

TITLE

**ATTITUDE OF TEACHERS TOWARDS THE INCLUSION OF MENTALLY CHALLENGED
LEARNERS IN REGULAR PRIMARY SCHOOLS-CASE STUDY OF SCHOOLS IN KARANGENI
DIVISION OF TSEIKURU DISTRICT, KENYA.**

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ABSTRACT

The research was carried out on the attitude of teachers towards the inclusion of the mentally challenged learners in regular Primary Schools. This was because the feelings of most regular primary school teachers, these learners affect and lower the academic performance of their schools. Therefore these learners are forced to repeat classes or drop out of school. It is due to this attitude that mentally-retarded learners are not accessing the regular classes.

Very few teachers wish to have the mentally retarded learners into classes. They feel that those children lower their academic performance in their schools. Due to that the teachers have not made modifications to accommodate the mentally retarded learners.

Teachers being the leading lights of the community should play a key role towards inclusion of the mentally challenged learners into their classes. If they change their attitude towards these learners by making necessary modifications, then inclusion will succeed and they will perform well above average.