

**CHALLENGES OF EDUCATIONAL SERVICES
PROVISION FOR MENTALLY RETARDED CHILDREN IN
MULANDA SUB-COUNTY IN TORORO DISTRICT**

BY

**ALOYO HARRIET RITA
DSE/17928/71/DU**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY
OF EDUCATION IN PARTIAL FULFILLMENT FOR THE
AWARD OF DIPLOMA IN SAECONDARY EDUCATION
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DECLARATION

I, ALOYO HERRIET RITA, hereby declare to the best of my knowledge that this is my own original work. It has never been presented to any University or Institute of High learning for the award Diploma in Secondary Education.


Signature: Aus.

ALOYO HERRIET RITA

Date: 16/10/2009

APPROVAL

This research entitled “challenges of educational services provision for mentally retarded children in Mulanda sub-county Tororo District” has been submitted to the Faculty of Education- Kampala International University with my approval.

Signed: 

KAMULEGEYA SIRAJE

Date: 16/10/2009

DEDICATION

This work is dedicated to:- My dear Husband Benard Mwambala and my son Suuna Jeremy, My family members and friends to my Lecturers and Supervisor Kampala International University.

ACKNOWLEDGEMENTS.

I am deeply indebted to all my lecturers in special Education for having imported to me the basic knowledge and skills during my two years course at Kampala International University. This has enabled me to produce this piece of work. Special tribute goes to Mr. Kamulegeya Siraje my Supervisor for the kind inspirations, guidance and assistance offered to me during the supervisory period without which, this work would have not come out successfully. I would also like to convey my sincere thank to Mr. Frenchie My boss.

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DEFINITION OF TERMS.

EDUCATION

Is the total process of human learning by which knowledge is imparted, faculties trained and skills developed farrant J.S[1988,pp,18].

On the other hand, Hilgrad [1977] defines education as the accumulated experiences which results into a change of one's behavior attitude, beliefs social status and enable him/her to environment and use the knowledge acquired and retained purposefully for economic political and social development of self and for the society.

SPECIAL EDUCATION:

Is a term used to refer to educational provision which is designed to meet the need s of children with special educational needs either in a special school or unit or in a mainstream school. Brennan, W.K. [1987, pp 2].

MENTAL RETARDATION:

Gross man, H.G. [1983] as quoted in Oketch J.B. [1993, pp4] define mental retardation as a significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and currently shown during the development period. Christine miles [1986], another hand, defines mental retardation as the delay or slowness of mental development.

COMMUNITY:

Is a group of people living together and /or united by shared interests, religion, nationality etc. long dictionary of contemporary English [1987, pp218].

TEACHER:

Is a person who teaches especially as a profession. Longman dictionary of contemporary English [1987, pp 1137].

MAINSTREAM:

Is described in sketch J.K [1993, pp61] simply as ordinary or normal schools.

ABSTRACT

This study was set out to find out whether there is need for provision of educational services for the mentally retarded children in Mulanda Sub-county, west – Budama in Tororo District.

The hypothesis formulated for the study were that:-

1. Most parents in Mulanda Sub- County are not aware of the need for education of children mental retardation.
2. Some parents who are aware of the value of education do not see the point of catering for children with mental retardation.
3. Teachers of the mainstream classes do not pay attention to the needs of children with mental retardation.
4. The community at large sees no need to waste time and money on provision of special education for children with mental retardation.

Questionnaires were used in each of the five primary schools and education office and a structured oral interview questionnaire was used in the villages to find out the opinions of:-

- [i]. the District Education officer
- [ii]. the mainstream school headmasters.
- [iii]. the mainstream class teacher and
- [iv]. the parents/ guardians of children with mental retardation, about the need for provision of educational services for the mentally retarded children in Mulanda sub-county.

The data collected was processed and analyzed by using qualitative method on each of the four [4] items. The result obtained showed a significant difference and similarities in some of the opinions of the respondents about the need for provision of educational services for mentally retarded children in Mulanda sub- County.

The findings of the study revealed that:-

- i. Most parents are not aware of the need for education of children with mental retardation.
- ii. Some parents, who are aware of the value of the education, do not see the point of catering for children with mental retardation.
- iii. Teachers of mainstream classes do not pay attention to the needs of children with mental retardation.
- iv. The community at large sees no need to waste time and money on provision of special education for children with mental retardation.

These findings led to the rejection of some of the hypothesis formulated which states that:

- i. The community at large sees no need to waste time and money on provision of special education for children with mental retardation.

- ii. Some parents, who are aware of value of education, do not see the point of catering for children with mental retardation.

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In this study, the following suggestions were made to the effect that:-

1. There is need to equip teachers in normal schools with the knowledge of special education. This can be done through seminars and workshops at sub-county levels, county level or district levels.
2. There is need to set up more special schools/units throughout the district to cater for the education of children with mental retardation.
3. Awareness seminars and workshops should be organized for both parents and teacher.
4. Mainstream teachers should attend short courses to acquire knowledge of handling children with mental retardation in their classes
5. Special education subjected should introduced in Grade III teacher training College in order for teachers to qualify and come out with the knowledge about special education.
6. Some money should be allocated by the government to cater for education of children with mental retardation.
7. The government should take up the full responsibility for the education of children with mental retardation.

The researcher therefore, recommended further research to be done in this area of discipline.

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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Mulanda sub-county is one of the eight sub-countries found in West-Budama County in Tororo district. It is situated about 13kms, along Tororo – Buwesi road, with its headquarters at Mulanda. It shares boundaries with other sub-countries as mentioned below.

In the North it borders with Nagongera, in the North – East with Kisoko, in the East with Rubongi, in the south with Lyolwa and in the west with Nabiyoga sub- county.

Mulanda sub-county covers an area of about 15,840sq.kms.

It is one of the most densely populated sub-counties in west-Budama County with a total population of 22,132 peoples, males 10,945 and female 11,187, according to 1991 national population census results.

Administratively, Mulanda sub-county has three parishes, namely:

- Mwello, Lwala and Mulanda. Each of the parishes is administratively sub- divided into two sub-parishes for easy and effective management economically, most of the inhabitants of Mulanda sub-county area mainly involved in peasantry farming.

They grow a variety of crops. These include:- cotton, millet, cassava, sorghum, groundnuts, maize and rice. These crops are grown both for commercial and consumption purposes. Other people are involved in keeping some animal like cattle, goat, sheep

and pigs cattle and goats are most valued by the Jopadholes for paying dowry.

Educationally, Mulanda sub-county has eight government aided primary schools well distributed all over the sub-county.

Each – parish has at least two primary schools. Other educational institutions available in Mulanda sub-county include Teacher's College and one senior secondary school.

All these schools have no provisions for children with special education needs. And there is currently no plan being made to set up units or special schools to cater for such children in the area. There are many of such children and nobody seems to know what to do for them. Children with mental retardation in particular, needs to be educated because of the various problems which they have. It is a well known fact that education is one of fundamental human rights that should be provided to all persons. Both normal and disabled regardless of their nature of handicap. Education plays an important role of making people self reliant.

The development of special education for disable children in the whole country took a long time to be achieved. In recent years some positive developments have taken place. Many countries in the country have done a lot to set up school to cater for children with special educational needs, in light of this development it is important that Mulanda sub-county which has very many children with mental retardation be raised to the same level with other counties which have done something for the children with mental retardation in the country.

The historical development of education for mentally retarded children in the country is a brief and an important one which can be followed to give green light to what could be done in Mulanda.

The first school for mentally handicapped children was established in 1979 by an indigenous voluntary organization called Mercy children's centre [MCC] in Kampala. [Unise Bulletin Vol I [1992]. In 1983 an association known as Uganda association for the mentally

Handicapped [UAMH] was formed with the aims to:--

- i. Provide services for the mentally handicapped children with much regards to education.
- ii. Co-ordinate the efforts for caring and education for the mentally handicapped children with other countries.
- iii. Guide and counsel the parents of the mentally handicapped children.

In an effort to implement the above aims, UAMH initiated the establishment of units and homes for the mentally handicapped children from where their educational needs would be catered for.

The established unit and homes are as tabled below:-

[See also Appendix II].

- SOURCE: UNISE BULLETIN VOL. I [1992]
- NOTE: ENROLMENT KEEPS ON CHANGING.

TABLE U: ESTABLISH UNITS AND HOMES FOR MENTALLY RETARDED CHILDREN.

UNIT/HOME /ANNEX	DISTRICT	LEVEL	ENROLMENT
Kireka Home	Kampala	Primary	26
Kampala School For Mentally Retardation Children	Kampala	Primary	24
Entebbe Children's Welfare Unit	Mpigi	Primary	14
Mukono Bishop West Annex	Mukono	Primary	19
Ikwera Unit For Handicapped Children	Apac	Primary	11
Merikit Unit For Mentally Retarded Children	Tororo	Primary	14
Mengo Hospital Occupational Therapy	Kampala	Vocational	28
Nakanyonyi Vocational Training Centre	Mukono	Vocational	9
Misanvu Unit For Mentally Handicapped Children	Masaka	Primary	19

Most of the above unit and homes are still being managed by different non-government organization [NGO'S] and voluntary organizations. Some have been taken over by the government [ministry of education].

It is important to note that most of units and homes are found in Urban areas. Very few mentally retarded children in urban areas are being provided for with educational services whereas the rural populace like Mulanda sub-county with more mentally retarded children are still deprived of such valuable services.

From the above list one would note that Tororo district is one of the districts in the country with the least number of units. This would

perhaps be assumed that little knowledge about education for the mentally retarded children is known in the area. All the teachers in the district do not have adequate knowledge about special education and how to handle the education for children with mental retardation.

1.2 STATEMENT OF THE PROBLEM.

The researcher's main concern is to examine into the need for provision of educational services for mentally retarded children in Mulanda Sub-county in Tororo district.

The problem in this area are as stated below:-

1. There are many mentally retarded children in Mulanda sub-county, who are currently not receiving any kind of formal education.
2. Currently there is no programme being made to develop educational services for mentally retarded children in Mulanda sub-county.
3. There are no specialist teachers to manage the educational services to mentally retarded children in the area.
4. People are not aware of the educational needs of the mentally retarded children in the area.
5. There are no facilities for providing the educational services to mentally retarded children in the area.
6. There is no policy to cater for educational services of the mentally retarded children in the area.

1.3 PURPOSE OF THE STUDY:

1. The purpose of this study was to find out the factors which affect the provision of educational services to mentally retarded children in Mulanda sub-county.

1.4 SIGNIFICANCE OF THE STUDY

The researcher, therefore, hopes that the result of this study will help in the following ways.

It will set as a source of information for the parents of mentally retarded children and mainstream teachers in Mulanda sub-county.

The study will enlighten the community of Mulanda sub-county of the need for provision of education to children with mental retardation in the area.

It will create public awareness on the value of educating the mentally retarded children in the area and elsewhere in the country.

It will act as a recommendation to the government to provide education for children with mental retardation in the area.

1.4 HYPOTHESIS

The study was guided by the following hypotheses:-

Most parents in the area are not aware of need for education of children with mental retardations

Some parents, who are aware of the value of education, do not see the point of catering for children with mental retardation educationally.

Teachers of the main-stream classes do not pay attention to the needs of children with mental retardation.

The community at large sees no need to waste time and money on provision of special education for children with mental retardation.

1.5 LIMITATIONS.

During the course of this study, the researcher anticipated some limiting factors such as:-

Lack of time for data collection which the researcher felt was too short and on the other hand closed for holidays.

Therefore, it was difficult to trace for the headmaster and teachers for data collection.

Due to shortage of time, the researcher was able to interview only six parents/ guardians, although there were still some more homes with mentally retarded children.

Lack of transport facilities limited the researcher from covering a wider area for data collection. On the other hand, this problem caused hardship for the researcher in reaching all the respondents in time.

Lack of awareness of special education made most respondents to have low opinion on what the researcher was doing and as such they were not much bothered in giving adequate information about mentally retarded children in their homes or at schools.

Nervousness in some respondents almost made the respondents fail to give adequate and correct information about their mentally retarded children.

1.6 DELIMITATIONS.

With all the limiting factors mentioned above in mind, the researcher decided to:-

- i. To confine herself within her own sub-county where she felt she could move from place to place easily and therefore eliminated the cost of transport.

The researcher carried out the interview sessions in five villages within Mulanda sub-county. The researcher moved from home to home in the village of Mulanda, Kurobudi, Mwello, Pajwenda and Lwala as long as a mental retarded child was identified.

These villages were used because:-

- a. They were accessible to the researcher in terms of transport and financial constraints
- b. There was no language barrier between the researcher and respondents.
- c. Some children with mental retardation had been identified in around 5 of these villages, which helped the researcher to enquire for more of such children during the interview session.
- i. The researcher made nervous respondents to realize the anonymity with which their information would be treated and therefore encourage them to feel free and respond correctly without fear that their names and their children would be disclosed.

CHAPTER TWO

2.1 REVIEW OF THE RELATED LITERATURE.

This chapter presents the related views from various educationists and other researchers in light of educational provision for children with mental retardation. Four main areas are viewed in reference to:-

Lack of awareness of the need to provide education for children with mental retardation.

Lack of care for children with mental retardation.

Teachers lack methods of teaching children with mental retardation.

Low expectation of the parents, community and society at large about children with mental retardation.

The educational review commission [1989.pp113] revealed that of the total population of Uganda, about 10% are children who are handicapped in one way or the other. Therefore, it would be unfair to neglect such a big portion of the Uganda populace without providing for their educational; needs.

Furthermore, when analyzing the broad aims of education, the commission emphasized that, education is a right and should be availed to all Ugandans whether in a formal educational system or out of the school learning programmes.

This conforms with the universal declaration of human rights of the united national [1971] which proclaims that all of the human family without distinction of any kind, have equal and inalienable rights of human dignity and freedom to education and training to enable the development of their abilities to their fullest potentials.

According to the resolution [1981, Educ, Africa, pp 17-18]. On the rights of the disabled persons, observes that disabled persons have the right to medical, Psychological and functional treatment, including prosthetic and orthetic appliances to medical and social rehabilitation, education, vocational training and rehabilitation and counseling placement services and which will enable them to develop their capabilities and skills to the maximum and will has ton the process of their social integration or reintegration.

To be critical on all the above declaration adopted by united nations, we find that education is one of the fundamental human rights that should be provided to all persons, both normal and disabled regardless of the of the severity of their disabilities.

When considering all the human rights with much attention to education in particular, gave birth to "special Education" for all children with any form and degree of handicaps.

Special education as defined by Brennan, W [1987. pp2 is a term used to refer to educational provision which is needs, either in a special school or a unit or in a mainstream [ordinary] school. Where as special educational needs refers to serious or multiple needs which require more than the ordinary help in the degree of variation in essential characteristics or dimension by which ordinary education is modified or supplemented to meet special needs. This implies that the ordinary school curriculum needs to be modified and supplemented, where possible in order to be taught with some degree of success to children with mental retardation.

Okochi W.C. [1990 pp14] also adds that special education like all other types of education has the objective of enabling each child to develop his/ her own ability and enables his/ herself to fit into the community he / she lives in. just like all their normal peers the mentally retarded children have every right to education, shelter, parents love, security, clothing good to mention but a few. But to satisfy all these needs to mentally retarded child is usually affected by people, attitudes, lack of awareness, economic and political settings of the community where the effected child lives.

This is supported by Oketch J.B [1993 pp15-16], who observes that, the education and life of the disabled people in Uganda are influenced by the traditional attitudes, beliefs and customs of the many tribes grouping in the country.

Furthermore, he confirms that families with disabled are also contaminated. The results of this are that disabled people are often hidden away and so demand education. The most contributing factors to the above problem, he added is the different disabilities and they therefore, think that the condition is catching. As much as we are aware of the problems a disabled child cause in the family and the blames put on the mothers by the father, cause the mothers to feel ashamed of and hide away the disabled children and so doing, the child's access to education is denied.

Rudolf V.O. [1984 pp7] too maintains that, although primary education may be compulsory in many countries, it is an under stable fact that many parent refrain from sending the handicapped children to school.

On the other hand world health organization. [1985 pp23] observes that of the estimated tens of millions of mentally retarded people in

the world, mostly living in rural areas perhaps only about 2% are at present receiving any help at all. This apparently agrees with the current situation prevailing in Mulanda sub-county. Given that no survey has been carried out. Perhaps the figure could double that figure estimated by the World Health Organization.

Further more it, [W.H.O, pp33] points out mentally retarded children can benefit from education, but that they develop in other children without any special instruction.

Fish J. [1988 pp3-5] under the international trends and development, adds that legislation has been enacted in many countries and some examples of new education acts may illustrate the recognition of the right of all children to education. In the same context, he [fish pp24] emphasized entitled to and require an educational programme as similar to that of all other children as is practicable.

Rudolf V.O. [1984.pp7] further emphasized that going to school, means for any child's literacy social contact and the discovery of the world around. This apparently does not agree with the situation in Mulanda sub-county perhaps mentally retarded children in that area may have not been exposed to explore the world around them.

In addition, Kirsten K and V .Mpigi [1993 pp8] states that the need for a handicapped child to attend school with colleagues and peers has been realized for quite sometime now. The benefits of this are that the handicapped child realized from the rest of the society. Though this apparently is not realized in Mulanda sub-county it means that YET handicapped children, but they should as far as possible be integrated into their own communities.

This also is supported by Oketch J.B. [1993, pp12] who by quoting Hegerty et al [1981] emphasized that integration as used in special education refers to the education of pupils with special needs in ordinary schools. Integration he adds provides a natural environment where pupils with special need are placed alongside their normal peers and are freed from the isolation that is characteristic of much special schools placement.

In that same notion Kirk S.A. / Gallagher J.J [1989 pp 158] said that the education for children who are mentally retarded is to help them develop to children who are mentally retarded Mulanda sub-county it seems the entire community is not yet aware of this.

Where as Nsengi Z.M. [1985,pp2] state that education is a process in which an individual acquires the knowledge. Skills, behaviour attitudes and value in order to enable his/ her manipulate the environment to the maximum advantage.

According to zotovic B [1985] the rights of disabled person, include rehabilitation employment productivity and meaningful life. This is actually where special education programmed and other rehabilitation provision come together to achieve the above mentioned rights of all the disabled persons.

He adds that educational opportunities refer not only to general education but also to vocational training, such equal rights should be provided to all disabled persons regardless of their age. Type and degree of their handicaps.

On the necessity to establish units, Goldstein J.M. [1980] found out that it is not essential to put up units for the handicaps as

many as possible without properly qualified manpower to run them.

Awio S.P.K. [199, pp 13-14] observes that in order to reduce such problems of lack of qualified manpower facing special education in Uganda the Uganda educational Review committee [1989 pp105] recommended that training of special teachers be introduced to help reduce the problems of lack of manpower presently the teacher training programmes at Kampala International Institute is one of the effects the Uganda government is making to implement the provision of special education for the disabled children. He went on to add by quoting Biggs M.L [1982] that these teachers are trained to go and help disabled children to be identified trained and placed, he goes on to give a concrete example of Britain where an education act of mental deficiency was passed in 1913 to protect all people with mental retardation and also gave power to the local authorities to identify and produce suitable training programmes for mentally handicaps children.

Meanwhile, Brennan W. K [1987,pp28] believes that the whole process of the assessment of special educational needs and the placement of children with these needs in situation appropriate to their education may be regarded as directed at making sure that teachers who must teach and educate the children are enable to do so appropriately and efficiently.

Another problem which effect the provision of educational services to disabled persons as cited by Oketch J.B [1993, pp16] is that in Uganda education is highly valued and is seen as an investment for the future on this points he add that primary or secondary education is not free or compulsory parents pay school fees which

they view as an investment for their own future. However, parents of the disabled may not feel the same way about paying school fees for a child who may not be able to advance academically and / or may not be able to care for themselves in future and their parents during their old age. Apparently this concurs with the situation in Mulanda sub-county.

In order to reduce such negative attitude and lack of awareness in parents of children with mental retardation teachers and the general public at large Ojwang V.P. [1993 pp36] states that in order to increase the workshops for Grade III teachers have been planned and they are to take place through out the whole country.

Still to throw more light on to the above Oketch J.B [1993, pp24] emphasized the efforts made to include special educational subjects in the revised Grade III teacher training syllabus he too gave the following objectives:-

- i. To sensitize and change attitudes in teachers and teacher trainers working with children with special needs.
- ii. To facilitate faster implementation of the integration of children with special needs into the ordinary schools. According to the Educational review committee's resolution 152 [1989 pp105] in an answer to the above stated objectives a teacher training college to be converted into a Teacher Training College be converted be established to train teachers for the handicapped in both primary and secondary schools. In primary teacher's college for special education. The idea of this is to improve upon the quality of teacher in the area of special education as the

same commission [1989,pp97] stated that the quality of education of its teachers and that, no education can succeed without adequately trained and motivated teachers. They further confirm that teachers play a key role in proper implementation of the various policies and programme this to coincides with the needs for properly trained teachers in the yield of special education to implement the special educational policies and programmes.

In addition Ojwang V.P. [1993 pp6] puts that “every day new training programmes are to work out, that is to say long courses workshops seminars and various activities are being curried out in many countries include Uganda to improve not only education but also other social and economic well being of disabled increased the disable child is accepted to be at the school like his peers parents of this able children to ware of this increasely demanding for their government’s assistance.

Lastly he concludes by saying that “education is meant for life –good life. In the direct teachers and workers for the disable are preparing for disable. For the world of work” but apparently this kind of nation is yet lacking Mulanda sub-county.

In a conclusion Dakwa F.E [1980 pp5] emphasized that integration of disable according to Wanock report [1978] means absence of segregation social Subligregation and social acceptance being treated to every body. It is also means to enjoy family and social life a handicaps child who has been properly integrated into the society is able to contribute socially and economically. He went further to say that the road to self reliance’s is not easy to require the cooperative efforts of the larger society educational institution professionalize

families are peers if all do part whole heartedly handicapped person will emerge, who will be an asset to the society.

Lastly he ended by stressing that the training of teachers and persons involved in special education is imperative and will if pursued vigorously and emotionally dividends.

2.2 CONCLUSION:

As observed in the above literature review the provision of educational services for children with mental retardation has been realized in many countries in the world including Uganda.

Therefore, with reference to these literature reviews the researcher feels that there is need for provision of educational services for children with mental retardation in Mulanda sub-county in Tororo district.

CHAPTER THREE

METHODOLOGY

1.0 INTRODUCTION

This chapter describes a researcher sample, selection of the respondents and the research instruments employed.

In order to be successful in obtaining information, the researcher used following as guidelines of investigations:-

- i. Study Sample
- ii. Subject design and selection.
- iii. Procedures of data collection such as:-
 - a. Conclusion
 - b. Data collection.
- iv. Conclusion

1.1 AREA SAMPLING.

The area which was chosen for the study was Mulanda in west-Budama county Tororo district.

The area was chosen as a case study to reflect the view that there are many children with mental retardation is the area in question who are not catered for their educational needs

The exercise was carried out in the three parishes which make up Mulanda two primary schools. This means that the exercise was carried out in five schools as code and show in Table I below:-

TABLE I: SHOWING PARISHES AND SCHOOLS STUDIES

PARISHES	SCHOOL
A	1
	2
B	3
	4
C	5

3.2 SUBJECT DESIGN AND SELECTION

The data was collected from three different categories of people or subjects as listed below:-

- i. Parents/ Guardians of children with mental retardation
- ii. Teachers of mainstream classes.
- iii. Administrators e.g. education officer and the headmasters.

3.2.1 PROCEDURE

1. Parents/Guardians of children with mental retardation were directly selected and visited by the researcher. In this way some parents informed the researcher of other house with mentally retarded children whom the researcher had not known.
2. The researcher visited the five schools coded 1-5 as in table above out of eight schools and collected data from the mainstream school headmasters and class teachers. Teachers were selected by randomly picked anyone teacher from infant classes, one from middle classes and any one from upper classes
3. The researcher then visited the district education officer in his office.

Altogether 27 subjects were approached for data collection as shown below:-

TABLE II: SHOWING TYPES AND NUMBER OF RESPONDENTS

RESPONDENTS	NUMBER
PARENTS/ GUARDIANS	6
CLASS TEACHERS	15
HEADMASTERS	5
EDUCATION OFFICER	1
TOTAL	27

3.3 PROCEDURE OF DATA COLLECTION

The procedure of data collection involved:-

- Instruments used in data collection and
- Data collection itself.

a. INSTRUMENTS USED IN DATA COLLECTION

In order to collect and establish information which is necessary and relevant the researcher found it convenient to use the following research instruments:-

- i. Oral interview and
- ii. Questionnaires.

The idea of using the above named research instruments is as supported by Cohen L. and Manion L. [1990] who proved that both interview and questionnaire are useful research tools.

The tools were used qualitative research method.

3.3.1 INTERVIEW.

Kakooza T.[1991,pp21] defines interview as a conversation in which the researcher tries to get information from the interviewers face to face. She further gives two types of interviews namely:-

- i. Structured interview which is similar to a questionnaire
- ii. Unstructured interview which gives only a framework of key points around which the investigative discussion are built.

In this case the researcher used the structure interview schedule. Although the interview questions were designed in English the researcher made an effort to translate them into mother tongue [Dhopadhola] for easy communication during the interview time.

3.3.2 ADVANTAGES OF INTERVIEW.

Kakooza T. [1991.pp21] gives the following as the advantages of interview:-

It can be interview process the researcher may be able to repeat questions which are not clear and well understood by the respondent.

During the interview the interviewer may come a cross new ideas which requires follow up.

The interviewer can gather a lot more information from the interviewee and can observe the respondents reactions to the subject under discussion.

For these reason, therefore, the researcher decided to use the interview method to data from the identified parents.

Or guardians of children with mental retardation most of children were unable to read or write

QUESTIONNAIRES:

It is defined by Kakooga T [1991, pp20] as a document consist of set of questions to which the subject respond in writing.

ADVANTAGES OF QUESTIONNAIRES:

Cohen L and Manior L [1990] have given the following advantage of questionnaire:-

- i. Because of its anonymity, it encourages greater honesty from respondents who normally find it freer to express feelings and try to be as honest as possible.
- ii. It is more economical in terms of money, time and by mailing which quicker and saves time.
- iii. The questionnaires are designed to suit the literate people who have knowledge in different fields.

Due to those advantages found in questionnaire approach the researcher therefore, decided to use this approach among others to collect data from Education officer, headmasters and ordinary classroom teachers.

3.3.5 DATA COLLECTION:

As stated above the researcher had earlier on identified some homes with mentally retarded children. Thus in the process of interviewing those parents/ guardians the researcher was informed on some other homes with such children.

The interview session were carried out in five villages moving from home to home where children with mental retardation were located.

The researcher too was able to type three different questionnaires one for teachers one for headmaster and one for education officer.

The researcher personally moved from school to school with the few copies of the questionnaires and submitted them in the teachers and headmaster.

The questionnaire to the education officer was personally delivered by the researcher to him in this office. On seeing the introductory letter the education officer responded there and then.

3.4 **Conclusion**

All the different categories of respondents who were selected were viewed and considered to be very helpful to the information connected with the need for provision of education services for children with mental retardation in Mulanda sub-county in Tororo district.

It was therefore, hoped that the responses from guardians, headmaster and teachers of ordinary schools and those from the education with mental retardation in the area under other. All the information so obtained are discussed and presented in the next chapter of data analysis.

CHAPTER FOUR.

DATA ANALYSIS AND INTERPRETATION

4.0 INTRODUCTION.

This chapter outlines the findings and interpretations of the data collected as described in the previous chapter.

The findings and interpretations outlined in this chapter are based on a study of twenty seven [27] respondents sampled from Mulanda sub-county and education office as shown below:-

- i. One education officer.
- ii. Five headmasters of mainstream school.
- iii. Fifteen teachers of mainstream classes and
- iv. Six parents/guardians of children with mental retardation.

The data analysis here is based on the hypothesis mentioned earlier on in chapter one with a view of finding out whether or not there is need for provision of educational services for mentally retarded children in Mulanda sub-county west-Budama in Tororo district.

There were three questionnaires and a structured oral interview questionnaire and were administered as follow:-

- a. Questionnaire part one was submitted to the education officer.
- b. Questionnaire part two was submitted to headmaster of mainstream school.
- c. Questionnaire part three was submitted to teachers of mainstream classes and

- d. A structured oral interview questionnaire part four for oral interview was administered to interview parents/ guardians of children with mental retardation.

QUESTIONNAIRE PART ONE

The questionnaire was personally delivered by the researcher to the district Education officer. The aim was to find out whether or not he was aware of the need for provision of educational services for children with mental retardation in the district.

The respondents he gave are as shown below:-

Question 1: How many school/ unit in the district offer educational services for children with mental retardation.

Respondents: I know of only one and that is Marikit unit for mentally retarded children.

Interpretation:

According to the district education officer's responses there is only one unit in the whole district. [See appendix II].

The researcher therefore, feels that the availability of only one unit is still to inadequate to cater for educational services for all the children with mental retardation in the whole district.

Discussion

From the education officer's respondents above in relation to the hypothesis which states that the community at large including the education officer see no need to waste time and money on provision of special education for children with mental retardation, the hypothesis has been proved true. This finding reveals that the delay to establish special units in the district

can be explained on the lack of serious commitments for the time being.

4.1.2 **Question 2:** What do you think could be done to children with mental retardation in the district who are not at present being offered with educational services.

Responses: They should be identified and taken to special educational services to children with mental retardation.

Interpretation: the hypothesis states that “the community at large including the education officer see no need to waste time and money on provision of special education for children with mental retardation.

In relationship to the hypothesis the education officer’s response proves the hypothesis untrue. The hypothesis is therefore, rejected.

Discussion: Basing on the educational officers response children with mental retardation are still viewed as only being suitable to attend segregated schools. There is no hint about any attempt to educate them in existing ordinary school.

4.1.3 **Question 3:** What do you hindere children with mental retardation from attending the ordinary school or so almost in every parish?

Response: I think it is because of their parent’s attitude that children with mental retardation cannot be educated and therefore, it could be useless to take them to the school.

Interpretation: The hypothesis states that the community at large see no need waste money and time on provision

Interpretation:

In relation to the hypothesis which states that “the community at large see no need to waste time and money on provision of special education for children with metal retardation”, is proved not true.

Education offer’s response states that schools for children with metal retardation should be opened by the district development committee (D.D.C) at least in each sub-county. This response proves the hypothesis untrue.

Therefore, the hypothesis is rejected.

Discussion:

The Education offer’s response above reveal that the school for children with metal retardation should be opened by the district Development committee (D.D.C) at least in each sub-county.

In relation to the hypothesis, the Education offer’s response proves the hypothesis untrue. The response indicates that responsibility of establishing units for children with metal retardation is left to few organizations only.

The Education offer’s response above proves that he is aware of the need to set up more special schools/ units for the children with metal retardation by the district Development committee. This proves the hypothesis not true. The hypothesis is therefore rejected.

4.1.5 Question 5: There is no reason spending money on the education of children with metal retardation because of the reason that they will not be of any use to the society.

- A. Strongly agreed
- B. Agreed
- C. Strongly disagreed
- D. Disagreed

Interpretation:

In relation to the hypothesis which states that the community at large sees no need to waste time and money on provision of special education for children with mental retardation, the education officer's response proves the hypothesis untrue. The hypothesis, therefore, is rejected.

Discussion:

The education officer's response stating disagreement with the question above reveals that some money should be spent on the education of children with mental retardation because they would be useful members in the society.

In relation to the hypothesis which states the community at large see no need to waste time and money on provision of special education for children with mental retardation has been proved untrue. The response indicates that there is need to spend some money and time on the education of children with mental retardation.

The Education officer disagreed with the statement which states that, there is no reason spending money on the education of children with mental retardation because they will not be of any use to the society. Therefore, the hypothesis is rejected. This proves that there is need to allocate some money for the education of children with retardation.

4.2 QUESTIONNAIRE PART TWO:

The questionnaire part two, were submitted to the five headmasters randomly sampled from the eight ordinary primary schools in Mulanda sub-county. The response they gave are as analyzed below:-

4.2.1 **Question 1:** Number of teachers in the school and their qualification.

TABLE III: THE NUMBER OF TEACHERS AND THEIR QUALIFICATIONS

SCHOOL CODE	QUALIFICATIONS OF TEACHERS						
	LT	GII	GIII	GV	SPECIALIST	TOTAL	
1	-	-	15	-	-	15	
2	2	2	12	-	-	16	
3	-	4	3	2	-	9	
4	1	-	6	1	-	8	
5	2	4	5	-	-	11	
TOTAL	5	10	41	3	-	59	

Table III above reveals that out of 59 teachers in his five sampled schools

- 5 of them were licensed teachers
- 10 of them were qualified grade II teachers
- 41 of them were qualified grade III teachers
- 3 of them were qualified Grade v teachers

And all five schools there were no specialist teachers.

4.2.2 **Question 2:** Are there children with mental retardation in your schools?

- A. Yes
- B. No
- C. I have no idea about such children

TABLE IV: SHOWS WHETHER THREE ARE CHILDREN WITH METAL RETARDATION IN ORDINARY SCHOOL

RESPONSES	HEADMASTERS					
	1	2	3	4	5	TOTAL
A						5
B	-	-	-	-	-	0
C	-	-	-	-	-	0

Table Iv above shows that all the headmasters agreed that they had children with metal retardation in their schools.

2.3 Question 3: What in your view, would you say is a Condition referred to as metal retardation?

- A. An individual who has little understanding
- B. An individual who is a lunatic
- C. An individual who has a slow development of understanding and at the same time has behaviour problems
- D. I have no idea.

TABLE V: SHOWS WHAT THE HEADMASTERS THINK METAL RETARDATION IS.

RESPONSE	HEAD MASTERS					TOTAL
	1	2	3	4	5	
A						0
B						0
C						5
D						0
TOTAL						5

Table v above reveals that out of 5 respondents: -

All of them said that metal retardation is a condition which refers to an individual who has a slow development of understanding and at the same time has behaviour problems.

Interpretation: In relation to the hypothesis, all the five respondents said that metal retardation refers to an individual who has behaviour problems. This response proves the hypothesis true and therefore acceptable.

Discussion: Table v above shows that out of 5 respondents, all are aware of the condition referred to as metal retardation. The response therefore, proves that all the respondents still do not pay attention to the needs of children with retardation.

The hypothesis is therefore, true and accepted.

4.2.4 **Question 4:** What do you think brings about a metal retardation in an individual?

- A. Accidents, diseases, complications During pregnancy and at birth.
- B. Cusses by relatives.
- C. Being possessed by evil spirits
- D. Being bewitched

TABLE VI: ARE HEAD AWARE OF THE CAUSES OF METAL RETARDATION.

RESPONSE	HEAD - MASTER					TOTAL
	1	2	3	4	5	
A						5
B						0
C						0
D						0
TOTAL						5

Table VI above reveals that the five respondents said that metal retardation is brought about by accidents, diseases, complications during pregnancy and birth.

Interpretation:

In relation to the hypothesis which states that teachers do not pay attention to the needs of children with metal retardation, the findings here show that all the respondents know the cause of metal retardation.

Discussion:

Table VI above reveal that all five respondents indicate that metal retardation is caused by accidents, diseases, complications during pregnancy and at birth.

In this respect, the hypothesis which states that “teachers off main stream classes pay no attention to the needs of children with metal retardation”, holds because although the respondents know the cause of metal retardation, they still pay no attention to educational needs of children with mental retardation. The findings above prove the hypothesis true. The hypothesis is therefore accepted.

.2.5 **Question 5:** Children with metal retardation should be together with their normal peers.

- A. Strongly agreed
- B. Agreed
- C. Strongly disagreed
- D. Disagreed

TABLE VII: SHOWS WHAT THE HEADMASTER FEEL ABOUT TEACHING CHILDREN WITH METAL RETARDATION.

RESPONSE	HEAD - MASTER					TOTAL
	1	2	3	4	5	
A						1
B						1
C						2
D						1
TOTAL						5

Table VII above reveals that, out of five respondents:-

1 strongly agreed with teaching children with mental retardation together with others.

1 agreed with teaching children with mental retardation together with others.

2 strongly disagreed with teaching children with mental retardation together with others; and

1 disagreed with teaching children with mental retardation

Interpretation:

In relation to the hypothesis which states that, "teachers pay no attention to children with mental retardation, the responses reveal that: -

1 out of the five respondents strongly agreed with teaching children with mental retardation together with others

1 of them agreed

2 of them strongly disagreed; and

1 of them disagreed.

From the above findings, the majority (3) of them (respondents) disagreed with the teaching of children with mental retardation together with their normal peers.

Discussion:

Basing on table VII above, the following analysis has been made: -

Out of five respondents, the majority (3) of them disagreed with the statement that children with metal retardation should be together with others. This proves that teachers still have low opinion about the education of children with mental retardation. This finding prove the hypothesis true. The hypothesis is therefore, accepted

4.2.6 Question 6: There is no reason for the education of children with mental retardation because they will not be of any use to the society.

Strongly agreed

Agreed

Strongly disagreed

Disagreed

TABLE VIII SHOWS WHETHER OR NOT, CHILDREN WITH MENTAL RETARDATYION SHOLD BE TAUGHT

RESPONSE	HEAD - MASTERS					TOTAL
	1	2	3	4	5	
A						0
B						0
C						5
D						0
TOTAL						5

Table VIII above shows that out of five respondents, all of them strongly disagreed with the statement that there is no good reason for education of children with mental retardation because they would not be of any use to the society.

Interpretation:

In relation to the hypothesis which states that "teachers pay no attention to children with mental retardation, five out of five respondents strongly disagreed with the idea that there is no good for the education of children with mental retardation because they would not be of any good use to the society. This response, therefore, proves the hypothesis not true. There fore the hypothesis is rejected.

Discussion:

Basing on the findings shown in table VIII above, the response proves that there is need to educate children with mental retardation in order to become useful members of the society. The hypothesis therefore not true and so it is rejected.

26 Question 7 Teaching with mental retardation is wastage of time and resources.

- A. Strongly agreed
- B. Agreed
- C. Strongly disagreed
- D. Disagreed

TABLE IX: SHOWS WHETHER OR NOT TEACHING OF CHILDREN WITH MENTAL RETARDATION IS WASTAGE OF TIME AND RESOURCES.

RESPONSE	HEAD - MASTERS					TOTAL
	1	2	3	4	5	
A						0
B						0
C						4
D						1
TOTAL						5

Table IX above reveal hat out of five respondents: -

4of them strongly disagreed with the statement that teaching of children with mental retardation is a wastage of time and resources and 1 of them disagreed with the statement.

Interpretation:

The hypothesis states that, the community at large see no need to waste time and money on provision of special education to children with mental retardation.

In relation to the above hypothesis the findings were: -

4out of 5 respondents strongly disagreed with the statement that teaching children with mental retardation is wastage of time and resources and one out of five disagreed with that statement.

From the above findings all the respondents (5out of 5) strongly disagreed that teaching children with mental retardation is wastage of time and resources. This response proves the hypothesis not true. The hypothesis therefore rejected.

Discussion:

Basing on the respondents shown in show in table IX above, the following analysis has been made: -

Four out of the five respondents strongly disagreed with the statement that teaching of children with mental retardation is a wastage of time and resources and one of them disagreed with the statement.

In relation to the hypothesis which states that, teaching of children with mental retardation is a wastage of time and resources the response give prove the hypothesis not true. The hypothesis is there is therefore rejected.

QUESTIONNAIRE PART THREE

Questionnaire part three was submitted to the fifteen teachers of the mainstream classes, randomly sampled from the five sampled ordinary primary schools in Nulanda sub-county.

The aim was to find out their views about teaching children with mental retardation.

Question 1: What experience have you had in teaching a child with metal retardation?

Unteachable

Need a lot of preparation

Feels comfortable when taught in separate classes

They can be taught together with others, but needs special attention

TABLE X: SHOWS TEACHERS' EXPERIENCE IN TEACHING CHILDREN WITH MENTAL RETARDATION

SCHOOL	A			B			C			D			E			
TEACHER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	TOTAL
RESPONSE																
A																0
B																4
C																0
D																11
TOTAL																15

Table x above reveals that out of 15 respondents; four of them stated that teaching children with mental retardation, needs a lot of preparation. 11 of them stated that children with mental retardation can be taught together with others, but needs special attention.

Interpretation:

The hypothesis stated that teachers of the main stream classes do not pay attention to the needs of children with mental retardation.

In relation to the hypothesis, the majority (11) of the respondents stated that children with mental retardation can be taught together with other, but need special attention.

These responses therefore prove the hypothesis true.

As such the hypothesis is accepted.

Discussion:

From Table x above, the following analysis has been made: -

Eleven out of fifteen respondent's states that children with mental retardation can be taught together with others but need special attention

where as four of them stated that teaching children with mental retardation need a lot of preparation.

In relation to the hypothesis which stated that, “teachers of the mainstream classes pay no attention to the needs of children with mental retardation. The response given above shows those teachers pay no attention to the needs of children with metal retardation.

The finding above shows that the majority of teachers find it difficult to teach children with mental retardation because teaching them requires a lot of preparation. This proves the hypothesis true. The hypothesis is therefore accepted.

Question 2: Teachers should apply the same methods in teachings both the normal and child with mental retardation.

Strongly agreed

Agreed

Strongly disagreed

Disagreed

Table XI: SHOWS WFETHER OR NTO, THE SAME METHODS SHOULD BE USED IN TEACHING BOTH NORMAL AND CHILDREN WITH MENTAL RETARDATION

SCHOOL	A			B			C			D			E			TOTAL
TEACHERS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
RESPONSE																2
A																3
B																6
C																4
D																15
TOTAL																

Table XI above reveals that out of 15 respondents: -

- Two them strongly agreed that teachers should apply the same methods in teaching both the normal and children with mental retardation.
- There of them agreed, six of them strongly disagreed; and four of them disagreed with the statement.

Interpretation:

The hypothesis states that teachers of the mainstream classes pay no attention to the needs of children with mental retardation.

In relation to the hypothesis, the response given were: -

six out of 15 respondents strongly disagreed;

four of them disagreed;

three of them agreed; and two of them strongly agreed.

From the above findings, the majority (10 out 15) respondents strongly disagreed with the statement that teachers should apply the same methods in teaching both normal and children with mental retardation.

This is an evidence that although teachers are aware of the fact that children with mental retardation require special methods of teaching, they still do not pay attention to such. The hypothesis is as such accepted.

Discussion:

Basing on Table XI above, the following analysis has been arrived at: -

Out of 15 respondents, the majority (10) of the respondents disagreed with the statement that teachers should apply the same methods in teaching both the normal and children with mental retardation.

In relation to the hypothesis which states that teachers of mainstream classes pay no attention to children with mental retardation, the responses given by teachers prove the hypothesis right. The hypothesis is therefore accepted.

The findings shown in Table XI above, reveals that although the mainstream teachers are aware that the same methods of teaching can not be applied in teaching both the normal and children with mental

retardation, they still do not pay attention to the needs of children with mental retardation.

Question: The methods applied in teaching children with mental retardation should be completely different from those applied in teaching the normal children

- A. Strongly agreed
- B. Agreed
- C. Strongly disagreed
- D. Disagreed

TABLE XII: SHOWS WHETHER OR NOT, THE METHODS OF TEACHING CHILDREN WITH MENTAL RETARDATION AND NORMAL CHILDREN SHOULD BE DIFFERENT.

SCHOOL	A			B			C			D			E			
TEACHER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
RESPONSE																TOTAL
A																7
B																3
C																2
D																3
TOTAL																15

Table XII above reveals that out of 15 respondents:-
 15of them strongly agreed; 3 of them agreed; 2 of them strongly disagreed; and 3 of them disagreed with the statement that the methods applied in teaching children with mental retardation should be completely different from those applied in teaching normal children.

INTERPRETATION;

The hypothesis states that teachers of mainstream classes do not pay attention to needs of children with mental retardation.

In relation to the hypothesis, the responses given were:-

- 7out 15 respondents strongly agreed;
- 3out of them agreed;
- 2out of strongly disagreed;
- 3of them disagreed

From the above findings, the majority (10) of respondents strongly agreed that the methods applied in teaching children with mental retardation should be completely different from those applied in teaching normal children. The responses given proved the hypothesis true. The hypothesis is therefore accepted.

Discussion:

Table XII above shows that out 15 respondents, the majority (10) of them strongly agreed that the method used in teaching children with mental retardation and the normal should be completely different.

In relation in the hypothesis, the findings in table XII prove that teachers are still lack method of teaching children with mental retardation and therefore they still pay no attention to the needs of children with mental retardation. This therefore proves the hypothesis true and therefore it's accepted

Question 4: Children with mental retardation should be taught by;

- A. any teacher through special methods and equipments
- B. Any teacher through lecture method.
- C. Only specialist teachers.
- D. No idea.

TABLE XIII; WHO SHOULD TEACH CHILDREN WITH MENTAL RETARDATION

SCHOOL	A			B			C			D			E			
TEACHER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
RESPONSE																TOTAL
A																7
B																0
C																8
D																0
TOTAL																15

Table XIII above shows that out of 15 respondents:

- 7 of them said that children with mental retardation should be taught by any teacher through special methods and equipments;
- 8 of them said that children with mental retardation should be taught by specialist teachers.

Interpretation:

The hypothesis states that teachers of the mainstream classes do not pay attention to the needs of children with mental retardation.

In relation to the hypothesis, 8 out of the 15 respondents said that children with mental retardation should be taught by only specialist teachers; 7 of them said that children with mental retardation should be taught by any teacher through special method and equipments. The findings shown above prove that the majority (8) of the respondents feel that children with mental retardation should be taught by only the specialist teachers. This is an evidence that teachers of mainstream classes do not pay attention to the needs of children with mental retardation.

Discussion:

Basing on the table XIII above, the following analysis have been made:

- 8 out of the 15 respondents said that children with mental retardation should be taught by only specialist teachers.
- Seven of them said that children with mental retardation should be taught by any teacher through special methods and equipments

In relation to the hypothesis which states that, teachers do not pay attention to needs of children with mental retardation, the findings show that the majority (8) of respondents feel that children with mental retardation should be taught by only specialist teachers. These findings prove the hypothesis true. The hypothesis is therefore accepted

4.4 ORAL INTERVIEW QUESTIONNAIRE

Structured oral interview questionnaire was administered to interview parents / guardians of children with mental retardation. The aim of the oral interview was to find out whether or not, they are aware of the need and value for provision of educational services for children with mental retardation.

The questions were designed in English and translated into mother tongue (Dhopadhola) because the respondents did not know English.

Six respondents were interviewed and they were coded as respondent one, two, three, four, five and six.

The questions and responses are as follows:-

4.4.1 Respondent one:

Question 1: How many children do you have?

(Initye gi nyithindho jye adi?)

Response: Anitye gi nyithindho jye abungweni (9)

(All together I have 9 children)

Comment: The respondent has a reasonable number of children to cater for.

Question two: What is the relationship between you and mental retarded child?

(Wati ang'o manyiye kodini gi nyathi mawiye two me?)

Response: Ani abedo bamere manywolo go.
(I am his real father)

Comment: The child with mental retardation is staying with his real parents.

Question 3: Are all children attending schools?
[Nyithindho perisi no jye josoma?]

Response: Nyithindho abichi [5] kende amajosoma.
[Only five children are at present attending school.]

Comment: The child with mental retardation who is eight years old is among these who are not at present attending school..

Question 4: Why is this child with retardation not attending school and yet she has reached the school going age?
[Irango nyathi mawiye two me kisoma kucheli go otyeko tundo kisoma]

Response: Aparo ni ngeri nyathi me kinyali kiswoma.
[I think this child cannot learn anything]

Comment: The respondents think that such children cannot learn anything, this shows the negative attitude parents have towards children with mental retardation. This proves that the respondent is not aware of the need and value of education for children with mental retardation.

Question 5: What do you think is the cause of mental retardation?
[I paro nike ang'o makelo ngolo mawichi?]

Response: Jwogi mepecho amunyieko wiyi jo ama.

[Ancestral spirits are the major causes of such mental retardation.]

Comment: The respondent thinks that mental retardation is caused by spirits. This shows that the respondent is not aware of the causes of mental retardation.

.4.2 Respondent Two:

Question 1: How many children do you have?

[Initye go nyithendho jye adi?]

Response: Anitya gi nyithindho jye angweni [4].

[Altogether I have four [4] children].

Comment: The respondent has a reasonable number of children
Including the child with mental retardation.

Question 2: What is the relationship between you and the mentally
Retarded child?

[Wati ango manityae idiert inikedi nyathi mawiye two me?]

Response: Ani abedo wayimere Bamere otho.

[I am his aunt. The parent [father] died]

The child with mental retardation is being cared for by an
uncle [guardian] in addition to her own four children.

Question 3: Are all the children attending school?

[nyithindho perini jye josomaa?]

Response: Nyithendho aryo [2] kende amajosoma

[Only two children are at present attending school.]

Comment: The child with mental retardation who is six years old. Is among those who are not at present attending school.

Question 4: Why is this child with mental retardation not attending school and yet she has reached the school going age.

[irango nyathi mawiye two me kisoma kuchieli go otyeko tudo kisoma]

Response: Pesa ongoye metero go to school kisoma.

[I have no money for taking him to school.

Comment: The respondent seems to be aware of the need and the value of education for children with mental retardation but lacks money for the school fees.

Question 5: What do you think is the cause of mental retardation?

[I paro nike ango makelo ngolo mawichi?]

Response: Aparo nike two manyathi me two swa tekiteki mefwodi thini amanyieko wiye.

[I think mental retardation in this child was caused by sickness which this child suffered from during the early childhood.]

4.4.3 RESPONDENT THREE:

Question 1: How many children do you have?

[initye gi nyithindho jye adi?]

Response: Anitywe gi nyithindho aboro [8].

[I have altogether eight children]

Comment: The respondent has a reasonable number of children to be catered for

Question 2:What is the relationship between you and the mentally retarded child?

[wait ango manitye kodini gi nyatho two me?

Response: Nyathi no bedo nyakwaran.

[That child is my grand son]

Comment: The mentally retarded child is staying with his grandmother in addition to her own eight children.

Question 3: Are all the children attending school?

[nyithindho maperini me jwe josoma?]

Response: Nyithindho maperini jokisoma rupiri angoya ngi pesa matero jo ischool]

[All these children are not attending school because I do not have money for taking them to school.

Comment: The child with mental retardation is among the children who are not attending school because the respondent does not have money for sending them to school.

Question 4: Why is the child with mental retardation not attending school and yet he has reached the school going age

[iranga nyathi two me kisoma akakuchieli go etyeko kisoma?]

Response: Jonywoli panyathine jokwero ni jokinyali nyieko pesa wodho school fees rinyathi me ni rupiri kinyali kisoma]

[The real parents of this child have refused to waste money on paying school fees for such a child who cannot learn anything].

Comment: the child with mental retardation is not attending school because the parents think it is wastage of money on education for such a child.

Question 5: What do you think is the cause of mental retardation ?
[I paro nike angolo makelo ngolo mawichi mangeri me?]

Response: Aporo ni nyethi me elimo ngolo wichi mangeri me rupiri ogalo swa giwoki munnyo inywolo to paka onywoli go to bedabeda amino tudo kononi]

[I think mental retardation is not attending school because the parents think it is wastage

Comment: The child with mental retardation is not attending school because the parents think it is wastage of money on education for such a child.

Question 5: What do you think is the cause of mental retardation?
[I pero nike engo makelo ngolo mawichi mangeri me?]

Response: Aparo ni nyathi me elimo ngolo wichi me rupiri ogalo swa giwoki munyo inywolo, to paka onywoli go to bedabeda ameni tundo kononi.

[I think mental retardation in this child was caused due to prolonged and difficult birth.]

Comment: The respondent seems to know the cause of mental retardation which she said that during birth the child took long to come out and therefore never developed like other normal children.

4.3 RESPONDENT FOUR:

Question 1: How many children do you have?

[iniorye gi nyithindho jye adi?]

Response: Anitye gi nyithindho jye abich?

[I have five children altogether].

Comment: The respondent has a reasonable number of children he has to cater for.

Question 2: What is the relationship between you and the mentally retarded child?

[Wati ango manitye keddini gio nyathi mawiye twe me?]

Response: Meno nyathi parani woni madwongi?

[That child is my eldest child].

Comment: the child with mental retardation is staying with her own real parents who are catering for her wellbeing.

Question 3: Are all the children attending school?

[nyathindho me jye josoma]

Response: Onwanga atemo tero jo jye kisoma to aparo ni nithi me paka wiye onyiekere kinyali kisoma mutire.

[I have tried my level best to take all of them to school, but I think this one with mental retardation may not learn well.

Comment: The respondent seems to be aware of the need and value of education for children with mental retardation but still think that are they are not capable of learning well.

Question: Why is the child with mental retardation not attending school, and yet she has reached the school going age?

[irange nyathi mawiye two me kisomi akakuchiel go otyeko tundo kisoma].

Response: Omwango atemo tero go jye kisoma to aporo ni go kunyali kosoma?

[I have tried to take her too, to school but I think she may not be able to learn well.]

Comment: The respondent seems to be aware of the value of education for children with mental retardation but still negative attitude towards their ability to learn.

Question 5: What do you think is the cause of mental retardation?

[iparo nike ango makelo ngolo mawihi me?

Response: paka nyathi me otwo koyo mateki swa munyo fwodi thin to woki indelo no nyathi me wiye nyiekere kichutho.

[In the case of this child she suffered from a very strong measles which resulted into mental retardation.]

Comment: the respondent seems to be aware of the cause of mental retardation which he said was due to sickness [measles].

4.4.4 RESPONDENTS FIVE

Question 1: How many children do you have?

[initye gi nyithindho jye adi]

Response: Anitye gi nyithindho adeki [3].

[I have three children altogether.]

Comment: the respondent has a reasonable number of children took
After

Question 2: What is the relation between you and the mentally retarded child?

[wait ango nyathi paratye kodini gi nyathi mawiye two me?]

Response: meno nyathi parani woni manwolo.

[That is my own child. The father died.]

Comment: The child with mental retardation is staying with the real parent [mother alone the father died]

Question 3: Are all the children attending school?

[nyathindho perini me jye josoma].

Response: Nyathindho aryo kende amajosoma.

[Only two children are attending school].

Comment: The child with mental retardation is one of the children who is not attending school

Question 4: Why is the child with mental retardation not attending school and yet he has reached the school going age?
[irango nyathi mawiye two me kisoma akakuchiel go otundo kisoma?]

Response: Alatego tero go ischool ioro mabino to aparo ni sawamani go kunyali kisoma?
[I will try to take him to school next year but I think he cannot learn well.]

Comment: The respondent has a feeling of taking the child with mental retardation to school but she still has negative attitude towards his education.

Question 5: What do you think is the cause of mental retardation?
[Iparo nike ango makelongolo wawichi me?]

Response: Apara ni paka nyathi chango ogoyi munyo fwodi go thini [munyo jaoro3] amwanyalo nyieko wiye.
[I think the mental retardation in this child was caused due to an injury to his head that was accidentally beaten by his father when he was about three years old.]

Comment: The respondent seems to be aware of the cause of mental retardation which she said was as a result of accidental beating on the head which caused the child to develop mental retardation.

4.5 RESPONDENT SIX

Question 1: How many children do you have?

[initye gi nythindho jye adi?]

Response: Anitye gi nyathindho jye abiriyo [7]

[I have altogether seven children]

Comment: The respondent has quite a reasonable number of children to look after.

Question 2: What is the relationship between you and the mentally retarded child?

[Wait ango manitye kodini gi nyathi mawiye two me?]

Response: Nyathi me bedo nyakwarani mapanyarani.

[This child is my granddaughter produced by my daughter before marriage.

Comment: The child with mental retardation is being looked after by a grandmother [guardian] who also has a reasonable number of children of her own to cater for.

Question 3: Are all the children attending school?

[Nyithindho maperini kende me jye josoma?]

Response: nyathindho angweni kende amunwango jotemo ye kisoma to same jo jye jokisoma rupiri onyo angoye gi riekko manwango rio pesa makisoma.

[Only four children have tried to attend school but now all of them are at home because presently I am unable to afford for their school fees.]

Comment: The child with mental retardation is one of the children who have not attended school.

Question 4: Why is the child with mental retardation not attending school and yet she has reached the school going age?
[irango nyathi nawiye two me kisoma akakuchieli go otundo kisoma?]

Response: ani woni angoye gi riekko manwango pesa matero go ischool odoko aparo ni nyathi me woni kinyali kisoma.
[I am unable to afford the fees for this child and I also think that such a child cannot learn anything.]

Comment: The responded is unable to pay the school fees for the children including the child with mental retardation and she also has a negative attitude towards education for children with mental retardation

Question 5: What do you think is cause of mental retardation?
[iparo nike anga makelo ngolo mawichi me?]

Response: an aparo nilani amakekelo wichi mangeri me rupiri nyathi me chango omini bamere olamo go aka amonilo nyathmachali ama.
[I think that mental retardation is caused due to curses. This is because the mother of this child was curses by her uncle and I think that is why she produced such a child]

Comment: The respondent think that mental retardation is caused by curses by relatives as she believes that since the child's mother was curses by the cause of mental retardation in the child.

CHAPTER FIVE

5.0. SUMMARY CONCLUSION AND SUGGESTION

5.1 INTRODUCTION:

Having got the data analyzed and discussed the findings in the previous two chapters, [chapter three and four] in this chapter the researcher presets the summary conclusion and suggestions.

There based on the findings revealed in chapter four. Thus emphasis has been put forward to study and establish whether or not:-

1. Most parents are aware of the need and value of education for children with mental retardation.
2. Teachers of the mainstream classes pay attention to the needs of children with mental retardation in their classes.
3. The community at large see any good reason to spend time and money on provision of special education to children with mental retardation.
4. Some parents who are aware of the value of education do not see the point of catering for children with mental retardation.

5.a SUMMARY:

Basing on the data findings in this study the researcher has come out with following summary:-

1. Parents should be made aware of the need and value of education for children with mental retardation.
2. There is need to develop special school/ unit for children with mental retardation. This can be done by the district development committee [DDC] and also by the parent's initiative and involvement.
3. The mainstream class teacher requires training in order to be able to handle children with mental retardation.
4. The community at large need to be sensitized in order to appreciate the need and value of education of children with mental retardation.
5. Parents need to be sensitized in order to create positive attitudes towards education for children with mental retardation.

5.3 Conclusion

The findings in this study reveals that there are significant differences of opinions of the community of Mulanda sub-county about the need and value of provision of educational services to children with mental retardation.

The hypothesis put forwards for study were:-

- ii. Most parents in Mulanda sub-county are not aware of the need for education of children with mental retardation.
- iii. Some parents who are aware of the value of education do not see the point of catering for children with mental retardation.
- iv. Teachers of mainstream classes do not pay attention to the need of the children with mental retardation.
- v. The community at large sees no need to waste time and money on provision of special education to children with mental retardation.

The interpretation of the result in relation to hypothesis were varied. Three hypotheses were proved true and accepted.

These were:-

- i. Most parents are not aware of need for education of children with mental retardation.
- ii. Some parents who are aware of the value of education do not see the point of catering for children with mental retardation.
- iii. Teachers of mainstream do not pay attention to the needs of children with mental retardation.

One of hypothesis was proved untrue. The hypothesis which was proved not true states that "the community at large sees no need to waste time and money on provision of special education for children with mental retardation"

In view of the above findings the hypothesis which states that "the community at large sees no need to waste time and money on provision of special education for children with mental retardation." Has been rejected.

The hypothesis is therefore, rephrased to read:-

"The community at large sees the need to allocate time and money for provision of special education for children with mental retardation."

5.4 SUGGESTION.

In view of the problem investigated, the researcher has come up with the following suggestions:-

1. The ministry of education should take a full responsibility for developing and running of schools/ units for children with mental retardation in Uganda. Schools and units for children with mental retardations can be developed by District Development teacher should be trained both certificate and development committee [DDC] in each district.
2. More teachers should be trained both at certificate and Diploma level to be able to cater for the educational needs of children with mental retardation.
3. Awareness seminars and workshops should be organized throughout the country to sensitize the public about the causes of mental retardation and how to prevent them so that the ever

increasing number of mentally retarded persons can be reduced.

4. Teachers who are already in service should be helped to undergo short courses and participate in workshops. This would enable them in acquiring the knowledge and skills to handle the education for children with mental retardation
5. Special education subjects should be introduced in Grade III. Teachers Training College to enable teachers to qualify and enter the field when they already have some knowledge about special educational needs.
6. The general public needs to be sensitized about the value and need to provide educational services to children with mental retardation. This can be done through awareness campaigns and mass media e.g. radio, Television, News papers Magazines and like
7. Since offering the educational services for children with mental retardation and promotions should be considered in form of remunerations and promotions should be considered by the government to boost the moral of teachers.
8. A centre should set up at the Uganda National Institute of special education [UNISE] for the production of teaching/ learning aids suitable for the teaching of children with mental retardations.

9. The ministry of Education should develop an appropriate curriculum that can be used for teaching children with mental retardation.

In conclusion, the researcher feels that if most of the suggestions listed above are implemented it would reverse the negative attitudes people have towards the provision of educational services for children with mental retardation in Mulanda sub-county west – Budama in Tororo District.

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APPENDIX IV
QUESTIONNAIRE PART ONE

QUESTIONNAIRE TO THE DISTRICT EDUCATION OFFICER
TORORO DISTRICT.

RESEAERCH TOPIC:

**THE NEED FOR PROVISION OF EDUCATIONAL SERVICES FOR
THE MENTALLY RETARDED CHILDREN IN MULANDA SUB-
COUNTY WEST-BUDAMA IN TOROROR DISTRICT.**

Please complete the blank space and also put a tick against the letter
A, B, C, D with the correct answer of your own choice.

1. How many schools/Units in district offer educational services for
children with mental retardation?

.....
.....

2. What do you think could be done to children with mental
retardation in the district who are not at present being offered with
education services?

.....
.....

3. What do you think hinders children with mental retardation from
attending the ordinary schools since there is a school or so, almost
in every parish in the district?

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

4. A school with children with mental retardation should be opened by the district development committee [DDC] at least in each sub-county.
- a. Strong Agreed b. Agreed
 - c. Strongly disagreed d. Disagreed.
5. There is no reason for spending money on the education of children with mental retardation because they will not be of any use society.
- a. Strong Agreed b. Agreed
 - c. Strongly disagreed d. Disagreed.
6. There is no good reason for the education of children with mental retardation because they will not be of any use to the society.
- a. Strong Agreed b. Agreed
 - c. Strongly disagreed d. Disagreed.
7. Teaching of children with mental retardation is a wastage of time and resources.
- a. Strong Agreed b. Agreed
 - c. Strongly disagreed d. Disagreed.

Thank you very for your positive response to this research project.

APPENDIX IV
QUESTIONNAIRE PART TWO
QUESTIONNAIRE TO HEADMASTERS FOR THE MAINSTREAM
PRIMARY SCHOOL.
RESEARCH TOPIC.

THE NEED FOR PROVISION OF EDUCATIONAL SERVICES FOR
THE MENTALLY RETARDED CHILDREN IN MULANDA SUB-
COUNTY, WEST BUDAMA IN TORORO DISTRICT.

Please complete the blank space and also put a tick against the letter A, B, C, D with the correct answer of your own choice.

1. Number of teacher in the school:- GII.....
GIII....., GV, LTS.....specialist teachers
GIII..... Total
2. Are there children with mental retardation in your school?
a. Yes b. No c. I have no idea about such children.
3. What in your view would you say is condition referred to as mental retardation?
a. An individual who has little understanding.
b. An individual who is a lunatic.
c. An Individual who has a slow development of understanding and at the same time has behavior problem.
d. I have no idea.
4. What do you think brings about a mental retardation in an individual?
a. Accidents, diseases complication during pregnancy and at birth.
b. Curses by relatives
c. Being possessed by evil spirits.
d. Being bewitched.

5. children with mental retardation should be taught together with their normal peers

- a Strongly agreed b. Agreed
- c. Strongly Disagreed d. Disagreed.

6. There is no good reason for the education of children with mental retardation because they will not be of any use to the society.

- a Strongly agreed b. Agreed
- c. Strongly Disagreed d. Disagreed.

7. Teaching of the children retardation is wastage of time and resources.

- a Strongly agreed b. Agreed
- c. Strongly Disagreed d. Disagreed.

Thank you very much for your positive response to this research project.

APPENDIX IV
QUESTIONNAIRE PART THREE
QUESTIONNAIRE TO HEADMASTERS FOR THE MAINSTREAM
CLASSES

RESEARCH TOPIC.

**THE NEED FOR PROVISION OF EDUCATIONAL SERVICES FOR
THE MENTALLY RETARDED CHILDREN IN MULANDA SUB-
COUNTY, WEST BUDAMA IN TORORO DISTRICT.**

Please complete the blank space and also put a tick against the letter A, B, C, D with the correct answer of your own choice

1. What experience have you had in teaching a child with mental retardation?

- a. Unteachable
- b. Needs a lot of preparation
- c. Feels comfortable when taught in separate classes
- d. They can be taught together with others, but needs special attention

2. Teachers should apply the same methods in teaching both the normal and child with mental retardation.

- a Strongly agreed b. Agreed
- c. Strongly Disagreed d. Disagreed.

3. The methods applied in teaching children with mental retardation should be completely different from those applied in teaching the normal children.

- a Strongly agreed b. Agreed
- c. Strongly Disagreed d. Disagreed.

4. Children with mental retardation should be taught by:-
- a. Any teacher through special methods and equipment.
 - b. Any teacher through lecture method
 - c. Only specialist teachers.
 - d. No idea.

APPENDIXVII
QUESTIONNAIRE PART FOUR
QUESTIONNAIRE TO HEADMASTERS FOR THE MAINSTREAM
CLASSES
RESEARCH TOPIC.

**THE NEED FOR PROVISION OF EDUCATIONAL SERVICES FOR
THE MENTALLY RETARDED CHILDREN IN MULANDA SUB-
COUNTY, WEST BUDAMA IN TORORO DISTRICT.**

Please parents/ guardians try as much as possible to give the correct answers to this question[s] in as much as you can. [Mondo jadwongi/dhakodwongi, janywoli/japith, temi paka inyalo jye idwoki penji me jye gadieri swa paka ingeyo gi mamako kwomi nyathi oparini.

1. How many children do you have?

[initye gi nyithindho jye adi?

2. What is the relationship between you and mentally retarded child [ren]?

[Ilwongere nedi ginyathi ikosa ginyithindho ma wiyi jo onythiekere me?

.....

3. Are all the children attending school?

[nyithindho mapetini me jye josoma?]

.....

.....

4. Why is this/ these child / children with mental retardation not attending school?

[irango nyathi/nyithindho mawiyijo inyiekere me jokisoma?]

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

5. What do you think is the cause of mental retardation?

[iparo nike ango makelo ngalo mawichi mangeri me?]

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

Thank you very much for your positive response to this research study.

[afwoyo swa gi miyo adieri mamakere gi tich ma research me?.]