

**TEACHERS ATTITUDES AND ACADEMIC PERFORMANCE OF
LEARNERS WITH SPECIAL NEEDS EDUCATION, SIHAY
DIVISION, UGENYA DISTRICT.**

BY

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Declaration

I antonym Odhiambo do hereby declare that “teachers attitudes and academic performance of learners with special needs in sihay division, ugeneya district- Kenya” is entirely my own original work expect where acknowledge and that it has not been submitted before to any other university or initiation of higher learning for the award of a degree

Signed 

Date 13/4/03

Approval

This research report teachers attitude and academic performance of learners with special needs Ugenga District – Kenya has been submitted to the Institute of Open and Distance Learning with my approval as University Supervisor

Sign. 

LAAKI SAMSON

DATE 13/4/09...

Acknowledgement

The success of this research report, I wish to acknowledgement various personalities who, in my view, gave me all the support I needed that enabled me complete my work in time.

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Abstract

This study was on teachers' attitude and academic performance of learners with special needs education was conducted in sihay division – Ugenda District. The study particularly sought to find out how's academic performance of the special needs children can be improved in influences the learning of children relation to teacher attitudes with special needs.

These children have always been registering low performance despite the recommendations made by other researchers. On the same

The study was conducted through descriptive research design in which a survey was done in school with in sihay division questionnaire for teachers only was used to collect the data, the data was analyzed followed by discussion of finding and recommendations.

The study established that a good percentage of teachers are changing their attitudes towards giving academic support to learners with special needs, through there is this change of feeling, teachers still can not give the required attention to these learners due to understaffing of skilled teachers it was also established that due to lack of special school, the profound cases exist in inclusive school where they can not be taken care of. It was also realized that many pupils have negative feeling towards SNE children due to lack of proper sensitization by their teachers.

To curb these problem and find ways in how to lead these learners towards academic achievements there is need for government to staff the school every across the division

with skilled teachers and to build more special schools/ units to cater for the profound cases. With good and quality education children can share equally the job opportunities and participate in communal development “disability is not inability”

CHAPTER ONE

INTRODUCTION

Children with Special Needs are those who cannot participate normally in daily activities or in academic work as compared to other average children. Such children include physically handicapped, mentally handicapped, hearing impaired, visually impaired and those who exhibit general learning difficulties.

Such impairment occurs due to accidents, wars, brain damage which might have occurred during pre-natal, peri-natal and post natal stages. Some conditions are inherited (genetical). As these children grow, they encounter so many barriers, which are difficult to overcome as an individual. The needy children can fit well in the society if only compensatory devices are provided to meet their needs and more especially on academic performance.

Such support services and compensatory devices can be availed if the parents have these diversities at heart. The provision of such corrective measures to special needs children will depend on the societal to provide education, medical care, food; guidance, vocational training and to take them through rehabilitation programmes.

1.1 Background Information

Research has revealed that children with special needs have been sidelined in communal activities, stigmatized and regarded as social misfits in most of our African Societies.

It was until between seventeenth and twentieth centuries that many societies realized that some potential exist in children with special needs. In 1978, Jean Itard stirred up considerations for these learners and many school were built in Europe for the mentally challenged.

Many governments have come up with policies in support of these children and are working towards clearing some obstacles, which hinder the integration and inclusion of the disables. Such obstacles include, inadequate skilled manpower negative attitude of the society towards the well being of persons with disabilities.

It is this negative attitude that has made families with such children be sidelined and segregated. It has also led to limited participation of the persons with special needs in both social and educational activities. This attitude factor has really influenced parents to an extent that they don't even wish to involve them in homework and would prefer keeping them indoors at all times. These parents do not like being associated with disabilities in their children. According to Randiki (2002), personalities like Bemonilli N., Seguim E. and Mark – Itard proved that it is possible to educate persons with disabilities.

In Kenya, some commission formed in this respect are; Kenya Education Commission (1964), National Committee on Educational Objectives and Policies (1976) the Presidential Working Party (1981), the Presidential Working Party on Education and

Manpower training for the Next Decade and Beyond (1988), the Commission of Inquiry in the Education System in Kenya (2000).

1.2 Statement of the Problem

Majority of children with special needs are taken to school apart from a few whose *parents have not perhaps, been fully sensitized about the education of such children.*

Despite of the efforts made by parents to educate their children, the academic outcome still does not meet the best of their expectation. Because of this reason, the parents have had low opinion on such children and even withdraw them from schools. This on the other hand violates the children's right to education, interaction and expression. Without education children with special needs may not realize their full potential and hence fail to participate fully in the communal developments. Failure to perform well academically or totally not taken to school, may lead to disparity in terms of job and business opportunities. The society may continue denying them equal chances in various aspects of life. Therefore children with special needs need to be educated and perform well in order to compete at the same level with other children globally to earn their living and not to be dependants as it has been in the past.

1.3 Purpose of Study

The purpose of this study is to investigate the teacher's attitude and academic *performance of children with special needs in regular schools in Sihay Division Ugenya District.*

1.4 Objectives of the Study

General Objectives

The general objective is to explore the feelings and influence of the school and community towards academic performance of children with special needs in Sihay Division, Ugenya District.

Specific Objectives

Specifically the study will;

- (a) Find out how teachers attitude influence the academic performance of children with special needs.
- (b) To assess gender disparity in the education of children with special needs.
- (c) Establish opportunities given to children with special needs.

The scope:

The study will be concerned with effect of teachers attitude towards academic performance of learners with special needs .The research will be conducted Sihay Division Ugenya District.

1.7 Significance /Justification of the study

The research is aimed at finding out how change of attitude affect the learning process of special needs children and hence what can be done to improve their performance in both special and inclusive setting. The success of the study will be great benefit to government, community, parents, disabled, teachers etc.

(i) Community:

The findings of the research will enable the community be aware of the potential in the disabled children with equal provision of education.

These learners will take part in the exploitation of business opportunities in the environment thus alleviating the standards of living in the community. In this manner the community love and care/support the disables rather than neglecting them.

(ii) Parents

The parents in the community will change their behaviors towards the disabled children. After sensitization, parents will no longer feel ashamed of their disabled children. The altitude of neglect, stigmatization and segregation will cease and the parents will see the sense of educating their children in the local schools.

Parents will not look at the children as curses and misfits in the society but as children who can equally provide services just like other non-disable children.

(iii) Disabled children

These children will feel welcomed in the society by being involved in the daily life activities both at home and at school. The disabled will get more opportunity to learn both from school and home environment. They will become more independent to some degree and also exhibit behavior change.

(iv) Teachers

The research findings will enhance inclusion. Teachers will see the need of helping the S.N. learners. They will gain knowledge on how to guide, teach and involve them in physical activities. The skill gained will enable teachers to sensitize the society and perform the initial stages of identification of pupils' problem hence early intervention.

(v) Government / Policy makers

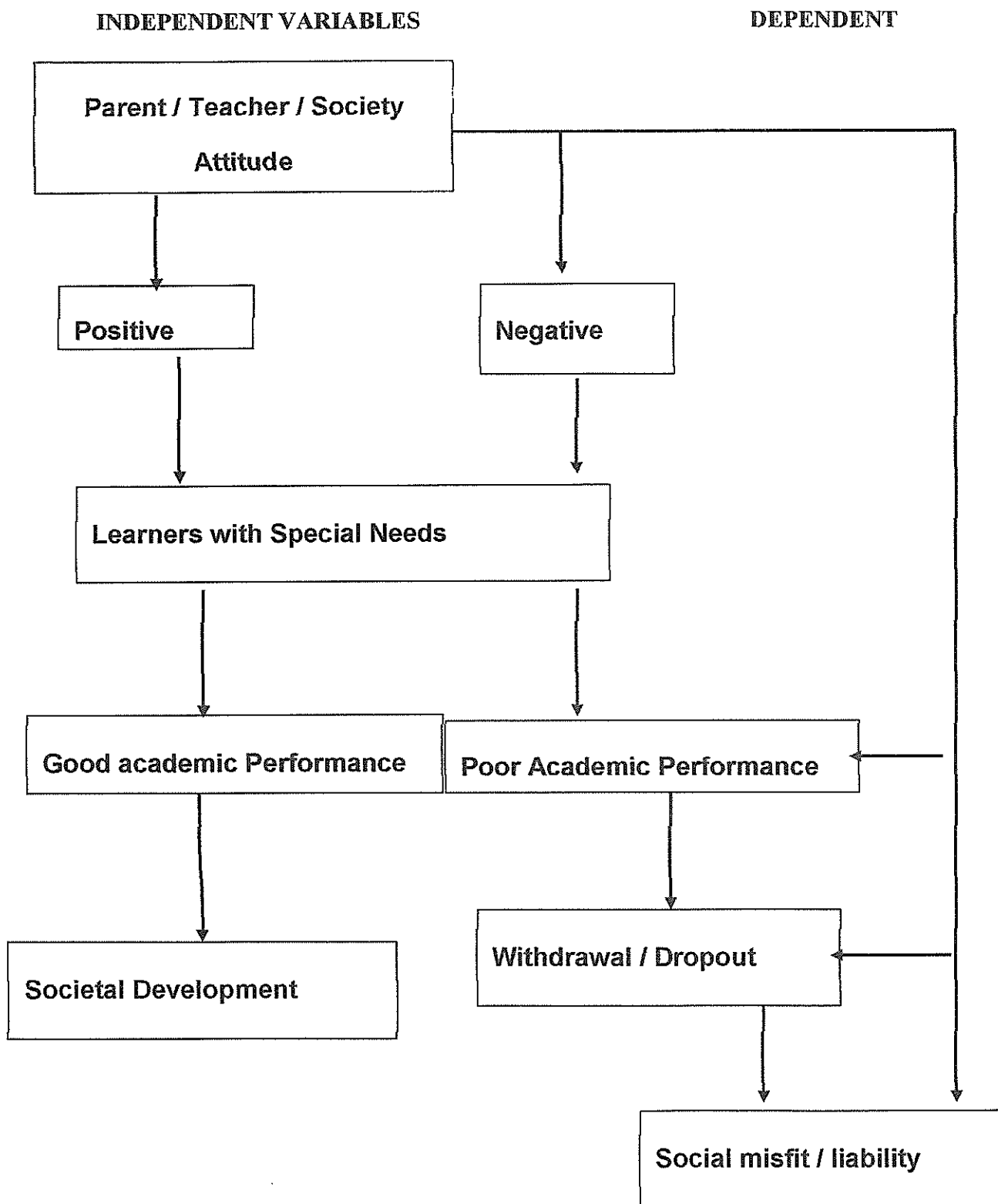
Laws and policies will be made which reinforce the inclusion of children with special needs. These children will be protected and more inclusive, units and special schools started to accommodate the diversity of learners.

(vi) Researchers

The study findings will assist in carrying out further research on problems experienced in the education of the disables.

1.8 Conceptual Framework

The researcher conceptualizes the relationship between the variables in the study diagrammatically. It is meant to help the reader to see the proposed relationship at glance.



CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 Introduction

This section gives a systematic identification location and analysis (or evaluation) of *the documents containing information that are related to the research problem.* Literature review also gives analysis of casual observations and opinions related to the research. This chapter intends to help the researcher develop thorough understanding into previous work and the trends that have been recorded pertaining the research problem.

2.1 Attitude of the Society towards Special Needs Learners.

In this book, Mwaura Wanyera (2002), noted that before 17 century people with disability all over the world were considered socially and physically incapable. Many people with disability suffered neglect and rejection.

This information will stir the researcher to find out and relate the societal attitude before 17th Century and the current generation. Many people regarded disability as witchcraft and curse from God. It was also considered contagious and therefore such children were isolated.

2.2 Support for Children with Special Needs

Safety standards Manual for schools in Kenya – (Ministry of Education – Kenya), (2008), has it that the government is cognizant of the need to enable children with special needs to access education at all levels, without discrimination. the

government's commitment to the education of special children is clearly outlined in various policy papers developed since 1968.

The sessional paper No.5 of special Education highlighted policies pertaining to education of children with physical handicaps and recommended the creation of special education unit at the Ministry of Education Headquarters. The sessional paper No. 6 (1988) and sessional paper No. 1 of 2005 also promulgated the implementation of special education programmes in Kenya.

It is the policy of the government to integrate and mainstream children with mild disabilities into regular school programmes to enhance their participation and change the perception by the society.

2.3 Child Neglect

Safety Standards Manual for Schools in Kenya (2005).. Schools need to ensure that *learners are safe from any form of physical, emotional and sexual abuse and neglect* by teachers, peers, parents or community members.

2.4 Education and Social Interaction

Children with disabilities are entitled to education and free social interaction Public Law 94 – 142 – 1975; *makes available a free and appropriate public education for all handicapped children.* The law provides for;

- a) Non- discriminatory and multidisciplinary assessment of educational needs b
- b) Parental involvement in developing the child's educational programmes and access to the child's records

- (a) Education in an environment suited to an individual needs less Restrictive environment
- (b) An individualized Programme
- (c) Zero reject all children with disabilities must be provided with a free and appropriate public education

The UN RAPPORTOUR on disability (UNESCO 1997) It is not our education system that has a right over certain types of children. It is the school of the country that must be adjusted to meet the needs of all children.

The British policy and Legal framework has it clear that in inclusive education children have the right to learn and play together and that they should not be devalued and discriminated due to their disability. This policy is acceptable worldwide and practiced in many developing countries. It provides a stepping stone for other researchers to make follow-up and evaluate the perception of learners with disabilities in terms of education provision by the society.

The Constitution of the Republic of Uganda – Article 35 (1995), emphasized that persons with disabilities have a right to respect and human dignity and the state and the society shall take appropriate measures to ensure that they realize their full mental and physical potential. Children with any kind of disability, according to the article should be served equally with the rest in terms of mental and physical duties both at school and home.

The resolutions of the World Conference on Special Needs Education – Salamanca – Spain (June, 1994), -----children with special needs should not be excluded from mainstream education.

Randiki F. (2002) focuses on the participants in the Dakar Conference who had a common vision that everyone, child and adult alike would command the basic literacy and numerical skills needed to function as a citizen, worker, family member and a fulfilled individual in the emerging global society.

Thomas Shea and Anne Maria (1997) – An Introduction To Special Needs; The survey done by Louise Harris and Associates indicated that schools remain inadequately prepared to serve students with disabilities as to prepare them for employment for further education. In the researchers view this must have contributed much to the negative attitude from many parents. When disabled are taken to school, they don't get the right attention; their needs are not taken care of by teachers, pupils' etc. and this discourages both the parents and special needs learners hence low academic performance in case they remain in school.

Salisbury and Evans (1988) Parents of students in special education programmes were presented more opportunities for involvement.

The researcher partly disagrees with this idea since in most developing countries parents have not been involved in decision-making and the day today running of the

programmes. Parents in must cases, are forced to fit in the decisions made by people who are not parents of the disables.

The survey done by Seamus Hegarty and Keith Pocklington with Dorothy Lucas. In their book "Educating Pupils with Special Needs in the Ordinary Schools" through having everyday contact with handicap, they had the opportunity to become accustomed to it and develop realistic attitudes towards it.

This benefits those with special needs and helped I eradicating negative / hostile image of handicap. It also contributes a valuable learning experience for ordinary pupils. It is true that by integrating and interacting, the general negative attitude of parents, pupils and the community at large change to have a positive image of handicap.

Parents fail to educate their handicapped children in fear of being stigmatized, made fun of, and being isolated by both fellow pupils and teachers.

Steinbeck and Jackson (1992) states;

- a) Inclusive, unlike integration, means including someone from the start rather than putting them back.
- b) The focus of inclusive schools is to build a system that meets everyone's needs.
- c) In inclusive schools all children are provided the support needed to be successful and secure.

With positive change of attitude the parents' right from home hence the community in which the child lives should initiate inclusion of children with special needs.

In America, the Public Law 94 – 142 mandated that schools provided free, appropriate public education to all children with disabilities.

Research Questions

- (a) Do teachers attitude influence the academic performance of children with Special needs in Sihay Division?
- (b) Is there gender disparity in the education of children with special needs in Sihay Division?
- (c) Are equal opportunities given to children with special needs in Sihay Division?

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents a detailed description of Sub-sections giving the order in which *the research is expected to be carried out.*

3.1 Research Approach

Quantitative approach was used in this research. The researcher was involved in preparing and sending questionnaire to the respondents. The data collected helped the researcher to make accurate numerical analysis and conclusions.

3.2 Research Design / Strategy

The researcher used survey study to get information required from the targeted respondents. After making selection of samples of individuals from the population, the researcher sent out questionnaires to be filled and collect them back within a specified period of time.

3.3 Target Population

The targeted population of the study was teachers in both special and inclusive schools *in Sihay Division, Ugenya District.*

3.4 Sample Population

In this research, both purposive and simple random sampling was used. The researcher was purposefully picked on the parents who have disable children in order to get

information about the children. Other teachers were represented by a few from sampled schools in the division.

3.5 Sampling Procedure

The Division has two zones, one with 17 schools and the other with 19 schools. There *are only two special units in the division.*

The researcher used cluster-sampling method to pick on the targeted schools in the division. The two special units were chosen and seven schools (inclusive) from each zone.

Therefore the 16 schools will represent the whole division with at least a teacher from each school to represent the sampled population.

3.6 Instrument / Tools

The researcher used the questionnaire for the study. All the questionnaire were for teachers. *Interview techniques were also applied where necessary. A pre-test of the tool was done in the researchers own school to test the validity of the questionnaire.*

3.7 Procedure of the Study

The researcher acquired a transmittal letter from the University asking for permission *from the heads of the sampled schools to perform the intended research and survey in their schools.* The research was only carried out after a pre-test of the tool in the researcher's institution. The researcher delivered the tool (questionnaire) to the sampled schools in person and then collected them back in a week's time for data analysis.

3.8 Statistical Treatment of Data

The data collected was compiled analyzed, interpreted and interferences drawn based *on the findings. The analysis and presentation of data was done by descriptive statistics.*

This was followed by discussions of the findings and finally making interference and recommendations.

CONTEXTUAL DEFINITION OF TERMS

Disability: - this condition which hinder the normal functioning of the parts of the body

Mainstreaming: - participation of learners with special needs in regular education with out demanding changes in the curriculum provision

Handicap: - a condition caused by disability

Rehabilitation: - learning what had been learnt and forgotten due to disability.

Special school:- a school in which children whose disability are performed learn.

Stigmatize: - treating a disabled person in away to make him /her fell belittled or segregated

Obstacles: - difficulties faced by the special needs children

Average child: - a child that functions normally

Segregation: - to deny a special need child socialization

Attitude: - to make a ware of special needs children.

Promulgate:- to spread on ideal

CHAPTER FOUR

Presentation and Analysis of Data

4.0 Introduction

This research on teacher's attitude and academic performance of children with special needs air at finding out how teachers behavior influence the academic performance of these children.

Therefore this chapter mainly gives the analysis of the data collected from the respondents (teachers). This is briefly followed by discussion of the data represented in the tables

A total of 16 questions were sent out and all of them received back with all questions responded to

Table 4.0.1 Responses to Questionnaires

| Category | Frequency | Percentage |
|-------------|-----------|------------|
| Responded | 16 | 100% |
| Unresponded | 0 | 0% |
| Total | 16 | 100% |

Table 4.0.1 clearly shows that all the questionnaires were responded to and this was quite encouraging on the side of the researchers

Table 4.0.2 Distribution of the Questionnaires

| School | Questionnaires |
|-----------------------|----------------|
| Lela | 1 |
| Uhola | 1 |
| Anyiko | 1 |
| Special unit (Anyiko) | 1 |
| Jera special unit | 1 |
| Sihay | 1 |
| Udira K | 2 |
| Nyamsenda | 1 |
| B/Ndege | 2 |
| Usinda | 2 |
| Urenga | 1 |
| Ramunde | 2 |

4.1.0 The influence of teachers attitude on the academic performance of disable learners

Reflecting on the first objective of this research about the attitude of teachers, a number of questions have been asked, responded to and analyzed as in the tables below;

Qn 1: Are there teachers in your staff who have undergone any training at any level in the line of special needs

Table 4.1.1 Teachers training on special needs

| Responses | Tally | Frequency | Percentage |
|-----------|----------|-----------|------------|
| Yes | //////// | 10 | 62.5 |
| No | //// | 5 | 31.25 |
| Not sure | / | 1 | 6.25 |
| TOTAL | 16 | 16 | 100% |

Table 4.1.1.0 teachers willingness to train

| Responses | Tally | Frequency | Percentage |
|-----------|-------|-----------|------------|
| Yes | // | 2 | 12.5 |
| No | /// | 3 | 18.75 |
| TOTAL | 5 | 5 | 31.25 |

Qn 2: How many members are in your staff?

Table 4.1.2 Staff establishment

| Responses | Tally | Frequency | Percentage |
|-----------|-------------|-----------|------------|
| 1 – 4 | | | |
| 5 – 8 | //////// // | 13 | |
| Above 9 | /// | 3 | 18.75 |
| TOTAL | 16 | 16 | 100 |

Table 4.1.2.1 Teachers trained in SNE

| Responses | Tally | Frequency | Percentage |
|-----------|----------|-----------|------------|
| 1 | //////// | 7 | 43.75 |
| 2 | //// | 6 | 37.5 |

| | | | |
|--------------|----|----|------|
| 3 | // | 2 | 12.5 |
| 4 | / | 1 | 6.25 |
| TOTAL | 16 | 16 | 100 |

Qn 3: Are there children with special needs in your school?

Table 4.1.3 Presence of SNE children in schools

| Responses | Tally | Frequency | Percentage |
|--------------|----------|-----------|------------|
| Yes | //////// | 10 | 62.5 |
| No | //// | 6 | 37.5 |
| TOTAL | 16 | 16 | 100 |

Table 4.1.3.1 Types of schools

| Responses | Tally | Frequency | Percentage |
|-------------------|------------|-----------|------------|
| Special school | | | |
| Integrated school | / | 1 | 6.25 |
| Special unit | // | 2 | 12.5 |
| Inclusive | ////////// | 13 | 81.25 |
| TOTAL | 16 | 16 | 100 |

Qn 4: How do you find handling of SNE children both inside and outside classroom?

Table 4.1.4 Handling of SNE children

| Responses | Tally | Frequency | Percentage |
|--------------|----------|-----------|------------|
| Difficult | //////// | 10 | 62.5 |
| Moderate | //// | 4 | 25.0 |
| Easy | // | 2 | 12.5 |
| TOTAL | 16 | 16 | 100 |

Qn 5: Do children with special needs learn at the same pace/rate with other children?

Table 4.1.5 Pace of learning

| Responses | Tally | Frequency | Percentage |
|--------------|-------------|-----------|------------|
| Yes | | | |
| No | //////// // | 16 | 100 |
| Not Aware | | | |
| TOTAL | 16 | 16 | 100 |

Qn 6: What do you do as a teacher to enable them benefit from class work equally?

Table 4.1.6 Support given to SNE children

| Responses | Tally | Frequency | Percentage |
|-------------------------------------|-------|-----------|------------|
| Give extra time | //// | 5 | 31.25 |
| Individual instruction programme | /// | 3 | 28.75 |
| Remediation | //// | 6 | 37.5 |
| Nothing done due others | // | 2 | 12.5 |
| TOTAL | 16 | 16 | 100% |

The responses for the first six questions related to the first research objective reflect the following;

The analysis for the first question shows that 10 out of 16 respondents, forming 62.5%, have either trained or undergoing training in special needs. Only 37.5% are not on

training perhaps not because that they are against it but due to other commitment not specified.

Most of the schools suffer from understaffing which in the researchers view, may have a negative influence on the education of the SNE children. Staffing in many schools range from 5-8 members irrespective of the school population. Only 18.75% schools have better staffing (9 and above)

Table 4.1.2.1 shows that 43.75% of the schools have at least one teacher trained in SNE 35.5% with 2 teachers. Schools with three trained teachers from 12.5%, only one school has four trained teachers in SNE. Despite the disparity in training of teachers, analysis shows that many schools in the division have SNE children (62.5%), only 37.5% do not have such children or maybe they have not been identified. Majority of these children are found inclusive schools forming 81.25%. Special units and integrated schools form 12.5% and 6.25% respectively

The responses from teachers show that many find difficulty in handling SNE children – 62.5%, 12.5% find it moderate and only 12.5% find it easy

Analysis has it that 100% of the teachers agree that SNE children do not learn at the same pace with other children. SNE children learn at a lower pace

Given that most of our schools have few trained personal, enabling SNE learners to benefit from class work equally met mixed reactions , 31.25% give extra work, 18.75% take initiative of preparing individualized instructional programme, others not specified 12.5% and the majority 37.5% do nothing due to understaffing

4.2.0 Gender disparity in the education of SNE learners

Qn 7 Through your assessment, how do children with special needs perform academically by gender? Boys/girls perform better (tick where necessary)

Table 4.2.1 Academic performance by gender

| Responses | Tally | Frequency | Percentage |
|------------|----------|-----------|------------|
| Boys | //// | 6 | 37.5 |
| Girls | //////// | 9 | 56.25 |
| Don't Know | / | 1 | 6.25 |
| TOTAL | 16 | 16 | 100% |

Qn 8: In your view, is the education of girls with special needs taken seriously by parents?

Table 4.2.2 Education of girls with SNE

| Responses | Tally | Frequency | Percentage |
|-----------|----------|-----------|------------|
| Yes | //////// | 10 | 62.5 |
| No | //// | 6 | 37.5 |
| TOTAL | 16 | 16 | 100% |

Qn 9: Do you find any difficulty in teaching these children by gender?

Table 4.2.3 Difficulty in teaching SNE by gender

| Responses | Tally | Frequency | Percentage |
|--------------|----------------|-----------|------------|
| Yes | /// | 3 | 18.75 |
| No | ////////// /// | 13 | 81.25 |
| TOTAL | 16 | 16 | 100% |

From the responses, the analysis shows that in many schools girls with SNE performs better in academically than boys. This is indicated by 56.26% against 37.5% for boys. Only 6.25% of the population is not aware or has not compared the performance according to gender.

Statistically, parents have taken the education of girls with SNE seriously, 62.5% of the respondents confirmed this while 37.5% said "no" with various reasons. A few feel that parents have taken a positive trend on gender parity as far as education of SNE children is concerned.

They are equally catered for.

Through teachers have found handling of SNE children difficult, a few 18.75%, have found teaching of boys more difficult than girls 81.25% of teachers encounter the difficulty despite the gender

4.3.0 Opportunities given to children with special needs

QN 10

Do children in your school participate in their activities apart from academic work?

Table 4.3.1 participation in their activities other than academics

| Responses | Tally | Frequency | Percentage |
|-----------|------------|-----------|------------|
| Yes | ////////// | 16 | 100% |
| No | | | - |
| Total | 16 | 16 | 100% |

Qn: Do children, through your assessment, feel comfortable / satisfied, with out any discrimination/ stigmatization, when led by SNE children?

Table 4.3.2 SNE leadership

| Responses | Tally | Frequency | Percentage |
|-----------|---------------|-----------|------------|
| Yes | //////// | 7 | 43.75% |
| No | //////// 1 | 9 | 56.25% |
| Total | 16 | 16 | 100% |

Qn 12: How are leadership positions position distributed between “normal” and SNE children.

Table 4.3.3 leadership distribution .

| Responses | Tally | Frequency | Percentage |
|--------------------------|----------|-----------|------------|
| Equal | // | 2 | 12.5 |
| SNE with few positions | //// | 4 | 25.0 |
| SNE with more positions | - | - | - |
| SNE without any position | //////// | 10 | 62.5 |
| Total | 16 | 16 | 100% |

Qn 13: Comparatively, how do SNE children perform their duties?

Table 4.3.4 duty performance at school

| Responses | Tally | Frequency | Percentage |
|-----------|-------|-----------|------------|
| Very good | / | 1 | 6.25 |
| Good | /// | 3 | 18.75% |
| Fair | //// | 4 | 25.0 |
| Poor | ///// | 5 | 31.25% |
| Very good | /// | 3 | 18.75% |
| Total | 16 | 16 | 100% |

The responses have indicated that children in all categories are given opportunities to participate not only in academic work but who in co-curricula activities and leadership from table 4.3.2, many children especially in unites and inclusive classes (56.25%) are not comfortable when led by SNE children. This may be as result that teachers have not sanctified other children to accept SNE counter parts as they are only 43.75% feel satisfied. This must likely, are children in units and integrated schools.

Teachers have not distributed the positions of leadership evenly among children with and without the special needs. This analysis shown that majority of special needs children (in inclusive school) are not considered for leadership position. 12.5% have been given opportunity in leadership.

Table 4.3.4 shows that duty performance of special needs children in leadership positions in not satisfaction. About 75% perform below average in inclusive schools

CHAPTER FIVE

DISCUSSION OF FINDING, CONCLUSION AND RECOMMEDATION

5.0 OVER VIEW

In this chapter the researcher gives the discussion of analysis of data according to research objectives. The conclusion of finding are drawn and thereafter away forward in form of recommendations these recommendations are meant to give direction for further research work on the attitude of teachers and academic performance of children with special needs

5.1 Discussion of the results;

Having gone through the responses and analyzed them here is a detailed discussion in what is reflected in every table.

Many teachers have shown positive response towards training in special needs. This is a clear indication that this is some light at the end of the tunnel for the special needs children. Very few of teachers, about 31.25% can be said to be against the programme or simply not in the programme because of other commitment in other areas.

Most of the schools are under stalled on reflected in table 41.2. The staff in many schools ranges from 8-5 against 8 classes. A very small percentage of 18.75% are better off in terms of staff establishment. The analysis has also revealed that a bigger percentage (43.75%) of the schools inn the division have only one teacher trained in

special needs. 6.25% of the schools have few trained teachers this percentage is first too low to manage special needs cases in the school.

Despite the low percentage of trained teachers the data collected shows that there are many special needs children in the division (62.5%), most of whom learn in inclusive setting (81.25%) , 12.5% in special unit and 6.25% in integrated schools.

The divisions have very few special units and therefore parents have only to educate their SNE children in ordinary school where the skilled personnel is not adequate 100% of the responses said that SNE learners do not learn at the same pace with other learners. With this in the mind of teachers, very little is done to keep learning pace at par. 31.25% of the teachers give further support in form of individualized program but majority 37.5% do not take any action the reason being work overload due to understaffing in many ordinary school in the division.

The second objective on gender disparity in this education of special needs children, responses show that girl performs better than boys in academics. Through there were no further explanation as to why this deviation exist between boys and girls. But perhaps a parent seems to give more support towards girl child education in the division.

From data recorded teachers find teaching of special needs children generally difficult 18.75% of teachers find it difficult by gender but 81.25% of teachers find it difficult not by agenda. Teaching of boys and girls is equally difficult. This could be due to lack of the required skill to handle these categories of learners.

The third objective on opportunities given to children with special needs, the response shows that they are also given chance to participate in other activities other than class

work. Such opportunities include leadership in school, sports games, club and agriculture. Through they participate; many learners still do not appreciate or feel comfortable when led by SNE child. The stigma of discrimination still exists the learners as teachers towards SNE children. This is why 62.5% of these learners have no very small percentage of teachers 12.5% feel that leadership position is equally distributed. Must likely these are teachers from special units/ integrated schools

5.2 Conclusions

This study investigated the teachers attitude and the academic performance of learners with special needs in Sihay division Ugenya District – Kenya

The researcher intended to find out how the attitude of teachers have influenced or played a role in academic performance.

The study has shown that at least there is a positive change towards training in special needs education. In almost every school, if not all, at least one or two teachers are undergoing training to cater for the needs of these vulnerable children. In this view, the study concludes that a good percentage of teachers have seen sense and are now changing towards giving academic support to special needs children.

Though teachers have been successful sensitized on the education of special needs, their efforts are being thwarted by understaffing in many schools in the division. Free primary education has brought in big population in primary schools and therefore catering for individual differences becomes a big problem to teachers. In line with this, the study concludes that teachers cannot give the attention required to special needs children due to understaffing of skilled personnel

The study has revealed that there is a good number of special needs children in schools. Despite effort by teachers to train, majority of SNE children ranging from mild to profound are dumped in inclusive schools. The division has only two special units and no special school to take care of the profound cases. Because of this, the academic needs of children are mismanaged leading to poor academic performance by majority.

In conclusion, the special needs children underscore due to inability of teacher in inclusive schools to manage the moderate and profound cases. This in turn affects the academic achievement

Children with special needs do not learn at the same rate with others. They grasp and retain concepts at different rates. The research has revealed that though this difference exists, teachers have taken low profile at least to give some little support towards acquisition and retentions of concepts. This study has concluded that the few trained teachers in the division have not inducted other teachers on how to give some kind of special support towards academic achievement to special needs children

This study has found out that majority of teachers in the division find it difficult generally to teach children with special needs. This is due to inadequate skills in special needs education. Therefore this inadequate knowledge in teachers affect the academic performance of SNE children negatively

The study has shown that SNE children are not served equally in both academic and co-curricular disciplines due to poor attitude in both children and teachers towards SNE children.

5.3 recommendations

Following investigation made in this research is this research work there are a number of issue reveled which should be taken care of in order tom raise the esteem of SNE children and also positively changes the feeling of the teachers toward education of special needs children for any good academic performance to be realized by SNE children teachers should be wholly behind and leave these children at heart. The attitude change should begin in teachers than parted to other children who misconceive the SNE children.

Therefore in view of conclusion on the attitude and academic performance of SNE children in sihay division Ugenga, district, the researchers recommends that;

More teachers be trained in special needs to join the few who have undergone the training to teach and give support to these children in need;. The few trained teachers are finding it difficult due too much work load leading demoralization.

The government to staff the schools in the division adequately so that the SNE teachers take care of these children directly and not being overloaded with teaching other children.

The few trained teacher be in special needs education be evenly posted across the division.

More special schools, special unites and integrated schools be started and developed to cater for the moderate and profound case which teachers in inclusive schools can not take care of

As the training in special needs is slowly taking roots, the already trained teachers in the field should sensitize other teacher and pupils through insets, induction seminars

and organizing education days for the some to enrich other teachers with skills for supporting SNE children academically,

Special needs children be given equal participation opportunities in curriculum co-curricule and other leadership position by the teachers since this will enhance self estate and promote education achievement

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APPENDIX A

QUESTIONNAIRE TO TEACHERS

INTRODUCTION:

The information you give will be treated with confidence and for the research purpose only.

Put a tick for the correct response / fill in / give brief explanation where necessary.

NAME OF THE SCHOOL

1. Are there teachers who have undergone any training at any level in Special Needs?

YES ☐

NO ☐

If NOT are they willing to join such training

YES ☐

NO ☐

2. How many members are in your staff?

1 – 4 ☐

5 – 8 ☐

Above 9 ☐

Out of the number stated, how many have trained in Special Needs?

1 ☐

2 ☐

3 ☐

4 ☐

Above 5 ☐

3. Are there children with Special Needs in your school?

YES ☐

NO ☐

If yes, Is your school a Special School, Special Unit, Integrated School or Inclusive School? (Tick whichever is applicable)

4. How do you find handling of Special Needs children both inside and outside

classroom? ☐

☐

☐

Difficult

Moderate

Easy

5. Do children with Special Needs learn at the same pace with other children?

YES ☐

NO ☐

6. From 5 above, If NOT what do you do as a teacher to enable them benefit from class work equally?

Explain briefly

.....
.....

7. Through your assessment, how do children with Special Needs perform academically by genda? Boys / Girls perform better.

8. In your view, is the education of girls with special needs taken seriously by parents?

YES ☐ NO ☐

9. Do you find any difficulty in teaching these children by genda?

YES ☐ NO ☐

If yes, which genda and how?

.....
.....

10. Do children in your school participate in other activities apart from academic work?

YES ☐ NO ☐

State which one

.....

11. Do children, through your assessment, feel satisfied, without any discrimination, when led by Special Needs children? ☐ ☐

12. How are leadership positions distributed between "Normal" and SNE children?

Equal ☐ SNE with few positions ☐

☐

“Normal” with few positions

13. Comparatively, how does the SNE group of children perform their duties?

Very good

good

Fair

Poor

Very poor

Briefly explain

.....

.....