

**CHALLENGES FACED BY CHILDREN WITH LEARNING
DISABILITIES IN INCLUSIVE SETTINGS IN
NDARAWETTA ZONE BOMET CENTRAL
DIVISION - KENYA**

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DECLARATION

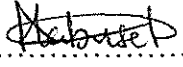
I declare that this is my original work and has never been presented for any award.

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Date.....*22/4/2010*.....

APPROVAL

This research report has been submitted for examination with my approval as a candidate's university supervisor.

Signed.....

Date.....21/4/10.....

MRS. TALIGoola DEBORAH

DEDICATION

I dedicate my work to the following, my wife Mrs. Joyce Mubei, my children Consolata Cherotic, Teresa Chepugetich and Angela Cherop my brothers and sisters and to my parents.

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I would like to thank the almighty god for the physical, mental, spiritual health, guidance and protection to me.

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ABSTRACT

This study seeks to investigate the challenges faced by Learners with disabilities in inclusive settings in Ndarawetta Zone Bomet Central Division - Kenya. The following objectives guided the study; Assess the quality of teachers who teach LDs in an inclusive setting; to establish if any effort has been made by educators, to identify the categories of learners with LD in order to offer them appropriate support; to ascertain socio-economic challenges the LDs are facing in inclusive educational settings; to establish if the same children have other co-current disorders; to assess the interventions which teachers have adopted by teachers and how they felt towards these pupils in class. Respondents were selected randomly and quantitative and qualitative methods were used to collect data. Findings showed that that very few teachers in inclusive primary schools are unable to effectively teach pupils with learning disabilities. It appears that teachers do not have the specialized skills to teach the diverse learners. Secondly all teachers were in agreement that some of the learning disabled pupils faced a challenge of discrimination. Conclusions and recommendations were made. Government should continue to provide special incentives for increased retention of girls in primary schools.

CHAPTER ONE

1.0 Introduction

It has been observed that almost all public primary schools are characterized by diversity because society itself is diverse. The diverse nature of learners in any given classroom is not by accident, but has occurred following Government of Kenya realizing that all children can learn regardless of their different learning ability. All that matters is instructors providing the necessary and appropriate mean of learning. The children therefore with learning disability are not misplaced after all, by learning in an inclusive setting. The question is they really deriving meaning out of learning together with other pupils? If not what could be the contributing factors to their challenges?

It is estimated that at least 5% of the learners in inclusive educational setting have learning disabilities (LD). LD is not a single disorder, but includes disabilities in any of the seven areas related to reading language and mathematics. These learning disabilities usually concur with one another and with social skills deficits and emotional or behavioral disorders (Lyon, 1999). This therefore is not only a challenge to the teachers who experience then during instruction but also to the children themselves, who are taught by these teachers, who have little or none of the specialized skills of teaching such children with multiple disabilities, in the same class with their counterparts. Even children with relatively subtle linguistics and require the expertise of

teachers who are well trained. This however proves un realistic because little has been done by government to train the teachers in specialized education. Besides the implementation of inclusive free primary education was done before the teachers were trained.

The researcher identified therefore a discrepancy between the normal way that the education of LDs and what is now in primary school currently. This could endanger the right to education among the LDs.

1.1 Statement of the problem

There is now abundant evidence that it is rare for a child with learning disabilities to manifest only one specific type of disability. This therefore becomes a burden to teachers in giving appropriate remediation for these children with LD. Hence it is hard to rule out if really these children are not facing any challenges at all as they study with the rest of their peers. The fact that the same children could be also experiencing concurring disorders. This study therefore seeks to investigate the challenges LDs are facing when in inclusive learning setting.

1.2 Purpose of the study

This study seeks to investigate the challenges faced by Learners with Disabilities in inclusive settings.

1.3 Specific objectives

The study shall seek to:

1. Assess the quality of teachers who teach LDs in an inclusive setting

2. To establish if any effort has been made by educators, to identify the categories of learners with LD in order to offer them appropriate support.
3. To ascertain socio-economic challenges the LDs are facing in inclusive educational settings.
4. To establish if the same children have other co-current disorders
5. To assess the interventions which teachers have adopted by teachers and how they felt towards these pupils in class.

1.4 Research questions

The following research questions have been formulated to guide this study;

1. Do teachers in inclusive educational setting have any form of specialized education to enable them carryout meaningful instruction to the children with learning disabilities?
2. What methods have been used to identify the children with learning disabilities?
3. What socio-economic challenges do these children with LD face?
4. Do the children with LDs have co-current disorders?
5. What learning interventions have been adopted for the LDs in inclusive education settings?

1.5 Scope

This study shall be carried out in Bomet central division in Kenya to investigate the challenges faced by LDs while in primary schools. The study shall utilize five primary schools and have implemented inclusive free primary schools. The study shall use the parameters

of training of teachers, ability to assess and identify the diverse disorders amongst the LD, the exact challenges faced by these children with LD, whether these children experience co-occurrence disorders and to assess the learning interventions adopted by the teacher to cater for the needs of these children. The study begins in August 2009 and expected to end in July 2010.

1.6 Significance

The information in this report is quite useful to the teachers carrying out instruction in inclusive settings. This is because since many of them have lowly qualifications in special needs.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter makes an attempt to explore variant theoretical statements written by experts in special needs education about learning disabilities.

Psychologist Woolfolk (1998) asked the following set of questions that, how do you explain what is wrong with a learner is not mentally retarded, emotionally disturbed or educationally deprived, who has a normal vision and language capabilities and who still can not learn to read and write? Woolfolk later gave an answer that the learner has a learning disability. This is a relatively new and controversial category of exceptional learners.

Gearheart, Weishaln and Gearheart (1992) gave a broad explanation of learning disability to a number of conditions or disabilities historically recognized as separate and distinct. The commonality is that these children have got difficulty in learning.

The same writers also describe specific learning disability as a disorder to one or more of the basic psychological processes involved in understanding or using spoken or written language, which may manifest itself in an imperfect ability to listen, think, speak, read, write, and spell or to do mathematical calculations.

An important exclusion of the definition of LD is its exclusion that learning disabilities can not be attributed directly to mental retardation, emotional disturbance, cultural difference or disadvantage. Therefore the concept of LD focuses on the notion of a discrepancy between a child's academic achievement and his or her apparent capacity to teach (Lyon, 1999).

Learning disability is not a single disorder but a general category of special education composed of disabilities in any of seven specific areas namely: receptive language(listening); expressive language (Speaking); basic reading skills, reading comprehension, written expression, mathematical; calculation and reasoning (Lyon, 1999). The same author continues that these types of disabilities frequently co-occur with one another and also with certain social skills deficits and emotional or behavioral disorder such as attention deficit disorder.

Similarly in Kenya primary schools, where the policy of inclusive education has been implemented, children with the above characteristics exist and study together with other diverse learners. The fact is that some teachers are not fully aware of the exact disabilities which these children with LD have.

Characteristics of LDs

As teachers attempt to identify the characteristics of LDs children, they should keep four points in mind. First, each learner is unique and may exhibit a learning problem in one area but not in others. Second characteristics used in identifying a learner with learning

disability must persist over a time. Many children who are not learning disabled exhibit LD characteristics for some brief period of time. Third, in identifying learning disabled, it is preferable to describe characteristics behaviours other than to label a learner. Lastly learning disabilities are identified in terms of a discrepancy between achievement and estimated ability (Haring and Marckomick, pg128).

Academic learning difficulties are the most widely accepted characteristics of LD individuals. Mathematics, reading written expression are the areas in which these problems occur, with reading the most common area of difficulty. Reading difficulties are manifested in a variety of ways.

According to Lyoid (1999), reading disorders reflected in deficient decoding and word recognition skills are common in LDs and may have been caused by deficiencies in the ability to segment syllables and words into constituent sound units called phonemes.

Haring and Mackomic highlighted that LD's reading habits range from insecurity, loss of place, tension movements which lead them to frown, fidget, lipbide. They at times tend to distract the teacher while others may even refuse to read. The same scholars also contribute that LDS, when recognizing words tend to omit or insert some. They also reverse the words, insert their own words and will always have a poor pronunciation of words. As for their comprehension, the LDs can not successfully recall the basic facts and are therefore unable to answer specific questions about the

passage. They may also fail to tell the sequence of allonym or even a mere recalling of the main reading. Lastly LDs are most likely to read word by word and may also not phrase the passages as desired.

Loyd (1999) further warns that children with disabilities in reading frequently experience persistent difficulties in solving word problems in mathematics for the reason that the printed word is difficult for them to read.

Learning disability and performance in mathematics

According to Haring and Marcomick said arithmetic problems in LDs appear at all ages. During the primary years, children with LDs can not sort objectives by size, match objectives neither can they understand the language of arithmetic or grasp the concept of rational counting. In other words LDs demonstrate problems in mathematical calculations, mathematical reasoning or both. However, common sense would suggest that LDs attempt to reason mathematically is of course would be limited calculator skills.

Unfortunately a major difficulty in identifying mathematics learning disabilities accurately is that, like learning to read, learning mathematics concepts is dependent on the teacher's knowledge of the mathematical concepts and ability to present them.

Learning disabilities in written expression

According to Gearheart, Weisham and Gearheart (1992), typically, children who display LD in written expression have difficulty in

spelling formulation and expression of ideas, handwriting and knowledge of grammar and syntax.

Language difficulties

Perhaps 50% of Ls have language and speech problems (Marge, 1972). Language and speech difficulties reflect deficient skills in oral expression and listening comprehension.

Learning disabilities in written expression

According to Snowman (1993) typically children who display LD in written expression have difficulties in spelling, formulating and expression of ideas, handwriting for example and knowledge of grammar.

Motor disorders

Myers and Hamil (1982) suggested that at least three dominant areas of motor disabilities namely hyperactivity, and incoordination. Hyperactivity is a condition manifested in excessive movement which is not purposeful. Therefore a hyperactive learner is unable to sit or stand still, and consistently will move about in the classroom and translates the need to be active, into finger and foot tapping when confined to seat.

The hypoactive LD child may sit quietly for long periods at school and accomplish very little work. This of course reflects the challenge both the teacher and the pupil with LDs. Also at times LDs manifest gross motor control problems. This is seen in their

inability to throw and catch a ball, skip, and hop. Such children can not cut with scissors neither can they button or zip.

Social emotional challenges

In the broad sense, data indicate that learning disability, no matter what the specific type, has a tendency to co-occur with social-adjustment problems. Bruck in here review of the literature on social and emotional adjustment concluded that children with learning disability are more likely to exhibit high levels of anxiety, withdrawal, and depression and low. This co-morbidity is persistent. Since these LDs are poor performers in class it appears that such emotional disorders reflect adjustment difficulties resulting from academic failure.

Lyoid (1999) contributed that in general social skills deficits include difficulties in interacting with people in an appropriate fashion. Lyoid cited the following examples of social skill deficits, lack of knowledge of how to greet people, how to make friends and how to engage in play grounds games. Lyoid further identified girls with LDs to have a higher chance of social skill deficit than boys.

Philosophical statements on education of learners with disabilities

According to Gearheart et al (1992), whatever the prevalence of learners with disabilities in school. It is essential to serve the needs of children with learning disabilities.

It is important to establish the principle upon which to base service. To this end special needs education expert developed the theoretical statements for education of the disabled learners.

It is believed that learners with disabilities have the right to education that will permit them to develop their abilities in the fullest possible extent.

Secondly educational programs should be modified and specialized to meet these needs of LDs.

Third educational planning should emphasize learning strength and abilities. And that labeling must be avoided.

Principles which are closely related to the above mentioned mission statements (Gearheart, 1992)

Early intervention is important

Minority or low socio-economic status LDS may present unusual problems in assessment, therefore educators should take care when this may be a factor.

It is possible to review some disabilities as symptoms rather than specific disorders and may exist at one time in life and not the other.

A wide variety of services and the total spectrum of service delivery capabilities are essential.

Abroad based, flexible assessment program should include provisions for initial and ongoing assessment and formal and informal.

When properly applied, the least restrictive environment will effectively unite the skills of regular, educators and special educators thus providing maximum assistance to learners with disabilities (Gearheart et al, 1992).

Interventions for the LDCS

First and foremost pupils with learning disabilities are equally important. Pupils with learning disabilities have to identify. On this ed note Lyoid (1999) advises that for diagnosis and identification of learning disabilities, a classification system is required. This system will identify different types of learners with LDs and their distinctions and relationships.

Banks and Banks (1990) on the above note suggest that prospective longitudinal studies of LD can serve as a platform to:

1. Identify critical learning and behavioral characteristics that may be manifested in different ways.
2. Develop early predictors of underachievement for different academic domains for example in reading, written, language and mathematics.
3. Identify commonly occurring disorders and secondary behavioral consequences that develop in response to failure in school
4. assess the efficacy of different treatment and teaching methods for different types of learning disabilities

Snowman (1993) however, also contends that in any case a pupil with LD is not officially identified; teachers should prepare their own version of individualized education programs.

Egen and Kochak (1994) however have highlighted that although early identification is important, several factors complicate the process. First uneven rates of development can easily be mistaken for learning disabilities yet they can be outgrown. Second management problems may complicate identification.

Adaptation of instruction

According to Gloria Dye (2005), most children with disabilities have difficulties in processing information thus the most fundamental characteristic of LDs is their lack of academic achievement in one or more areas. Given the lack of background knowledge and the inability to organize the information, it may be difficult for such a child to retain that's newly learned information.

Egen and Kochak (1994) to this end of effective instruction also suggest that in order to help overcome a history of failure and frustration, teachers have to convince them that renewed effort will work. So the teacher will have to change the instructional methods. Peer tutoring has been used effectively with students having learning disabilities and much of the benefits come from actual tutoring as was suggested by Eiserman (1988).

Ormod (1998) identified strategies for facilitating cognitive processing of information in students with special needs as follows: Getting learners attention, analyzing their taking prior knowledge into account.

Smith et al (1998) in their teaching tips for use in learning strategy that matches their task or setting, assessment of the learners current level of strategy, using and teaching a strategy that is needed to increase their level of performance.

Ormrond (1998) advised that for learners with general delays in cognitive and social functioning teachers must keep instructional materials simple, emphasizing relevant stimuli and minimizing irrelevant stimuli. The teacher should provide clear instructions that focus learner's attention on desired behaviors. Instruction to be paced to allow sufficient time for students to perceive and process information.

Presentation of information in an organized manner is one learning strategy suggested by special education experts such as (dye, 2005). The same author advises the use of graphic organizers.

Dowdy et al (1998) when writing on classroom accommodation for the LDs, highlights teachers to: re-teach vocabulary and assess prior knowledge of learners before introducing any new concept. Provide multiple opportunities to learn the content; cooperative learning activities, study guides, choral providing oral and written directions that are clear and simple, providing frequent feedback.

Dowdy et al (1998) also has teaching tips for learners with writing. According these authors a word processor can be adopted, to allow legible format and simplifies proof reading and revising.

Gearheart et al (1998) highlighted the teaching suggestions for mathematical concepts:

Teachers to reinforce the association between numbers and sets. To allow learners to verbalize what they are writing as they complete their assignments if they find it helpful. Encourage learners to use object materials when completing computation assignments. The same authors advise further to encourage rather than discourage learners.

Smith et al (1998) also advises that instruction strategies for poor listening skills may take this form:

- L Look at the teacher
- I Ignore the learner next to you
- S Stay in your place
- T Try to visualize and understand the story
- E Enjoy the story
- N Nice job! You are good listener

Challenges of teachers versus challenges of the LDs

Even children with subtle linguistic and reading deficits require the expertise of a teacher who is well trained (Lyoid, 1999).

More so, many societies now require that all pre-service teachers take at least a course in special education. Usually such courses

give a general overview of different areas of exceptionality and are designed to help teachers develop appropriate teaching strategies. These of course will create in teachers an awareness of different disabling conditions in children and to develop an attitude acceptance towards the learners who exhibit these conditions and characteristics. The same authors highlight a problem that even the most knowledgeable teachers are familiar with all the disabling conditions.

In the light of Banks and Banks argument we can not be sure that all teachers have enough knowledge about the LDs. And besides the diverse learning needs which the teachers are already struggling with can have a great negative impact on the teachers attitudes towards these LDs.

Conclusion

From the above citation, indeed the children with learning disabilities face a number of educational challenges which have to be addressed in the mainstream. This therefore calls for specialized teaching which the regular teachers may also need when teaching.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas, from which research was carried out and methods of selection of respondents. It also explains the methods used to collect process and analyze data.

3.1 Research Design

This study followed a descriptive research design because the researcher used one zone in the district as a case study. Both qualitative and quantitative methods were used. The quantitative and qualitative techniques were used to collect and analyze data.

3.2 Study population

The study was carried out in the selected primary schools found in Ndaewetta zone Bomet central division in Kenya. The study involved both pupils and teachers.

3.3 Sample framework

3.3.1 Sample size

A total of forty five pupils and teachers were used for this study

3.3.2 Sample technique

Using a convenient sampling technique, a total of forty five respondents were picked at random to participate in this study.

3.3.3 Sample procedure

In carrying out the research, the researcher obtained a release letter from the course administrator which he presented to the schools under study.

3.4 Methods for data collection

3.4.1 Instruments

Questionnaires

These were used to collect information from learners as they are the major respondents for this study. Interviews were held with the teachers to get their views on the topic of the study.

3.4.2 Sources of data

This study used both primary and secondary data. Primary data were collected using questionnaires and interviews were carried out with both learners and teachers. Secondary data were gathered through document analysis in the form of reports, training manual, news papers, and journals for the period under study was read and the required data collected from them.

3.5 Data processing and analysis

Qualitative data involved three sets of activities which included; editing, coding and frequency tabulations. Editing was done by looking through each of the field responses from interview guides ascertaining that every applicable question has an answer and all errors eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded onto coding the various responses given to particular questions that lack coding frames, she then established how many times each alternative response category was given an answer using tally marks which was later added up.

Data were then presented in frequency tabulations rendering it ready for interpretation. Quotations and field notes made were also included.

CHAPTER

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This study set out to investigate the challenges faced by children with learning disabilities in inclusive settings in Ndarawetta Zone Bomet Central Division – Kenya. The following objectives guided the study;

- i. Assess the quality of teachers who teach LDs in an inclusive setting
- ii. To establish if any effort has been made by educators, to identify the categories of learners with LD in order to offer them appropriate support.
- iii. To ascertain socio-economic challenges the LDs are facing in inclusive educational settings.
- iv. To establish if the same children have other co-current disorders
- v. To assess the interventions which teachers have adopted by teachers and how they felt towards these pupils in class.

Chapter four presented data collected in the interpretations according to the set objectives.

4.1 Professional training of teachers in inclusive settings

A professional teacher in this context is one who has undergone training in special needs educational. The study therefore had to find out the number of those teachers who had any form of qualification in special needs.

Table 1: Presents the teachers professional qualification

Teachers professional qualification	Frequency	Percentages
Special needs education	8	16
Guidance and counseling	2	4
General teachers	40	80
Total	50	100

Source: Field data 2010

It was established that out of the fifty teachers interviewed in this research, only eight of them had formal knowledge and skills of special needs education. Forty were mostly general teachers while two had guidance and counseling skills. This therefore revealed a challenge in that most teachers were not professional enough to handle the MR pupils in an inclusive setting.

4.1.1 Certification attained in special needs education

It was assumed that teachers with the highest certification in special needs were most capable to carry out instruction of pupils with MR in an inclusive setting.

Table 2: Presents the certification attained by the teachers

Certification attained by the teachers	Frequency
First degree	2
Diploma	6
Total	8

Source: Field data 2010

Findings indicate that out of the eight teachers established earlier on to have specialized in special needs education, only two had a first degree and the six had diplomas. These were capable of carrying out meaningful instruction to the MR pupils.

4.1.2 Relevance of qualification to teaching in an inclusive setting

The researcher wanted to get the teachers view about how beneficial the qualification has been in order for them to teach effectively to the learners with learning disabilities.

Table 3: Presents the relevance of qualification to teachers

Relevance of qualification to teachers	Frequency	Percentages
Yes	50	100
No	-	
Total	50	100

Source: Field data 2010

From the above analysis, it was established that all teachers claimed that their professional certification was of great use to their teaching of the learning disabled.

4.1.3 Prevalence of learners with learning disabilities in inclusive classrooms

Teachers were asked if they had any children with learning disabilities in their classes.

Table 4: Presents the prevalence of LDs

Prevalence of learning disabilities	Frequency	Percentages
Yes	50	100
No	--	
Total	50	100

Source: Field data 2010

According to the table all teachers shared that in their classrooms they were teaching children with Learning disabilities.

4.2 Methods used by teachers to identify these children

The substantial increase in the identification of learning disabilities has caused many researchers to question the validity of the data. Therefore there is no reason to doubt the teacher's response that in they had encountered learning disabled pupils in their groups.

Table 5: Presents the methods used by the teachers to identify LDs

Methods used by the teachers to identify LDs
Identified using behavioral and learning characteristics
I assessed their achievement in different subjects and found that they were below average
I discovered that they had other disorders
The parents highlighted us

Source: Field data 2010

From the above information, it was established that some teachers studied the children's behavioral and learning characteristics. 16 more teachers looked at their achievement in different subjects and found out that they had some disorders which made them suspicious. 42 teachers shared that they had been informed.

The above finding showed that most of the teachers had accurately identified the LDs although it had been established by Lyon that not all symptoms that these children exhibit can be used to classify them to be LDs since they may appear and disappear because of other factors. This therefore was lighted as a challenge. It could be that some children had been left out because of the teacher's inability to identify them. Perhaps the most significant and persistent problems is lack of precise identification criteria of LD.

4.3 Problems faced by LDs at home

Poverty and disability are often found together and each tends to exacerbate the other. Also culture has to some extent sentenced some children with LD to pain and suffering. Such children are usually stigmatized hence worsening their educational achievements at school.

Table 6: Presents the teachers views on the problems LDs may be facing at home

Teachers views on the problems of LDs facing at home	Frequency	Percentages
Total		

Source: Field data 2010

According to the table it was established that poverty was a major factor which could be challenging the children with LD at home as evidenced from the 32 teachers. However 10 more teachers said they were discriminated upon and the remaining 8 said that they were being deprived of some basic needs.

4.3.1 Learning deficits common in pupils with learning disabilities

The researcher sought to know what learning deficits the LD pupils exhibited more.

Table 7: Presents the teachers comments on the learning deficits of LDs

Learning deficits common in LDs	Frequency
Reading inability	50
Anxiety	17
Withdrawn, low self-esteem	24
Can not spell correctly	50
Very poor in mathematics	42

Source: Field data 2010

Findings show that all the fifty teachers had suggested that LD pupils experienced problems in reading. This was clearly stated by (Smith et al, 1998). Only 17 teachers suggested anxiety in the LDs and only 24 had observed withdraw and low self-esteem among the pupils with LDs.

All teachers had observed that LDs could not spell correctly and 42 observed the poor performance in mathematics.

Indeed what the teachers had observed were challenging these children's academic achievement. Reading is a key to understanding all other subjects but if a child can not read then he/she is most likely to experience other problems.

4.3.2 Presence of learners with more than one learning deficit

There is abundant evidence that it is rare for a child with learning disabilities to manifest only one specific type of learning disability.

Table 8: Presents teachers comments on the possibility of learning disabilities to occur among LDs.

Other learning deficits in pupils with LD	Frequency	Percentage
Yes	50	100
No		
Do not know		
Total	50	100

Source: Field data 2010

From the above table it is evident that all the children identified with LDs had more than one learning disorder. This is therefore very challenging to both the learners and teachers because any intervention or remediation must consist of explicit instruction in all skills and may not respond to general instruction. It therefore requires experts using detailed intensive approaches. As a result instruction could produce bleak LDs

4.4 Learning interventions adopted in inclusive schools to help the LDs

Special educationists have always advised schools to adapt their curriculum and teaching approaches in order to accommodate even the learners with LDs.

Table 9: Presents the data on how teachers have adapted their school learning context to accommodate learners with LD

Learning methods on how to accommodate learners with LD	Yes	No	Not possible
Alteration of teaching methods to cater for LDs	24	11	15
Peer teaching	17	20	13
Computer/word processors	3	35	12
Choose a task which matches the LDs task	42		8
Keep instruction materials simple	50		
Provide clear instructions	50		
Simplified proof reading for writing skills	17	20	13
Verbalizing what is being written	44	06	
Memorizing of instructions given			

Source: Field data 2010

Findings show that 24 teachers had altered their teaching methods although the 11 did not, and the remaining thought it was not possible. Only 17 teachers talked about peer teaching, 20 did not even bother to do so. While the remaining 13 said it was not possible. Only three teachers used computer and word processors to help LD pupils learn effectively. The whole 35 teachers said they did not while the remaining 12 said it was not possible. All teachers said they used simple teaching learning aids, all of them said they tried as much as possible to provide clear instructions. When it comes to teaching writing skills, only 17 teachers simplified proof reading and the 20 did not, while the remaining 13

said it was not possible. Verbalizing what was being written was done by 44 teachers while the 6 did not.

4.5 Challenges faced by teachers who teach pupils with learning disabilities

The fact that pupils with LDs have a variety of learning difficulties, it is possible that the teachers could be experiencing challenges trying to instruct to them in an inclusive setting where diversity may make it hard for this teacher to acquire the curriculum material to serve all the learners.

Table 10: Presents challenges faced by teachers who teach pupils with learning disabilities

Challenges faced by the teachers	Frequency
The curriculum is over loaded and therefore there is no time to cater for LDs	46
These children are so tiring to teach since they can not successfully read.	49
Their behavioral disorders are sometimes stressing	35

Source: Field data 2010

According to the table above teachers complained about having an overloaded curriculum which left them with almost no time to attend to the LDs pupils. 49 teachers also contributed that teaching LDs was tiring that teachers could not get time for rest.

Another challenge was that some LD, had undesirable behavior, this posed them a problem for the children.

The above finding clearly shows that a number of teachers who are teaching in an inclusive setting. The teachers also exhibited some ignorance of both teachers and parents.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study set out to investigate the challenges which LDs pupils in inclusive primary schools. Chapter five summarizes what were analyzed in the previous chapter.

5.1 Summary of findings

Professional qualification of teachers in inclusive settings

Findings highlighted the following;

That majority of the inclusive teachers were general education teachers (28), only very few (8) were special needs teachers and another handful had specialized in guidance and counseling.

Finding shows that very few teachers in inclusive primary schools are unable to effectively teach pupils with learning disabilities. It appears that teachers do not have the specialized skills to teach the diverse learners.

Of the eight teachers who had been identified as professional special needs teachers, only two had a first degree in SNE and the remaining had diplomas.

Prevalence of LD in inclusive settings

All teachers said that in their classrooms there existed learners with learning disabilities.

About how the teachers identified them, some of the teachers had observed their behavior and learning characteristics and realized that it some how differed from the rest. Sixteen teachers had however analyzed their academic achievement and realized they were lower than average.

Eight teachers however commented that they had discovered that these children had more other disorders. Lastly forty two teachers said that parents had notified them about the condition of these children.

Findings showed that to some extent the teachers had accurately identified the LDs using the recommended characteristics but according to Lyoid, these symptoms and signs can be temporary enough to label these children as LDs. The challenge highlighted here is that some pupils could be mistakably identified as LDs, while others may be left out and therefore could receive no special support from the teachers.

Problems faced by Ds at home

About the problems faced by LDs at home, teachers contributed that most children with learning disabilities came from families with a low economic status and this implied that they receive little support from the parents.

Secondly all teachers were in agreement that some of the learning disabled pupils faced a challenge of discrimination.

Learning deficits common in the LD's in inclusive primary schools

According to fifty teachers, children with LD were not able to read. Fifty teachers once again had noted a challenge of not being able to spell correctly. Forty two teachers noted the LD's very poor performance in mathematics and only seventeen teachers had identified anxiety among the learning disabled pupils. It is clear all those characteristics cited by the teachers have been earlier on suggested by researchers such as Smith et al (1998). They can be barriers to effective learning in inclusive setting and therefore teachers are to greatly take the most extra precaution to help to LD in class.

Presence of LDs with more than one deficit

The findings indicate that all learners identified by teachers, as having learning difficulties had more than one learning deficit. This is not only a challenge to the learners themselves, but even to the teachers who are already overburdened with the diversity in classrooms. This means that teachers will have to labor and carryout further individualized teaching to cater for the diverse learning deficits of this category of pupils.

Adaptation of learning intervention in inclusive primary schools to cater for the LDs

Findings showed that half of the teachers had managed to alter their methods of teaching to the LDs but the rest were finding it difficult. Only seventeen teachers were trying to teach LDs using peer teaching strategy. The rest were not. Only three teachers could apply computers and word processors to carryout to the LDs. All teachers were trying to keep instructional materials, skills simple. And forty two teachers said they chose tasks which matched the LDs tasks. Lastly forty two teachers allowed learners with LD to verbalized and memorize what is being written down during the lesson.

The above findings show that teachers can only manage to apply some few instructional approaches to teach the LD but not all of them. The LDs are therefore facing learning challenges because of this.

Challenges faced by teachers

Teachers said they faced the following challenges: the curriculum was over loaded for them to successfully cater for each individual learners needs. As a matter of fact, the pupils with LD worsened the situation because of their complex learning deficits. The teachers complained about the children not being able to successfully read thereby complicating further their problem. Some thirty five teachers said these children had short tempers and therefore teacher were finding a problem to interact with them.

5.2 Conclusion

Indeed pupils with learning disabilities face a number of learning challenge both at school and at home. The fact that these children exhibit diverse learning problems it becomes a complex challenge for the teachers who encounter them in inclusive challenges. Two problems which tend to compound their challenges is that they can not effectively read so teachers labors hard to make them acquire what this reading skill must communicate to them. The second problem is their temper. While teachers may try much to ensure that these children try to learn something they are challenged further by the LDs temperament. With the workload which the teacher is already carrying as far as diverse teaching in an inclusive setting is concerned. And with the lowly qualification of the majority of the regular teachers, it is therefore questionable whether indeed the learning disabled students in inclusive setting are befitting from the instruction carried out there.

5.3 Recommendations

Government should continue to provide special incentives for increased retention of girls in primary schools.

A gender appropriate curricular is also highly essential. The teaching of human rights and the integration of gender awareness/analysis in all aspects of education must be initiated. This will help to eliminate negative gender stereotyping.

Parents have to be mobilized and sensitized about girl child education. If possible government has to mobilize and sensitize and train the population on gender issues.

It is high time government thought of promoting legal literacy and creating necessary infrastructure for reaching women at all levels while training law enforcement institutions in gender issues. The provisional administrators should enforce the rights of girl child education stipulated in the children's Act with regard to early marriages and child labor with a view of stamping them out.

Teachers also need some form of sensitization on how to carryout gender responsive teaching so that even girls are given equal opportunities in performing as well as boys in the subject they teach.

Teachers should try as much as possible to encourage equal participation in all classes particularly in maths and science classes. One demanding but effective technique is to call on everyone in the class individually and by name.

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APPENDICES

APPENDIX A: QUESTIONNAIRES FOR TEACHERS

Dear Teachers

I am a student of Kampala International University carrying out a research on the **challenges faced by children with Learning Disabilities in inclusive settings**. Any assistance offered to me shall be highly appreciated.

Instructions

Please tick or fill in the right answer

1. Your teaching experience in an inclusive setting in years

.....

2. Your academic qualification

First degree

Diploma

Certificate

Others

3. Additional academic qualification

.....

4. Have you had any professional training in special need education?

.....

5. What award did you obtain?

Degree

Diploma

Certificate

6. Has it been of great use to your teaching in an inclusive setting?

Yes

No

7. Do you have children with learning disabilities in your classroom?

Yes

No

8. How did you establish whether they had this problem? Please explain

.....
.....
.....

9. What problems do these LDs face at home?

Discrimination

Poverty

Deprivation

10. Please specify

.....
.....

11. What learning deficits are common in these children you are calling LDs?

.....
.....
.....

12. Do you have some learners with more than one deficit?

.....

.....

13. Do you have a formalized method of identifying children with learning disabilities?

Yes

No

Specify why

.....

.....

14. How have you altered your teaching methods to accommodate the needs of learning disabled children?

.....

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.....

15. Do you sometimes use peer teaching of your class?

Yes

No

16. How do you teach reading to the LDs in your class?

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17. How do you teach them the writing skills?

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18. Have you adopted word processors to teach writing skills?

Yes

No

19. How do you teach the LDs mathematics?

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20. How do you control their behavior?

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21. List some challenges you are facing when teaching the LDs in your class?

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KENYA-BOMET DISTRICT-NDARAWETA ZONE

