3.3. Responsibilities.

This study will involve teachers and learners of St. Annes Girls Boarding Isibania Primary School. The researcher will use qualitative approach. The researcher will go physically to the school for observation and recording.

3.4. Instrument.

This study will utilize a research devised instrument which is a questionnaire. The questionnaire is researcher made. It is intended to find out the awareness of the regular class teachers on mental handicapped conditions available for the mentally handicapped pupils.

3.5. Data collection procedures.

A letter will be sent to the head teacher asking permission to conduct the research. After collecting the data, the researcher will compile its conclusions and recommendations. The researcher will make statistics of the data.

3.6 Statistical Treatment of Data

The frequency and percentage will be used to determine the attitude of teachers teaching the mentally retarded children at St. Annes Girls Boarding Isibania Primary School. This will be through the profile of the pupils as to age, gender and class.

Formula: $f/n \times 100$ is the percentage.

3.7 Limitations of the study

During the study, the researcher encountered some problems. There was a problem of time. There was limited time for going to the field. Equally there was a financial problem as a lot of money was needed for the transport to the field, typing and binding of the research work.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the findings of the study, interprets and analyses them. Therefore in this chapter, the views of the respondents are presented and at the same time analyzed in relation to the Literature Review aiming at achieving the objectives of the study.

4.1 Table 1: Qualifications of the teachers.

CATEGORY	FREQUENCY	PERCENTAGE
ATS I	2	10%
ATS II	2	10%
ATS III	4	20%
ATS IV	5	25%
PI	4	20%
P2	1	5%
DIPLOMA	2	10%
Total	20	100%

Source: Field data

From the above table it shows that the teachers are all trained. The majority of the teachers are Approved Teachers Status four [ATS IV]. The findings show that the teachers are trained as follows;- ATS I 10%, ATS II- 10%, ATS III- 20%, ATS IV-25%, PI-20%, P2-5% and Diploma-10%. The teachers with Diploma are trained in special needs education but there is nothing they are doing about the mentally retarded. This is an indication that they have a negative attitude towards the mentally retarded; it shows that they were after material gain but not helping the learners. This confirms what Gottlieb

(1981) states that putting handicapped child in a regular school (classroom) does not necessarily mean that he will be accepted socially or receives the instructional programming he most needs. From the finding it shows majority of the teachers have attained form four grade, even the ones with A-level are trained as primary school teachers. There is an element of negative attitude towards further studies among the teachers which leads to negative attitude towards the learners with mental retardation.

Table 2: Teachers experience.

CATEGORY	FREQUENCY	PERCENTAGE
1-5 YEARS	1	5%
6-10 YEARS	2	10%
11-15 YEARS	3	15%
16-20 YEARS	3	15%
ABOVE 21 YEARS	11	55%
Total	20	100%

Source: Field data

The table above shows that most teachers have a long service. Their services are as follows: between 1-5 years I teacher (5%), 6-10 years there 2 teachers (10%), between 11-15 years there 3 teachers (15%), between 16-20 years 3 teachers (15%) and above 21 years – 11 teachers (55%). Some of the teachers with long services are not very old, they are between 45 and 50 years. Those with over 21 years service would not like to be added another load of responsibility of teaching the mentally retarded.

Table 3: Average Number of Pupils per Class.

CATEGORY	FREQUENCY	PERCENTAGE
20-30 Learners	3	16.7%
31-40 learners	5	27.8%
41-50 Learners	9	50%
50-60 Learners	1	5.5%
Total	18	100%

Source: field data.

From the above table it shows that the average ration of (1) teacher to 40 learners. Findings are as follows: between 20-30 learners there are 3 streams with 16.7%, between 31-40% learners there are 5 streams with 27.8%, between 41-50 learners there are 9 streams with 50% and there is a class with 50 learners. With such large classes the teachers tend to ignore the slow learners especially the mentally retarded. However, **Bitter (et al 1773)** states that teachers willingness to accept a mentally retarded child in his class is influenced by the existing size of the class and the mode of administration in the school in the school. That means that even though, the teacher might be willing to accept a mentally retarded child in his or her class there are other factors that can influence his or her attitude towards accepting that child. The researcher concurs with Bitter.

4.2 Understanding of inclusion

Table 4: Teaching resources.

CATEGORY	FREQUENCY	PERCENTAGE
Teacher		
1. Guides pupils to take models.	2	20%
2. Prepares simple, clear, and visible charts.	1	10%
3. Writes clearly on black board during the lessons.	3	30%
4. Display charts and models in class.	3	20%
5. Engages learners in activities such as games.	3	20
Total	12	100%

Source: Field data.

From the above table it shows that most of the teachers write well on the blackboard during the lessons. There is evidence that the teachers do not use learning aids when teaching. This is reviewed by *Madison and care 919780* when they suggested that unfavorable teacher's attitude towards accepting and sometimes resentment arises from ignorance and in experience of retarded children. They concluded that the more informed a teacher is about the handicapping condition, the more inclined he or she is to feel comfortable with the child having the condition.

Therefore, this indicate that teachers ignore even the normal learners by lecturing the lessons and ignore the mentally handicapped altogether. Where there are no learning aids, the learners are not involved in the learning activities.

Table 5: Teaching Methods.

CATEGORY	FREQUENCY	PERCENTAGE
Teacher: Use simple clear and understandable language.	1	10%
Uses varied teaching methods to explain content taught.	2	20%
Encourage interactions and cooperation among pupils.	1	10%
Is supportive with the pupil's mental retardation.	5	50%
Associates subject matter to real life situation.	1	10%
Total	10	100%

Source: Field data.

From the above table it is evident that learners with mental retardation are not supported, 50% of the respondents say that they are not supported. This confirms what Gottlieb (1981) says by stating that putting a handicapped child in a regular (classroom) does not necessarily mean that he will be accepted socially or receive the instructional programming he most needs. This helped the researcher fulfill objective number 3.

Table 6: Teachers Qualities.

CATEGORY	FREQUENCY	PERCENTAGE
Category		
The teacher:-		
Wears clean decent clothes.	2	20%
Reports to class on time regularly.	3	30%
Is dignified in his / her behaviour.	3	30%
Shows concern with learners with mental retardation.	0	0%
Is available for academic consultation.	2	20%
Total	10	100%

Source: Field data

From the above table it is evident that the teachers do not show concern for pupils who are mentally retarded.

Milgram et al (1980) says that class teachers attitude towards integrating the retarded was unfavorable because of lack of knowledge on the handicapping condition. This is true because the class teachers tend to ignore these learners very much. These, learners can not perform when they are ignored and they drop out school very easily. This made the researcher achieve objective number 3.1.2.

Table 7: Classroom Management.

CATEGORY	FREQUENCY	PERCENTAGE
The teachers:		
1. Introduces lessons in appropriate ways.	5	50%
2. Assesses mentally retarded pupils as bases to improve delivery of instruction.	3	30%
3. Implements discipline among pupils in class.	2	20%
4. Motives the mentally retarded to learn.	0	0%
5. Monitors the mentally, retarded pupils progress through tests and assignments.	0	0%
Total	10	100%

Source: field data.

From the above table it shoes that 50% of the respondents are of the opinion that the learners who are mentally retarded are not motivated. They are not given any tests or assignments to do as the other learners. This means that the learners with mental retardation are not benefiting from the teachers. This is against the ***Gachathi report of 1994*** which emphasizes the need for integrating the mentally handicapped in all schools. The policy for special education 3.2.9B states that, “mildly mentally handicapped children should receive most of their education in the ordinary classes”.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The regular teachers feel that the mentally retarded learners should be kept in special schools because there are special teachers trained to deal with them, and there are facilities in those schools. Literature reveals that teachers' lack of knowledge on a particular handicap results to negative attitude towards that teacher accepting the handicapped into regular class (Murphy et al 1960) Knowledge about mentally retarded is lacking.

Stephen and Brain (1980) states the provision of materials and services help the teacher to cope with additional responsibility of a handicapped learner and would change the attitude. This is evident in the data collected that there are no materials and other facilities to help learners who are mentally retarded.

In conclusion, therefore the findings from the study indicated that there is significant relationship between teacher's attitudes and the performance of the mentally retarded children in school and particularly in St. Anne's Girls Boarding Primary School Isibania which was the focus of the study. Relatedly, from the above recommendation the researcher suggests the following areas for further research. Further research can be conducted to find out the other factors other than teachers attitudes towards the mentally retarded that contribute to their performance.

5.2. Recommendations.

In view of the above discussion the researcher views that to change the negative attitude of teachers towards mainstreaming the mentally retarded the following recommendations have to be put into consideration.

1. There is need for both pre-service and in-service training for all teachers to familiarize themselves with the handicapped and their special

education needs. Appropriate training could include films, lectures, group discussions and regular workshops.

2. Provision of special educational facilities and other extra resources for the class teachers receiving the intellectually challenged into their regular classes.
3. Teachers should vary their methods and they should change their attitudes towards these children knowing that they are god's creation.
4. There is need for making early intervention programs to infants who are at risk.

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Appendix B: Questionnaires.

QUESTIONNAIRE TO THE HEADTEACHER SCHOOL ENROLMENT

No. Classes	Of	Boys	Girls	Total	Number Of Mentally Retarded	Boys	Girls

TABLE B.

Mentally retarded learners integrated in St. Anne's Girls Boarding Primary School Isibania per class.

Class	1		2		3		4		5		6		7		8		Total
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	

QUESTIONNAIRE TO THE TEACHERS

SOCIAL DEMOGRAPHY

4.1. QUALIFICATION OF THE TEACHER

ATS I

ATS II

ATS III

ATS IV

P1

P2

DIPLOMA

4.2. TEACHERS EXPERIENCE

1-5 YEARS

6-10 YEARS

11-15 YEARS

16-20 YEARS

ABOVE 21 YEARS

4.3. AVERAGE NUMBER OF PUPILS IN CLASS.

20-30

31-40

41-50

51-60



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Office of the Director

24th April 2008

TO WHOM IT MAY CONCERN

Dear sir/madam

RE: INTRODUCTION LETTER FOR MS BEATRICE BOYANI NYAMWEYA

REG. # BED/13285/61/DF

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

He/she wishes to carry out a research in your Organization on:
Teacher's attitudes towards teaching learners who are mentally retarded at St. Annes girls boarding primary school Isibania in Kuria district, Kenya.
The research is required for the award of a diploma/bachelors degree in education.

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

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

