ROLES OF A COUNSELOR IN COUNSELING LEARNERS WITH
LEARNING DIFFICULTIES: A CASE STUDY OF
KAMPALA DISTRICT

BY

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UNIVERSITY

AUG, 2011
DECLARATION

I Kikomeko Douglas declare that, this dissertation is from my own findings and has never been produced by anybody else for any award in any institution.

KIKOMEKO DOUGLAS
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Signature: ........................................
Date: 25/08/2011.....
This is to satisfy that this Dissertation has been done under my supervision and submitted to the faculty of Education for examination with my approval.

Ms. Shamirah
Supervisor
Signature: 
Date: 25th August 2011.
DEDICATION

I dedicate this dissertation to my beloved family members especially my father, brothers, sisters and also friends.
ACKNOWLEDGMENT

I acknowledge my parents; my father-Mr. Bukanja Solomon who did not give up though he was sick but still he remained a good father to me and my mother-Mrs. Bukanja Maureen who prayed day and night for me and school fees during my studies.

I also acknowledge my brothers; Moses, Dennis, Johah, Brian, Derrick, and my sister- Prossy for all their prayers and encouragement to me.

I finally acknowledge my supervisor for all her effort to give me guidance during my research plus the entire management of the university.
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ABSTRACT

The research was carried out in Kampala city on the topic “on roles of a counselor in counseling learners with learning difficulties”. The study was guided by objectives of study.

Chapter one looked at the introduction, background of the study, statement of the study, objectives of the study, research questions, scope of the study, and significance of the study. Chapter two looked through the earlier research documents of different researchers; literature with an aim of identifying a problem of concern eventual number of duplication of early research work is done. Chapter three dealt with the methodology of the study. It included research design, geographical location/area and population, sample technique, sample procedure, data collection methods and instruments, data analysis and processing, ethical consideration and the limitations of the study.

Chapter four dealt data presentation, analysis and discussion of the findings and chapter five dealt with the summary of the study, conclusion and recommendations.
CHAPTER ONE

1.0 Introduction
This chapter is concerned with the background of the study, statement of the problem, objectives of the study, research questions, scope of the study, and significance of the study.

1.1 Background of the study
Learning disability is an umbrella term providing a common language for a wide range of professionals, including teachers and counselors (Thomas & Woods, 2003). Neurologically based learning disabilities manifest themselves in different ways (Brinckerhoff, 1994). According to the Individuals with Disabilities Education Act (IDEA) of 1990, students with learning disabilities may have weaknesses in one or more areas including reading, writing, spelling, listening, speaking, thinking, and mathematics. All students are unique in terms of which of these characteristics they possess. Many students with learning disabilities do pursue postsecondary education, but they often do not complete their programs of study. The U.S. Department of Education (as cited in Janiga & Costenbader, 2002) reported that since 1989, only 53% of students with disabilities either had completed their postsecondary degree or were still enrolled, as compared to 64% of students without disabilities. Dickinson and Verbeek (2002) suggested that individuals with learning disabilities might be more successful in life if they were able to complete higher levels of education. They also indicated, however, that many students with learning disabilities end up working in low-paying jobs with few benefits and little job security. Successful transition to college opens the door for future economic success, social power, and personal well-being.
Recent research on academically talented students with learning disabilities indicates that they have specific counseling needs that often are not addressed in elementary and secondary school (Olenchak & Reis, 2002; Reis, Neu, & McGuire, 1995). The primary function of the professional school counselor is to work individually and collaboratively with others to implement a comprehensive developmental school counseling program (ASCA, 2003). This program should focus on the academic, career, and personal/social developmental needs of all students, including those with special needs. Inconsistencies in the roles of practicing school counselors and in counselor education programs have caused some school counseling scholars to begin to address the emerging role of the counselor regarding students with special needs (Glenn, 1998; Isaacs, Greene, & Valesky, 1998; Keys, Bemak, Carpenter, & King-Sears, 1998; Lockhart, 2003).

The American School Counselor Association (ASCA, 1999) has for example outlined school counselors’ role in serving these students, including responsibilities such as serving on multidisciplinary teams to identify the special needs student and collaborating with others to provide social skills training in classroom settings, in small groups, or with individual students. To effectively implement some of these practices, counselors need to understand the counseling needs of students with specific disabilities. Recent research indicates that elementary school counselors are well suited to serve a pivotal role in both providing information related to how to identify students with disabilities and overseeing the various collaborative roles associated with working with special needs students (Isaacs et al., 1998). School counselors could be extremely helpful for some students, such as twice-exceptional students, who are particularly difficult to identify and who may not receive either the educational or the counseling program services they may need (Reis et al, 1995).
1.2 Statement of the problem
Students with learning disabilities may encounter many obstacles in the educational process including discrimination pertaining to their special circumstances (Milsom, 2006). Indeed many learners with disability have problems with either hearing, talking, understanding or any other bodily impairment. Many of these learners need counseling services so as to cope up with education. Many of these learners with usually dropout of schools, owing to their inabilities to normally perform some duties like other people. The counselor is needed here to help these learners complete their studies by guiding them on best courses that suit their inabilities, encouraging them that disability is not inability and also monitoring their education performance so as to ensure that they do not drop in performance. The researcher here therefore intends to find out the counselor’s role in counseling learners with learning difficulties.

1.3 Purpose of the study
The purpose of the study is to find out the role of the counselor’s in counseling learners with learning difficulties in Kampala.

1.4 Objectives of the study
(i) To find out how the role of the counselor’s in counseling learners with learning difficulties
(ii) To establish the ways of identifying learners with learning disabilities
(iii) To find out the causes of learning difficulties among learners in Kampala

1.5 Research questions
(i) What is the role of the counselor’s in counseling learners with learning difficulties?
(ii) What are the ways of identifying learners with learning disabilities?
(iii) What are the causes of learning difficulties among learners in Kampala?
1.6 Scope of the study
The research was conducted in Kampala city which is the largest city and capital of Uganda. The city is divided into five boroughs that oversee local planning: Kampala Central, Kawempe Division, Makindye Division, Nakawa Division and Lubaga Division. The city is coterminous with Kampala District. The research took a period of two months.

1.7 Significance of the study
The findings of this study will contribute information to government and non-governmental organizations that are involved in promoting the rights of people with disabilities.

The study will also lead to the understanding of ways how the people with learning disabilities can be helped to cope up with their education.

The findings will provide up-to-date literature for academicians and it will also be used as the basis for further research.

The study will further help the care takers and other people caring for learners with learning disabilities to actively focus on the issues of learners and seek solutions to their problems.

The research will help the principle researcher attain a bachelor degree of guidance and counseling of Kampala International University.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter was about the ideas and views of other persons in relation to the topic identified by the researcher. The literature is vital and enables the researcher to investigate further. The literature was mainly taken from other secondary sources of data.

2.1 Identifying learners with Learning Difficulties
Many high-ability students with learning disabilities are identified later in their school career, either at middle school or high school, even though most were referred by teachers or parents for testing or various types of assistance because of difficulties encountered in reading or writing in primary or elementary school (Reis et al., 1995). Learning problems were evident in those early grades although most students were referred but were not identified as having a learning disability until later in school. The situation is complicated by the fact that the abilities of gifted students often mask their disabilities, and, in turn, their disabilities may disguise their giftedness. Due to this contradiction between high levels of ability and critical problems with learning, students who are academically talented and also have learning disabilities (gifted-LD) may be under-identified. They may be excluded or underrepresented in both programs for students with learning disabilities and programs for gifted and talented students.

2.2 Role of counselors in counseling learners with leaning difficulties
Historically, school counselors have had difficulty describing and defining their roles to principals, school personnel and the general public (Coll & Freeman, 1997; Liberman, 2004; Murray, 1995). Throughout the 1960s and 1970s, researchers defined the role of the school counselor, as a combination helper and consultant role (Ginter & Scalise, 1990). O’Dell and Rak (1996) attributed this role confusion to the lack of a clear definition of school counseling by the
profession even though ASCA had been responding to the need for clarification by publishing position statements in 1966, 1974, 1981, and 1990.

As advocates for all students (ASCA, 2003), school counselors can play important roles in helping students with learning disabilities transition to college. School counselors develop working relationships with college personnel and have experience assisting students with college admissions. They are often the individuals who coordinate college admissions testing and can most easily arrange for (and help students prepare for) those tests. Finally, they possess knowledge of courses required for college admission and for success in future careers. With collaboration from special educators, school counselors can help students with learning disabilities determine and explore realistic future options and ensure that they complete the steps (e.g., coursework) necessary to pursue those options.

When providing individual planning to students with learning disabilities, school counselors may consider modifying sessions based on student needs, and Wren and Einhorn (2000) have provided a variety of suggestions for counselors. For example, they suggested that counselors may need to structure shorter sessions and frequent breaks, remove distracting objects, provide noiseless objects for students to hold or squeeze, or allow students to stand, pace, or sit in different chairs throughout the session; these modifications could be helpful for students with short attention spans. They also suggested reserving a few minutes at the beginning and end of sessions to review previous material, a helpful accommodation for students who learn better with repetition. Similarly, Wren and Einhorn suggested counselors not assume that students comprehend the information they provide.

A contention regarding school counselors’ responsibilities is the concern over school counselors performing dual roles, such as counselor/disciplinarian role that can adversely affect the trust of students. Other dual roles including
clerical duties, administrative tasks, hall monitoring and scheduling have also become common counselor responsibilities (Coll & Freeman, 1997; Murray, 1995). The roles of school counselors are usually determined by school principals, many of whom lack the knowledge of appropriately sanctioned counselor roles (Fitch, Ballesteros & Marshal, 2001).

Authors have supported the role of counselors assisting students to achieve academic success by addressing the personal and societal pressures in children’s lives that contribute to their failure in school (Capuzzi & Gross, 1996; Keyes, Bemak & Lockhart, 1998; Lecapitaine, 2000). Over time, the risk factors for school failure include academic difficulties resulting from learning disabilities, particularly as the inclusion movement placed increased numbers of students with learning disabilities into the mainstream classroom. Greer and Greer (1995) assessed the special education issues and predicted that the inclusion movement would have a major impact on the school counseling profession, as counselors would be expected to head the multidisciplinary team, coordinate input from various disciplines, present information to parents, and facilitate a partnership between the parents and the team.

To be qualified to fulfill this new role, Greer and Greer acknowledged that counselors would need new information, training, and awareness of a wide array of issues and opinions. Scarborough and Deck (1998) agreed with those predictions and outlined a number of challenges school counselors would face as the inclusion movement grew. Their list focused on the need for counselors to change negative attitudes, to provide developmental and academic information, to expand their own professional identity development and to create psychologically healthy school environments by acting as consultant, advocate, trainer, and humanitarian. Traver-Behring, Spagna, and Sullivan (1998) emphasized that the collaboration and consultation role was critical in supporting the needs of students with learning disabilities, particularly as it
pertained to acknowledging and eliminating the resistance of general education teachers unfamiliar with students with special needs. For example, school counselors can assist general education teachers in obtaining outside resources, arranging collaboration with special education teachers, and promoting acceptance of students with disabilities by their non-disabled peers.

Despite support for school counselor involvement in transition planning (ASCA, 2000, 2004; CACREP, 2001; Hildreth, Dixon, Frerichs, & Heflin, 1994; Satcher, 1993; Satcher & Dooley-Dickey, 1991; Taves & Hutchinson, 1993), Milsom (2002) found many school counselors reported not being involved in providing transition planning services for students with disabilities. Of participants in her national study, only 68% of high school counselors reported assisting with transition plans for students with disabilities. Additionally, Hitchings et al. (2001) found only 8% of the participating college students with learning disabilities indicated having met with a school counselor during high school to discuss coursework and requirements for applying to college.
CHAPTER THREE
METHODOLOGY

3.0 Introduction
This chapter included the methodology of the study. It entailed research design, geographical location/area and population, sampling design, data collection methods and instruments, data analysis and processing and the limitations of the study.

3.1 Research design
The design was of a case study of Kampala city-Uganda. The research used descriptive and analytical research design. These are selected because they are effective ways of research presentation. It was survey-based on quantitative and qualitative data analysis.

3.2 Area and population of study
The research was conducted in one area that is Kampala city which is the Uganda’s capital city. The city is divided into five boroughs that oversee local planning: Kampala Central, Kawempe Division, Makindye Division, Nakawa Division and Lubaga Division and it has the approximate population of four million people. The research took a period of two months. The area has been basically chosen because the researcher is familiar with the area and is able to speak the most common languages in the area of the study.

3.3 Sample size
The sample size of 100 respondents were chosen and this included; 50 learners with learning disabilities, 30 counselors, 5 head teachers, 5 teachers, and the 10 parents. The responses got from these respondents were generalized to the whole population of the division.
3.4 Sample framework

The researcher used purposive sampling technique since it ensured that the only predetermined and chosen respondents are approached, hence getting relevant, correct and adequate information.

Researchers also regard a sample of 100 as adequate irrespective of population (Bailey, 1994). Also according to Roscoe (1975), sample sizes of between 30 and 500 are appropriate for most studies. However, through this sampling technique is chosen, it has a weakness that inadequate information can sometimes be given because the selected respondents may be less informed on the topic of research.

3.4.1 Sample technique

Random sampling technique in which the size of the respondents is predetermined before the research is conducted without bias. A sample size of 100 was arrived at and was randomly selected from the sheets of paper spread. This is when using stratified random sampling. After that systematic random sampling is used this later gives the actual sample size. Quantitative data collection was used which involved editing, encoding, and later tabulation of the collected material.

3.4.2 Sample procedure

Stratified random sampling was employed to determine four respondents from the company and the different categories of respondents were got. This sampling data collection instrument was pre-tested in which the researcher has to first pre-test and find out whether the sampling technique is efficient or not. The determined respondents were consulted and prior information was given to them seeking their consent before they are fully involved in the research. Purposive sampling was carried out to the division executive and technical team involved in company management.
3.5 Data collection instruments
The following data collection instruments were used:

(i) Questionnaire
This was designed in line with the topic, objectives and hypothesis. They included both open and closed-ended questions. This instrument has been selected because it is efficient and convenient in a way that the respondent is given time to consult the documents before answering the questions. It is also because the respondent can give unbiased answers since she/he is given to write whatever she/he would like to write which would otherwise be hard for the respondent to write if the researcher is present.

(ii) Documentary Review
This included detailed review of already existing literature. The tool is selected because it gives accurate, correct and historical data, which may be used for future aspects. The sources of the information here were the libraries, data banks, news papers and any other published information that can readily be available for use as regards the topic of research.

(iii) Interviews
This involved face to face interaction between the researcher and the participant through discussion. Babbie (2003) argues that interviews can be in two ways, namely:
Structured interview in which the responses by the participants was a brief and specific. Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual. The researcher will carry out interviews with the selected respondents using the interview guide because it is the most appropriate method which can be used to study the attitudes, values, beliefs and motives of people. It also has an element of flexibility. These persons were interviewed individually so as to get independent answers.
3.6 Source of data collection
The researcher collected data from both primary and secondary sources.

i. Primary Data
This may be sourced by physical and visiting of the files and collecting data through variable tools. The respondents were got by first determining the number of the respondents and then taking a physical visit to seek for the consent of the respondents to have them answer the set questions in the questionnaire and this was through following stratified random sampling techniques in the respondents are first selected and then approached.

ii. Secondary data
This was sourced by reviewing of documented resources as newspapers, journals, reports, presentations, magazines and online publications. This is done in order to fist identify the existing information on the topic of research and to understand how much the respondent knows about the research topic in order to avoid lies.

3.7 Data processing and analysis
Audrey J. Roth argues that “data processing is concerned with classifying response into meaningful categories called codes.” Data processing starts by editing the schedules and coding the responses. Editing, Coding and Tabulation techniques are used in data processing exercise. Data processing is the link between data collection and analysis.

Nachmas and Nichimas pointed out that it involves the transformation of data gathered from the field into systematic categories and the transformation of these categories into codes to enable quantitative analysis and tabulation; the data collected is classified into a meaningful manner for easy interpretation and understanding. This involved preparing data collected into some useful, clear and understandable data. The whole exercise involved editing, tabulation
and analyzing the data statistically to enable the researcher draw conclusions in relation to the research variables.

### 3.7.1 Editing

Editing is the process whereby the completed questionnaires and interview schedules are analyzed in the hope of amending recording errors or at least deleting data that are obviously erroneous. This is aimed at improving the quality of information from respondents. The researcher fills out few unanswered questions. However, answers filed are deducted from the proceeding answers or questions.

### 3.7.2 Coding

“The purpose of coding in research is to classify the answers to questionnaires into meaningful categories so as to bring out their essential patterns.” Coding was used in this research in order to summarize data by classifying different response given into categories for easy interpretation. For each question, list of probable answers was prepared.

### 3.7.3 Tabulation

According to Moser and Kalton, “data once edited and coded are put together in some kind of tables and may undergo some other forms of statistical analysis.” Data is put into some kind of statistical table showing the number of occurrences of responses to particular questions with percentage to express data in ratio form.

### 3.8 Ethical procedure

Before going to the field, the researcher began with getting authorization letter from the Dean of faculty of Arts Education then take it to the respondents and this enabled the researcher attain adequate information from the respondents. During the process of data collection, confirmation was given to the respondents in that the researcher assured the respondents that the reason
was for only academic purpose and that no information will be given out outside.

3.9 limitations of the study
Unwillingness of the respondents to effectively respond to the questions was one of the most notable problems that the researcher faced while conducting the research.

Transport cost was so high to be met by the researcher and this fully contributed to the delay of the research because it became so hard for the researcher to continue with the tight budget.

Hostility among some respondents was also another limitation of the study in the sense that the researcher found that there are hostile respondents who in the long run turned down the request of the researcher to answer the questions. Many of such respondents walked away in spite of the fact that the researcher tried to plead for their attention.

The researcher was affected by the prevailing weather conditions i.e. the rain. It is true that the research was conducted during rainy season and it became so hard for the researcher to find the respondents.
CHAPTER FOUR
PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.0 Introduction
The data was collected using both quantitative and qualitative methods, which was then analyzed and processed to make it useful and understandable. Data was collected, tabulated and then analyzed.

4.1 Socio-demographic Characteristics
4.1.1 Age of the respondents
Respondents were asked questions related to their age and the results are shown in the table below:

Table 1 Age distribution of respondent

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>25 - 29</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>30 - 39</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>40 - 49</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>50 - above</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data
Figure 2: Age distribution of the respondents

Table 1 Figure 2 above show that 10% of the respondents were below 25 years, 20% were between 25-29 years of age, 18% were between 30-39 years of age, 30% were between 40-49 years and 22% were above 50 years of age. This means that majority of the respondents are between 40-49 years of age followed by those above the age of 50.

4.1.2 Marital Status of the respondents

Another variable which was important in respect to the situation of the people in the area was marital status. Information regarding marital status of the respondents was obtained by asking them whether they were married, single, widowed or widowers.
Table 2 Marital status of the respondents

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Single</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Widow</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>Widower</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Primary data

Figure 3: Marital status of the respondents

Source: Primary data
Table 2 and figure 3 above shows that 40% of the respondents were married, 27% were single, 22 were widows and 11% were widowers. This means that majority of the respondents were married people followed by singles.

### 4.1.3 Sex of the respondents

Sex was also another factor which was considered during the study. This is because the researcher was interested in finding out the number of females and males in the whole of the population, and compares the percentage composition of the two.

**Table 3 Sex of the respondents**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Male</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: primary data

**Figure 4: Sex of the respondents**

Source: Primary data
Table 3 and figure 4 above show the sex of the respondents and it was found that 40% of the respondents were females and 60% were males. This therefore means that the majority of the respondents are male and the male dominate the enterprises with over 60%.

4.1.4 Educational status of the respondents
Respondents were asked questions related to their educational status and their responses are shown in the table below;

<table>
<thead>
<tr>
<th>Education levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uneducated</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Secondary</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>University</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Tertiary</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: primary data
Table 4 and figure above shows educational levels of the respondents and it revealed that 20% had no education, 25% of the respondents had secondary education, 25% received university education, and 30% had tertiary education. This means that the majority of the respondents had tertiary level of education as compared to university and secondary education.
4.2 Role of the counselors in counseling learners with learning difficulties

Table 5: Role of the counselors in counseling learners with learning difficulties

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation of learners</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Moral guidance</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Good teacher-learners-relationship</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Extra lessons to learners</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: primary data

Figure 6: Role of the counselors in counseling learners with learning difficulties

![Bar chart showing frequencies and percentages of different roles.](chart)

Source: primary data
The table and figure above show the role of counselors in counseling learners with learning difficulties and the findings revealed that;

Motivation was one of the responses given by the respondents as one of the ways how counselors counsel learners with learning disabilities with over 27% of the total percentage of the respondents. The respondents said that many learners with learning disabilities are counseled through motivation whereby counselors motivate learners with learners with learning disability. On the same note, the respondents also noted that another way of counseling learners with learning disability is through moral guidance. This response was given by 23% of the respondents in this research question. They said that counselors do morally guide the learners with learning disabilities.

Furthermore, over 26% of the respondents stated that another way of counseling learners with learning disability is good teacher-learners-relationship. In this, the respondents said that the counselors ensure that the have close relationship with the learners who have learning disabilities. Convening of extra lessons to learners with learning disabilities was also mentioned by the remaining 24% of the respondents in this research question. The respondents said that counselors do convene extra lessons to learners with learning disabilities so as to help them cope up with the learning.
4.3 Ways of identifying learners with learning disabilities

Table 6: Ways of identifying learners with learning disabilities

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor class performance</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Deformity</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Poor class participation</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: primary data

Figure 7: Ways of identifying learners with learning disabilities

Source: primary data

Table and figure above show the ways of identifying learners with learning disabilities and the findings revealed that;
Poor class performance was one of the ways of identifying learners with learning disabilities. The researcher here found that over 30% of the respondents had this expression and they said that indeed poor class performance is one of the visible ways of identifying learners with learning disabilities. They said that many of these learners do have poor performance as compared to the other students. In addition to the above, over 25% of the respondents also noted that deformity was yet another way of identifying learners with learning disability. The respondents here said that many of these learners can be seen basing of the nature of their deformity.

Over 23% of the respondents noted that poor class participation is one of the ways how learners with learning disabilities are identified. The respondents here said that many of these learners do not participate in class because they can not express themselves and also because they do not understand well in class. The remaining 22% of the respondents said that counselors identify these learners with learning disabilities through their absenteeism. They said that these learners are mainly absent in schools and they mainly abscond classes.

### 4.4 The causes of learning difficulties among learners in Kampala

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic illnesses</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Corporal punishments</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>Lameness</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Mental retardation</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Visual impairment</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Source: Primary data*
The table and figure above show the causes of learning difficulties among learners in Kampala and the findings revealed that;

Chronic illness was mentioned by the respondents as one of the major causes of learning disabilities with the majority (23%) of the respondents. The respondents said that many of the learners have ever been chronically ill and at the end, they develop learning disabilities due to the effects of the illnesses. On the other hand, over 21% of the respondents said that corporal punishment was yet another cause of learning disability in learners of Kampala. They said that there are times when teachers over punish learners and many of them become immune to punishments and some of them develop bodily harms that affect their class performances. Lameness among learners also appeared as one of the causes of mental retardation among learners. The respondents said that
learners who are lame usually have problem with learning in many schools and they mainly develop learning problems.

Mental retardation was also mentioned over 19% of the respondents as another cause of learning disability among learners. The respondents stated that many learners are mentally retarded and this causes learning inability amongst them. Finally, the remaining 17% of the respondents said that visual impairment is yet another cause of learning disability among learners. They said that visually impaired learners have the biggest learning disability ever in life.
CHAPTER FIVE

SUMMARY OF THE MAJOR FINDINGS, RECOMMENDATION, AND CONCLUSIONS

5.0 Introduction
This chapter was concerned with the summary of the major findings, recommendation and conclusion.

5.1 Summary of the study
The research that was conducted on roles of a counselor in counseling learners with learning difficulties in Kampala city came up with different findings basing on the research topics. The research was guided three research questions which included; finding out how the role of the counselor’s in counseling learners with learning difficulties, establishing the ways of identifying learners with learning disabilities and finding out the causes of learning difficulties among learners in Kampala.

On how the role of the counselor’s in counseling learners with learning difficulties, the findings revealed that; motivation of learners, moral guidance, good teacher-learners-relationship, and extra lessons to learners were the responses given by the respondents.

On establishing the ways of identifying learners with learning disabilities, the researcher found that; poor class performance, deformity, poor class participation, and absenteeism were the answers given by the respondents. On the causes of learning difficulties among learners in Kampala, the researcher found that; chronic illnesses, corporal punishments, lameness, mental retardation, visual impairment were answers given by the respondents.

Conclusions and recommendations were then made after presenting and interpreting the data.
5.2 Conclusion

Many learners with learning disabilities have the potential to be successful in college, but not without support and encouragement. Learners with learning disabilities make up a unique population of young people who may have special risks for social/emotional issues that may be served by some specialized counseling.

School counselors can play an important role in assuring that learners with learning disabilities are properly identified in a timely manner. Also, because the needs of students who are both academically talented and learning disabled are synonymous with the goals of a comprehensive developmental program, school counselors should help to identify academically talented students with learning disabilities as a part of a continual needs assessment process in their school counseling programs. Addressing the social and emotional needs of these learners may help counselors prevent the underachievement of these students and promote their healthy social and emotional development.

5.3 Recommendations

The researcher came up with the following recommendations;

Asking for clarification, simplifying vocabulary, decreasing sentence complexity and length, and slowing speech to the learners’ preferred pace could be helpful. Other students with learning disabilities may benefit from counselors reviewing key ideas, illustrating points with sketches, and, when necessary, asking students to bring in written or taped notes, questions, or thoughts. All learners have unique needs and school counselors must do what is necessary to clearly communicate.
Furthermore, in order to effectively advocate for students with learning disabilities, school counselors must be directly involved. It goes without saying that school counselors should include students with learning disabilities in any career and college planning activities offered to all students.

In addition, they should provide information to parents and anticipate concerns and questions regarding what it means for a student with a learning disability to attend college. Whether they provide direct services or collaborate with others to ensure that students with learning disabilities develop additional knowledge and skills for successful transitions to schools, school counselors cannot deny the importance of sharing their specialized knowledge.

As recommended with other diverse populations, school counselors must attempt to learn about and understand the experiential worldviews of students with learning disabilities. They also must acknowledge the potential effects of learning disabilities on student identity and develop interventions to help individuals cope. For example, learning disabilities have been identified as negatively affecting self-esteem.

When providing individual planning to students with learning disabilities, school counselors should consider modifying sessions based on learners’ needs in schools. For example, they suggested that counselors may need to structure shorter sessions and frequent breaks, remove distracting objects, provide noiseless objects for students to hold or squeeze, or allow students to stand, pace, or sit in different chairs throughout the session; these modifications could be helpful for students with short attention spans.

Counselors should reserve a few minutes at the beginning and end of sessions to review previous material, a helpful accommodation for students who learn better with repetition. Similarly, counselors should not assume that learners comprehend the information they provide.
REFERENCES


Reis, S. M., Neu, T. N., & McGuire, J. (1995). *Talents in two places: Case studies of high ability students with learning disabilities who have achieved* (Research


APPENDICES

APPENDIX: QUESTIONNAIRE

I am a student of guidance and counseling from Kampala International University conducting research on the topic "the role of the counselor's in counseling learners with learning difficulties in Kampala". The purpose of this study is to fulfill my academic requirements. I therefore kindly request you to answer for me the following questions.

SECTION A

1) Sex
   (a) Male □ (b) Female □

2) Age
   (a) 20-25 □ (b) 25-30 □
   (c) 30-40 □ (d) 41-50 □
   (e) 50-60 □ (f) 61-70 □

3) Marital Status
   (a) Married □ (b) Single □
   (c) Widower □ (d) Widow □
4) Religion
(a) Catholic □  (b) Protestant □
(c) Muslim □  (d) Others (Specify) ....................

5) Educational Level
(a) None □  (b) Primary □
(c) Secondary □  (d) Post Secondary □
(e) Others (specify).................................

SECTION B

1) Do you have children?
(a) Yes □  (b) No □

2) Do you have a child or children with learning difficulties?
(a) Yes □  (b) No □
(c) If yes, state what kind of learning difficulty or difficulties
   (a) ............................................................
   (b) ............................................................
   (c) ............................................................
   (d) ............................................................
   (e) ............................................................
   (f) ............................................................
SECTION C

(i) What is the role of the counselor’s in counseling learners with learning difficulties?
(a) ............................................................................................
(b) ............................................................................................
(c) ............................................................................................
(d) ............................................................................................
(e) ............................................................................................
(f) ............................................................................................

(ii) What are the ways of identifying learners with learning disabilities?
(a) ............................................................................................
(b) ............................................................................................
(c) ............................................................................................
(d) ............................................................................................
(e) ............................................................................................
(f) ............................................................................................

(iii) What are the causes of learning difficulties among learners in Kampala?
(a) ............................................................................................
(b) ............................................................................................
(c) ............................................................................................
(d) .................................................................
(e) .................................................................
(f) .................................................................

END

THANK YOU