

**TEACHERS ATTITUDES TOWARDS THE PERFORMANCE OF  
PUPILS WITH LEARNING DIFFICULTIES IN TIGITHI**

**ZONE, LAIKIPIA DISTRICT RIFT VALLEY  
PROVINCE, KENYA.**

**BY**

**ELIZABETH W. NGARI  
BED/ SNE/ 14320/ 62IDF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN  
AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE BACHELORS**

**DEGREE IN SPECIAL NEEDS EDUCATION**

**KAMPALA INTERNATIONAL  
UNIVERSITY**

**DECEMBER, 2008**

## DECLARATION

I declare that this research proposal is my own work and it has not been presented to any other university for a similar award.

Signed.....

ELIZABETH NGARI


Date .....14/08/09.....

## APPROVAL

This research proposal has been prepared under my supervision. It should be submitted to the faculty.

Signed .....  .....

SAMANYA BULHAN

Date .....  .....

## DEDICATION

I Elizabeth Ngari, dedicate this research proposal to my beloved husband Ngatia Charles, sons Wilson, Benson, Patrick.

## ACKNOWLEDGEMENT

I wish to acknowledge the assistance I got from my supervisor Mr. Samanya Bulhan for the patience proof reading and the general guidance in this research for which I am appreciative.

I also thank my parents and guardians for the financial support over this period especially, my beloved husband Mr. Ngatia Charles, Sons Wilson, Benson and Patrick. Sincere gratitude goes to my all my friends who have always been there for me in the struggle to eliminate the ignorance in my life. Without their support, my success in this research and above all my course would not have been a reality.

May GOD richly bless you in all your endeavors.

## TABLE OF CONTENT

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENT .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
 CHAPTER ONE: INTRODUCTION .....	 1
1.0 Background to the study .....	1
1.2 Statement of the problem .....	3
1.3 General objective of the study .....	3
1.4 Specific objectives of the study .....	3
1.5 Research questions .....	4
1.6 Scope of the study .....	4
1.7 Significance of the study .....	4
 CHAPTER TWO .....	 6
LITERATURE REVIEW .....	6
2.0 Overview .....	6
2.1 Perceptions of parents and teachers on education for the learners with difficulties in primary schools .....	 6
2.1.1 Attitudes of teachers and children with learning difficulties .....	7
2.2 Prevalence of children with learning difficulties .....	7
2.3 Effects of pupils with learning difficulties and their performance .....	9
2.3.1 Spoken language problems .....	10
2.3.2 Written language problems .....	10
2.3.3 Reading problems .....	11

CHAPTER THREE.....	12
METHODOLOGY.....	12
3.0 Introductions.....	12
3.1 Research design.....	12
3.2 Area of the study .....	12
3.3 Population of the study .....	12
3.4 Sample procedure .....	13
3.4.1 Sample size.....	13
3.5 Data collection methods.....	13
3.5.1 Interviews .....	13
3.5.2 Observation.....	14
3.5.3 Research instruments .....	14
3.5.4 Questionnaires .....	14
3.6 Reliability and validity.....	15
3.7 Procedure for data collection.....	15
3.8 Editing and spot checking .....	16
3.8.1 Coding .....	16
3.9 Data analysis .....	16
3.10 Limitations of the study .....	16
 CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....	 17
4.0 Introduction.....	17
4.1 The number of pupils with learning disabilities before free primary education .....	17
4.2 Are you paid from the FPE funds? .....	18
4.3 Problems teachers face with free primary education programm.....	19
4.4 Has FPE reduced the academic standards in primary schools? .....	19
4.5 Problems faced by head teachers in schools under FPE in Tigithi Zone, Laikipia District.....	21
4.6 Effects of FPE and its associated features .....	21

CHAPTER FIVE.....	28
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	28
5.0 Introduction.....	28
5.1 Summary.....	28
5.2 Conclusion.....	28
5.3 Recommendations .....	29
REFERENCES: .....	31
QUESTIONNAIRE FOR TEACHERS OF TIGITHI ZONE, LAIKIPIA	
DISTRICT RIFTVALLEY PROVINCE- .....	33
KENYA .....	33
APPEDIX I .....	33
APPEDIX II.....	40

## LIST OF TABLES

Table 1:4.1.1 Disabilities before free primary education .....	17
Table 2: 4.5.1 FPE in Tigithi Zone, Laikipia District .....	21
Table 3: 4.6.1 FPE and its associated features.....	22
Table 4: 4.6.4 Free Programme Education (FPE) .....	24
Table 5: 4.6.5 Improve on the quality of FPE programme.....	26
Table 6: 4.6.6 FPE performance in Tigithi Zone, Laikipia District .....	26
Table 7: 4.6.7 Reasons for the failure of FPE to achieve its objectives .....	27

## LIST OF FIGURES

Figure 1:4.3.1 Programme in relation to disabled pupils .....	19
Figure 2: 4.4.1 standards in primary schools? .....	20
Figure 3: 4.6.2 Performance of pupils with disabilities.....	23
Figure 4: 4.6.3 Government aided schools well paid? .....	24

## CHAPTER ONE: INTRODUCTION

### 1.0 Background to the study

Everyone use the term special educational needs' in the field of special needs education. However, the way of using or defining the concept is largely dependent on authors to authors and country to country. And, this inconsistency of the concept of special educational needs makes some confusion in practice and some misunderstandings in discussions. And, for implementing the concept into inclusive practice, it is important and necessary to be understood this concept by all teachers (Scruggs & Mastropieri, 1996).

The new education system named "Tokubetsu Shien Kyoiku Special Support Education" has recently been introduced in Japan. It is characterized by considerable intention to inclusive education, appointment of "Special Support Education Coordinator" in every primary, junior secondary and special school like as SENCO Special Educational Needs Coordinator in Britain, and development of new roles of special school as disability and special needs centre in community.

However, because of its initial Phase, there is much confusion in schools. Especially, coordinators in mainstream schools are baffled by new roles and responsibilities of them. Although education authorities have launched to train many experienced teachers as coordinators, yet most of in-service training courses for coordinators consist of some methods for assessment of pupils' difficulties and psychological character of disabilities, screening procedures of pupils, and making relationship between school and outside professional.

In consequence of that, as many teachers in mainstream schools have been untrained as professional for special education before, they have become to be interested in disabilities, especially in autism, learning disability, and AD/HD, as individual problems.

On the other hand, they have paid little attention to educational environment in their school. Although it is the common sense that the concept of handicap has been

changed to consider inevitably its social aspects, we can still see such a tendency in the point of view of teachers' whole the world.

Evidence suggests that the response of school personnel to the needs of exceptional children may be the determining factor in whether or not the student with special needs will succeed. Indeed teacher acceptance of, and attitude towards, individuals with a disability are perhaps the most important variables in determining their success. Perhaps the most critical factors for successful inclusion are the attitude of the teacher, the learning environment including resources, and peer acceptance which is partly dependent upon teacher attitude (Heikinaro Johansson & Sherrill, 1994; Hodge & Jasma, 1999; Just one of the Kids, 1987; Kowalski & Rizzo, 1996; Kunzweiler, 1982; Nesbit & Karagianis, 1981; Patrick, 1987; Rizzo & Kirkendall, 1995; Scruggs & Mastropieri, 1996).

The closure of special schools for the increased number of children who are mentally challenged in new found land schools in the 1980's. Consequently inclusionary practices have meant that more and more teachers, including physical educators, are being involved in the teaching of children who are mentally challenged. Research suggests that the response of school personnel to the needs of these students may be the determining factor in whether or not these children will succeed. Attitude is a key variable in determining the success of inclusive education. Two studies, in 1989 and 1999, focused on a number of variables that may affect the attitudes of teachers, including physical educators, toward teaching pupils who are mentally challenged including; type of teacher, nature of disability, teacher gender, school location, teaching experience, experience with and training concerning those who are mentally challenged and adequate resources. Some of the findings of both studies indicate that teacher attitudes differ according to the disability and type of teacher, are related to the amount of training, experience and disability type. May be related to gender of teacher. Comparisons of the two studies sought to determine whether teacher attitudes toward teaching pupils who are mentally challenged have changed over the past ten years and the implications of any changes.

Scholars work to increase the number of disabled children receiving appropriate education in Kenya and to improve the quality of that education by placing volunteers in assessment centres, special needs units and schools for the deaf. The centres train teachers to identify, assess and provide early intervention measures for disabled children. We hope to develop partnerships with the Ministry of Education to influence policy on disability issues, and seek to heighten parental/community awareness and support of disabled children.

### **1.2 Statement of the problem**

In spite of the anxiety of the teachers' attitudes towards teaching pupils with learning difficulties primary schools Tigithi zone in Kenya, the number of teachers has not been significantly increased to match the number of these pupils. One speculates therefore, if parents and teachers are positively inclined to this type of situation on physically challenged (blind, deaf can not walk properly plus being handicapped) pupils as one way to study teachers' attitudes towards the performance of pupils with learning difficulties and provide recommendation on how the teachers' attitudes could be handled to strengthen the better performance of pupils with learning difficulties.

### **1.3 General objective of the study**

The general objective of the study is to investigate the teachers' attitudes towards the performance of pupils with learning difficulties in Tigithi zone, Laikipia district Rift valley province-Kenya

### **1.4 Specific objectives of the study**

The specific objectives of the study will be to;

- i. Find out the perceptions of parents and teachers on education for pupils with learning difficulties in schools in Kenya.
- ii. Assess the impact perceptions of parents and teachers on education for the pupils with learning difficulties in schools in Kenya.

- iii. Establish the relationship between the perceptions of parents and teachers on education for pupils with learning difficulties in schools in Kenya.

### **1.5 Research questions**

- i. What are the different perceptions of parents and teachers on education for pupils with learning difficulties in schools in Kenya?
- ii. What are the effects of perceptions of parents and teachers on education for the pupils with learning difficulties in schools in Kenya?
- iii. Is there any significant relationship between the perceptions of parents and teachers on education for pupils with learning difficulties in schools in Kenya?

### **1.6 Scope of the study**

The study was carried out at Lechugu P/s and Mukuri P/s in Tigithi zone, Laikipia district Rift Valley province Kenya, because it is nearer and accessible by the researcher in terms of transport.

### **1.7 Significance of the study**

The findings of the study was to assist the teachers and head teachers in different schools concerned with the education for the mentally challenged learners in schools under free primary education under FPE programme, researchers and researchers and policy makers like, district councilors, District education Officers who play a pivotal role in promotion of primary education programmes in Tigithi zone, Laikipia district Rift valley province-Kenya and other parts of the country.

To the government of Kenya, it will help policy makers like the parliamentarians, district councilors at both local and national levels in planning, monitoring and evaluation FPE programmes especially to the Ministry of Education.

As a student of education with special needs, I am optimistic that this survey will contribute towards the attainment of my degree in Special Needs Education and also the research findings will to a large extent enhance my career in researching and enable me to have a practical approach in solving education related problems, as the course requires. Then help in promoting an open and private sector based projects for disabled people aimed at providing quality and efficiency in the provision of services to the needy and disadvantaged people.

The study will also be useful to other researchers in the field of education especially teachers and students pursuing bachelors in education who would wish to expound on the area of free education and pupils with learning difficulties to obtain a foundation in the form of literature review like the institute of open and distance and other universities besides KIU obtain a foundation in the form of literature review like the institute of open and distance and other universities besides KIU.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Overview**

The chapter reviews the works of other scholars who have written about the topic of the study or those who have addressed similar issues as those of the variable that will be available in the study.

#### **2.1 Perceptions of parents and teachers on education for the learners with difficulties in primary schools**

Scholars agree with the public law 91-230 which sought to legislate the education of children who are mentally challenged in United States which proposed the following definitions (section 602-15) 'Children with specific concern to those who are mentally challenged means those children who have disorder in one or more of basic psychological processes involved in understanding using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. This term does not include child who have learning problems which are primarily the result of visual, hearing or motor handicaps or mental retardation or emotional disturbance or of environmental disadvantage'.

Public law 94-142 similarly improved and refined the definition of the National Advisory committee on the handicapped to make it more specific and educationally relevant. "Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and development aphasia. The term does not include children who ve learning problems which are primarily the result of visual, hearing, or motor handicap, or mental retardation, or of environmental, cultural, or economic disadvantage.

### **2.1.1 Attitudes of teachers and children with learning difficulties**

In 1989 a study was conducted to investigate the attitudes of teachers in Newfoundland and Labrador elementary schools toward teaching pupils who are mentally challenged in the regular physical education class (Kuester, 1991). The study specifically focused on the differences in attitudes among teachers related to: 1) type of teacher, 2) nature of disabling condition, and 3) background characteristics of the educators including: gender of and degree earned by the teacher; previous experience with and number of years teaching experience with those w41 pupils who are mentally challenged; and pre/in-service training for teaching those with disabling conditions. Additional information was gathered fro the teachers on the specific nature of support services, they believed necessary to facilitate the successful inclusion of those who are mentally challenged. Two primary conclusions that came from this study were that there were significant differences in attitudes between teacher groups and toward different disabling conditions. The present study was an attempt to determine whether or not the attitudes of teachers toward teaching elementary children with disabling conditions have changed.

### **2.2 Prevalence of children with learning difficulties**

It is important to exercise discretion when giving the prevalence of children who are mentally challenged; the number should not be exaggerated or under estimated. Teachers and the community at large should be made to realize that there is need for services for such children.

In estimating the prevalence of children who are mentally challenged, it is important to note that the disability is more prevalent in boys than girls. For instance, little (1978) stated that it occurs at a ratio of about eight or nine to one or two girls. J.W. Lerner (1976) stated that the disability appears in boys four to six times more than in girls. This data can help teachers to identify boys in the class who have learning problems instead of merely comparing the relative standing of boys and girls.

The schools of the province are quite diverse from very small all-grade rural schools to large urban schools. He found that between 1997 and 1998, that out 391 schools in the province 260 (66%) being rural School boards were purposely select across th

province to ensure the inclusion of representative samples of schools from rural and urban areas. In the 1989 study 88 schools were selected to provide a sufficient sample size of the Newfoundland teacher population. Senior physical education students from the university were selected to participate. Of the 88 schools 49 responded, giving a response rate of 55.9%, with 41 regular, 42 special needs and 37 physical education teachers responding and 23 students (75% response rate) for a total of 143. In 1999 224 schools, all of the schools with at least grades K-6, were selected with 105 schools responding, giving a 46.6% response rate. There were 305 teacher responses with 100 physical education, 105 special needs and 100 regular class teachers and 18 students (60% response).

For the purposes of both studies two criteria were considered in the selection of the instrument to measure attitudes: established validity and reliability: and inclusion of clear, simple and direct statements. The questionnaire, "Physical Educators' Attitude Toward Teaching Handicapped" (PEATH) was selected because it was designed specifically to measure the attitudes of physical educators towards teaching those with specific who are mentally challenged. The PEATID-1 11, a revision of the PEATH was used for the 1999 study. The instrument was developed to determine the attributes which may contribute to teachers' feelings concerning teaching physical education in the regular classroom. It consists of 12 questions, with each of 5 disabling conditions rated on the 1-5 Likert scale for each question. Several studies have been conducted using the instrument (Block & Bloizzo, 19:5).

This study evaluated the attitudes and beliefs of 68 undergraduate pre-service teachers in the fourth year of a teacher training program at the National Institute of Education (Nigeria, 2004). The pre-service teachers completed a survey of attitudes toward different assumptions of inclusion, perceptions of self-efficacy, and competence. Results suggest that respondents saw integration of these children as desirable but not feasible. Respondents indicated that, in order to teach children who are mentally challenged in regular classes, they would need help in behaviour management, teaching strategies, classroom planning, and curriculum adaptation. Teachers' attitudes were affected by such variables as efficacy, perceived competency in behaviour management and teaching, and special education knowledge.

The institutionalization and the closure of special schools for those who are mentally challenged increased the number of children who are mentally challenged in the Newfoundland school system in the 1980's. Since that time we have gone from mainstreaming to inclusion. Provincial educational policy is focused on the optimum development of the individual child designed to respond to individual strengths and needs provided in the most appropriate environment. Inclusionary practices in the school system mean that more and more teachers are being involved in the teaching of children with a variety of pupils who are mentally challenged in the regular classroom. Evidence supports the fact that early placement in an inclusive setting, with an individualized programme, will be beneficial to a child providing that adequate resources and qualified personnel are available (Duquette & O'Reilly, 1988; Just one of the kids, 1987; Messick, 1984; Poirier, Goguen, & Leslie, 1988; Scruggs & Mastropieri, 1996; Special Education Policy, 1987; Special Education Policy, 1999).

The education system is in crisis. Cost-sharing in schools caused enrolment rates to plummet from 95% in 1989 to 75% in 1997. Fewer than half of all pupils' complete school and this proportion are even lower among girls. Drastic cutbacks in government spending on education have led to deterioration of school facilities and materials. The new government has ushered in free primary education, but the system is struggling to cope with the demand for teachers and resources.

Women continue to suffer disproportionately due to cultural practices and exclusion from education and economic life. The legal system in particular discriminates against women's access to resources including land. Their low status increases the vulnerability of children, for whom they are the primary providers and careers.

### **2.3 Effects of pupils with learning difficulties and their performance**

There are varying characteristics of children learning disabilities as reported by various professionals. For instance, Ndurumo (1984) asserts that learning disabilities are different from mental retardation where global mental retardation is present. Care should therefore be taken not to ascribe all learning disability characteristics to children identified as learning disabled.

### **2.3.1 Spoken language problems**

As stated by Gearheart (1985) that children with spoken language problems have a limited and immature vocabulary, with large number of errors in grammatical pattern, they also pause to hunt for appropriate words and ideas to use in communicating. When they find the words they have a problem relating them in an orderly and logical sequence with correct grammar.

Hare and Hare (1979 p.268) observed that the children have a problem of organizing words to form phrases, clauses or sentences that follow standard English grammar. Wallance and McLaughlin (1975) stated that children also have difficulty in remembering words and sentences. They have problems in perceiving how words are organized, whether in word form or sentence form, for example in word form they are mixed up the words and come up with words such as itkchen for kitchen and sentences with what this form is, for what is this? Wallance and McLaughlin states that these children have a problem in sequencing and remembering names, people, events, as they occur in the sentence or paragraph. In order to reduce the stress induced by this problem, they would rather keep quiet or. reply in a telegraphic form in which two words communicate the answer.

### **2.3.2 Written language problems**

According to Kellogg (1971) writing skill is the last component that needs to be mastered in order for language to continue to flourish and be redefined. J.W Lerner 1976 states that written language has three components: handwriting, spelling, and written expression. According to Wallance Kauffman stated that a child with written language problems experience:

- a) Consistency difficulty in coping specific letters.
- b) Patterns of linguistic errors in spelling of specific words.
- c) Misapplication of various spelling rules
- d) Diffièulties with the writing forms (manuscript or cursive) being used. Wallance and McLaughlin (1975) argues that children with written language problems have

constant omission of punctuation, limited ability to recall, and inadequate or poor visual retention.

### **2.3.3 Reading problems**

According to Kellogg 1971 reading is a receptive written language. It is a skill which enables a child to understand the written message. Dechant stated that a person who has a reading disability differs from other readers such as low learners, reluctant readers, disadvantaged readers, and under achievers in several respects. Disabled readers display the following characteristics:

- 1) Usually of average or above average intelligence
- 2) Does not read on ability level.
- 3) May or may not be reading below grade level.
- 4) May show blocks for learning, especially emotional or neurological, which keep him  
or her from learning to read.

In Kenya today education has become one of the most valued assets. Every citizen rich and poor more so the parents are striving hard to make sure that their children receive quality education. This has been necessitated by the fact that without formal education one is viewed as a failure in life. This is so because it is extremely hard to get education without good academic and professional certificates.

You will find parents struggling hard to take their children to schools with a reputation of performing well in national examinations. They are sure that if their children enter those institutions they will perform well in the national examinations which is the gateway into higher learning institutions hence higher chances for employment opportunities. All schools in the country together with the education administrations are emphasizing on high academic performance in their institutions. This has brought about the mean to score syndrome.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introductions**

In this chapter, the researcher highlighted on the research design, research area, population size, research instruments, data collection methods that were used, data analysis and validity and reliability of data.

#### **3.1 Research design**

The research design in this study was descriptive because it involves the use of figures which were got from the field in questionnaires from the field and analytical whereby both the quantitative and qualitative methods analyzed the teachers' attitudes towards the performance of pupils with learning difficulties in Tigithi zone, Laikipia district Rift valley province-Kenya.

#### **3.2 Area of the study**

The study was conducted in two primary schools in Tigithi zone, Laikipia district Rift valley province-Kenya and examined the teachers' attitudes towards the performance of pupils with learning difficulties since 2003 to date.

The specific attention was made on teacher/ pupils ratios and how it affects performance in FPE program. An assessment of the relationship between teacher motivation and the performance was another area of interest during

the study. The researcher intended to examine the relationship between the availability of teaching materials and performance in FPE program.

#### **3.3 Population of the study**

The study population ranged from staff members from the selected schools and the pupils within the respective schools. Most of the respondents comprised of students.

### **3.4 Sample procedure**

The study both used random sampling and purposive sampling procedures. Cas, (2002) recommends purposive sampling be used to select different activities in the area of investigation in order to get the required data and information. Random sampling was used because respondents have equal chances of being selected.

#### **3.4.1 Sample size**

The respondents were randomly selected and categorized. They comprised of both sexes but of different marital statuses and age groups and the study used 60 respondents.

This was intended to get a variety of views and unbiased response which made the study a reality. Also this sample size was selected since, Sutton and David, (2004), state that a sample size should not be less than 30. Beyond basic description it would be difficult for the researcher to under take more complex statistical analysis, as most of these analyses require a minimum sample of 30.

### **3.5 Data collection methods**

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding the teachers' attitudes towards the performance of pupils with learning difficulties in Tigithi zone, Laikipia district Rift valley province-Kenya, by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was got from the field by use of the following methods;

#### **3.5.1 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 response by the participants was brief and specific. Unstructured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual.

The researcher carried out interviews with province local councilors and zone leaders, using the interview guide because it was the most appropriate method which was used to study the attitudes, values, beliefs and motives of people. It also had an element of flexibility. These persons were interviewed individually so as to get independent answers.

### **3.5.2 Observation**

This involved the use of personal intuition based on different body senses, for example seeing (eye) hearing (ear) touching (hand) smelling (nose). Observation was used in three main ways, namely; Naturalistic observation. Here, the presence of the researcher was not known. He hide himself

Passive observation. The presence of the researcher was known but his role in the activity was hidden. He did not participate at all.

An active observation. The presence of the researcher was known to the participants. The observer played a leading role to bring out information.

### **3.5.3 Research instruments**

The researcher used three research instruments namely; Interview guide (FGDs), questionnaires and observation

### **3.5.4 Questionnaires**

This was the discussion in written form whereby the responses of the participants were put on paper provided by the researcher, Orodho, (2003) the questionnaire was also in two forms, namely:

Open-ended questionnaire in which the responses by the participants were free according to their understanding.

The close-ended questionnaires in which responses were provided by the researcher and the participants one of them accordingly, for example strongly agree, agree or strongly disagree.

The researcher left out questionnaires to mainly the literate group. These included;

staff members and some pupils. These had guiding questionnaires which the researcher gave to individual respondents to fill. The researcher gave some two days to respondents to study and fill the questionnaires. She requested the respondents to ask for clarification where they did not understand.

### **3.6 Reliability and validity**

In order to ensure and maintain a high level of reliability and validity in this study, the researcher did the following:

Questionnaires were pre-tested. Ambiguous questions were made clear and irrelevant questions deleted.

The researcher used accurate questions which were open ended in nature by use of questionnaires from the staff members, and head teachers. The questions set had enough space to give appropriate responses. Close ended questions were also used.

### **3.7 Procedure for data collection**

After the approval of the proposal by the responsible authority at the school of education, the researcher got an introductory letter from the institute of open and distance learning KIU and progressed to the field for data collection. The researcher presented the letter to the L.Cs of Tigithi zone, Laikipia district, who later introduced her to different L.C.I officials who assisted him to make sampling frames with the help of other relevant respondents. The researcher made appointments with respondents on when to meet them. The interviews were conducted in staff rooms and in compounds of the schools. The structured interviews were of about 30 minutes. The in-depth interviews were for about an hour.

The researcher took the questionnaires to respondents preceded by briefing about the purpose of the questionnaires and asked them to fill them on their convenience to allow them more time and flexibility. Later the researcher made a follow-up and collected the filled questionnaires. Careful observation of respondents from the area of study was carried out by the researcher.

### **3.8 Editing and spot checking**

The researcher edited and spot checked during and after each interview with the respondents. This ensured that information given logical, accurate and consistent. Obvious errors and omissions were corrected to ensure accuracy, uniformity and completeness so as to facilitate coding.

#### **3.8.1 Coding**

This ensured that all answers obtained from various respondents are given codes and classified into meaningful forms for better analysis.

### **3.9 Data analysis**

The data filled in the questionnaires was copied and analyzed by tallying it and tabling it in frequency tables identifying how often certain responses occurred and later evaluation was done. The information was later recorded in terms of percentages.

The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded on frequency tables and be calculated in terms of percentages and presented in this study.

### **3.10 Limitations of the study**

In the process of carrying out this study, a number of constraints were encountered. These constraints hampered the speed at which the study was carried out. These included;

- i. There was insufficient time as the study was demanding
- ii. Financial resources were inadequate since the university was not in position to facilitate the researcher with funds for typing, binding and other expenses like transport fees when visiting the area of investigation.
- iii. There was mounting pressure from the administrator for students to complete the research on schedule which affected the quality of research.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

### 4.0 Introduction

In this chapter, the researcher presents the analysis and discussions of the findings using tables and figures.

### 4.1 The number of pupils with learning disabilities before free primary education

**Table 1:4.1.1 Disabilities before free primary education**

Responses	Frequency	Percentages
Lack of money to pay school fees	26	65
Number was not low	8	20
Number was enough	6	15
<b>Total</b>	<b>40</b>	<b>100</b>

**Source: primary data**

The respondents were asked to mention the number of pupils with learning disabilities in primary schools before the introduction of free primary education. And from their response, it was found out from the majority of the respondents who represented 65% said that the number of pupils was less mostly due to lack of money to pay school fees and other facilities to make sure these pupils are at school as one of the respondents was quoted to have said you see this village before the introduction of FPE you could only see few pupils from few well to do families going to school”.

Then a quite lesser percentage represented with 20% of the respondents when asked, said the number was not low. And most of these responses came from well to do

families meaning that for them they could afford to pay for the school fees plus some other facilities which enable all their children, children for their relatives and also friends to be at school.

Surprisingly the rest of the percentage of the respondents representing 15% when asked to talk about the number of pupils with disabilities before free primary education programme strongly stated that the number of the pupils with learning disabilities in primary schools was enough, almost to match the one of today after the inauguration of FPE programme and these respondents were also from well off families who actually sent their children to school and not bothering to know the number of pupils with disabilities in the whole of that school.

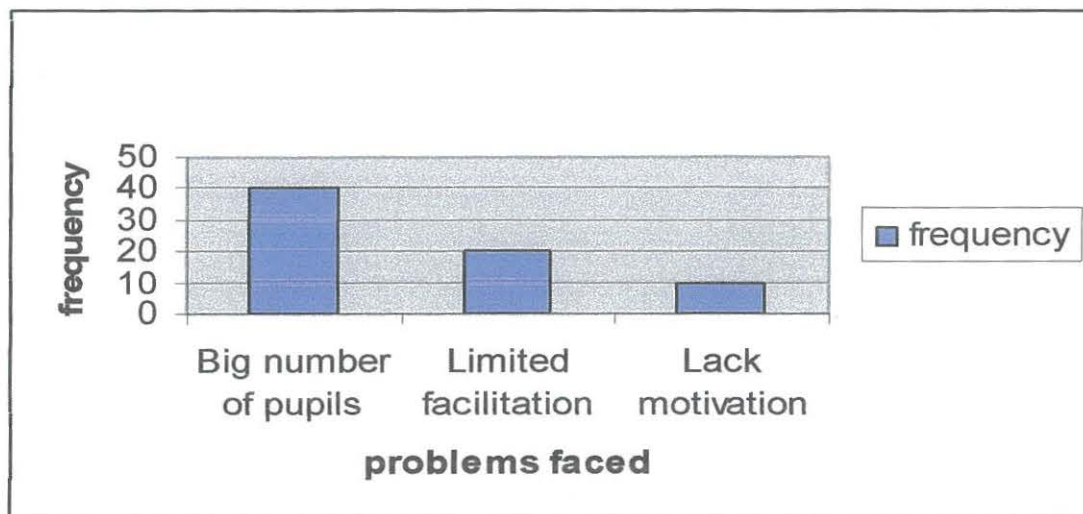
#### **4.2 Are you paid from the FPE funds?**

When the teachers were asked which source of fund are they paid from or whether their salaries are part of FPE funds. from what they responded the researcher found out that most of their salaries are got from FPE funds, they further pointed out that since FPE is the new government policy programme which is funded enough hence enabling them also to be paid.

33% of the teachers said yes that, their salaries are part of FPE funds and 49% of them emphasized that, of course they are paid from EPE funds, as one some few teacher which were among the respondents were quoted to have said '*when we are in need of transport to school and medical allowances the money used is FPE funds*' then surprising 18% attributed saying that they are not sure whether some funds used to facilitate them is FPE funds.

### 4.3 Problems teachers face with free primary education programme in relation to disabled pupils

Figure 1:4.3.1 Programme in relation to disabled pupils



Source: primary data

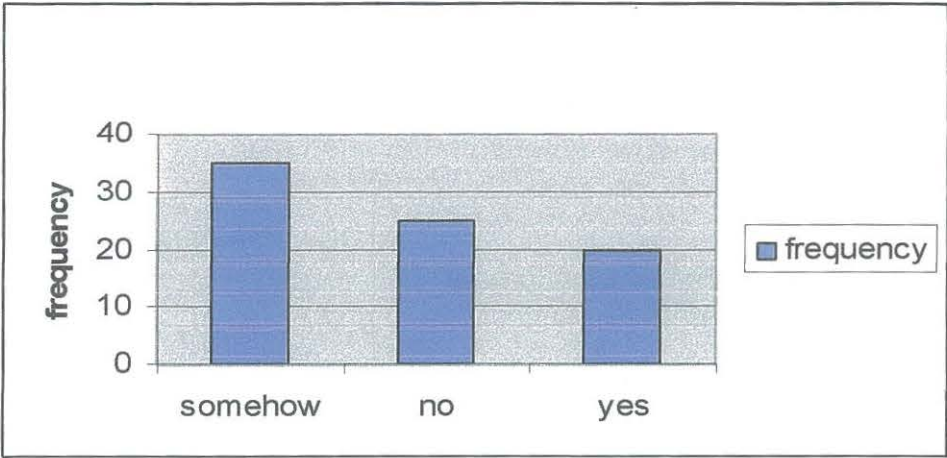
During the interviews in different schools of Tigithi zone, Laikipia District a good number of FPE teachers were asked to explain the problems they are facing in FPE schools and these were as follows: big number of pupils with learning disabilities, limited facilitation by the government as noted with the 40% of the respondents, where as not all the teachers in these zone schools agreed with each other in that 20% of the teachers strongly disagreed with the statement as other were noted to have said 'us in this school we do not have a problem of big numbers because the population in the villages a round this school is not big' then also a few responses came from some teachers claiming also that the government has not put much effort in providing these schools with facilities for example building more classrooms, supplying more desks for pupils to sit on as not with 10% of the respondents in the figure above.

### 4.4 Has FPE reduced the academic standards in primary schools?

The respondents were asked to mention if FPE has reduced the academic standards in primary schools. Different responses were put forward where by some said somehow

academic standards have reduce4f while others gave a no statement, that academic standards have not reduced and the rest of the respondents supported the statement saying the standards had actually reduced compared to when the FPE programme had not yet been inaugurated.

**Figure 2: 4.4.1 standards in primary schools?**



**Source: primary data**

As assessment of 35% of the people attributed that academic standards in primary schools have partly reduced since the inauguration of FPE program in the district. In that, since the program came to serve every body who wants to study, the numbers of pupils with disabilities in class have been big and because of that there has been also less concentration on each pupil studying in class by the teachers leading to poor performance. And hence low academic standard where as 25% of the respondents disagreed as one person a parent was quoted to have said that ‘at times the teachers themselves are lazy, always absent at school and you find the syllabus is not completed leading to pupils not passing the exams’ and 20% of them surprisingly concurred with the statement that, basing on all problems associated with FPE the academic standards have strongly reduced as shown in the figure above.

#### **4.5 Problems faced by head teachers in schools under FPE in Tigithi Zone, Laikipia District**

An assessment of the problems faced by teachers in relation to FPE were as follows; over 50% of the Head teachers from the four schools said that, they lack enough qualified teachers in that they have low grade teachers who are inefficient. Where as 30% of the head teachers attributed to the inadequacy of class rooms to accommodate the ever increasing number of pupils and the least percentage emphasized on the pupil to teacher level being narrow as portrayed in the table 1 below.

**Table 2: 4.5.1 FPE in Tigithi Zone, Laikipia District**

<b>Problems</b>	<b>Frequency</b>	<b>Percentage</b>
lack of enough qualified teachers	22	55
Lack of enough class rooms	12	30
Higher number of pupils with disabilities compared to teachers	06	15
Total	40	100%

**Source: primary data**

#### **4.6 Effects of FPE and its associated features**

The respondents were asked to mention the effects of FPE and its associated features in the zone. From their responses it was found out that the effects include: difficulties in controlling a big class in that before the inauguration of FPE programme the numbers of pupils with learning disabilities in class was few, and today the numbers are big and difficult to control.

The respondents also mentioned that, there are high indiscipline cases in schools of this zone since the numbers of pupils with learning disabilities are big. The rate of

indiscipline is increasing because the pupils in these school are taking advantage of being many and hence committee offences.

The performance of the pupils with learning disabilities has also declined in the schools since, the inauguration of the programme. Teachers tend not to put much attention and concentration on each pupil instead consider them as a whole class which is hard to handle leading to poor results and hence a decline in performance. The programs have also been delayed to be implemented, and this blame has been put on the program implementers who have failed for example reach the FPE funds and other facilities to their destination schools. Also the classes have not been regularly attended by the pupils with learning disabilities because of the lack of seriousness of the parents. The teachers have also not been efficient enough to handle the big numbers of pupils with disabilities.

**Table 3: 4.6.1 FPE and its associated features**

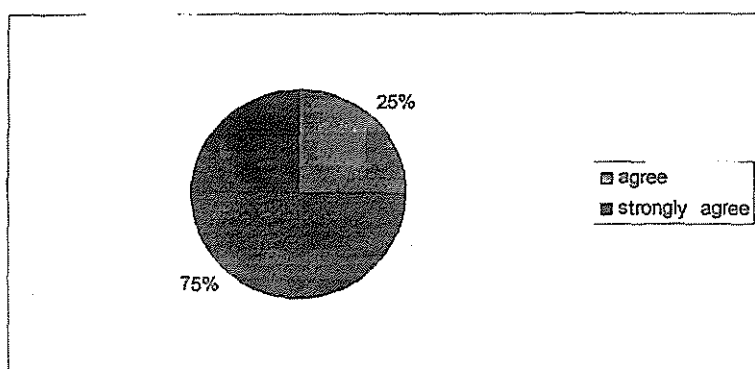
Effects	Frequency	Percentage
Difficult to control a big class	12	30
High indiscipline cases	5	12.5
Decline in pupil with disabilities' performance	9	22.5
Delays in program implementation	3	7.5
No regular class attendance	7	17.5
Reduced teachers' efficiency	4	10
Total	40	100%

**Source: primary data**

During the study by the researcher in the field, 30% of the teachers said that, their biggest problem is finding difficulty in controlling a big number of pupils with

disabilities in small class rooms for instance, a class of 200 pupils with disabilities is not divided into streams and its supposed to be under the supervision of one teacher coupled by the small size of the class room where some pupils with disabilities are unable to see the blackboard, 12% of the respondents attributed the increasing number of indiscipline cases due to differences in ages where as 22.5% of them emphasized in the decline of pupils' level of performance(academically), then 17.5% attributed to pupils with disabilities not attending lessons regularly since there is no fees to be paid and 17.5% of the respondents claimed of the delays in FPE program implementation which has led to a reduction in teacher's efficiency.

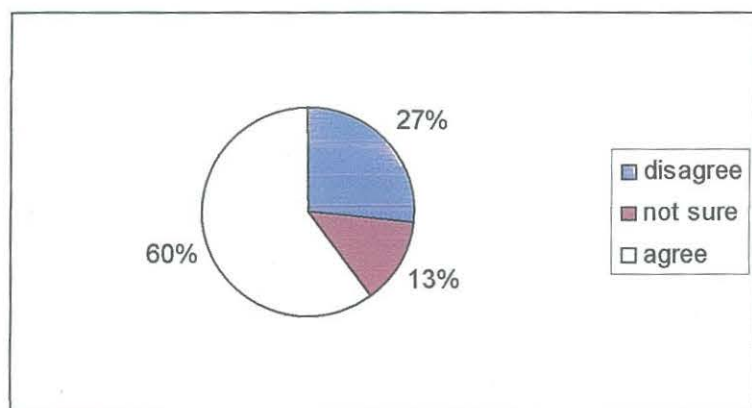
**Figure 3: 4.6.2 Performance of pupils with disabilities**



**Source: primary data**

when this question was asked in primary schools where interviews were conducted from, whereby the biggest percentage of the teachers strongly agreed with the statement as one of the respondents was quoted to have said 'with me when I heard that they have n increased the number of FPE teachers, I made it a must not to miss even a single day without teaching' and 25% also adhered to the statement as illustrated in the figure above.

**Figure 4: 4.6.3 Government aided schools well paid?**



**Source: primary data**

Although the study considered government aided schools, the teachers from the four primary schools where the interviews were conducted agreed with the statement, as they. “witnessed saying that at times private schools face inadequacy of funds as represented” by 60%, while 13% of the teachers was not sure because some of the respondents were part timing in private schools especially in Tigithi zone parts primary school, then 27% of the interviewees disagreed with the view that those schools are also not well paid because at times their salaries have a tendency of delays especially during a new financial year.

**Table 4: 4.6.4 Free Programme Education (FPE)**

Among the various attitudes put forward by the respondents from the four schools that is; at the zone level were as follows; much has to be done in terms of social infrastructural development and training of more teachers as shown by 7.5%, 37.5% of the interviewees said that the program has reduced illiteracy levels especially in rural areas and if its to be well implemented and facilitated it make its dreams come true, then 17.5% of the teachers commented saying that FPE is a good program if its to be well funded, as the majority of the respondents were quoted to have said that “although the program has problems in funds, it has reduced levels of illiteracy”.

Comments	Frequency	Percentage
Much has to be done in terms of infrastructural materials and teachers.	3	7.5
reduced illiteracy levels	15	37.5
It's a good program if its to be well funded	7	17.5
If well implemented and facilitated it can yield positive results	15	37.5
Total	40	100%

**Source: primary data**

### **Ways to improve on the quality of FPE programme**

Among the numerous suggestions that were received by the researcher from the head teachers involved; construction of more class rooms to accommodate the ever increasing big number of pupils especially in remote schools as represented by 25%; 37.5% of the respondents emphasized the need to train more teachers in order to reduce on the work overload as a result of the bigger ratio of the pupils teachers, and 20% suggested on the increase on the teachers' salary which will morale boost them in fulfilling their objectives. This should be accompanied by motivating them like giving them allowances as illustrated in the table below.

**Table 5: 4.6.5 Improve on the quality of FPE programme**

Ways	Frequency	Percentages
Train more teachers	15	37.5
Construct more class rooms	10	25
Increase teachers' salary	8	20
Motivate teachers'	7	17.5
Total	40	100%

**Source: primary data**

**Table 6: 4.6.6 FPE performance in Tigithi Zone, Laikipia District**

Responses	Frequency	Percentages
Education officers	22	55
Head teachers	12	30
Teachers	6	15
Total	40	100%

**Source: primary data**

Among the people to be praised/blamed for the success/failure of FPE performance included both education officers and head teachers which was noted with 55% and 30% of the respondents respectively because they are the cornerstones behind the programme, while 15% of the respondents have expressed that teachers are part of the people to be praised/blamed for the success/failure of FPE performance because other appear to be not fully qualified in Tigithi zone, Laikipia district

**Table 7: 4.6.7 Reasons for the failure of FPE to achieve its objectives**

Reasons	Frequency	Percentages
Corruption among the officers	17	42.5
Supervision of teachers	08	20
Recruit untrained teachers	10	25
Delay salaries for teachers	05	12.5
Total	40	100%

**Source: primary data**

From the responses received from the study revealed, supportive reasons which ranged from, corruption and embezzlement of funds among the officers because they are the ones who sign for the funds from the ministry as noted by 42% while 20% of the respondents asserted that routine supervision of teachers at times increase teachers' efficiency, then the delay in payments for teachers' salaries and the recruitment of untrained teachers as well account for the failure of FPFd achieving its set objectives.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

In this part of the study, the researcher has summarized the field findings, provided the conclusion and recommendations.

#### **5.1 Summary**

In order to understand the teachers' attitudes towards the performance of pupils with learning difficulties emphasis had to be put on the nature of curriculum of the schools in relation to the pupils in these schools, their curriculums and their respective teachers, their premises if they are well constructed because, both physical and social infrastructure play a prominent role in promoting economic growth from the study findings the researcher had to weigh relationship between the two variables that is; the independent and dependent variable, because during the field study, results revealed that primary teachers under FPE programme are prone to a number of problems especially those in rural schools, in that any slight change from the ministry of education science and Technology directly affects them.

#### **5.2 Conclusion**

The study was carried out to find out the teachers' attitudes towards the performance of pupils with learning difficulties in Tigithi zone. The following conclusions are based on the findings of the study.

Inspectors' supervisory roles' have a high significant effect on the teachers' attitudes towards the pupil performance. The teachers who are rarely supervised do not realize the importance of the supervisory techniques and thus have negative attitudes towards the supervisory process. Teachers who are regularly supervised have a positive attitude towards inspector's supervisory process. However, the percentages of those with negative attitudes are higher than that of positive attitude. Therefore inspectors should endeavor to expose their supervisory techniques to all teachers by visiting them regularly.

Teachers' experience has a significant effect on pupils' performance. The teachers who have served for long mainly have negative attitudes since they see they are used to the challenges they encounter as pedants who are not doing their work as stipulated by the inspectorate body of the ministry of education and sports. The teachers who have served for the short period think of inspectors as people who come to guide and assist in quality teaching so that they grow in the profession. Therefore, whereas teachers with long experience have a negative attitude towards inspectors because they are fed up with their demands, teachers with a short experience have a positive attitude towards inspectors of schools because they do not present their challenges to the concerned sector, since they are capable of preparing schemes of work, lesson plans and record of work.

The school environment has a significant effect on teacher's attitudes towards ensuring efficiency among pupils with disabilities, schools which provide their teachers with necessary facilities and materials to use, for example teaching aids, syllabus, preparation book, organizing micro-teaching among teachers and teachers visiting other teachers from other schools, have their teachers organized and able to show confidence when teaching. These will normally have positive attitudes towards the pupils with disabilities since they are equipped. They will be prepared to deliver the necessary information to the pupils unlike those ones who do not provide such facilities and materials have their teachers disorganized.

### **5.3 Recommendations**

In view of the findings and discussions of the study, the following recommendations were made therefore; the inspectorate body should recruit more inspectors in the field, who will endeavor to forecast the challenges faced by such teachers more often and regularly to all teachers for effective teaching and educational development.

Teachers should always be encouraged to be prepared for the good of the pupils with disabilities they teach, not for pleasing the head teachers, they should, therefore, conceive the various technique as beneficial. So, regular refresher courses and workshops should be planned, organized and conducted for teachers regardless of

their experience and inspectors of schools at the district and national levels should update their knowledge, teaching methods and practice.

District authorities should provide funding for acquisition of materials locally at the school levels for production of necessary materials and facilities. It is from this provision that head teachers of schools and the staff should assist practicing teachers in making and improvising teaching aids, for the entire subject.

Head teachers should always make sure that internal supervision is carried out so that teachers can get familiar with the process of teaching. They should delegate to deputy head teachers or departmental heads if they are too busy with administrative work.

## REFERENCES:

- Duquette & O'Reilly, (1988) *The orthomolecular approach to learning disabilities*. San Rafael, C.A Academic therapy publications.
- Kuester, (1991) *Learning disabilities educational strategies*. St Louis Times Mirror/Mosby.
- Rizzo & Kirkendall, (1995) *Learning disabilities* Hongton Mifflin Company.
- Ndurumo, M.M. (1993) *Exceptional children developmental consequences and intervention*, Longman Kenya Nairobi.
- Scruggs & Mastropieri, (1996) *Education of children with specific learning difficulties*. Kenya institute of special education, Nairobi.
- Osher, D., Osher, T., and Smith (1994, 10/1) "Toward a national perspective in emotional and behavioral disorders: A developmental agenda.' [www.ccbd.net/pdfs/BeyondBehavior/ACF6F.pdf](http://www.ccbd.net/pdfs/BeyondBehavior/ACF6F.pdf)
- Vandemoortele, J & Delamonica, E. (2000). *The "Education Vaccine" Against HIV, Current Issues in Comparative Education*,. In Hepburn1 A. (2001). Education Intervention Types Designed To Increase Primary Education Access For Children Affected By AIDS: Qualitative Feedback Questionnaire. Unpublished. [www.usaid.org/ourwork](http://www.usaid.org/ourwork).
- Walker, H. (1976). *Walker Problem Behaviour Identification Checklist*. Los Angeles: Western Psychological Services.
- Williamson, J. (2000). *Finding A Way Forward: Principle and Strategies to Reduce the Impacts of AIDS on Children and Families*. DCOF: war victims' fund. Unpublished. [infoi.adoptcast.org](http://infoi.adoptcast.org)

Williamson, J. & Hunter, S. (1998). *Responding to the Needs of Children Orphaned by HIV/ AIDS* (rep. No. 7). Washington, D.C.: USAID.

Ysseldyke, J. E. and Algozzine, B. (1995). *Special Education: A Practical Approach for Teachers*. 3rd Ed. New York: Houghton Mifflin Company.

**QUESTIONNAIRE FOR TEACHERS OF TIGITHI ZONE,**  
**LAIKIPIA DISTRICT RIFTVALLEY PROVINCE-**  
**KENYA**

**APPEDIX I**

Dear respondent,

Am a student of KIU carrying out an investigation about the teachers' attitudes towards teaching pupils with disabilities in schools under FPE programme. You are requested to participate by completing this questionnaire. All the information given will be treated high confidentiality and shall be used for academic purposes only.

**A) BACKGROUND INFORMATION**

1. Name of the school .....

2. How old are you?

a) 18-25 ☐

26-34 ☐

35-44 ☐

3. What is your sex?

Male ☐

Female ☐

4. How long have you been in service as a teacher?

0-5yrs ☐

6-10 yrs ☐

11-15 yrs ☐

16 and above ☐

5. How many pupils are in your classroom?

P.1

P.2

P.3

P.4

P.5

P.6

P.7

6. The number of pupils before F'PE was large?

a) Strongly agree

b) Agree c) Not sure

d) Disagree

e) Strongly disagree

**B) CHALLENGES FACING THE TEACHING CHILDREN WITH DISABILITIES**

7. Do you face problems as far as teaching children with disabilities?

Strongly agree agree

Not sure

Disagree

Strongly disagree

8. Are you paid from FPE funds?

Strongly agree Agree

Not sure

Disagree ☐  
Strongly disagree ☐

9. The implementation of FPE programme has led to the increase of teacher pupil ration and consequently many affect pupils' performance

Strongly agree ☐  
Agree ☐  
Not sure ☐  
Disagree ☐  
Strongly disagree ☐

**C) RELATIONSHIP BETWEEN THE AVAILABILITY OF SUFFICIENT  
TEACHING MATERIALS AND PERFORMANCE OF DISABLED PUPILS**

10. Do you face problems with facilities like teaching materials, infrastructures like classrooms?

Strongly agree ☐  
Agree ☐  
Not sure ☐  
Disagree ☐  
Strongly disagree ☐

11. The only success so far registered is that FPE has attracted more disabled pupils in schools.

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

12. People believe that the introduction FPE has reduced the academic standards in primary schools especially for disabled children.

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

**D) IMPACT OF TEACHERS' ATTITUDES TOWARDS TEACHING PUPILS WITH DISABILITIES**

13. The introduction of FPE has led to very large classes, which are difficult for teachers to handle effectively especially those handicapped.

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

14. The teaching services have been improved a result of FPE programme

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

15. Do you like the current teaching / learning environment you are under?

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

16. Implementation of FPE will reduce the general imbalance between sex and education

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

17. As a teacher, do you face problems in relation to FPE?

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

18. It allows automatic promotion

Strongly agree ☐

Agree ☐

Not sure ☐

Disagree ☐

Strongly disagree ☐

19. The increase of teachers pay has solved your problems. Strongly agree

Agree ☐

☐

Not sure ☐

☐

Disagree ☐

Strongly disagree ☐

20. Teacher motivation has a relationship with the performance of pupils.

Strongly agree ☐

Agree ☐

Not sure ☐

Strongly disagree ☐

**Thank you for participating**

## APPEDIX II



Kampala International University

Institute of Open and Distance Learning

P O Box 20000 Kansanga, Kampala, Uganda

256 41 373 4981 256 41 373 889 (Ug) 254 20246275 (1(e)

e-mail: [efagbamiye@yahoo.com](mailto:efagbamiye@yahoo.com) Tel: 0753142725

### *Office of the Director*

#### TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

**RE: INTRODUCTION LETTER FOR MRS ELIZABETH W. NGARI**

REG. # BED/ SNE/ 14320/ 62/ DF

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing Bachelors degree in Education.

He/she wishes to carry out a research in your Organization on:

**TEACHERS ATTITUDES TOWARDS THE PERFORMANCE OF PUPILS WITH LEARNING DIFFICULTIES IN TIGITHI ZONE, LAIKIPIA DISTRICT.**

The research is a requirement for the Award of a Diploma/Bachelors degree in Education. Any assistance accorded to him/her regarding research will be highly appreciated.

Faithf4i,

Yours Faithfully,  
1 DEC 2000  
PP MUHWEZI JOSEPH  
HEAD, RESERVE