

**TEACHERS ATTITUDE TOWARDS INCLUSION
OF LEARNERS WITH MENTAL
RETARDATION, KALAWA
MAKUENI DISTRICT
KENYA**

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ABSTRACT

Having the study on teachers attitude towards learners with mental retardation be included in regular classrooms. I found that many had negative attitude because mean score will be affected. The researcher advised the teachers on the importance of inclusive learning for learners with mental retardation.

The researcher decided to carry out study in order to investigate primary school teachers attitude towards learners with mental retardation. This will help the learners from being separated from family members when send to special schools. It was investigated using questionnaires distributed to teachers in selected schools from Kalawa Division, Katangini zone of Makueni District. Data collected assisted the researcher to investigate the problem.

The researcher will be primary teachers chosen from six schools of Katangini zone in Kalawa Division. The total number to be investigated will be thirty. The instrument to be used will be questionnaires.

The respondents came to realize that all learners should be a regular classroom even if they have a disability because disability is not inability. Also anybody can acquire a disability.

Conclusively, all teachers from Kalawa Division have shown positive attitude towards inclusion of learners with mental retardation in regular classroom. Also the researcher has seen need for further research on ways of minimizing having learners with mental retardation.

CHAPTER ONE

INTRODUCTION

1.1 Background

According to the introduction of free primary education in Kenya 2003 every child has a right to free and compulsory education regardless of his/her diversity. In Kenya education for learners with mental retardation was provided in segregated setting. Children with mental retardation have been neglected for long. In Kalawa Division, teachers and the entire community have been having negative attitude towards them. Due to this reason, the researcher has decided to carry out a study to investigate how these children can be inco-operated in an inclusive setting.

The research is to be carried out in Kalawa Division of Makueni District, Katangi zone and Kalawa zone. There are thirty six schools. The research will be carried within six schools of Katangini zone. This will enable the researcher to reach the respondents easily without difficulties.

In the researchers area most people have traditional beliefs on people with disabilities; teachers also have those beliefs that if one mix with people with disability one will bare a child with disability this leads to isolation of people with disability. This makes teachers to have negative attitude of inclusion of these learners with mental retardation because of traditional beliefs and also lowering of mean score in the school. If the mean score syndrome is removed from teachers, the learners with mental retardation will benefit through inclusion in regular schools.

This research will benefit learners, teachers, parents, community and policy makers in knowing ways of removing barriers hindering inclusion of learners with mental retardation. After carrying out the research, the researcher will sensitize the teachers, parents and community on causes of disabilities, preventive measures and how to help these learners. The researcher will encourage them to have positive attitude towards learners with disabilities. It also aims at equipping teachers with background knowledge and skills of handling learners with mental retardation in an inclusive setting. The skills and knowledge will enable the teachers to diagnose the main problems facing learners with mental retardation.

1.2 STATEMENT OF THE PROBLEM

Learners with mental retardation have been discriminated for a long time. A belief in the Division has it that people can not marry from a family with a history of disability in their genealogy. This negative attitude of the society towards learners/persons with disability has persisted through out the history of special needs education. Teachers in the division have a belief that teaching a child with a special need in education may make them give birth to a disabled child. Teachers in the Division have not clearly understood the meaning of the word inclusion. They normally argue that learners with mental retardation should be taken to special boarding units/schools. These special schools/units cannot cater for the growing number of these learners. This implies that most of them remain at home for those parents who are unable to meet the requirements for

boarding schools/units. All the above problems have been brought about by lack of awareness and poor systems of education that does not incorporate special needs education children in the curriculum together with poverty and ignorance. From these statements therefore, this research was carried out to investigate the teachers attitudes towards inclusion of learners with mental retardation in regular schools within Kalawa Division.

1.1 PURPOSE OF THE STUDY

The purpose of the study is to investigate primary school teachers' attitudes towards inclusion of learners with mental retardation in regular schools.

1.2 OBJECTIVES OF THE STUDY

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

1. To investigate teachers' knowledge and understanding of mental retardation.
2. To investigate the teachers' provision of education for learners with mental retardation.
3. To find out the teachers' knowledge on inclusion.
4. To find out teachers' opinions concerning inclusion of learners with mental retardation into regular schools.
5. To find out the factors to consider for a successful implementation of inclusion education.

1.5 RESEARCH QUESTIONS

1. Knowledge and understanding of mental retardation.
2. Provision of education for learners with mental retardation.
3. Knowledge on inclusion.
4. Opinions concerning inclusion of learners with mental retardation into regular schools.
5. Factors to consider for a successful implementation of inclusion education.

1.6 SIGNIFICANCE OF THE STUDY

- (i) The study was intended to sensitize the government, community and other persons in the Ministry of Education Science and technology about the importance of inclusion learners with mental retardation in regular schools.
- (ii) The study will also provide information on innovative interventions in the field of inclusion of learners with mental retardation in regular schools.
- (iii) The study acts as a stepping stone for further research in inclusion of learners with mental retardation in regular schools.

1.7 OPERATIONAL DEFINITION OF TERMS

1. Regular school.

This is a school setting where non-handicapped children learn.

2. Impairment

Is any loss or damage to a part of the body either through accident, disease or genetic factor.

3. Disability

It is any loss or reduction of functional ability to perform an activity in the manner or within the range generally considered normal for a human being.

4. Handicap

Is a restriction of activity which has come about as a result of society's attitude towards a disability

5. Inclusion

It focuses on adjusting the home, the school and society at large so that all individuals can have the opportunity to interact, learn and experience the feeling of belonging and develop accordance with their potential and difficulties.

6. Mental retardation

The learner is slow in his/her mental development and does not learn skills as quickly as his/her peers. They normally have difficulties with learning understanding, possibly behavior and communication.

1.8 SCOPE/DELIMITATION OF THE STUDY

The research was carried out in Kalawa Division of Makueni District Kenya. The area is very hot. During the time of carrying out the research, it was in September and October when the sun was very hot. There was an added advantage this is because the respondents were familiar to the researcher's language of communication was understood well by both the researcher and the respondents and this made the research to be successful.

Limitation of the study

The research covered a large area of Kalawa Division whereby the researcher needed longer period of visiting them. The period of conducting the research was also hectic especially during the months of September to October when the sun was very hot, and again from November to December, a period of rains. Funds were also not easy to obtain. Getting in touch with the advisors was a problem due to scarcity of money. Some respondents were also negative towards filling the questionnaires and needed a lot of time to be explained on the issue.

CHAPTER TWO

2.0 LITERATURE REVIEW OPENING

2.1 Introduction statement

The study concerning inclusion of learners with impairments in regular schools is well recorded. People like Napoleon Bonaparte (1768 -1780), and Edward Seguin (1812) from France proved through teaching activities that it was possible to educate children with disabilities. The system of educating learners with special needs in regular schools is becoming one of the global trends in the provision of special needs education around the World, (Leyser 1994). This concept of inclusion and practice is continuously growing and being adapted by many countries world wide.

2.2 AN OVERVIEW OF MENTAL RETARDATION

From the beginning children with mental retardation have been segregated in the society. The society has been associating such children with evil deeds. The mothers of such children faced divorce or separation from their families.

According to Mwaura S and Wanyera S (2002) there are many factors that may cause developmental disability. These factors fall as prenatal period, prenatal period and post natal period.

According to Githang'a M (2002), Jean Pia get's theory of cognitive development, there are four stages that a child should go through in order to attain cognitive abilities. These are the sensory motor stage (0-2 years), pre-operational stage (2-7 years), concrete stage (7-11 years) and formal operation stage.

2.2.1 CAUSES OF MENTAL RETARDATION

According to Githang'a (2002) child's growth and development, causes of mental retardation may happen during pre natal period, prenatal stage and post natal stage.

Prenatal cause

According to Githang'a M (2002) A child may be born with a development disability if during pregnancy, the mother

- (i) Did not eat balanced diet.
- (ii) Suffered venereal diseases such as Syphilis and gonorrhea.
- (iii) Used narcotic drugs, cigarettes and alcohol
- (iv) Was involved in an accident and had shock.
- (v) Has HIV/AIDS positive.
- (vi) Suffered from diseases such as Rubella (German measles) diabetes and those involved in very high fever.
- (vii) Is exposed to x-ray especially during the first three months of pregnancy.
- (viii) Has blood incompatibility between the foetus (The rhesus factor incompatibility).
- (ix) Is too young or too old.

Prenatal causes

According to Githang'a M (2002), the mother may give a child with mental retardation if she has:-

- (i) Prolonged delivery/labour resulting to oxygen deficiency and head injuries.
- (ii) Umbilical cord strangulation of the foetus.
- (iii) Pre-mature birth.
- (iv) Lack of oxygen during birth.
- (v) Low birth weight.
- (vi) Neo – natal jaundice
- (vii) Breech birth
- (viii) Head injury caused by misuse of delivery instruments such as forceps delivery.
- (ix) Venereal diseases in mother, such as syphilis and gonorrhea.
- (x) Poor hygiene

Post natal causes

According to Githang'a M (2002) there are several factors which can cause

- (i) High fever with fits.
- (ii) Poor nutrition such as unbalanced diet and deficiency of iodine and vitamins in children especially in the first six months
- (iii) Accidents such as head injuries and brain damage
- (iv) Diseases such as meningitis, measles, encephalitis which affect the brain
- (v) Brain tumor
- (vi) Severe diarrhea and dehydration
- (vii) Emotional stress

- (viii) War
- (ix) Biochemical factors like pandemics and epidemics such as bomb blast
- (x) Misuse of drugs (medicines)
- (xi) Violent and destructive behavior
- (xii) Psychosocial factors among others.

2.2.2 LEVELS OF MENTAL RETARDATION

According to Mwaura S (2002) introduction to children with special needs. Children with mental retardation or development disabilities are categorized into four major groups based on the severity of their problem, their behavior adaptive behavior and educational performance.

They are classified as

- (i) Mild developmental disability
- (ii) Moderate developmental disability
- (iii) Severe developmental disability
- (iv) Profound developmental disability

2.2.3 EFFECTS OF MENTAL RETARDATION ON EDUCATION AND SOCIAL LIFE.

According to Githang'a M (2002) children with mental retardation have a general language and speech development. They lag behind other peers in normal language development. They also show delayed development in:-

- (i) Comprehension
- (ii) Recertive language
- (iii) Expressive language
- (iv) Sensory motor skills
- (v) Activities of daily living
- (vi) Socialization skills and performance skills
- (vii) Vocational skills
- (viii) Reasoning and judgment skill that are needed in the environment
- (ix) Vocabulary.

On academic achievement do not do well in school and also lay behind socially.

2.2.4 INDICATORS/FEATURES/CHARACTERISTICS OF MENTALLY RETARDED CHILDREN.

According to Githang'a M (2002) some of the possible indicators of children with mental retardation may include, a child

- Having low cognitive ability. Their thought processes develop more slowly and they have difficulty in solving problems.
- Having retarded motor development
- Having difficulty in remembering experience or things learnt
- Being slow at acquiring and developing skills such as speaking and walking
- Being unnecessarily slow in carrying out tasks.
- Not able to transfer the same activities into different situations.
- Having disorders of memory and thinking.

2.3 EDUCATIONAL PROVISION OF CHILDREN WITH MENTAL RETARDATION

According to Githang'a M (2002) children with mental retardation, the teacher should arrange tasks in small sequential steps, where each step is taught and checked to ensure the child finds it interesting and is useful. The emphasis should be on developing the child's self confidence, language skills, and good habits of health, safety, work and play and also in vocational skills. All the above is for children with mild developmental disability.

For children with moderate developmental disability, they should be given support to develop habits of activities of daily living such as self care, cleanliness, health and eating behavior. They also need help in developing communication skills, the ability to follow directions and social skills.

For children with severe and profound developmental disability, home or hospital visitation programmes may be required. They should be trained in communication skills, motor skills and social skills.

2.3.1 HISTORICAL OVERVIEW OF EDUCATIONAL PROVISION AND DEVELOPMENT FOR MENTALLY RETARDED CHILDREN IN KENYA.

According to Eron (2000) introduction to special needs education. In Kenya education for learners with mental retardation was provided in various forms. The main provision included private tuition, segregated education, integration or mainstreaming and inclusive education.

The private tuition was provided by parents of children with special needs who hired persons to provide private education to their children in their homes. During this period, learners with mental handicap were neglected.

During the segregation period, learners who were mentally retarded or had special needs were catered for in segregated set-ups in the community. They might have been placed in special schools in which they learnt with others who had similar difficulties like themselves. There were schools for each impairment.

In the integration/mainstreaming period, the provision reflected the attempts to place learners with special needs in education in the mainstream regular education system. The focus was in three forms which were functional integration, locational integration and social integration.

Lastly, there was the inclusive education which addresses all the learners' needs in a regular classroom using all the available resources to create opportunities for them to learn together in preparing them for life.

2.3.2 EDUCATIONAL POLICIES IN KENYA FOR DISABLED PERSONS GENERALLY IN KENYA.

According to Eron (2000) introduction to special needs education. Since independence, the Kenya government has established many educational commissions to look into sustainability of the educational provision for all children. These educational commissions included the following

- (i) The Kenya Education Commission (1964) – The Ominde report

The commission advocated for integration of children with special needs in regular schools.

- (ii) The National Committee on Education Objectives and policies (1976) – Gachathi Report.

The committee recommended the integration of children with special needs in the society by transferring learners with special needs in education in special schools to regular schools and other centres.

- (iii) The Presidential working party on education and man power training for the next decade and beyond (1988) – The Kamunge Report.

It recommended that the media and national programme be used more intensively to create public awareness of the needs of people with disabilities.

- (iv) Totally integrated quality education and Training (1999) – Koech Report.

The report emphasized the need for early intervention for children including those with disabilities and the disadvantages.

- (v) Education for All (EFA) – Kenya 2001 Education for All advocates for education to be free and available to all Kenyans by 2015, so as to handle learners with different disabilities.

2.4 INCLUSIVE EDUCATION

It refers to the philosophy of ensuring that schools, centres of learning and educational systems are open to all children. This enables the learners to be included in all aspects of school life.

2.4.1 DEFINITION OF TERMS

i. *Inclusion*

This is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic, physical or any differences are not excluded from any of the society's activities

ii. *Integration*

The term indicates the participation of learners with special educational needs in regular education without demanding changes in the curriculum provision.

iii. *Mental retardation*

It's whereby the learner is slow in her/his mental development and does not learn skills as quickly as his/her peer. They normally have difficulties with learning, understanding, possibly behaviour and communication.

iv. *Impairment*

Is any loss or damage to a part of the body either through accident, disease or genetic factor.

v. *Disability*

It is any loss or reduction of functional ability to perform an activity in the manner or within the range generally considered normal for a human being.

vi. *Handicap*

This is the restriction of activity which has come about as a result of society's attitude towards a disability.

2.4.2 OBJECTIVES OF INCLUSION

For any policy to succeed, there must be some objectives to be achieved at the end. Some of the inclusion objectives are:-

- To facilitate inclusion of learners in all aspects of life.
- To develop positive attitude in parents, teachers, peers and the community at large towards children with special needs in education.
- To provide equal opportunities to all children to share knowledge, resources and experience
- To identify and minimize barriers to learning and development.
- To assess and place learners with special needs in education.

2.4.3 Principles of inclusion

In any set up organization, all the members should be treated equally and to be made appreciated in all aspects. In line with this, the principles may:-

- Call for equal opportunities to all learners to experience normal mainstream activities.
- Advocate for accessibility to the learning process and the curriculum by all learners by differentiating the learning and assessment process according to the learners needs.
- Recognizes and caters for individual differences in race, religion, abilities, disabilities or circumstances.

- Calls for a child centered curriculum and the learner to attend the school that he/she would naturally go to in his community if he/she had no special needs.
- According to (Kurt Kristensen, 2000) inclusion should aim at overcoming barriers to learning and development.

2.4.4 Advantages and disadvantages of inclusive education.

In inclusive education, all children learn and grow in the environment that they will eventually live and work in. As participation of those who are “different” takes root, all pupils and teachers gain the virtues of being accommodating, accepting patient and co-operative-thus all learners benefit from learning and working in an inclusive educational system. Teachers get to share ideas and knowledge with each other, with parents and others, thus making education a meaningful aspect of everyday life. Inclusive education creates a school for all where all benefit resulting in an inclusive society.

On the side of disadvantages, learners who have special needs may be mistreated by the normal learners with special needs may be limited. The environment may be also un-conducive for them. There may be lack of trained staff to cater for those learners in inclusive education and also the community may not be very much supportive.

2.4.5 Barriers of inclusive education. According to Eron L (2000) introduction to special needs. The barriers include:-

- Curriculum barriers.
- Rigid educational approaches.
- Negative attitude
- Insufficient human and material resources.
- Lack of community parents and involvement.
- Teacher expectations from learners.
- Competition and selection of students.
- Classroom repetition and school desertion.
- Evaluation and promotion criteria that hinder inclusion.
- Inaccessible environments.
- Lack of other regular teacher involvement.

2.4.6 How to prevent or minimize the barriers.

According to Eron L (2000) barriers can be minimized as follows:-

- Creating awareness about the nature, causes, prevention and intervention of conditions that create special needs.
- Encourage the learners with special needs in education to accept their situation.
- Diversifying the curriculum to suit individual learners needs.
- Adapting examinations questions to suit the individual learners needs.
- Identification of children with special needs in education in regular schools.

- To minimize the competition that is enhanced in the examinations and selection of learners for promotion to higher levels by mean score which does not consider learners with special needs education.
- Make the community aware of the cultures that view the needs of male child above the girls.

2.5 ATTITUDES

The term “attitude” is a common word which is widely used in everyday life for example when a person is being referred as having a negative or positive attitude. Different researchers have offered a variety of definitions of attitude. According to Allport (1954) states, an attitude is a mental and neural state of readiness, organized through experience from Encyclopaedia. An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner. According to Triandis (1971) attitude refers to ones idea, knowledge or perceptions of a given objects.

2.5.1 COMPONENTS OF ATTITUDE

According to Triandis (1971) attitude has three components namely cognitive, affective and behavioural.

(i) *Cognitive component*

Cognitive deals with mental ability of an individual. It contains the idea thought or belief ideas on thoughts which are often seen in responses to differentiate stimuli. For example, people may have different beliefs about

the causes of mental retardation and may attribute the causes to different factors. These attributions may lead them to develop either positive or negative attitudes towards the conditions of the mentally retarded children with this disability.

(ii) *Affective components*

This is the way human beings feel about something a situation. Therefore, affective component consists of feelings, moods and emotions that people experience in relation to an object. These affective responses could range from extremely positives to extremely negative.

(iii) *Behavior component*

The behavioral component contains actions that people portray in relation to the attitudes to an object or one's wish to act in a particular manner (Triandis et al, 1971). Since these behavior responses range from extremely positive to extremely negative, they can then be evaluated meaningfully. For example, people who portray a negative show towards an object will show a behavior that is negative. In line with this many psychologists agree that attitudes determine what we attend to in our environment how we perceive the information about the object of our attention and how we respond to that object. (Barns, 1991) cited in Mwaura's thesis.

2.5.2 TRADITIONAL BELIEFS AND ATTITUDES TOWARDS MENTAL RETARDATION

According to Malusu J.M (1989) Christian religious education caring for the unprivileged)

For mentally handicapped learners, just like other disabilities, the African culture perceived cause differ from one society to the other. However, the most common cause is suouer natural causes. These include God's will, witchcraft, punishment for wrong deeds and curse. Another perceived cause is inheritance sometimes viewed as a family curse.

2.6 Factors to consider

2.6.1 Parents

According to Githang'a M (20020

Some parents give priority to their children without special needs. They should give education to all their children regardless of their physical status.

Some parents may tend to be over protective towards the child with special needs in education, thus preventing him/her from taking part in daily life activities. This may hamper the child's possibilities to develop his/her potentials.

2.6.2 Educators

Some teachers may object to having learners with special needs in education in their class or school fearing that the child will lower the mean score for their class or school. Many teachers think that working with children with disability or other special need calls for technical training.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The major purpose of this study will be to investigate the teachers attitudes towards inclusion of learners with mental retardation into regular schools.

3.1 RESEARCH APPROACH

The researcher will use the quantitative method in the research exercise. The researcher will focuses on the following themes based on the research questionnaire.

- (i) Knowledge and understanding of mental retardation.
- (ii) Provision of education for learners with mental retardation.
- (iii) Knowledge of inclusion
- (iv) Opinions concerning inclusion of learners with mental retardation into regular schools.
- (v) Factors to consider for a successful implementation of inclusive education.

3.2 RESEARCH DESIGN/STRATEGY

The researcher will use survey method of educational research as a technique of gathering information. The researcher will chose this design because the topic is on attitudes of teachers towards inclusion of learners with mental retardation into regular schools. The researcher will use questionnaires from population of the study; random sampling method will be used to arrive at the schools that were selected.

3.3 POPULATION AND AREA OF STUDY

The target population of the study will be the regular teachers within the Division totaling to fifty. There are thirty six regular schools within the two zones in Kalawa Division namely: - Katangini and Kalawa Division will chose six schools from Katangini zone due to distances and finance.

3.4 SAMPLE SECTON AND SIZE

In the sampled section five teachers will be chosen from each school that is from six schools. The researcher will not specify whether, the chosen teachers were from lower or upper primary. The chosen teachers totaled to thirty in number.

3.5 SAMPLING PROCEDURE

The researcher used simple random method to select the study population where each person had an equal chance of being included in the sample. From the ten schools, the researcher chose three teachers. Numbers were written randomly so as not to be bias. For instance numbers written were one, two, three, four, and five and so on. Depending on the number of teachers in that particular school. If a teacher picked number one, researcher issued him/her the first questionnaire. If another teacher picked paper number two, the researcher issued the second questionnaire; a teacher who picked number three was given the third questionnaire. The rest had no questionnaires for the researcher needed to sample thirty teachers in the division. The researcher did this exercise with the assistance of the Deputy Head teachers.

3.6 RESEARCH INSTRUMENTS OF DATA COLLECTION

The researcher will use questionnaire in the research. The researcher will be guided by the formulated research/hypothesis and objectives. The researcher will also use interviews and check the records in the schools.

3.7 PROCEDURE OF DATA COLLECTION.

Before the study started, the researcher sought for permission from the heads of the institutions. Having been granted permission, the researcher will talk with the regular teachers of the selected schools. The researcher will discuss the questionnaire with the respondents. The respondents will then be issued with the questionnaire to the respondents; the researcher will pre-test the questionnaire.

Table of showing respondents

Highest level of education

Category	Frequency	Percentage
O –level	16	80
A level	4	20
Total	20	100

According to the table, most of the respondents were “o” level. According to researcher, “A” level teachers are scares. This might have been brought by the change of education system from 7:4:2:3 to 8:4:4.

Table showing respondents

Teaching experience

Category	Frequency	Percentage
6 - 10 years	6	30%
1 – 5 years	0	0%
11 – 15 years	12	60%
Over 16 years	2	10%
Total	20	100%

According to the table, most of the respondents ad a teaching experience of 11 -15 years. According to the researcher, most of the aged teachers have retired and the area is understaffed.

Table of respondents

Category	Frequency	Percentage
Christians	20	100%
Muslim	0	0%
Others	0	0%
Total	20	100%

According to the table, most of the respondents were Christians. According to the researcher majority of the teachers are from the area, mostly one tribe. No many teachers outside the locality.

CHAPTER FOUR

4.0 QUESTIONNAIRE

Out of the thirty questionnaires issued to six schools in the area, only twenty were returned to the researcher. After compiling all the data, the researcher presented the results using a table in the form of frequency.

4.1 BACKGROUND INFORMATION

Table of gender distribution of the respondents

Category	Frequency	Percentage
Males	12	60%
Females	8	40%
Total	20	100%

According to the above table, majority of the teachers who filled the questionnaire were males. According to the researcher, there are more male teachers in the area than females teachers.

Table of age of the respondents

Category	Frequency	Percentage
20 -30 years	4	20%
31- 40 years	12	60%
41 – 50 years	4	20%
Over 50 years	0	0%
Total	20	100%

According to the table, most of the respondents aged between 31 -40 years.

According to the researcher, teachers in the area are young and newly employed.

Table of type of the school

Category	Frequency	Percentage
Day schools	20	100%
Boarding schools	0	0%
Private schools	0	0%
Total	20	100%

According to the table, most of the respondents were in day schools. According to the researcher, there is no boarding or private schools in the area.

Table of respondents on

4.2 KNOWLEDGE AND UNDERSTANDING OF MENTAL RETARDATION.

a) Have you ever seen a mentally retarded child?

Category	Frequency	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

According to the table, most of the respondents have seen a learner with mental retardation. According to the researcher, all teachers in the area have come across learners with mental retardation.

b) Table of respondents on if yes explain briefly how she/he behaved

Category	Frequency	Percentage
Looked overaged/needed assistance	9	45%
Poor arrangement of work	6	30%
Unconcerned in class	3	15%
Salivating with balancing problem	2	10%
Total	20	100%

According to the table, most of the mentally retarded children seen by the respondents looked over aged and needed assistance from their care givers. According to the researcher this could be true because a normal child does not need a lot of assistance from the care givers or teachers.

Table of respondents on causes of mental retardation

Category	Frequency	Percentage
Poor nutrition	9	45%
Brain injuries	2	10%
Genetic factors	4	20%
Witchcraft	5	25%
Total	20	100%

According too the table, poor nutrition has been recorded as the major cause of mental retardation. According to the researcher, this is true because the area receives little rain in a year.

4.3 PROVISION OF EDUCATION FOR LEARNERS WITH MENTAL RETARDATION.

Category	Frequency	Percentage
Yes	20	100%
No	0	0%
Total	20	100%

According to the table above, all the respondents have seen the need of educating mentally retarded learners. According to the researcher, there is need for learners with mental retardation to be given equal education like their peers who are "normal."

Table of respondents on reasons why there is need to educate the mentally retarded children.

Category	Frequency	Percentage
For them to cope with life learn their living	12	60%
For self reliance like dressing and toileting	6	30%
Every child has a need to education	2	10%
Total	20	100%

According to the table above, majority of the respondents gave their reasons as above for the need of educating the mentally retarded children. In the area, the researcher saw the same reasons and has agreed with the respondents.

Table of respondents of the kind of schools to educate the mentally retarded children.

Category	Frequency	Percentage
Special schools	13	65%
Regular schools	6	30%
Special units	1	5%
Total	20	100%

According to the table, majority of the respondents have given special schools as the kind of schools to educate mentally retarded children. According to the researcher, regular schools are the best schools for these learners for they are within children's reach. The children are also not isolated in regular schools as opposed to special schools.

Table of respondents on

KNOWLEDGE ON INCLUSION

5 (a)

Category	Frequency	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

According to the table above, most of the respondents said it is possible to include learners with mental retardation in regular classes. According to the researcher, it's true that learners with mental retardation can be included in regular classes.

Table of respondents on

(b) Reasons given to support the yes/no response

Category	Frequency	Percentage
There are trained teachers in regular schools to handle such learners	9	45%
Some parents don't want to send their children far from home	2	10%
Those who said "No" said the child may not benefit in a regular school		
Total	20	100%

According to the table majority of the respondents gave their reasons in support of question (5 a). The researcher has agreed with the reason given by the respondents.

Table of respondents of

(a) Response on isolation.

Category	Frequency	Percentage
No	18	90%
Yes	2	10%
TOTAL	20	100%

According to the table, majority of the respondents are not for the isolation of learners with mental retardation. According to the researcher, they should learn with their peers so as to socialize and make friends.

6. (b) Table of respondents who supported inclusion of

Category	Frequency	Percentage
Should not be isolated due to parents poverty	14	70%
Should be isolated following the qualified staff in special schools	6	30%
TOTAL	20	100%

According to the table above, majority of the respondents said learners with mental retardation should not be isolated due to the parents poverty. This is to say that many parents will not afford their pupils expenditure in selected in special schools.

According to the researcher, this is true because most of the parents in the area are farmers and earn very little to supplement their children in school.

Table of respondents on

4.5 OPINIONS CONCERNING INCLUSION OF LEARNERS WITH MENTAL RETARDATION INTO REGULAR SCHOOLS.

7 (a)

Category	Frequency	Percentage
Yes	20	100%
No	0	0%
TOTAL	20	100%

According to the table, all the respondents said that learners with mental retardation can learn in same classes with the “normal” ones. According to the researcher, this is true since there is the emphasis of inclusion education in many countries Kenya being inclusive.

Table of respondents on

7 (b) Reasons to support question 7 (a)

Category	Frequency	Percentage
There are trained teachers to teach the learners	18	90%
Some learners are not in the extreme cases of retardation	2	10
TOTAL	20	100%

According to the table, most of the respondents have supported the inclusion of learners with mental retardation. According to the researcher, the answers given above are correct.

8 (a)

Category	Frequency	Percentage
Yes	20	100%
No	0	0%
TOTAL	20	100%

According to the above table the respondents have seen that the school academic performance can be affected with the inclusion of learners with mental retardation in the regular classes. According to the researcher, the respondents are not correct because given enough time and all the materials needed the mentally retarded can perform to the level of their peers and even more better than them.

Table of respondents on

8 (b) Reasons given by the respondents

Category	Frequency	Percentage
The performance of mentally retarded children	19	95
is below average	1	5%
Lack of teachers knowledge		
TOTAL	20	100%

According to the table, majority of the respondents gave the performance of mentally retarded children as below average. According to the researcher, the above can be improved since teachers have been trained on special needs in education of such learners and through inclusion, the learners can be uplifted to the level of their peers.

Table of respondents on

4.6 FACTORS TO CONSIDER FOR SUCCESSFUL IMPLEMENTATION OF INCLUSION

Category	Frequency	Percentage
No	18	90%
Yes	2	10%
TOTAL	20	100%

According to the table, most of the respondents said they can not teach learners with mental retardation effectively. According to the researcher, they can only teach the learners effectively if only they have been seminared on how to handle such learners.

Table of respondents suggestions on what to do.

Category	Frequency	Percentage
To train regular teachers	9	45%
	9	45%
To start special units	2	10%
There should be regular visits from the concerned offices to address the issue		
TOTAL	20	100%

According to the table, the above suggestions were given by the respondents.

According to the researcher, their suggestions are correct because if more teachers are trained, the learners can be well catered for. According to the start of special units, the researcher does not agree with the respondents since what should be more emphasized is inclusive education. The start of special units will be costly and also calls upon isolation of learners with mental retardation from their own society and their peers.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.

The purpose of this study was to investigate the teachers attitudes towards inclusion of learners with mental retardation in Kalawa Division.

The study focused on the following themes based on the research questionnaire described on the previous chapters.

- Knowledge and understanding of mental retardation.
- Provision of education for learners with mental retardation.
- Opinions concerning inclusion of learners with mental retardation into regular schools.
- Knowledge on inclusion.
- Factors to consider for a successful implementation of inclusion education.

5.1 Knowledge and understanding of mental retardation

Form the findings, 100% of teachers in the area have learners with mental retardation, in their classes. One of the possible factors influencing teachers positive attitude might have been their knowledge of the causes and repercussions of the particular disability of the mental retardation. 45% of the respondents gave poor nutrition as the major cause of mental retardation. This affects the brain of the child before birth. To understand the child with mental retardation further the teachers gave several characteristics of learners with mental retardation. A few of these are children who are over aged and for assistance, poor organization of the class work. Unconcerned in class and balancing problems.

5.2 Provision of education for learners with mental retardation.

The results on this part showed that 100% of the teachers have supported education for the learners with mental retardation. This shows that these learners with mental retardation are possibly in regular schools or just at home. It is therefore a good idea to let these children learn in their regular schools. In their explanations, 60% said they should be given education so as to cope with life and earn their living. 30% gave self reliance like dressing and toileting as reasons of educating the learners with mental retardation. 10% said that every child has a need to education and this is in like with the Salamanca Declaration which stated that "education is a right," a need and a necessity for every child regardless of social, cultural background, economic status, and ability or special needs.

On the choice where to educate the learners with mental retardation, there were different views among the respondents. 65% said they should be educated in special schools. 30% said they should be educated in regular schools. Most of the teachers had a strong preference for special schools. They strongly argued that children with mental retardation might not benefit in regular schools. To the researchers opinion special schools still have a vital role to play especially for those children with severe and profound mental impairment who may possibly benefit in the inclusive set up.

5.3 KNOWLEDGE ON INCLUSION

Form the study, the results revealed that 90% of the teachers are totally of the opinion that these children should not be isolated academically. In addition to the

above percentage, the teachers have said that there are trained teachers who know how to motivate and handle such learners. They have also said that some parents don't like the idea of taking their children far from their homes. 10% of the teachers said it is better to isolate the learners with mental retardation. Since they may not benefit in regular schools. They argued that the working conditions are not favourable to handle learners with mental retardation in overcrowded classes. Currently the National ratio average of teachers children is about one to fifty and this might be difficulty for the teachers to handle learners with mental retardation.

5.4 OPINIONS CONCERNING INCLUSION OF LEARNERS WITH MENTAL RETARDATION INTO REGULAR SCHOOLS.

In the study, it has been seen that all the respondents have agreed that learners with mental retardation can learn in the same classes with the 'normal' ones. The percentage to this effect is 100%. To support their answers, 90% of the respondents said that there are trained teachers who can effectively teach the learners. 10% said most of the learners with mental retardation are not in the extreme cases of retardation and can be handled in same classes with the 'normal' children. However, all teachers said that the academic standards are affected. This is because the mentally retarded learners are slow learners and cannot move with the pace of the 'normal' children. They require a lot of time to grasp and digest what they have been taught by the teachers. The respondents also argued that most of the teachers handling the learners with mental retardation are

not skilled enough and needs training and be issued with the support materials that enhance the learning of the mentally retarded learners.

5.5 FACTORS TO CONSIDER FOR SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION.

In the study carried out 90% of the respondents said that they could not teach learners with mental retardation effectively. They argued that there should be training of regular teacher so as to acquire the needed skills. Other suggestions given are the start of special units and regular visits from the concerned offices to monitor and address the issue.

5.6 CONCLUSION

From the whole study, it has been seen that teachers in kalawa division have a positive attitude towards inclusion of learners with mental retardation. It has also been seen that these learners are in all schools in the division and there is need for their assistance. Also learners should be included in regular classrooms instead of being segregated.

5.7 RECOMMENDATIONS

The study carried out has shown that teachers have a positive attitude to learners with mental retardation. The researcher therefore recommends that there should be more training of regular teachers so as to acquire the needed skills to assist such learners. It has also been noted that regular teachers need to have

individualized educational programme to learners with mental retardation after they are included.

The researcher has also seen the need for further research on ways of minimizing having children with mental retardation and also treating the mentally retarded children as the 'normal' children. There is also need of educating community on ways of living with children with mental retardation.

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QUESTIONNAIRE FOR TEACHERS ATTITUDES TOWARDS INCLUSION
OF LEARNERS WITH MENTAL RETARDATION IN KALAWA – DIVISION

Dear respondent,

Please answer the following questions by ticking the most appropriate response in each case. This will help the researcher to compile and give a comprehensive educational report on inclusion.

A: BACKGROUND INFORMATION

1. Gender.....Male ☐ Female ☐

2. Age.....20-30 years ☐

31-40 years ☐

41-50 years ☐

Over 50 years ☐

3. Highest level of education.....

4. Professional qualification.....

5. Teaching experience.....1-5years ☐

6-10 years ☐

11-15 years ☐

Over 16 years ☐

6. Religion.....Muslim ☐

Christian ☐

Others ☐

7. Average number of pupils in your class.....

8. Type of school:

Day school ☐

Boarding school ☐

Private school ☐

B: KNOWLEDGE AND UNDERSTANDING OF MENTAL RETARDATION:

1(a). Have you ever seen a mentally retarded child?

Yes ☐

No ☐

(b). If yes explain briefly how she\he behaved.

.....

.....

.....

.....

2.What do you think are the causes of mental retardation?

.....

.....

.....

.....

C: PROVISION OF EDUCATION FOR LEARNERS WITH MENTAL Retardation

3(a). In your experience as a teacher, is there any need to educate mentally retarded Children?

Yes ☐

No ☐

(b). Please explain briefly if your answer is yes.

.....

.....

.....

.....

(c). If no please explain.....

.....

.....

.....

4. What kind of schools can mentally retarded children be educated?

(a) Special schools ☐

(b) Regular schools ☐

(c) Special units ☐

D. KNOWLEDGE ON INCLUSION

5(a) To your opinion, would it be possible to include children with disabilities in a regular class?

Yes ☐ No ☐

(B) Please explain briefly if your answer is

yes/no.....
.....
.....
.....

6(A) All children have a right to education according to the child's right. If so is it fair to isolate the children with mental retardation to learn in special schools or units away from the "normal ones?"

Yes ☐ No ☐

(b) If yes/No, please explain

briefly;.....
.....
.....
.....
.....
.....

E. OPINIONS CONCERNING INCLUSION OF LEARNERS WITH MENTAL
RETARDATION INTO REGULAR SCHOOLS

7(a) Can learners with mental retardation learn in the same classes with the normal
ones

Yes ☐ No ☐

(b) Give reasons to your answer

.....
.....
.....
.....
.....

8(a) As a regular teacher with experience, do you think the school academic
performance can be affected when these children with mental retardation are included
in same classes as the others?

Yes ☐ No ☐

(b) Please give reasons for your answer.

.....
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.....
.....

F. FACTORS TO CONSIDER FOR A SUCCESSFUL IMPLEMENTATION OF INCLUSION EDUCATION

9. As an experienced teacher, do you think you effectively teach learners with mental retardation ?

Yes ☐ No ☐

10. In question (9) above, if your answer is "No", suggest what should be done.

.....

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.....

.....

.....

.....



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**OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)**

DATE: 25-8-2007

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR SAMARIS NDUKU KILONZO

The above named is our student in 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:

TEACHERS ATTITUDES TOWARDS INCLUSION
OF LEARNERS WITH MENTAL RETARDATION
IN KALAWA DIVISION
Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

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

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE