LEVEL OF MOTIVATRION AND ACADEMIC PERFORMANCE OF LEARNERS: CASE STUDY OF CENTRAL DIVISION, THARAKA SOUTH DISTRICT, KENYA

BY

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A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE LEARNING OF KAMPALA INTERNATIONAL UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF A DEGREE OF BACHELOR OF PRIMARY EDUCATION

APRIL 2010

DECLARATION

I hereby declare that this work is a result of my own effort and has never been presented for any award in any other university or institution of higher learning.

Signature: .....

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Date: 14/4/2010

APPROVAL

This work has been done under my supervision as a university supervisor, and has been submitted with my approval.

Signed .....

Mr. Ssekajugo Derrick

Date: .....

DEDICATION

This entire work is dedicated to my dear husband Joseph M Kibaara and to our children Purity, Halifax and Leah.

ACKNOWLEDGEMENT

Special consideration goes to my supervisor, Mr. Ssekajugo Derrick for the continued support during the entire research and for all the guidance offered to me during the course of study.

Finally, I would like to thank the respondents for having participated well in this course of study.

May the Almighty and Most precious God bless you all.

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CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

The term slow learning is used to describe conditions in children where they have learning difficulties in all areas. These conditions affect the learner's ability to acquire some skills in most if not all academic areas. Such areas include basic reading, reading comprehension, writing, spelling, arithmetic and reasoning (Oganda.2002). It means that a slow leaner may not have the capacity to perform well in most school subjects. Therefore they may experience difficulties in most of all the above listed areas. Slow learning has for many years caused concern to parents, teachers, and researchers and this is because the definition of slow learning keeps on changing due to disagreement on the terminology and on existence of clear identification of children who are slow learners.

English being one of the languages used, it would be important for a child to have a good command of the language. But it is an area where the learners normally lag behind in acquiring it. Is also the official language in Kenya. It is the media of instructions in primary, secondary school and institutions of higher learning. English and Mathematics are compulsory subjects in **KCPE** and **KCSE**.

1.1 Statement of the problem

Slow learner's experience difficulties in most of the academic areas. These include basic reading comprehension, writing, spelling, spoken language, arithmetic and reasoning. The study have been found necessary to sensitize parents, Educators, and policy makers who have negative attitude towards these learners

1.2 Purpose of the study

The purpose of the study was to investigate the impact of slow learner motivation on their academic performance in schools in Central division.

1.3 Objectives of the Study

1.3.0 General Objective

This study was meant to determine the effect of motivation on the academic performance of the slow learners in Central division.

1.3.1 Specific objectives

1. To determine the problems faced by slow learners in Central division
2. To establish the characteristics of slow learners in Central division
3. To determine the major causes of learning difficulties in the Central division
4. To establish the intervention measures which can be taken to overcome learning difficulties in the Zone.

1.4 Research Questions

1. What are the problems faced by slow learners in Central division?
2. What are the characteristics of slow learners in Central division?

3. What are the major causes of learning difficulties in the Central division?
4. What intervention measures can be applied in order to motivate learners with learning difficulties and improve their academic performance?

1.5 Significance of the study.

The result of the study will help the researcher to gain more knowledge, attitude, skills and value based with learning difficulties. It would help here learn the problems faced by those learners at school and within the society. The researcher would therefore come up with intervention which can be used by the teachers and parents to ensure that those children receive education like any other children.

The results assist the learners to have rightful education. They will help learners to be provided with the right educational facilities required to enhance and capture their interests.

The findings will help to sensitize the parents and the community of the importance of educating all learners despite their disabilities. As a result, a positive attitude will be enhanced towards those learners.

The findings are viewed to help curriculum developers at Kenya Institute of Education to do modification especially in planning and writing courses' content on learning difficulties.

1.6 Scope of the Study.

Central division is found in Tharaka South District. It is served with good feeder roads. There is easy accessibility to the schools. Only a few schools are found in the interior of the zone.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

Learner (1976) children with learning difficulties are found in any typical classroom. These learners are destined to become educational discards unless their problems are recognized and alleviated. Teachers cannot alleviate the problem of the existence of such learners, and therefore slow learning is a special need in education. Teachers must also be empowered with skills and knowledge on learning difficulties so as to make the best decision as to whether or not; a learner has learning difficulties and the nature of the disability.

As a result of those misunderstandings, professionals viewed those children from the advantage of theory respective discipline, and come up with terms such as brain damage, neurological impairment, perpetual handicap, dyslexia and aphasia Wiederholt (1974) quoted by Smith, Neiswarth and Hunt (1983) divides the history of learning difficulties into three distinct periods of development that is;

2.1 The Foundation Phase

According to Jane Learner (1976) foundation phase is covering the period from 1800 to 1930. Many scientific researchers on the brain disorders came up with medical theories of brain function and dysfunction by studying behavioural characters of adults who acquire brain damage and consequently certain skills.

2.2 The Transition Phase.

During transition phase about 1900-1930 pioneering psychologist and Educators attempted to translate the theoretical formulations of the first phase into remedial practices for children.

Integration Phase.

Integration phase (about 1963 to present) is characterized by the rapid growth of school programs for learning disabled children and by elective use of a large variety of theory assessment method and teaching strategies in the field of learning disabilities.

One consequence of modification and reinforcement of working hypothesis, since (1974) has been and accompanying change in terminology. The early work of Strauss focused on a new category of exceptional child conceptualizes as brain injury, but this view was soon questioned in the right of new knowledge and insight.

Greatheart (1985), one characteristic appears to be part of all definitions of disabilities. This is a severe discrepancy between achievement and intellectual ability in some areas such as oral expression, listing, comprehension reading and mathematics. In addition to these basic characteristics, there is other that appears to be common to students with learning difficulties than to general population students of their own age. These characteristics are as follow as cited Smith-et-al (1983)

(i) Disorder of attention and hyperactivity

Numerous studies have documented the existence of attention problems and hyperactivity in a large proportion of learning disabled children. These estimates have ranged from as low as 33% to as high as 80% (Shaywitz and Shaywitz (1987).Even the lowest estimate suggests that, attention disorder and hyperactivity are frequently encountered problems in learning.

A child can have attention problem and hyperactivity without also having a learning disability. This is considerably higher among children who are inactive and hyperactive.

ii) Disorder of memory and thinking.

Many learning disabled children demonstrate memory deficit for both auditory and visual stimuli (Hallahan 1975 Swanson 1987, Joseph Tungsten 1988). Generally Learning Disabled Children are deficient in using strategies that non-disabled children use in situations requiring memory. When presented with a list of words to memorise, the child will rehearse the names to themselves. They find it especially difficult to remember verbal material because they have particular problems with phonological information.

iii) Classroom behaviour.

Classroom is the arena in which peer relationship problems usually first emerge.

Researchers have examined classroom behaviour in students with learning difficulties to see whether it differs from that of other classmates. The results of a meta-analysis combining the results of 25 studies of classroom conduct found that, students with learning difficulty showed deficit in a number of behaviours compared to non-disabled students. The students with learning disability were more off task, more distractible, more shy, and withdrawn and exhibited more conduct disorder (Bender and Smith 1990).

iv) To follow class discussion.

This may include inability to understand the flow and thought while other students are discussing during class topics. In most cases, it is not exactly known why or how a child comes to have a

learning problem. Many professionals believe learning disabled children have central nervous system dysfunction that their brain malfunctions in some way.

Further research indicates that learning disabled children with learning problem have neurological abnormalities they cited research by professionals such as Samuel Ortan (1937) who developed a theory that relied on mixed dominance as an indication of brain pathology being a cause of learning disabilities. It's a term applied to a person whose preferred an atomic sides are mixed, for example, right handed, left eyed and left footed.

Hallahah and Kauff (1991), mixed dominance reflects an abnormal development of the brain. Several characteristics of children with learning difficulties have been reported by professional such as Ndurumo (1993)

These characteristics are not however found in all learners with learning difficulties. A learner may be having one or two characteristics while another doesn't. Those learners with learning difficulties face problems in their institutions of learning. These problems include.

a) Reading problems

The academic area that poses the most difficulties is reading. One of the most popular explanations for the problem is related to the deficient language skills of learning disabled children particularly in phonology. (Foorman etal 1989)argue that, it is easy to understand why problems with phonology would be at the heart of many reading problems. When a child has problem in recalling the sound of words, it is logical that he or she will have problem in learning.

b) Social and emotional problem.

Children with social and emotional problems have been described by Hare (1979) as being:-

- Impulsive in which they fail to thick about the consequences of their behaviors
- Lack social competences in which they are often below average for age and ability.
- Explosive in which they display range reaction or how tantrums when crossed.
- Unable to adjust to changes in which they adjust to a slower pace than others.
- Have rapid mood variation from hour to hour.

Wallace and McLaughlin (1975) noted that, these children have poor self concepts and speak negatively of themselves using terms such as worthless, student, stupid dump when they are compared to their class-mate. They also depend on others for their success, since they view themselves as incapable of doing superior work.

Other behaviors that have been observed are intolerance or frustration, lack of motivation and insecurity Wallace and McLaughlin (1975) They also have problems with non-verbal message, for example facial expression. Their inability to read non-verbal message, for example facial expression. Their inability to read non-verbal message may cause other children to quietly reject them or to openly tell them off.

c) Motivational difficulties.

Another source of social adjustment problem for learning disabled student is their motivation of feeling about their own ability to deal with life. Many learning disabled individual exhibit motivational problems Chandler (1986).They appear to let content events occur without

attempting to take charge of their own destines. Learning disabled individuals may demonstrate their motivational problems in three interrelated ways.

- External locus of control.
- Negative attributions
- Learned helpless.

2.3 Causes of learning disabilities

Some professionals believe that learning disabled children suffer from some form of brain injury. They suspected brain damage is not considered extensive enough to cause a generalized and severe learning problem across all kinds of intellectual development. So the children are often referred to as minimally brain damaged by asserting that the child's brain does not function well.

Some researchers claim that biochemical disturbance within a child's body are the cause of learning difficulties. Dr. Benjamin Feingold (1975a-19765b) has received much publicity for that artificial coloring and flavoring in many children diet gives hope to parents with hyperactivity children.

Lovett (1978) cites three types of environmental influences that he feels are related to children learning problems. These include emotional disturbances, lack of motivation and poor instruction. Many children with learning problems have behaviour disorders as well. Whether one causes the other or whether both are caused by some other factors is uncertain at this time.

Evidence shows that environmentally disadvantaged children are more to exhibit learning problems. It is still not certain if this is due to inadequate learning experiences or biological factors such as brain damage or nutritional deprivation Hallahan and Cruickshank (1973).

Engelmann and Lovett (1977) named poor teaching as another possible environmental cause of learning disabilities. Some of these professionals believed that if teachers were adequately prepared to handle and intervene with learning disabled children at an early age, disabilities could be avoided. Poor attendance to school, the child may not acquire the desired knowledge, skills and attitudes.

Instability in family relationship and family breakdown affect the child psychologically, as a result the child is labeled as learning disabled.

Osodo (2002),argues that chemical imbalances created by the body's failure to use certain chemical hormone called thyroxin, secreted by the thyroid glands which are situated in the neck region causes a general under-activity and lack of energy. John-et-al (1989) carried out a research that employed sophisticated technology for digitally computerized recording and complication during pregnancy has been empirically linked with learning problems. Alcohol and consumption is among the most prominent.

Mercer (1987), argues that barriers of learning difficulties help us to understand the problems experienced by the children in school, home and in community. It is important to understand these problems in order to appreciate any attempt made by these children.

Gearheart (1985) suggested that children with spoken language have limited and immature vocabulary with a large number of errors in the grammatical pattern. These children also hunt for appropriate words and ideas to use in communicating. When they get the words, they have a problem with correct grammar.

Hare (1979), observed that children with spoken language problem have difficulties in organizing words to form phrases, clauses or sentences. They also have difficulty in remembering words and sentences. Due to this problem, these children are generally withdrawn and avoid situations where they are expected to speak. This is expressive language which shows how a person conveys message to another person of a group of persons.

2.4 Intervention measures

Management of learning difficulties is often referred to remedial instruction. It goes beyond the usual classroom procedures and is often applied in instances where learners experience significant problems in academic areas of learning.

Koppitz (1973) as cited by Ndurumo (1993) states that learning difficulties cannot be corrected or cured by a specific teaching method or training technique. Teachers can only solve the problems of having a wide range of instructional material and teaching techniques at their disposal. They should also be imaginative and flexible enough to adopt the specific need of their pupils.

Teachers have the necessary skills techniques and a wide experience in training and intervention procedures, yet at times they may fail to remediate. The reason for this failure may be due to the complexity of the learning disability itself, lack of cooperation between the child and the teacher due to lack of good teaching methods.

Learner (1976) argues that the teacher himself can make the learner with learning difficult fail to perform depending on his teaching. The most important component in these situations was not the material nor the method but the teacher.

A great number of learning disabled students require residential setting or separate special schools. But the existence of a number of well attended private schools for the learning disabled indicates that there is at least some need of this set. It appears that a number of students enrolled in such schools may have other handicapped.
(Marsh and Gearheart:1981).

To succeed in school, learning disabled pupils need a systematic instructional programme that is planned according to their individual needs. This does not imply that each child must be taught in a one to one situation or small group. But it means that the pupil receives daily instructions tailored to his or her educational needs. (Luseno: 1993).

Mercer (1987) argues that one of the major causes of learning difficulties is the use of poor teaching methods. The teacher in the inclusive class should always use variety of teaching methods and vary the task from time to time so as to include the learners with learning difficulties. The following teaching approaches are ideal in any classroom.

Individual Education program: This is a written statement that describes what the teacher and other professionals will do to meet the special needs of a learner with learning problems. It is ideal in the management of learning difficulties Mercer

Direct instruction: This method involves arranging teaching activities in a way of proving systematic instruction to teach a task. It involves establishing the objectives of a lesson, reviewing the pre-requisite skills giving clear direction and providing time for active guided practice.

Task analysis method: This involves breaking down a task into several components which in turn are divided into sub-components. When teaching a task requiring manual manipulation, a child observes how the task is performed by a model of master performer. For instance, where the objective is to learn to drive, driver starts a car this involves using a key to unlock the door, adjusting the ignition key to start the engine.

McCarthy (1987) as cited by M. Ndurumo (1993) states that task analysis has two instructional valves:-

a) It serves an effective diagnostic function by helping teachers pin point a student individual functioning level on a specific skill or task.

b) It provides the basis for sequential instructions which may be tailored to each child's pace of learning.

2.5Prescriptive Teaching methods

This is also known as clinical teaching or teaches test approaches. In clinical teaching, teachers should approach teaching the way doctor approaches treatment. This is done by carefully assessing the learner' individual needs and then providing appropriate instructions to the individual learner Ogonda (2002).

2.6 Peer tutoring method

This is done by involving learners to help their peer acquire knowledge and skills. Learners can share knowledge they learnt using examples from their experiences and work together (Ogonda: 2002).

2.7 Overview

The preceding contentions signify that it is not a paucity of evidence to justify the effect of motivation on the academic performance of slow learners within schools. However, this can not guarantee us that all what has reflected is exactly the reality. The researcher is therefore made curious to further the study by going into the field so as to establish whether the level of motivation of the learners has effect on their academic performance.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter particularly envisages the design adopted for this particular study, the environment, sample size and sample size determination, the respondents for this study, research instruments and how data analysis was effected.

3.1 Design

This study adopted a descriptive survey design. This is because descriptive survey designs are used in preliminary and exploratory studies, which enable researchers to gather information, summarize, present and interpret them for the purpose of clarification (Orodho, 2004). Descriptive research studies are conducted to establish the situation of existing conditions (Travers, 1969). Further, descriptive studies may include facts, current conditions concerning the nature of the persons, a number of objects or class of events and may involve procedures of induction, analysis, classification, enumeration and measurement (Good, 1963), such a study design helps to secure evidence on existing situations and conditions and to identify standards or norms with which to compare present and hence plan for way forward. In addition, descriptive research results are used in suggesting, recommending or formulating the actions and remedies to take from the current situation

3.2 Environment

The study was undertaken in selected schools in Central division in Tharaka District. This area was easily accessible to the researcher as this is the researcher's working area. Thus, there was enough time to carry out the survey.

3.3 Subjects

The research respondents for this particular study were the selected learners, teachers and institutional heads in the Central division

3.4 Sample size determination

The sample for this particular study was purposively chosen. For articulateness and relevance of this particular study, a total of 30 respondents were considered that is, 20 learners and two teachers that is, one teacher and a head teacher from each of the five schools used.

3.5 Instruments

The researcher used own-made questionnaires and interview guides to gather information from learners.

3.6 Quality Control

The researcher developed research instruments with the guidance of the research supervisor and a pretest was administered as a pilot study to respondents who were not included in the study. Academic colleagues were also consulted to assess the instruments and ensure that right

questions are asked in the least ambiguous way. The validity of the questions in the instruments was checked by the responses acquired and the content validity index.

3.7 Data Collection Procedures

The researcher delivered the Transmittal letter to the authorities concerned before administering the instruments to the anticipated respondents to seek official permission and book appointment. The data was collected by use of the instruments which had been developed and tested for their validity. The researcher then administered the instruments personally to the subjects. The researcher interviewed the teachers and other heads on days different from those on which she collected information from the learners.

Since this research deals with, learners and teachers, its timing was during school term, and at the time when there were few school extra curricula activities such as games, drama or any other type of competitions. Tentatively, the study was carried out in early second term.

3.8 Statistical Treatment of Data.

The study employed descriptive statistical tools to analyze quantitative data obtained from the study. Tables of frequency distribution were prepared whenever necessary, as well as the percentage occurrence of each of the responses to a particular question.

3.9 Limitations of the study

As the saying goes: that resources are scarce, the researcher was constrained financially to cover all areas in as far as this particular study is concerned. Given that the topic under study is a very

broad one with a lot of aspects to cover, the researcher was unable to cover all the aspects of this particular study within a short time lag.

3.10 Ethical Considerations

The study primarily engaged respondents in selected schools. Accordingly, extreme confidentiality had to be promised and this was to be effected only, by promising secrecy to the selected respondent's information provided

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter was about the presentation, discussion and analysis of the findings of the study. This was done with an attempt to attain each of the objectives of this particular study.

4.1 Specific Objective One Revisited: To determine the problems faced by slow learners in Central division Tharaka South District . This was realized in an attempt to answer research question one. The views of the respondents in accordance with the research question one are presented in the table bellow:

4.2 Problems faced by Slow Learners in Central division

Table 1: Reading as a problem to slow learners in Central division

Variable(s)	Frequency	Percentage
Reading problem		
Agree	24	80
Strongly Agree	4	13
Disagree	2	07
Strongly disagree	0	0
Total	**30**	**100**

Source: Primary data 2010

Concerning the views of the respondents in line with reading as a problem experienced by slow learners within Central division, In table 1 above, 80 and 13 percent agreed and strongly agreed respectively that reading was a problem experienced by slow learners while 7 percent disagreed that reading was not a problem to slow learners in the area of study. In real terms since the majority of the respondents that is, 93 percent agreed, it is clear that reading was a challenge to slow learners in the area of study.

Table 2: Social and Emotional problem as a difficulty to Slow learners in Central Division

Variable(s)	Frequency	Percentage
Social and emotional Problem		
Agree	12	40
Strongly Agree	10	33
Disagree	8	27
Strongly disagree	0	0
Total	**30**	**100**

Source: Primary data 2010

Table 2 above shows the 73 percent in total of the respondents agreed that social and emotional problems were among the difficulties experienced by slow learners in Central division.

Table 3: Social interaction as a problem to slow learners within Central Division

Variable(s)	Frequency	Percentage
Social interaction		
Agree	14	47
Strongly Agree	12	40
Disagree	0	0
Strongly disagree	4	13
Total	**30**	**100**

Source: Primary data 2010

It is quite clear from table 3 above that social interaction was among the outstanding problems faced by slow learners in Central division. In this case, the views of the respondents were: 87percent (87%) agreed while the minority 13 percent (13%) disagreed.

4.3 Specific Objective 2: To establish the characteristics of slow learners in Central division. This was realized through an attempt to answer research question two.

Table 4: Characteristics of Slow Learners in Central Division

Variable(s)	Frequency (/30)	Percentage (x/30)100
Hyperactivity	25	83
Attention Disorder	28	93
Memory problem	25	83
Emotional liability	27	90
Impulsivity	28	98

Source: Primary data 2010

Table 4 above show the views of the respondents as to the the features of slow learners in the area of study which in this was Central division. The findings reveal that hyperactivity, attention disorder, memory problems, emotional liability and impulsivity were among the outstanding characteristics of the slow learners in the area of study.

4.4pecific Objectives 3 revisited: To determine the major causes of learning difficulties in the Central division. This was realized through an attempt to answer research question 3.The views of the respondents in accordance with the causes of the learning difficulties included the following as tabulated below

Table 5: Views of the respondents on Lack of trained personnel as a cause of Learning difficulties in Central Division

Variable(s)	Frequency	Percentage
Lack of trained personnel		
Agree	17	57
Strongly Agree	5	16
Disagree	02	7
Strongly disagree	6	20
Total	**30**	**100**

Source: Primary data 2010

Table 5 above gives a picture of the respondents' views as to whether lack of trained was among the causes of learning difficulties among the slow learners in Central division. Accordingly 73 percent of the respondents agreed with and with no doubt lack of trained personnel was a challenged to the learners in the area of study.

Table 6: Views of the respondents on Poor teaching methods as a cause of Learning difficulties in Central Division

Variable(s)	Frequency	Percentage
Poor teaching Methods		
Agree	22	73
Strongly Agree	0	0
Disagree	02	7
Strongly disagree	6	20
Total	**30**	**100**

Source: Primary data 2010

Table 6 above, shows the views of the respondents as to whether poor teaching methods are an impediment to the progress of learners in the area of study. Accordingly, 73 percent (73%) of the respondents agreed that the poor ways of learning conduct were among the problems of the slow learners in the area of study. However, 27 percent (27%) of the respondents disregarded the idea but these constituted a mini figure.

Table 7: Views of the respondents on unavailability of learning resources as cause of learning difficulties in Central Division

Variable(s)	Frequency	Percentage
Unavailability of learning resources		
Agree	13	43
Strongly Agree	13	43
Disagree	04	13
Strongly disagree	0	-
Total	**30**	**100**

Source: Primary data 2010

Concerning the unavailability of learning resources as an impediment to the progress of slow learners in the area of study accordingly, the majority of the respondents (83 percent) agreed that the inadequacy of learning resources was a problem to the learners and the schools in the area of study.

Table 8: Views of the respondents on Social interaction as cause of

Learning difficulties in Central Division

Variable(s)	Frequency	Percentage
Social interaction		
Agree	07	23
Strongly Agree	12	40
Disagree	11	37
Strongly disagree	0	-
Total	**30**	**100**

Source: Primary data 2010

Table 8 above gives a pictorial view of the views of the respondents as to whether social interaction was a problem and a cause of learning difficulties among the slow learners in the area of study. Accordingly and on average the majority of the respondents (63 percent) agreed that social interaction was a challenge and a problem as well to the slow learners in the area of study.

4.5 Specific Objective 4 revisited: To establish the intervention measures which can be taken to overcome learning difficulties in the Zone. This was realized through an attempt to answer research question four. Table 9 below, gives a clear view of the suggested intervention measures by the respondents.

Table 9: Suggested Intervention measures to overcome learning difficulties in Central Division.

Variable(s)	Frequency (/30)	Percentage (x/30)100
Training more teachers with necessary skills	27	90
Use of varying teaching methods	20	67
Use of a variety of learning resources	26	87
Monitoring and supervision	19	63
Continued government support to schools	28	93

Source: Primary data 2010

Table 9 above, gives the views of the respondents concerning the intervention measurtes which ought to be undertaken to be undertaken to overcome the learning difficulties in Central Division within Central district in Kenya. Among the measures suggested included; training of more teachers and even equipping those in schools with the necessary skills, use of varying teaching methods and learning resources, monitoring of the performance of schools and continued government support among others.

CHAPTER FIVE

RECOMMENDATIONS AND CONCLUSIONS

5.1 Recommendations

Teachers, parents, peers, and community members should cooperate by setting a conducive learning environment to alleviate children disabilities as early as possible. Such as increasing demonstrations, practical activities and planning systematic instructional programme suitable for the leaner.

5.2 Conclusion

Policy makers should come up with suitable recommendation aimed at reducing causes of slow learning. The researcher aims at gathering information which would assist educators in addressing strategic measures which can be taken to motivate theses learners and to improve their standards.

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APPENDICES

APPENDIX 1

QUESTIONAIRE TO THE REGULAR TEACHERS

1. The major problems faced by learners with learning difficulties is reading social emotional problems
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly disagreed

2. Lack of trained personnel is one cause of learning difficulties in Central division
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly disagreed

3. Poor method of teaching has contributed to the learning difficulties within the learners in Kaihara Zone.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

4. Learner with learning difficulties lack motivation due to unavailability of the learning resources.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

5. Learners with learning difficulties suffer from social interaction problems as a barrier to their learning disabilities.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

6. Learners in Central division portray a different characteristic which includes Hyperactivity, attention disorder, memory problem, emotional liability and impulsivity.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

7. In order to motivate and raise academic standards of learners with learning difficulties, teachers should be trained to acquire more skills, vary their methods of teaching and varieties learning resources.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

8. Social interaction has a well contributed to the poor performance of the slow learners.
   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

9. The level of academic performance of the slow learners is below average

   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

10. There is a significant relationship between the degree of motivation and the level of academic performance of the slow learners.

   a) Strongly agreed.
   b) Agreed
   c) Not Agreed
   d) Strongly not disagreed

APPENDIX II

QUESTIONNAIRE TO THE HEAD OF THE INSTITUTION

(Questions should treated private and confidential)

1) What is the highest grade of teachers in your institution?
   a) P1
   b) Diploma.
   c) Degree holders

2) Are your teachers equipped with skills to enable them handle learners with learning difficulties?
   a) Yes
   b) No.

3) Do you have enough resources for teaching learners with learning difficulties
   a) Yes
   b) No.

4) What is the attitudes slow learners in your institution
   a) positive
   b) Negative

5) What is the academic cause of learning difficulties in your school
   a) Poor teaching methods.
   b) Lack of skilled man power.
   c) Lack of Resources.
   d) All of the above.

6) What barrier occurs at a result of learning difficulties to slow learners
   a) Lack of socialization.

b) Negative attitude.

c) Lack proper education from the teachers and parents

d) All of the above.

7) What characteristics do these learners portray in your school?

8) In few words summarize the intervention measures that can taken to motivate and raise the education standards of these learner.....

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