

**TEACHERS' ATTITUDES TOWARDS TEACHING PUPILS WITH
LEARNING DISABILITIES IN SCHOOLS UNDER FREE
PRIMARY EDUCATION IN GITHUNGURI
DIVISION KIAMBU DISTRICT-
KENYA**

By

JANE WAIRIMU NJOROGI

BED/SNE/13765/61/DF

**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**

AUGUST 2010

DECLARATION

I, do hereby declare that the study titled, "Teachers attitudes Towards Teaching pupils with Disabilities in schools under Free Primary Education" is entirely my own work, except where acknowledged this title has not been submitted before to any other university or institution of higher learning for the award of a degree.

Signed..........

Date.....04/15/2010.....

JANE WAIRIMU NJOROGE

Researcher

APPROVAL

This research report has been submitted for examination with my approval as the
Candidate's University Supervisor

1. Signed.....

Ochieng Moses

Supervisor

Date: 04/10/2010

DEDICATION

This project is dedicated to my beloved husband Samwuel, my son John, my daughter Martha and friends in our education class who assisted me tirelessly since we joined the university together.

ACKNOWLEDGEMENTS

I wish to thank the almighty God for his wonderful plans for me. His mighty hand has been on my side, supporting and encouraging me. I am specifically thankful for the gift of knowledge and wisdom used to accomplish this research. I will praise Him always.

I extend my gratitude to my supervisor Ochieng Moses for his advice and wise counsels and encouragements that were of value from the commencement of this project. However, special thanks go to my lecturers who taught me.

In the same vein, I wish to express my love and appreciation to my family for patience, endurance and the cooperation received from them during the last three years of my course.

TABLE OF CONTENTS

Title Page	i
Declaration.....	i
Dedication.....	ii
Acknowledgements.....	iii
Table of Contents.....	iv
 CHAPTER ONE: INTRODUCTION	 1
1.1. BACKGROUND TO TH SETUDY.....	1
1.2. STATEMENT OF THE PROBLEM.....	3
1.3. GENERAL OBJECTIVES OF THE STUDY	4
1.4. SPECIFIC OBJECTIVES OF THE STUDY	4
1.5. SCOPE OF THE STUDY.....	4
1.6. SIGNIFICANCE OF THE STUDY	4
CHAPTER TWO.....	6
LITERATURE REVIEW	6
2.0. OVER VIEW.....	6
2.1. DEFINITION OF OPERATION KEY TERMS	6
2.2. PREVALENCE OF CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES	8
2.3. EFFECTS OF LEARNING DISABILITIES	11
2.3.1. Spoken language problems.....	12
2.3.2. Written language problems.....	12
2.3.3. Reading problems	13
3.0. OVERVIEW.....	15
3.1. RESEARCH DESIGN.....	15
3.2. SAMPLING PROCEDURE.....	15
3.3. A SAMPLE.....	16
3.3.1. Sample size	16
3.4. DATA COLLECTION METHODS AND INSTRUMENTS	16

3.5. PROCEDURE FOR DATA COLLECTION	17
3.6. DATA ANALYSIS TECHNIQUES AND PRESENTATION.....	18
CHAPTER FOUR	20
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS.....	20
4.1. INTRODUCTION.....	20
CHAPTER FIVE	32
SUMMARY, CONCLUSION AND RECOMMENDATIONS	32
5.1. INTRODUCTION.....	32
5.2. SUMMARY.....	32
5.3. CONCLUSION	32
5.4. RECOMMENDATIONS.....	34

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was undertaken to investigate teachers' attitudes towards teaching pupils with learning disabilities in schools under Free Primary Education (FPE) in Kenya. This chapter presents the background to the study, statement of the problems, objectives of study, scope of the study, research questions and significance of the study.

1.1. BACKGROUND TO THE STUDY

The closure of special schools increased the number of children with disabilities in Newfoundland 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 with disabilities. 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 students with disabilities including; type of teacher, nature of disability, teacher gender, school location, teaching experience, experience with and training concerning those with disabilities 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

students with disabilities have changed over the past ten years and the implications of any changes.

We also 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 centre's, special needs units and schools for the deaf. The centre's 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.

Our special education volunteers work as part of an integrated project, co-funded by the EU, to improve the skills of and life opportunities for disabled people, and to change social and political attitudes towards disability. Technical trainers, such as a carpentry instructor at a deaf school, are providing disabled people with vocational skills, while fundraising and management development specialists are helping to build the capacity of disability associations, such as the Kenya Society for the Physically Handicapped.

Education reform for poor people has translated into higher prices of basic goods (particularly food and agricultural inputs for family farms), loss of employment, a fall in government provision of education and health facilities and cost-sharing of school and medical fees. Many key issue that breed disadvantage in Kenya are interlinked. Lack of access to quality education contributes to a weak civil society, which in turn has allowed poor governance to continue.

Although the education of exceptional children is mandated by provincial law, this is no guarantee of the success of inclusion. While the philosophy that underlies this legislation has met with approval the implementation of inclusionary practices has not been without its difficulties. The movement towards full inclusion has meant that more and more regular teachers, including physical education teachers, are required to teach children with disabilities. Researchers have identified a number of variables that may contribute to teacher willingness to include those with disabilities.

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-Johannson & 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).

1.2. STATEMENT OF THE PROBLEM

Despite the pressure and the teachers' attitudes towards teaching pupils with learning disabilities in schools under free primary education (FPE) in Kenya, the number of teachers has not been significantly increased to match the number of disabled pupils. The researcher intends to examine the challenges these teachers face because these pupils some of them are blind, deaf can

not walk properly plus being handicapped as one way to study and provide recommendation on how the challenges could be handled to strengthen the FPE programme.

1.3. GENERAL OBJECTIVES OF THE STUDY

The overall objective of the study is to investigate the teachers' attitudes towards teaching pupils with learning disabilities in schools under free primary education (FPE) in Kenya.

1.4. SPECIFIC OBJECTIVES OF THE STUDY

The specific objectives of the study were to;

- (i) Find out the challenges facing the primary teachers in Githunguri division, Kiambu District.
- (ii) Analyze the relationship between the availability of sufficient teaching materials and performance of disabled pupils in the selected primary schools.
- (iii) Assess the impact of teachers' attitudes towards teaching pupils with learning disabilities in schools under free primary education (FPE) in Kenya.
- (iv) To suggest possible to negative attitudes of the teachers towards teaching pupils with learning disabilities in schools under free primary education (FPE) in Kenya.

1.5. SCOPE OF THE STUDY

The study will be carried out in Githunguri division, Kiambu District Central Province- Kenya, because it is nearer and accessible by the researcher in terms of transport.

1.6. SIGNIFICANCE OF THE STUDY

The findings of the study will assist the teachers and head teachers in different schools concerned with the challenges faced under FPE programme, researchers and policy makers like, district

councilors, District education Officers who play a pivotal role in promotion of primary education programmes in Githunguri Division, Kiambu District, Central 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 and Sports.

As a student of education, I am optimistic that 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 it help in promoting an open and private sector based projects policies 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 to 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. OVER VIEW

In this chapter, a review of some literature about teachers' attitudes towards teaching pupils with disabilities in schools under free primary education and else where in the world was made. Specific interest areas on the philosophy and understanding of in-service education and its processes was given. 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 in the study.

2.1. DEFINITION OF OPERATION KEY TERMS

Scholars agree with the public law 91-230 which sought to legislate the education of children with learning disabilities in United States which proposed the following definitions (section 602-15) 'Children with specific learning disabilities means those children who have disorder in one or more of basic psychological process 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 have learning problems which are primarily the result of visual, hearing, or motor handicap, or mental retardation, or of environmental, cultural, or economic disadvantage.

In 1989 a study was conducted to investigate the attitudes of teachers in Newfoundland and Labrador elementary schools toward teaching students with disabilities 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 with disabilities; and pre/in-service training for teaching those with disabling conditions. Additional information was gathered from the teachers on the specific nature of support services that they believed necessary to facilitate the successful inclusion of those with disabilities. 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 SPECIFIC LEARNING DIFFICULTIES

The prevalence of learning disabilities depends on the definition being used by professionals or organizations serving the children with learning disabilities.

Ndurumo proposed a prevalence of 3.0 % for Kenya in 1985.

It is important to exercise discretion when giving the prevalence of children with learning disabilities; 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 with learning disabilities, 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. In 1997-98 there were 391 schools in the province 260 (66%) being rural School boards were purposely selected from across the 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 disabilities. The PEATID-111, 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 & Rizzo, 1995; Kowalski & Rizzo, 1996; Rizzo, 1984; Rizzo & Vispoel, 1992; Rizzo & Wright, 1987; Rizzo & Wright, 1988).

Modifications to the instrument included: a language change so that the PEATH was not specific to physical educators thus enabling other specified teachers to respond to the instrument. A further modification for the 1989 study was the addition of the conditions multiple disability and physical disability with accompanying descriptions of these conditions. These revisions were evaluated by the same experts who established content validity of the original instrument and they agreed that the proposed modifications would not affect the validity of the instrument (Kuester, 1991; Rizzo, 1984).

A specific demographic/background sheet was prepared which asked for information pertaining to: location and grade levels of school, teacher gender, degree earned by teacher, experience with those with disabilities and an estimate of the quality of the experience, years of teaching experience, experience teaching those with disabilities, pre/in-service training concerning those with disabilities, and the types of support services believed to be essential for successful teaching of those with disabilities.

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 (Singapore). The preservice 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 with disabilities in regular classes, they would need help in behavior management, teaching strategies, classroom planning, and curriculum adaptation. Teachers’ attitudes were affected by such variables as efficacy, perceived competency in behavior management and teaching, and special education knowledge. The study’s findings are detailed in 14 tables.

(Contains 35 references.)

The institutionalization and the closure of special schools for those with disabilities increased the number of children with disabilities 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 disabilities 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 is 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 caregivers

2.3. EFFECTS OF LEARNING DISABILITIES

There are varying characteristics of children learning disabilities as reported by various professionals. 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) Difficulties 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 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. OVERVIEW

This chapter provides description of how the study was conducted. It brings out the research design, sample characteristics, sampling strategies, data collection methods, data type and source, data quality control, data analysis techniques.

Before the start of the data collection process, an introductory letter was first sought from the University concerning this research project.

3.1. RESEARCH DESIGN

The study used a combination of both qualitative and quantitative research design for the purpose of making valid conclusions. Quantitative design which is classified in two broad categories, that is; experimental and non experimental examined teachers' attitudes towards teaching pupils with disabilities in schools under free primary education as an independent variable where as qualitative design involved the use of questions to obtain views from the respondents.

3.2. SAMPLING PROCEDURE

Sampling techniques can generally be grouped into two; probability sampling that is adopted in quantitative research and non non-probability sampling that is used in qualitative research.

For this case, the researcher used probability sampling techniques because it is based on the principle of randomness and every respondent has equal chances of being selected at random.

3.3. A SAMPLE

A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. A population is a group of individual persons, objects, items from which samples are taken for measurements (social research, 2006).

3.3.1. 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 50 respondents and they included; the staff members and head teachers from the selected schools in Githunguri Division, Kiambu District. This was intended in order to get a variety of views and unbiased response which would have made the study a reality. Also this sample size will be 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.

3.4. DATA COLLECTION METHODS AND INSTRUMENTS

Data was collected from both primary and secondary sources. Secondary data was collected by extracting information regarding teachers' attitudes towards teaching pupils with disabilities, by reading newspapers, journals, text books plus the already existing work on internet and magazines. Primary data was obtained from the field by use of the following methods;

a) Direct observation

This method was widely used in particular it has the advantage of substantiating information obtained through other methods. It was used on its own to discover more

information and it involved personal perception and judgment of the phenomenon by use of sight. It was a major use in studying the state of the environment.

b) Interviewing

This involved making appointments with respondents the researcher met the respondents at the appointment time. The researcher conducted oral interviews using the guide made for particular respondents; the answers were then recorded for analysis.

c) Questionnaires

These were used to generate comprehensive data on various teachers' attitudes towards teaching pupils with disabilities and drawing various suggestions on how current situations can be improved up basing on what respondents see as a main problem affecting teachers.

3.5. PROCEDURE FOR DATA COLLECTION

After the approval of the proposal by the responsible authority at the faculty of education, the researcher got an introductory letter from the institute of open and distance learning KIU to progress to the field for data collection. The researcher presented the letter to the Githunguri Division, Kiambu District, who later introduced her to different L.CI officials who will assist 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 a 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 also carried out by the researcher.

3.6. DATA ANALYSIS TECHNIQUES AND PRESENTATION

The collected data was analyzed using a computer package called MS-Excel. 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. This yielded the primary data which was raw in nature. The recorded data was later edited and interpreted which ensured uniformity, legibility and consistence. Also, interview results were coded in frequency tables which was calculated in terms of percentages and presented in this study.

Tables are the most common method of presenting analyzed data. Tables offer a useful means of presenting large amounts of detailed information in a small place. Frequency distribution tables in this case were used where by response values are summarized in a table. Frequency distribution table measurements are grouped into classes. Then the number of measurements for each class is reported. The totals for each class are called the frequency of the responses for that class. Frequency distribution tables present the frequencies or counts of the occurrence of each value (class or category) of a variable (Babbie, 1990).

The main objective of graph is to present data in a way that is easy to understand and interpret, and interesting to look at. Common types of graphs include; bar charts, histograms, frequency

polygons, scatter graphs and cumulative frequency polygons.

For this research, bar charts and pie charts were used to present the collected data. A bar graph is a visual display used to compare the amounts or frequency of occurrence of different characteristics of data. This type of display allows us to:

- compare groups of data, and
- to make generalizations about the data quickly

Bar graphs are used to compare changes in given quantities or values and to show the relationship of these quantities to one another (McNabb, 2002).

A pie chart is a graphic display of data that depicts the differences in frequencies or percentages among categories of a nominal or ordinal variable.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1. INTRODUCTION

This chapter shows the different frequency programmes representing various responses from the field inform of pie-charts, graphs and tables with their respective headings.

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, pie-charts and graphs which was calculated in terms of percentages and presented in this study as illustrated below.

The number of pupils with learning disabilities before free primary education

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.

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 FPE 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.

Figure 1: Shows problems teachers face with FPE programme in relation to disabled pupils?

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 interviews in different schools of Githunguri Division, Kiambu 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 sub-county 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.

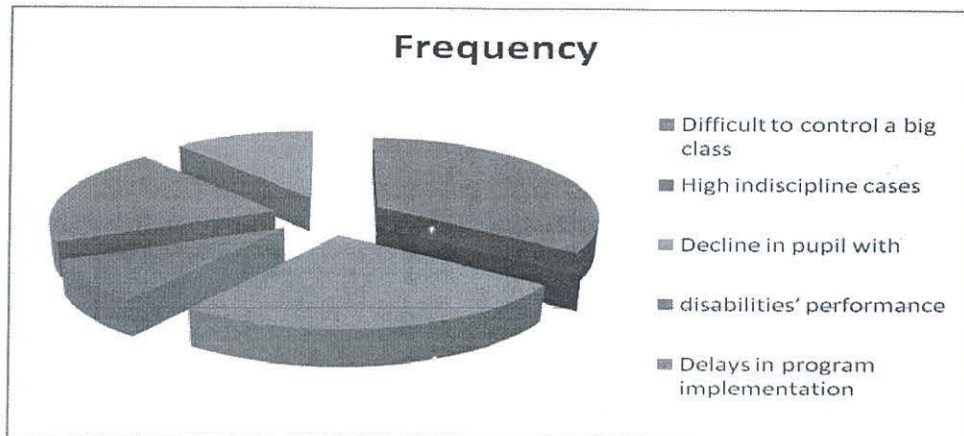


Figure 2: Has FPE reduced the academic standards in primary schools?

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

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 sub-county. 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 their have 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.

Table 1; Problems faced by teachers in schools under FPE in Githunguri Division, Kiambu 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.

Problems faced by teachers in schools under FRE in Githunguri Division, Kiambu District

Problems	Frequency	Percentage
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

Table 2: Effects of FPE and its associated features

The respondents were asked to mention the effects of FPE and its associated features. From their responses it was found out that the effects include: difficulties in controlling a big 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, they are high indiscipline cases in schools of this sub-county since the numbers of pupils with learning disabilities are big. The rate of indiscipline is increasing because the pupils in these schools 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 considers them as a whole class which is had 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.

During the study by the researcher in the field, 30% of the teachers said that, their biggest problem is finding difficult in controlling a big number of pupils with disabilities in small class rooms fore 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 teachers efficiency.

Skepticism arose 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 respondent was quoted to have said *'with me when had that they have made an increase for 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.

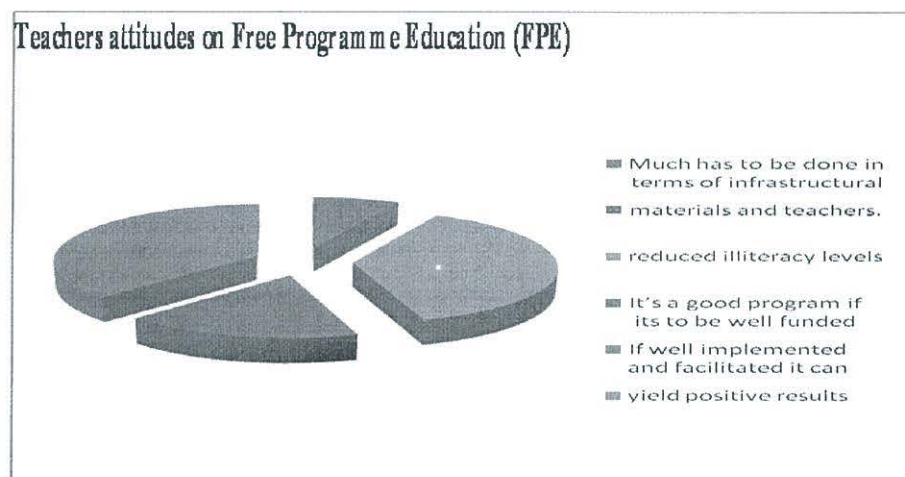
Although the study considered government aided schools, the teachers from the four primary schools where the interviews were conducted agreed with the statement, as they “witnessed saying that at times private schools face inadequacy of funds as represented” by 60%, while 13% of the teachers was not sure because some of the respondents were part timing in private schools especially in Githunguri Division 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 3; Teachers attitudes on Free Programme Education (FPE)

Among the various attitudes put forward by the respondents from the four schools that is; at the level were as follows; much has to be done in terms of social infrastructural development and training of more teachers as showed 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, but it has reduced on the 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 4; Ways to improve on the quality of FPE programme

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

Source: primary data

Table 5; People to praise/blame for the success/failure of FPE performance in Githunguri Division, Kiambu District

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

Source: primary data

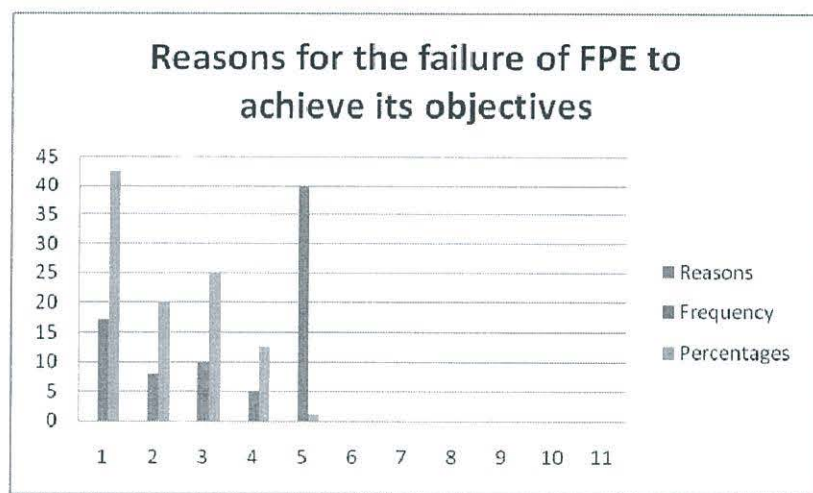
Among the people to be praised/blamed for the success/failure of FPE performance included both education officers and head teachers which was noted with 55% and 30% of the respondents respectively because they are the cornerstones behind the programme, while 15% of the respondents have expressed that teachers are part and partial of the people to be

praised/blamed for the success/failure of FPE performance because other appear to be not fully qualified in Githunguri Division.

Table 6; 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 FPE achieving its set objectives.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

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

5.2. SUMMARY

In order to understand the challenges facing teachers under Free Primary Schools programme 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 and sports directly affects them.

5.3. CONCLUSION

The study was carried out to find out the challenges facing teachers under Free Primary Schools in Githunguri Division, Kiambu District. 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 endeavour 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 to ensure 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.

5.4. 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 endeavour to forecast the challenges faced with 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 directors of studies if they are too busy with administrative work.

REFERENCES:

- Duquette & O'Reilly, 1988; *Principles and Practices of education*, new edition Longman
, Hongkong.
- Kuester, (1968), *The World Education Crisis: A systems analysis*: New York. Oxford University
press.
- Rizzo & Wright, (1988). *An introduction of Philosophy of Education*. London. Routledge and
Kegan Paul.
- Messick, 1984, (1994), "*Planning and Monitoring the Quality of primary education in Sub
Saharan Africa*" World Bank Washington D.C
- <http://www.worldbank.org/edn>, notes
- Teachers' behaviours' towards teaching pupils in primary education, annual report, at
the conference in Nairobi.
- The Monitor December 22 1997.
- The World Bank report on education in Kenya 2001.

**QUESTIONNAIRE FOR TEACHERS IN GITHUNGURI DIVISION,
KIAMBU DISTRICT- KENYA**

Dear respondent,

I am a student of KIU carrying out an investigation about the teachers' attitudes towards teaching pupils with disabilities in schools under FPE program. You are requested to participate by completing this questionnaire. All the information given was given strict 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

6-10yrs

11-15yrs

16 and above

5. How many pupils are in your classroom?

S. 1

S.2

S.3

S.4

S.5

S.6

S.7

S.8

6. The number of pupils before FPE 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 program 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 ☐