

**THE IMPACT OF MENTAL RETARDATION ON PUPILS ACADEMIC
PERFORMANCE IN PRIMARY SCHOOLS IN
MURANGA DISTRICT-KENYA**

A CASE STUDY OF KIRU PRIMARY SCHOOL-KIRU ZONE

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF
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BY

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AUGUST 2007.



DECLARATION

I Kiarie Teresia Muthoni declare that this research is my original work and has never been presented to any university or institution for any award.

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APPROVAL

This is to satisfy that this dissertation has been prepared and moderated under my supervision as the university supervisor.

Sign: 

Date: 11/07/07

MR. EDSON KAMAGARA

DEDICATION

This work is especially dedicated to all the mentally retarded learners. May God help you to receive what humanity has denied you: academic achievement!

ACKNOWLEDGEMENT

I Wish to acknowledge with pleasure the great assistance accorded to me during this mission. My indebtedness goes to the headmaster, Kiru Primary School, the teachers and especially the two teachers handling the special class, the educationists in the zonal offices and also the parents.

Special acknowledgement goes to my dear family my husband, Ben and dear children, Martin and Dan for their unwavering support.

ABSTRACT

Conducting and compiling this research study has been challenging but quite an educative experience. Challenging in the sense that both time and money was not easy to come by. However, it was gratifying to enter into the world of the most neglected individuals; the mentally retarded learners. Being in their midst, researching and recording about them will always be a worthwhile lifetime experience.

The work is organized into five major parts as indicated in the table of contents. All the stake holders are therefore encouraged to look at this work in relation to other related studies in order to enrich their knowledge on the importance of education to the mentally retarded learners. It is my wish that all will team up to make life bearable for those disadvantaged children.

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CHAPTER ONE

INTRODUCTION

The researcher intends to carry out a study on the impact of mental retardation on pupils academic performance, this section will highlight the reasons and importance of carrying out this study.

1.1 RATIONALE OF THE STUDY.

Ndurumo (1993) observed that according to American Association on Mental Deficiency (AAMD, 1973), Mental retardation may refer to the condition whereby general intellectual functioning is sub – average and exist concurrently with deficits on adaptive behaviors in terms of thinking attention span, perception, coordination and social interaction. It is particularly manifested during the child development period affecting the child's educational performance or even loss of educational opportunity.

Ndurumo (1993) further asserts that having and caring for a child with this learning disability is devastating. Being unaware of what to do easily leads to despair, frustrations and present unique challenges to parents, siblings, teachers and caretakers who are to make sure children with such special learning needs succeed in life of dignity as equal human beings.

The government of Kenya (G.O.K) like other governments in the world has introduced the universal and free primary education in response to child's rights. The ministry of education has further introduced the special education in selected in Kenya to meet the needs of the special needs like mental disability. The ministry hopes to create awareness to parents, guardians and the community so as to lay a strong foundation for this special needs.

Understanding the impact of mental disability and the challenges is therefore of great importance for policy and education implications. The researcher with this knowledge wishes to explore this subject of study in primary schools in Muranga District and specifically Kiru Primary School. Finding out how the scenario has changed the government's input in terms of educational performance and other related issues is of great concern to the researcher.

1.2 DISCUSSION OF THEORY

According to Henrietta, V V(1991) Manual on child and education Ability,' one should be alert that most people consider mental defects among other abnormalities as being related to misconduct by one of the parents. There fore they tend to look for natural causes to justify the cause. However the actual coverage intelligence level in a society would rise significantly when both pre -natal and post- natal care and nutrition status are observed. Besides the mentally handicapped will not be despised and denied the right to acquire basic educational needs.

With in this frame work of knowledge, a child is significantly retarded if a subnormal intelligence is suspected. Therefore this authority has recognized several degrees of mental retardation; mild, moderate and profound.

Emphasis has been put in mild cases where only minimal brain damage gives rise to slight delay and less than optimal intelligence in a child's school work performance.

This theory thus agrees with this particular study. Moreover, it lays out the major causes and areas of attention to consider in mentally retarded as well as their remedial support concerns.

Henrietta V. etal (1991) states.

"In mild retardation special attention in school or ideally a special school can be of value."

The statement supports the researcher's area of study. The emphasis is laid on both the intelligence level and the effect of the child's environment to the academic performance.

1.3 STATEMENT OF THE PROBLEM.

The mentally disabled children have been perceived as incapable of achieving academically. Indeed, world over they have been labeled as non – performers and worthless beings who are liability to the global society. They have therefore been reduced to the level of sympathy seekers incapable of engaging in any gainful deed. The parents, siblings and the victims have been stigmatized to an extent of the mentally of the mentally being denied the opportunity to explore their potentials, academic ability on the list.

The researcher intends to have a better insight of the human worth of the mental special needs in terms achievement, self reliance and self sufficiency. The researcher will there fore look deeply into the children for the mentally retarded children, the effects of mental disability on academic performance and the needs for special.

Special learning cases program in Kiru Primary school. The results will be generalized over Muranga District.

1.4 THE PURPOSE OF THE STUDY.

The researcher aims to explore the impact of mental retardation on the academic performance of the pupils in Muranga District, Kenya (A case study of Kiru Primary School)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION.

This section contains an extensive and detailed knowledge of the topic of study as already done by other authors. The review makes a strong case for objectives and hypothesis of the study.

2.1 REVIEW OF RELATED LITERATURE

2.1.1 MENTAL RETARDATION

Any child who deviates from educational and social expectations is suspected of being mentally retarded. Ndurumo (1985) observed that during school years, children are engrossed in the world of school work and are expected to read, tell, write behave and communicate appropriately according to their age. Knowing the mental age of mentally retarded child should therefore not be taken for granted. This often interprets the expected level of performance and appropriate intervention programs to be undertaken for the benefit of the affected children.

Ndurumo M.M (1993) further asserts that children with the lowest IQ were once regarded as custodially mentally retarded. This therefore implied that these children did not require education but rather custodial care. Hence such children were neglected in terms of educational needs and confined in –doors as social misfits in the society. These children were also denied a chance to interact with peers though it is an integral part of child development and child's rights.

According to Willis. M etal (2005) mental retardation is an education rather than a medical problem. The retarded child has an average ability with other skills such as gesturing, playing games with peers, running lumping and skipping. The only stumbling block is difficulty with reading, writing, spelling and language development. Therefore assessment of each individual child before deciding on any particular program of education and treatment should be put into consideration.

Educationally, Klein, etal (1978) classified. Mentally retarded into three categories namely:- Educable, trainable and severely mentally retarded. This, thus shows how children manage academic work such reading, speaking as well as basic computations in regard to the conventional, mental and chronological age of acquiring such academic skills.

To some extent the authors further state, the educable mentally retarded children are expected to manage academic work up to the third grade and sometimes to the sixth grade in the American system of education. This is equivalent to standard 3 and 6 in the Kenyan system of education. These children are able to read, write and work on basic arithmetic. If these children join school at the conventional age of six years they are not ready for writing , spelling and basic computations. They rather acquire these academic skills at later ages of 8 and 11 years of age.

Suran and Rizzo (1990) further adds that the trainable mentally retarded are expected to achieve pre-primary education but they do not benefit much from the regular school instructions except in a special environment.

2.1.2 EDUCATIONAL PROGRAMMING.

In order to meet the educational needs of the mentally retarded children an appropriate educational program is inherent. Kristen, R. et al (1987) emphasized the need to lay strategies and appropriate programs for the mentally handicapped in his paper presented to the Commonwealth Association for mental Handicapped and Development Disabilities.

Rusalem and Rusalem (1980,p 145 – 146) observed that mental retardation is a global challenge be put in place special educational programs should be put in place in an effort to provide the mentally disadvantaged children with an opportunity to enjoy equitable chances in the academic world.

The government of Kenya in line with this world view, under the ministry of Education has established a number of special units in order to meet the needs of these children.

These education placement programs for mentally exceptional children include:- residential schools like city primary unit, day schools, resource rooms, itinerant services and self contained special classes like Kiru Primary school - the researchers center of interest.

Each programme has its advantage and disadvantages in assisting the learning of these mentally handicapped children due to their various levels and diversified

needs. Just to mention, in the residential program the children are confined in an institution for full time placement. This program is both expensive and difficult to establish the different programs for the different types of mental retardation. The day school program offers full day time placement built the children remain with their families and commute to the school. The advantage of such a program is that it centralizes the community's resources and personnel. The disadvantage is that the mental disabilities are treated like of homogeneous nature unless the arrangement includes the provision of more than one classroom teacher for the individualized educational plans and instructions.

The self –contained classes, resources rooms and itinerant services often solve both the administrative and maintaining problems experienced in residential and day schools. The special classes placement allows for the children to be integrated with the non –handicapped counterparts in selected subjects such as physical education and art and school ceremonies and assemblies. The resource room on the other hand is a room provided by a regular school. This room is used by the fully integrated children for additional help and intervention. Finally the itinerant service, provides an itinerant teacher who visits several schools within his jurisdiction to teach and monitor the progress of the children integrated in regular schools.

Ndurumo (1993) appreciates the government of Kenya's effort to overcome this global problem. It however argues that a lot is still wanting in as far as meeting the academic needs of the mentally handicapped children as reflected in their dismal academic performance.

2.1.3 SPECIAL EDUCATION

Mwangi , D.P (1989) observed the need to create special education for the mentally handicapped children in Kenya. This would manage, administer and design a mental retardation oriented programme in an attempt to reach the needs of mentally disabled children.

Traditionally special education meant accepting children who were considered unfit for regular school programmes (Ndurumo 1993). He further observed that special education programs if well utilized can benefit both the mentally handicapped and abled children. Further more it serves as a workshop and laboratory for developing specialized teaching aids and tools that are utilized to favor mentally retarded and non-retarded children.

Though special education has gained grounds in Kenya and globally where both integration and inclusion programmes are being offered in many pre-primary and primary institutions, the field is still below the expected mark. It is still confronted with some unsettled controversies of homogeneous nature; Ndurumo further argues.

Otiato (2002) highlighted various ways a teacher in an inclusion class can manage behaviors in the class rooms. These include. Organizing space and time, establishing set of rules and presenting classroom procedures to ensure .

Learning and to create interest of the mentally retarded among the abled children.

According to a recent survey by the ministry of education department of special education program in Kenya a special learning paper has been tabled with great emphasis laid on remedial steps to fulfil most of the mentally disabled concerns.(publication: Daily Nation February 2006)

2.2 OBJECTIVES OF THE STUDY

This section details specific issues to focus upon and examine on in one study.

This study therefore aims at examining a general and six specific objectives.:-

General objectives.

The study will determine the impact of mental retardation on pupils academic performance .



Specific objectives

1. To identify the socio – economical status of mentally retarded learners in the school
2. To find out educational programming in the schools.
3. To establish the performance and rating of the mentally retarded learners in the school and district.
4. To determine the usefulness and appropriateness of teaching methods employed by teachers in the school.
5. To find out the effects of mental retardation to performance at school.

6. To determine ways to enhance attitude towards mentally retarded.

2.3 SCOPE OF THE STUDY.

This research will investigate the impact of mental retardation on academic performance on learners. The study will cover Muranga District, central province, Kenya - (A case study of Kiru Primary School). Thirty mentally disabled learners, teachers, parents, educationists in Kiru zonal office and Muranga District office will be requested to respond to the questionnaire and interview of the study.

2.4 SIGNIFICANCE OF THE STUDY.

The ministry of education will benefit from the research. The research intends to document a comprehensive report on ground experiences from rural set up of Kiru zone, Muranga district Kenya. The research will therefore help in designing and implementing priority driven programs with awareness of changing needs and neglect areas on special education.

The curriculum facilitators like instructors and teachers dealing with special children will benefit too. This will reverse the inadequate and slow implementation due to lack of enough resources and poor targeting.

In addition, parents can use the documented information to learn how to deal and cope with their mentally retarded children from an informed point of view.

The school administration with the integration education set up will draw heavily on the research. Integration and inclusion of these mentally retarded children into the normal or regular schools will be made easier.

More over, fellow children in the schools with special units will learn to appreciate and accommodate their counterparts with mental needs. Similarly, the special children will learn how to co –exist with their abled peers

The society too will benefit. The study touches on a critical area of guidance and counseling which the researcher is undertaking at a degree level. The community will therefore receive the rich acquired knowledge and skills on awareness at attitude change on special needs especially mental retardation. After all disability is not inability.

Besides, future researchers can decides to use this as a resource piece of literature review

2.5 HYPOTHESIS OF THE STUDY

The researcher in the study will revolve around the following hypothesis:-

There is no difference in academic performance between pupils from ordinary units and special units in primary schools, Muranga district of Kenya (A case study of Kiru Primary Schools)

The test of the above hypothesis is by sampling Kiru primary school and working out an average score on the examination for each, then state that the averages will not differ, this null hypothesis shall state that the population mean of children in ordinary units is equal to the population mean of children in special units in Kiru Primary schools, Muranga district.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter deals with the research, methodology. The elements of concerns include:- research design environment, instrument, population, data collection procedures and statistical treatment of data.

3.1 RESEARCH DESIGN

The researcher intends to stick to the following research design structured questionnaires and interview schedule.

3.2 RESEARCH ENVIRONMENT.

The research study will be carried out in Muranga District, Kenya. A case study of Kiru Primary school. Supplementary information will be sought from the education office and community involvement.

3.3 RESEARCH INSTRUMENTS.

In order to collect the necessary information the researcher intends to use the following instruments.

1. Questionnaire.

- To be constructed to address the hypothesis and the six specific and general objectives.

- To consist of ten research questions.
- To be researcher administered to the research respondents.
- To consist of both open and close ended questions.
- Information on each research questions will be analysed and evaluated to provide useful findings

2. Interviews.

- To be orally administered to supplement the questionnaire.
- To be face to face encounter with the selected respondents.
- To apply note – taking, taping as methods of recording information.
- To respond to some of the six objectives.

3.4 POPULATION

The target population of this research shall be children aged between 4 – 15 years in Kiru primary school – Muranga District, Kenya, teachers , and sampled parents and guardians of the disabled children educationists in both zonal and district offices.

DATA COLLECTION PROCEDURES.

The scope involved in gathering data to test the hypothesis and objectives of the study shall be as follows:

- Identifying and defining an accessible survey population and consistent with the purpose of this study and into which results can be generalized.

- Selecting a case study from the accessible large population to represent the salient characteristics in relation to the variables in the study, type of design, method of data analysis and size of the accessible population.
- To formulate a procedure of selecting subjects to be included in the sample of this study.
- Researcher to use cluster random sampling technique (Purpose sampling)
- To operationalise the variables in the study, independent variable being the impact of mental retardation on academic performance and dependent variation being performance in examination and tests be oral or written.
- The mass raw data to be systematically organized to facilitate analysis.
- To generalize findings to provide useful conclusions and recommendations.

3.6 SAMPLING SIZE AND TECHNIQUE

cluster sampling technique will be employed. Thus

- The researcher will identify a case study of primary school, Kiru Primary school in Muranga District.
- The researcher shall assume a cluster of pupils with age of 4 – 15 years and teachers involved in the special unit classes

STATISTICAL TREATMENT OF DATA.

After collecting the raw data, the researcher verified that all questions had been respondent to. The data was coded and tabulates into the form of frequency. The data in frequency was converted into percentages for easy presentation and

interpretation. The researcher analysed the data using statistical representation like histograms and pie-charts.

3.8 LIMITATION OF THE STUDY.

During the process of administering the questionnaire and gathering data from the field, the researcher encountered some of these limitations/problems:-

1. The time squeeze to carry out the research study and meet the assessment requirements of the awarding institution.
2. To some extent financial resources to carry out and meet obligations such as printing were a bit straining.
3. Some of the respondents lacked experience in the area of retardation.
4. Some parents and guardians of the sampled school were reluctant to divulge and responses to the questionnaire and oral interview.
5. It was somewhat difficult to fit the researcher's programme to the respondents schedule.

CHAPTER FOUR

DATA REPRESENTATION AND ANALYSIS

4.0 INTRODUCTION. —

This chapter deals with the presentation of data and subsequent analysis of the data in order to express the findings of the study.

4.1 ANALYSIS ON THE ITEMS OF THE QUESTIONNAIRE.

The questionnaire of this study contains eight items five of which were qualified into the following : -

Strongly agree, agree, disagree, strongly disagree. Two of items required the respondents to tick as appropriate while the rest (one) required the respondent to give information by way of explanation. The researcher prescribed and analyses data on the specific objectives as shown in the data presentation below in 4.2.

4.2 DATA PRESENTATION.

The data has been presented using frequency tables showing percentages of the responses against the number of respondents. Bar graphs and piecharts will be used to present the data. —

4.2.1 Presentation of data on objective one

The profile of the respondent in terms of age, gender, religion and level of education
(Class)

TABLE 1.0**TABLE OF RESPONDENTS PROFILE.**

Category	No. of Pupils	Percentage. %
4 – 8 years	3	10
8 – 12 years	8	27
12 – 14 years	12	40
15 and above	7	23
Total	30	100

GENDER	No. of pupils	Percentages
Male	21	70
Female	9	30
Total	30	100

TABLE 1.1 Table of respondents.

PROFILE		NO. OF PUPILS	PERCENTAGES%
Religion	Christian	30	100
	Muslim	None	None
Total		30	100
Level of education (class)			
Nursery		25	83
Primary		5	17
Total		30	100

As reflected in the table 1.0 77% of the respondents fall in the age bracket of 4 – 14 years in Kiru Primary school – special classes 70 % of these learners are males while 30% are females.

Further as shown in the table 1.1, all the respondents subscribe to the Christian faith 83% of them are in the nursery (preparatory stage) while 17% are in the primary section (standard 1) within the special unit program. It is adduced that most of these mentally retarded are beyond the conventional school age. So mental retardation had impacted negatively on them since the majority are still in the preparatory level.

PRESENTATION OF DATA ON OBJECTIVE TWO;

Based on the levels of mental retardation of the pupils.

Table 2.0 Prevalence and levels of mental retardation at Kiru Primary School.

Degree of mental retardation	Age distribution	Number of pupils	Prevalence %
Mild	8 – 15 years	27	90
Moderate	6 – 8 years	2	7
Profound(severe)	3 – 6 years	1	3
Total		30	100

The result indicates that 90% are mildly retarded. These category is expected to reach and manage academic work up to an appropriate grade as opposed to only 10% who have significant educational problems meant for custodial care.

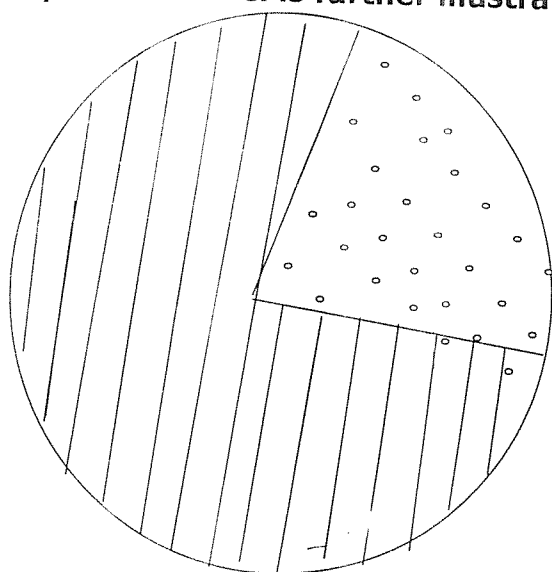
Presentation of data on objective three based on the respondents responses the pupils academic performance.

Table 3.0 Academic A of the learners.

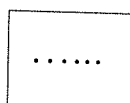
Opinion	Frequency	Percentage
Excellent	0	0
Good	0	0
Fair	5	17
Poor	25	83
Total	$\Sigma f = 30$	100

Limited potential for academic ability was established. As indicated the minority 17% were capable of handling academic work. The majority 83% presented difficulties in the work.

The potential level is further illustrated in the pie – chart below:-



Incapable



Capable

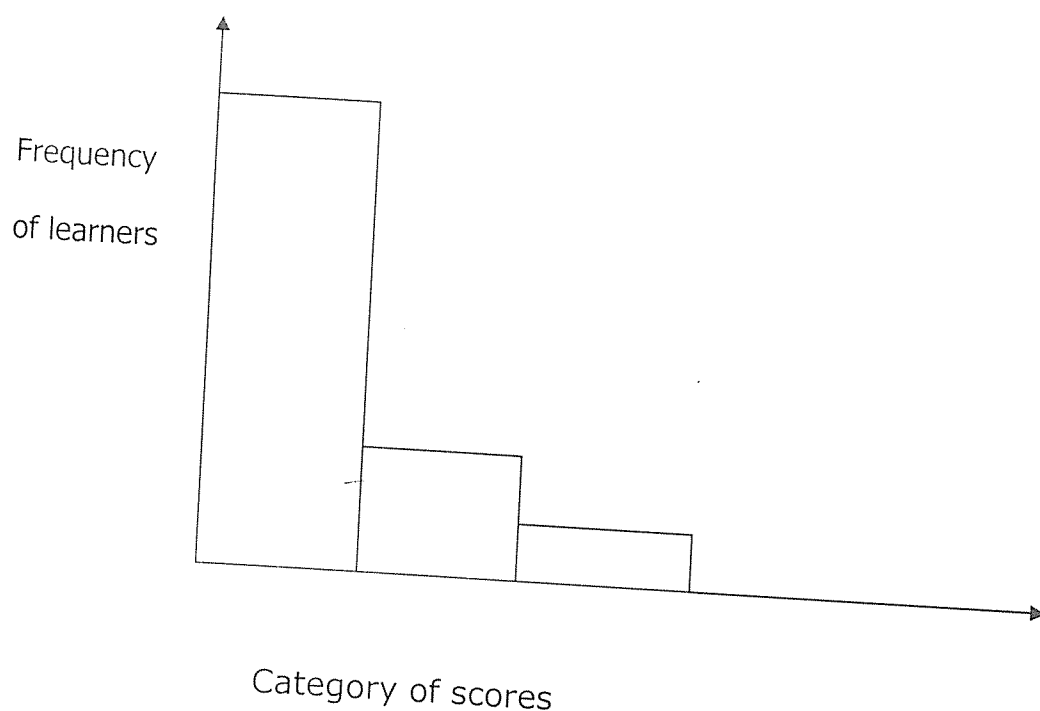
The researcher intended to find out the actual performance of the mentally retarded learners. It was found out that these learners do not undertake formal tested and exams. They are rather rated on informal tests and oral activities and responses. The respondents were placed in the category of stores as shown below.

DATA PRESENTATION ON THE CATEGORY OF SCORES OF THE MENTALLY RELATED PUPILS.

Table 3.2 Scores of respondents.

Category of scores	Frequency
0 – 15	25
16 – 30	4
31 – 45	1
46 – 60	0
Above 60	0
Total	<input type="checkbox"/> f30

The respondents indicate that mental retardation impacts negatively on the learners' intelligence level. The table shows many learners attain less than 50% average score. The academic ability is further shown on a histogram below.



4.2.4 Presentation Of Data On Objective 4 Based On The Respondents Opinion On The Effects Of Mental Retardation to learners.

Table 4.0 Ability in listening and speaking.

Opinion	Frequency	Percentage
Strongly agree	0	0
Agree	5	17
Disagree	20	66
Strongly disagree	5	17

According to the responses, mental retardation affects the pupils academic ability in listening and speaking. The table indicates that 17% are capable of listening and speaking while the majority 83% are incapable mental retardation, as observed

hampers the acquisition and development of the listening and speaking academic skills.

Respondents opinion on the effects of mental retardation on pupils ability in reading.

Opinion	Frequency	Percentage
Strongly agree	1	3
Agree	5	17
Disagree	14	47
Strongly disagree	10	33

As indicated through the respondents opinion 80% are incapable of reading words, picture and drawing 20% however can read as guided by the instructors. Mental retardation thus affects the cognitive development and the acquisition of the reading skills.

Respondents responses on the effect of mental retardation on pupils ability in writing.

Opinion	Frequency	Percentage
Strongly agree	1	3
Agree	5	17
Disagree	14	33
Strongly disagree	10	33

Ability to do basic computations

Opinion	Frequency	Percentage
Strongly agree	0	0
Agree	1	3
Disagree	4	87
Strongly disagree	26	100%

According to the respondent's opinion, the learners ability to deal with basic computations is adversely affected by mental retardation.

The table shows that the highest percentage of 97% lack of the ability to deal with basic computations.

4.2.5 Analysis of objective 5

The researcher solicited for suggestions among others.

- Application of teaching aids.
- Variation of teaching methods.
- Provision of enough funds and human resources.
- Enriching the environment.
- Sensitizing the able learners, parents and teachers to appreciate the mentally retarded learners

CHAPTER FIVE

SUMMARY AND RECOMMENDATIONS

INTRODUCTION.

This chapter summarizes the essence of the study, discuss the data. It also gives recommendations on what should be done by the various stake holders such as teachers, parents educationists, policy and curriculum designers.

5.1 Summary

5.1.1 summary on general objective.

The general objective aimed at establishing the impact of mental retardation on pupils performance. As (Ndurumo MM 1993) stated, mental development is a concurrent process that shapes intellectual functioning and adaptive behavior significantly. It was established that the mentally retarded were performing below average.

5.1.2 Summary on objective one.

The researcher intended to find out the socio – bio – data of the mentally retarded learners. It was established that the majority were in 8 – 14 years age bracket. 70% of them are boys while 30% are girls. 83 % of these learners are in the preparatory phase while 17% is in the primary section of the special unit classes. It was established that many mentally retarded cases displayed a high degree of delayed intellectual functioning as well as below optimal cognitive development. It was safe

to conclude therefore that child development and child performance are indeed in separate.

As reflected in tables 1.0 and 1.1 on profile of the respondents, most of the learners are beyond the respondents, most of the learners are beyond the conventional school enrolment age. This clearly indicates that mental retardation inhibits children to acquire academic skills at the conventional age. Ordinarily those children between 8 – 12 years should be in the lower primary level while the ones in 12 – 14 years age bracket in the upper primary level like their able counterparts are.

5.1.3 Summary on objective two

The researcher aimed at establishing the level of mental retardation of the learners mildly retarded, 7% were moderately retarded and other 3% was in the profound category of retardation. It was observed that the mildly educable mentally retarded children do not acquire academic skills until when they reach 8 – 12 years of age. The moderate and profound mentally retarded learners were however confined in the school for custodial care.

This being a rural, many parents of these related children are illiterate with in the socio –economic group. They therefore lack ample information about mental retardation. Many felt that dealing with the mentally disabled children was devastating and that they were not material for education.

5.1.4 Summary on objective three.

As reflected table 3.0, on the presentation of data on the academic ability of the learners, 83% of the respondents presented difficulties in academic work. Only 17% of them were capable displaying fair ability and none in good and excellent category ability and none in good and excellent category.

On the actual academic performance, the researcher discovered that these learners do not offer formal examinations.

5.2 RECOMMENDATIONS

The researcher established that mental retardation affected the child's learning processes and management. In order to counter the myth that mental retardation is as fixed medical problem and cannot be altered to the point that mentally retarded children are dehumanized like they do not have their own person blood. As such they are presented with very unstimulating environment that allows a child to experience great changes and develop intellectually should be provided.

OPERATIONAL DEFINITION OF TERMS.

1. Mental retardation - condition where by a sub – normal intelligence is suspected in child development.
2. Performance - End result of an undertaking such as results in tests done by pupils .
3. Socio – economic status – refers to indicators such as age, gender, number of pupils , category of disability as well as parent's background.
4. Integration. A learning situation where mentally disabled are assimilated in the regular schools but have special units and they handled separately from the abled children.
5. Inclusion – Both the abled and mentally handicapped children are included in the same class room and teachers handle them at the same time.
6. Special education - A kind of education system that concerns itself to the needs of the special children, mentally retarded being among the list.

APPENDIX

QUESTIONNAIRE OF THE STUDY.

INTRODUCTION LETTER.

Dear respondents,

I am Teresia M. Kiarie a student in Kampala International University. (KIU), carrying out a research on a topic. "THE IMPACT OF MENTAL RETARDATION ON PUPILS ACADEMIC PERFORMANCE." The information given shall be used for the purpose of this study and will be treated with utmost confidence.

Kindly answer the following questions to the best of your knowledge.

Back ground of the respondent.

Name: (Optional)

Age

Gender

Designation

Religion

Level of education (class)

1. Many of the mentally retarded learners are of age between 4 – 15 years.

Strongly agree Agree ☐ Disagree ☐ Strongly disagree ☐

2. In which category of mental retardation can you classify the learners

Mild ☐ moderate ☐ profound ☐

3. The academic ability of the learners can be rated as:-

Excellent ☐ Good ☐ Fair ☐ Poor ☐

4. Mentally retarded learners are able to listen and speak when a piece of work is given out.

Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree ☐

5. The mentally retarded learners are able to:-

- Read

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

- Recognize words, pictures and drawings.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

- Feel free while reading in class.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

- Concentrate while reading.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐

6. The learners are able to practice writing as guided:-

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐