

**TEACHERS AND LEARNERS ADAPTATION PROBLEMS IN SPECIAL NEEDS
EDUCATION IN SELECTED SCHOOLS IN MUKONO DISTRICT-UGANDA**

**BY
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DECLARATION


"This research is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning"

Signature.....NDELE..... Date 14/9/18.....

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APPROVAL

"I confirm that the work reported in this research was carried out by the candidate under our supervision".

Signature  Date: 14/09/07

OKURUT GODFREY

Supervisor

DEDICATION

I dedicate this work to my beloved husband Mr. Ngabirao Herbert and my children Joy, Tomothy and Titus.

ACKNOWLEDGEMENT

I am very grateful to God, for the Grace and provision of finance, good health. My husband Mr. Ngabirao Herbert for the moral, emotional and financial support, lectures in the special needs department at Kampala International University.

ABSTRACT

The study aimed at establishing the teachers and learners adaptation problems in special needs education in selected schools in Mukono district, Uganda. Guided by four questions;-

- 1) What is the demographic characteristics
- 2) What is the level of adaptation problems faced by learners and teachers
- 3) What is the difference between the levels of adaptation problems of learners with special needs and their teachers
- 4) Is there any significant relationship between the level of adaptation problems of learners in Mukono district primary schools. Using a sample of 271, the study employed descriptive comparative survey design and found out that level of learners adaptation problems is high, the study also found out that level of teachers adaptation is high. The study further found out that there is no significant difference between male and female learners in terms of their adaptation problems. The study finally found out that there is a significant relationship between learners adaptation problems and teachers adaptation problems. The study recommended that there is a need for donor community to make provisions for impaired children. The government and the stake holders need to give schools attention as far as facilities like hearing aids, special equipment for the children. A clear cut policy should be put forward for special needs schools just like it has policies for the primary education. The parents who have children with impairment should give them extra attention as far as their studies are concerned. Preschool in Kenya has little or no attention from government and because of this, the section is lagging behind in so many aspects

ABBREVIATIONS AND ACRONYMS

UNESCO :The United Nations Education, Scientific and Cultural Organisation

MINEDUC :Ministry of Education

NCDC :National Curriculum Development Centre

PTA :Parent-Teacher Association

HAS :Home-School Association

CEODL :College of Education Open and Distance Learning

AIDS :Acquired Immune Deficiency Syndrome

KIU :Kampala International University

SPSS :Statistical Package for Social Sciences

SGB :School Governing Board

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CHAPTER ONE

1.1 Background of the study:

Children with special needs have been referred to as those whose performance and abilities differ significantly from that of the average child in the developmental norms. Special needs are barriers in and within the environment which hinder normal learning development of an individual. These children have sensory differences, cognitive differences, communication difficulties and multiple difficulties, health problems or political difficulties. Special needs has evolved over years starting with the period of neglect, rejection and isolation thus their needs are not adequately provided for by families and communities The independent (2010). Consequently, children with special needs

are thrown in the bush or killed. Some people condemn learners with special needs as not capable of reasoning and therefore cannot learn. This type of assumption and mistreatment has been interned or put under some control by religious bodies who started to build asylums and alms, houses for people with special needs. The independent (2009). In France, a young boy found in woods was picked by some farmers and brought to a doctor who worked in Paris. Spent many years trying to teach the boy to speak, read, write and possess the social skills required for independent living.

In America, special education for those with adaptation problems has its roots beginning through the efforts of Seguin, Itard's student who emigrated from France. Special education soon nourished and both residential and public

day schools developed throughout twentieth century. Until 1975 and the passage of the first individuals with disability education act, availability of educational opportunities to students with disabilities has been inconsistent. Special education is developing a continuum of services to meet the needs of students with disabilities who have been danded placements in general education or who are not succeeding in those classes.

In 1975, Paliament passed a national law guaranteeing students with disabilities access to education that is free and appropriate, offered in public system and at no cost to parents. Although applaud throughout most of the twentieth century, during the last decade, special education has been accused of: ineffective, discriminatory, segregating children from their peers,

serving too many students, costing too much and placing burden on local schools and protecting violent and unruly children. Betty M.P (2010).

Debates about efficacy of special education rage, and at the centre of continuing controversy is where students with disabilities should receive their education Betty Namboozee (2010).

In Africa, most countries have not set up meaningful resources to assist these children with adaptation problems. Quite large number of these children continue to grow mostly in war torn countries like Mozambique, Somalia, Sudan, Namibia, Congo where they are literally not taken care of. The children here end up stepping on land mines, which explode and kill them, The independent, Uganda (June 2006).

In Uganda the population of learners with adaptation problems is raising. The government though aware does not re-enforce the policy of taking these children to nursery school thus join primary one when they are over aged. Those who join considerably perform poorly in exams due to lack human materials and structural resources suited to their areas of specialties. Most communities in Uganda have traditional beliefs that mal-adaption is a curse hence mothers who give birth to mal-adapted children are chased away from the family and community: Daily monitor (2010). These children therefore are dehumanized depending on one's community.

Mukono district in worst despite the call and need for individualized education service, provision of necessary related services, assessment to the fullest extent possible in the least restrictive environment, and the regional assistance to state and district schools to ease the burden of excess cost to special education which include adapting materials, equipment and devices through the modern scientific advances for example the personal computers.

Because of the reasons mentioned and not the researcher will collect data concerning the adaptation problems of learners with special needs and their educators in Mukono district, Uganda. The researchers will also establish the extent to which learners with special needs are catered for.

1.2 Statement of The Problem

Adaptation has been a problem faced by quite a number of learners with special needs and their educator all over the world. As a result most of these learners have dropped out or missed to attend learning institutions completely due to certain learning barriers occasioned by their hand cap, disability or exceptional ability. Andrew Mwenda (2001) These learners with special needs

have been misunderstood, mistaken by parents, caretakers, teachers, siblings, and everybody else in their community thus, inability to accommodate them appropriately for active and meaningful participation in class, out of class, at home and even during play times.

On other occasions, learners with special needs are viewed as objects of pity, dependant on others, under-achievers, special persons who need to be in special school under special persons trained in a special institution. Whereas there could be many factors leading to the adaptation problems of learners, this study sought to find if teachers' adaptation problems could be related to learners adaptation problems. This therefore has led the researcher to carry out this study to find out adaptation problems of learners with special needs in Mukono district.

1.3 Purpose of The Study

1. To test the null hypothesis between the study variables.
2. To validate the differential association of Sutherland (1939) theory to which this study was underpinned.
3. To come up with new knowledge based on the study findings.
4. To bridge the gap in the reviewed literature.

1.4 Research Objectives:

General: This study sought to determine the adaptation problems of learners with special needs in selected primary schools, Mukono-district, Uganda.

Specific: Further, this study sought to:

1. Determine the Demographic characteristics of the following respondents:
 - (A) Teachers as to Age, Gender, Highest education qualifications, number of years teaching experience.
 - (B) Learners as to age and gender
2. Determine the level of adaptation challenges faced by;-
 - (A) The educators of learners in special needs education.
 - (B) Establish the extent of adaptation problems on learners with special needs education

3. To determine if there is significant difference between the male and female learners with special needs in terms of extent of the adaptation problems.

4. To determine the relationship between adaptation problems of teachers and adaptation problems faced by learners in Mukono district primary schools.

1.5 Research Questions

1. What are the demographic characteristics of;

(A) Teachers as to age, gender, highest educational qualifications, number of years teaching experience?

(B) Learners as to age and gender?

2. What are the level of adaptation problems faced by;

(A) Learners with special needs?

(B) Teachers of learners with special needs?

3 .What is the difference between the levels of adaptation problems of learners with special needs and their teachers?

4.Is there any significant relationship between the adaptation problems of teachers and the adaptation problems faced by learners in Mukono district primary schools?

1.6 Hypothesis:

1.6.1 Null Hypothesis:

Ho1=There is no significant difference between

the male and the female learners with special needs in terms of extent of adaptation problems.

Ho2=There is no significant relationship between the levels of adaptation problems of teachers and the level of adaptation problems faced by learners in Mukono district primary schools.

1.7 SCOPE:

1.7.1 Geographical scope;

This study was conducted in Mukono district Uganda, this is in the central region along shores of Lake Victoria. The respondents were educators of special needs learners randomly selected to represent the population, a few learners also constituted the respondents.

1.7.2 Theoretical scope;

The guiding theory was Differential Association Theory (Sutherland 1939) which involves learning and Labelling Theory (Filstead 1972) dealing with the societal reaction.

1.7.3 Content Scope;

The study specifically sought to determine adaptation problem of learners with special needs and their educators in Mukono District through the use of questionnaires to collect data.

1.7.4 Time scope;

The study was conducted between January and August 2016.

1.8 Significance of The Study

The study will expose the various conditions which results to the adaptation problems thus appropriate modification of resources and environmental proper placement and medical interventions which will amicably enable learners with special needs cope. The study will enable the parents and caretakers of learners with special needs understand the conditions which lead to special needs in education and requisite adaptations at home.

The study will also enable the teachers identify learners with special needs in educational set up hence proper placement and appropriate educational programmes to give them an opportunity to learn.

The community wide and far will gain from the research findings since the public administration (chiefs, village elders, counselors) will be made aware of

children with special needs and their adaptation problems hence their ability to identify them and sensitize members so that decisions and intervention measures be arrived at and implemented.

The research study will further assist the government (MINISTRY OF EDUCATION) to understand the appropriate adaptations for learners with special needs in relevant fields, non-

governmental organisations, well wishers, churches , unions among other bodies that can also sponsor, donate funds and offer supportive services and advise to assist those learners with special needs.

This study will encourage the people at the district to change their negativity towards people with special needs due to awareness created. The government will incorporate people with special needs in terms of education, employment, medical services among other necessities. This will also create room for further research on learner with special needs in Mukono District, Uganda.

1.9 Operational Definitions of the Key terms:

Adaptation: An act of change so as to fit or become suitable.

Special needs: A special requirement that an individual has because of physical, emotional disability or behavioral problems or a learning difficulty.

Profile of the respondents;

(A) Teachers;-age, gender, level of education, experience.

(B) Learner's gender and age.

CHAPTER TWO:

REVIEW AND RELATED LITERATURE

2.1 Concepts, ideas, opinions of Authors/experts

2.1.1 Teachers' adaptation problems:

According to Daily monitor(2006),adaptation problems can be regarded as deviant performance and abilities significant from that expected in normal developmental norms. The adaptation problems are also considered as barriers in and within the environment which hinders normal learning and development of an individual.

As far as human rights are concerned, people with disabilities are not to be left out in any provisions. The world conference on special Education (1994),stated that everyone is unique in character, interests, abilities, and developmental needs. Evon and Kutosi (2014) Observer states that people with adaptation problems are all over the world suffering neglect, rejection, and isolation thus their needs are not adequately provided for by families and communities Observer (2006) consequently individuals with adaptation problems are condemned and considered not capable of reasoning. However they ignore the saying that goes "Everyone has a special need but not all are disabled". Adaptation therefore refers to an act of changing so as to fit or become suitable in a given society. The moment one is unable to fit he will be maladapted thus adaptation problems, this definition is considered appropriate because a high level of professional competence and ethical judgment is required to conform to the societal norms which includes; academic instruction of children with learning problems, use of technological advances and knowledge of special education law.

In view of the issue raised above, the differences between educators and adaptation problems of learners with special needs should be characterized by the privilege that may be awarded to or withheld from an individual child at the discretion of local school officials. The right of every child, regardless of her handicap and a means of ensuring that every child receives an education appropriate for his individual needs hence special needs education be legalized as a profession, teachers trained in special needs be empowered through exposure to and use of their relevance to learners with special needs. The teachers should also be empowered through regular workshops to gain knowledge in the disciplines that involve a given exceptionality thus better remuneration because of the efforts they make beyond the ordinary classroom experience.

2.2 Learners' adaptation problems

Adaptation problems have five major sections on the child's entire development and learning. These sections include; sensory differences, cognitive differences, communication difficulties, emotional and behavioral problems, motor and health problems. It also has many more consequences on the individual who happens to be affected since these children are restricted to a range of variety of experiences, ability to move about, control the environment, psychological development, speech development, social and personality, language development, education development, communication and physical development for example, a child who lacks visual stimulation and feedback that will stimulate further investigations will not have visual concepts. According to Mwenda A.(1996).Learners with blindness tend to have more difficulty establishing their own identity (self concept) thus feels isolated and detached from the environment. They also find it difficult to emulate the role – model in daily contact with their opportunities for participation in social activities are restricted due to limited varieties of observations. Loss of vision at an early age causes an even intellectual growth as rapid intellectual development occurs during the first four years of life. Their physical growth might also be slower due to environmental deprivation.

Learners with deafness on the other hand are unable to perceive immediate sounds and those that are further away. The loss of hearing also makes the child unable to perceive spoken language learnt through listening, speaking and incidental conversation to parents, peers or siblings, they also have defects in speech exhibited by omission of important speech sound because of the lack of sense of hearing hence cannot reproduce them. They may also lack acceptance by the community.

According to Nambooz B. (2002) Learners with cognitive difficulties also lag behind in normal language development due to short term memory thus academic difficulties especially those who are mentally challenged. These children with intellectual challenges may also show delayed development in comprehension, receptive language, expressive language and vocabulary thus may suffer social isolation and rejection. They may also have problems understanding abstract words, concrete words with multiple meanings, understanding how words are grouped together to form phrases, sentences, or paragraphs. They also have difficulties in visual discrimination of different shapes, counting sets and numbers, place value and telling time. According to Lukooya

M.(2008) Learners with cognitive difficulties emotionally tend to display inadequate self concept, personality problems, anxiety, poor interpersonal relationship, dependency, and descriptive behavior, hyperactivity and withdraw.

2.3 Theoretical perspectives

One of the most comprehensive theories of learning is Differential Association Theory, Sutherland (1939). According to the model; individuals learn to be deviant through exposure to more definition of what behavior is acceptable with people whom we defined as significant to us. Everyone needs social approval. We all adopt and support the view points of groups to which we belong.

In these respects, people who are having special needs, criminals, or delinquent are not different from other people. They are different however, in their exclusion or isolation from the conventional segments of society and channels for attaining approved goals.

Unfortunately, the word “deviance” has negative connotations. It implies that the existing social order is desirable. In fact many social problems arise because the existing order in society is undesirable for some segments of population. In such cases “deviance” may be a healthy reaction against an unjust social order.

Labeling theory emphasizes on violation of societal expectations. This theory focuses on the process by which individuals are often defined and treated as deviants. It is concerned with how deviant identity is imposed on certain individuals who thereby receive certain negative treatment and perhaps develop a negative image of themselves. There are a number of assumptions in labeling theory first (1972:2) remarkable that the reactions of others are what makes the individual aware that his behavior is deviant in reference to the reaction of other people. The other assumption is that no behavior inherently defiant. The kind of behavior considered deviant varies from one society to another. The third assumption of labeling is that the distinction between deviant and conventional behavior is vague since what is defined as deviant changes with time and place. Behavior defined as acceptable at one time may be unacceptable another time.

A study in New York of patients and non patients found that the non-patients agreed that most people will reject mental patients and the patients approved of such things as; secrecy, withdrawal, and educational as ways to deal with the problem Link et al (1989). even if labeling

did not produce the mental illness (special need), it certainly affected the patient quality of life and their efforts to rebuild a normal life for themselves.

labeling theory has been applied to a number of problems . It has been employed to analyze the ways that those with disabilities are affected by seeing stigmatized and to analyze the behavior of the mentally ill, delinquent Robertson et al (1997). like other theories, labeling is useful for some problems but not certainly for all. Even where it applies , the theory does not account for those who choose to be deviant. for them, the label identifies a prior reality. labelling theory also fails to explain the reaction of a person who resists the effort to be labeled and assert their right to equality with the larger society .

2.4 Related studies

There are a number of definitions' of adaptations as well as the number of events that can lead to the experience of adaptation problems. individuals are maladapted when they cannot fit in a given context. The situations are viewed as threatening or challenging.

According to the world conference on special needs education (1994) all children have a right to education regardless of one's disabilities . Evon et al (2000), Randaki (2002) puts that; provision for learners with adaptation problems has undergone seven major stages starting from the period of neglect , private tuition, industrialization, separation, normalization, inclusion and community based rehabilitation . These stages have led to several definitions' of special needs of which each highlights different adaptation aspect. according to Mwaura et al (2002) the cause of special needs are put in three groups namely: At pre-natal stage, peri-natal stage and post natal stage .

These causes are either intrinsic or extrinsic.

At pre-natal, the causes of adaptation are heredity, poor nutrition, misuse of narcotic drugs, cigarettes and alcohol, infections of mother during pregnancy such as Rubella (german measles) diabetes and those involving high fever , exposure to x-ray especially during the first three months of pregnancy , incompatibility of the Rhesus factor (blood type) accidents and shocks affecting the mother who is expectant and HIV/AIDS among others

During birth, adaptation problems can be caused by prolonged delivery or labour resulting to oxygen deficiency and head injuries, pre-mature birth, neo-natal jaundice , low birth weight , birth injuries caused by misuse of delivery instruments such as forceps delivery, venereal diseases in mothers such as syphilis and gonorrhea, umbilical cord strangulation of the foetus and poor hygiene.

After birth, adaptation problems occur due to poor nutrition such as unbalanced diet and deficiency of iodine and vitamins in the first six months of pregnancy, diseases such as malaria, meningitis, measles, encephalitis which affects the brain exposure to poisonous agents and chemicals such as pesticides, food and medical poisoning, brain tumor, (children falling from baby barriers) stigmatizing illness such as HIV/AIDS, venereal diseases and mental illness, unhygienic conditions and far distance from social services, parenting styles or loss of parents, unskilled and de-motivated teachers among other causes. It should be noted that age is also a contributing factor towards adaptation problems.

Kevin (1999) confirms/asserts that language acquisition is an indispensable tool in acquiring knowledge. The more the language disorders are severe the more affected the child's performance in school. Thus children with communication difficulties experience psychological and social adjustment because they are painfully aware of their communication defects which they believe diminish their self-worth and acceptability in social relationships.

Children who are suffering emotionally may not perform well academically in the classroom since they may become pre-occupied and not attend well in class to their school work due to their attention and sensory deficits. Kauffman (1986) states that hyperactive children may not attend well in school work since they do not sit quietly in class to listen and follow teaching in the classroom. These children may become aggressive, withdrawn or given up and begin to misbehave due to low grades they receive.

Socially, children with emotional and behavioural problems are immature and cannot express their feelings appropriately, they are lonely and have no respect for school authority, they are shy, withdrawn, disobedient, destructive and uncooperative. As a result they are rejected by everyone in the community thus, get involved in petty crimes such as stealing which make these children be looked upon as criminals and outcasts who do not form part of the school or community; they may also form gangs and grow up into adult criminals if the situation of rejection is allowed to continue Howard et al (2004).

Motor functioning is perhaps the most obvious result of motor and health problems. Gross and fine motor abilities can greatly be impaired hence inability to fulfill individual and societal expectations. Age is also another factor contributing to adaptation problems for example; mother conceiving when they are too young or too old.

Damulira k (1990) asserts that the gifted and talented children demonstrate achievement and potential ability singly or combination in the general intellectual ability, specific academic aptitude, creative and productive thinking, leadership ability, visual performing arts and psychomotor ability here by by limiting the movements of the arms and legs and also their functional use such as walking, jumping, writing, holding eating utensils and other physical involvements including partial or complete paralysis of the affected parts reducing sensation and cause contractures and stiffness to develop.

some children with major difficulties have language problems and find it hard to communicate. Bill (1988). Others may not have a voice to respiratory disturbances; some may not interpret messages received because part of the brain responsible for the action is/may be damaged. Others can hear and interpret the message but cannot express themselves in speech because the organs of speech are affected.

Learners with motor and health problems may have excellent cognitive abilities but limited in their academic achievements because the curriculum has not been designed for their needs thus inability to handle and manipulate reading and writing materials Bitamazire N (2007). Their frequent absence from school and much time spent in hospitals, may also lead to poor performance academically. Chronic health and motor problems have a great danger on forming negative self-concepts as a result of the reactions of them by their peers since they do not interact well and get feedback on people's feelings about them Musingo K (2008)

2.5 Summary of gaps identified in literature

Contextually, all studies that have been cited in literature on teachers and learners adaptation problems in special needs were not carried out in my study context. Most of the studies cited in the literature differed with the researchers' study in the methodology employed. Time difference also exhibits it self, on of the studies cited was carried out in the most recent times. Similarities witnessed include the fact that the level of adaptation problems faced by teachers of learners with special needs subsequently affects the adaptation problems of learners with special needs.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This research study was mainly quantitative and employed descriptive comparative and descriptive correlation survey research design. Descriptive studies are non-experimental researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variable, testing of hypothesis and development of generalization and use of theories that have universal validity. Correlational design was employed since the study sought to establish the relationship between the adaptation problems of teachers and adaptation problems faced by learners in Mukono district primary schools. The study employed descriptive comparative design since it sought to find the difference between male and female pupils in terms of their adaptation problems.

3.2 Research Population

In this study, 6 primary schools were selected to participate. In view of the nature of the target population where the number and students are many, a sample was taken from each category.

Table 1: Sample Size

Primary School	Teachers' population	Sample	Pupils' Population	Sample
Nazigo-Seeta Primary School	25	19	48	27
Seeta-Nazigo Primary School	20	15	52	29
Mwanyanjiri Primary School	15	11	42	24
Lukonge junior school	16	12	48	27
Waltham junior academy	18	14	50	28
Kirwanyi c/u	31	24	74	41
Total	125	95	314	176

Source: Primary Data

3.3 Sampling Procedures:

The study employed simple random sampling with the following criteria;

To get the samples of both teachers and students

Only teachers in primary schools participating in the study

Only pupils who are in primary 7

3.4 Research Instruments:

The study used researcher made questionnaire. The questionnaire had three sections.

Section A dealt with profile of respondents,

Section B dealt with the level of adaptation problems of Learners.

Section C dealt with questions on teachers' adaptation problems.

3.5 Validity of instrument:

Validity is the extent to which research results can accurately be interpreted and generalized to other population. It is the extent to which research instrument measure what they are intended to measure. To establish validity, the instrument was given to two experts including the supervisor to evaluate the relevance of each item in the instrument to the objectives. The experts rated each item on scale:

very relevant, quite relevant, somehow relevant, it's not relevant so that the content validity index (CVI) was 0.87 therefore, according to Amin,(2005) for the instrument to be accepted as valid, the average index should be 0.7 or above.

3.5 Reliability of instrument

The instrument was piloted on the teachers and students that were not included in the study sample and modified to improve validity and reliability coefficient to at least 0.70. Items with validity and reliability coefficients of at least 0.07 are accepted as valid and reliable in research Observer (2015). Reliability estimates the consistency of the measurement. The reliability test involves a "test and retest" exercise. This means the instrument was subjected to a representative sample.

3.6 Data Gathering Procedures

3.6.1 Before the administration of the questionnaires

1. An introduction letter was obtained from the college of higher degrees and Research for the researcher to solicit approval to conduct the study from respective head of primary schools.
2. When approved, the researcher secured a list of qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the informed Consent Form (Appendix 3)
4. Reproduced more than enough questionnaires for distribution.
5. Selected research assistants who assisted in the data collection; briefed and oriented them in order to be consistent in administering the questionnaires.

3.6.2 During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

3.6.3 After the administration of the questionnaires

The data gathered was collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.7 Data analysis

The study used qualitative data analysis; the researcher used tabulation (frequencies and percentages) to analyze the profile of respondents. Similarly, mean was used to analyze the extent of adaptation problems of learners. Mean was also used to analyze the level of teachers' adaptation problems'-test was used to establish the difference between male and female learners in terms of their adaptation problems. Correlation analysis using Pearson's product correlation was used to analyze the relationship between adaptation problems of learners and the level of teachers' adaptation problems. The statistical package of social sciences (SPSS version 13) was used in the analysis of data.

3.8 Ethical Considerations

To ensure confidentiality of the information provided by the respondents and ascertain the practice of ethics in this study, the following activities were implemented by the researcher:-

1. The respondents and schools were coded instead of reflecting the names.
2. Solicited permission through a written request to the concerned officials of the primary schools included in the study.
3. Requested the respondents to sign in the *Informed consent form* (Appendix 3)
4. Acknowledged the authors quoted in this study and author of the standardized instrument through citation and referencing.
5. Presented the findings in a generalized manner.

3.9 Limitations of the study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study. There were extraneous variables which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.0 Introduction

In this chapter, the results of the study are presented, analysed and interpreted precisely. The study employed questionnaires to obtain data from the field. The presentation is divided into two parts. The first part presents the respondents' profile, while the second part deals with presentation, interpretation and analysis of the research questions two, three and four.

4.1 Profile of the respondents

This part presents the background information of the respondents who participated in the study. The purpose of presenting the background information was to find out the characteristics of the respondents and show the distribution of the population in the study. Both teachers and pupils were the participants. Their distribution is established as follows in table 2 for teachers and table 3 for students' responses.

TABLE 2 : DISTRIBUTION OF TEACHERS

Category	Frequency	Percentage %
Gender		
Male	66	69
Female	55	31
Age	95	100
20-30	11	07
31-40	12	12
41-50	18	19
51 and +	54	57
Total	95	100
Education Qualification		
Masters	3	07
Bachelors	16	17

Diploma	28	29
And other	48	51
Experience	95	100
<5years	17	18
5-10years	12	13
>10 years	66	69
Total	95	100

Source; primary data 2012

Findings from table 2 indicate that different categories of teacher respondents were involved in the study. That is, both male and female respondents were included. However, males were many compared to females. The percentage was 69% males and 31% females. Teachers in the age bracket of 20-30 were the fewest with a percentage of 7, followed by those in their late youthhood between the ages of 31-40 at 12%. Those in their early old age between the years of 41-50, came second highest and finally older teachers in the bracket of 50 years and above were the majority at 57%. The few youths who are alive are not mostly interested in teaching, maybe because of poor pay. In respect to education, masters' holders are the fewest at 7%, followed by bachelors' degree holders at 17%, then diplomas' holders at 29%. Those with certificates and other trainings came highest with 51%. This implies that most teachers in this area are well qualified to teach in primary schools. Most teachers are more than 10 years experienced at 69%, followed by those under 5 years and finally those between 5-10 years experienced come last at 13%.

Table 3: Profile of the pupils respondents by age and gender

Category	Frequencies	Percentage %
Age		
4-10	108	61
11-15	68	39
Gender		
Male	154	88
Female	22	12
Total	176	100

Source: Primary data

The pupils' responses from the findings on table 3 shows that the male respondents outnumbered the females, that is, males made 88% and females were 12% of the total student population. Moreover, the distribution indicates that 61% of the respondents were ranged between 4-10 years of old and the remaining 39% were aged in the bracket of 11-15 years. This could be explained by the fact that this society still experience gender bias when it comes to girl child education. Most students also join schools late since most of the parents in this area are reluctant to take their impaired children to school, so they end up joining school at an advanced age.

Table 4: Level of adaptation Problems Faced by Teachers of Learners with special needs

Category-	Mean	Interpretation	Rank
Teachers' Social Adaptation {socially accepted}	3.38	Very high	1
	3.19	High	2
	3.00	High	3
	2.78	High	4
	2.77	High	5
	2.73	High	6
	2.52	High	7
Average Mean	2.91	High	
Teachers' Economic adaptation problems Having enough assistive devices like brailers, crutches, ear moulds for learners with special needs		High	1
	2.93	High	2
	2.89	High	3
Teaching in a well infrastructure school with adapted toilets and stairs		High	4
Equipped with adequate reference material such as course/supplementary books		High	5
Empowered by incentives such as course/supplementary books		High	6
		High	7
		High	8
		High	9
Average mean		High	
Teacher's Cultural adaptation problems Are avoided by others in school and community		High	1

		High	2
		High	3
		High	4
		High	5
Average Mean	2.98	High	
Overall Mean	2.90	High	

Source: Primary data

Table 4 above shows that the degree of problems faced by teachers and learners with special needs was generally high as this was indicated by an overall mean of 2.90, the highest aspect of teachers social adaptation was; social acceptance which had a mean of 3.38, followed by being labeled or given names with mean 3.19, observant on learners' development needs with mean 3.00, interested in their work (Mean = 2.78), relating well with others and other pupils (Mean = 2.77), loved by the community and society at large (Mean = 2.73), unique in character as perceived by learners (Mean = 2.52).

The second aspect of the dependent variable in this study was teachers economic adaptation problems which had an overall mean of 2.81 and was measured using the following; having enough assistive devices like brail, crutches, and ear moulds for learners with special needs (Mean = 2.97), accessing laboratory facilities/equipments (Mean = 2.93), overworked (go beyond the classroom experience, Mean = 2.89), teaching in a well infrastructure school with adapted stairs and toilets (mean=2.86), equipped with adequate reference material such as course/supplementary books (2.81), empowered by incentives such as workshops, seminars etc (mean=2.72), happy with their allowance (2.71), paid well by the government (2.68), well remunerated (2.66).

The third dependent variable in the study was teachers' cultural adaptations problems which had an average mean of 2.98 rated by scaling as high and which was measured using the following five aspects; the teachers are avoided in school and community (mean=3.18), the teachers are not seen as outcasts (mean=3.05), the teachers dress well in school (mean=2.96), do not suffer language problems (2.88), expected to behave better than other (2.84).

Mean range	Response mode	Interpretation
1.00 – 1.75	strongly disagree	very low
1.76 – 2.50	disagree	low
2.51 – 3.25	agree	high
3.26 – 4.00	strongly agree	very high

In the table 5 above shows the level of problems faced by learners with special needs as generally high with an overall mean 2.93 which was measured using the following dependent variable; learners social adaptation problems which had an average mean of 2.97 Of which the following was curved, the learners; do not feel isolated when in class (mean=3.18),relates well with other students (mean=2.99),play with the mates (2.76),answers questions in class (mean=2.68),do not feel inferior (2.68).

The next dependent variable analysed was learners' economic adaptation problems which had an average mean of 3.01 with the following aspects being taken into account; the learners; are sponsored by government or NGO, have loans on special counts from government (3.09),given learning materials such as glasses, special seats (3.02),use facilities at school eg, toilet, library ,etc (mean=2.99),are given bursaries(2.94),have special text books eg, braille (2.93),have no special in school (2.94).

The next variable analysed was learners cultural adaptation problems that had an overall mean of 2.93 that culminated from the following aspects; other learners are abandoned (3.07),learners get destructed by the presence of others (3.01),considered as a curse (2.90),not welcomed by people (2.74),assigned classroom jobs (2.64),given names such as lame, blind (2.63),participate in decision making in the community (2.38),lagged behind In development milestones (2.29).

Using the t-test at 0.05 level of significance, it was found out that Sig value = 0.001 rejected the null hypothesis of no significance difference in the extent of adaptation problems male and female learners with special needs in the schools under study. This further implies that the degree to which both the male and female learners with special needs experience problems is rather different.

Table 7

Table 5: Pearson's correlations between adaptation problems of teachers and level of adaptation problems faced by learners in Mukono district primary schools.

Adaptation problems of teachers	2.90			Reject the null hypothesis	
Vs Adaptation problems of learners		0.191	0.00		Significant
	2.93				

Source: Primary data

From the above table according to Pearson's Coefficient, the relationship between adaptation problems of teachers and level of adaptation problems faced by learners in Mukono districts' primary schools is strong and has the value of 0.191. Computed value was generated from the mean scores of the relationship between adaptation problems of teachers and the level of adaptation problems faced by learners in Mukono district schools. The critical value was generated from books of statistics/value.

Based on table 7, above, the null hypothesis is thus rejected and its alternated accepted leading to a conclusion that there is a positive relationship between adaptation problems of teachers and level of adaptation problems faced by learners in Mukono district.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Overview

Chapter four presented, analyzed and interpreted data obtained from the field. Based on the findings on the previous chapter, this chapter is then focused on the discussion of the findings of the study. Moreover, the conclusion and recommendations are drawn and given respectively.

5.2 Findings

Based on the objectives of the study, the study revealed that;

1. Both male and female respondents were included. However, males were many compared to females. The percentage was 69% males and 31% females. Teachers in the age bracket of 20-30 were the fewest with a percentage of 7, followed by those in their late youth hood between the ages of 31-40 at 12%. Those in their early old age between the years of 41-50, came second highest and finally older teachers in the bracket of 50 years and above were the majority at 57%. The few youths who are alive are the ones mostly interested in teaching, maybe because of poor pay. In respect to education, masters holders are the fewest at 7%, followed by bachelors degree holders at 17%, then diploma holders at 29%. Those with certificate and other trainings came highest with 51%. This implies that most teachers in this area are well qualified to teach in primary schools. Most teachers are more than 10 years experienced at 69%, followed by those under 5 years and finally those between 5-10 years experienced come last at 13%. The pupils responses from the findings on table 3 shows that male respondents outnumbered the females, that is, males made 88% and females were 18% of the total student population. Moreover, the distribution indicates that 61% of the respondents were ranged between 4-10 years of old and remaining 39% were aged in the bracket of 11-15 years. This could be explained by the fact that this society still experience gender bias when it comes to girl child education. Most students also join schools late since most of the parents in this area are reluctant to take their impaired children to school, so they end up joining school at an advanced age.

2. The degree of problems faced by teachers of learners with special needs was generally high as this was indicated by an overall mean of 2.90, the highest aspect of teachers social adaptation was; social acceptance which had a mean of 3.38, followed by being labeled or given names with mean 3.19, observant on learners' development needs with mean 3.00, interested in their work (mean = 2.78), relating well with others and other pupils (mean = 2.77), loved by the community and society (mean = 2.73), unique in character as perceived by learners (mean = 2.52). The second aspect of the dependent variable in this study was teachers economic adaptation problems which had an overall mean of 2.81 and was measured using the following; having enough assistive devices like brail, crutches, and ear moulds for learners with special needs (mean=2.97), accessing the laboratory facilities/equipment (mean=2.93), overworked (go beyond the classroom experience =2.89), teaching in a well infrastructure school with adapted stairs and toilets (mean = 2.89), equipped with adequate reference materials such as course/supplementary books (2.81), empowered by incentives such as workshops, seminars etc (mean = 2.72), happy with their allowances (2.71), paid well by the government (2.68), well remunerated (2.66). The third dependent variable in this study was teachers' cultural adaptation problems which had an average mean of 2.98 rated by scaling as high and which was measured using the following five aspects; the teachers are avoided in school and community (mean = 3.18), the teachers are not seen as outcasts (mean=3.05), the teachers dress well while in schools (mean=2.96), do not suffer language problems (2.88), expected to behave better than others (2.84). In the table 4 above shows the level of problems faced by learners with special needs as generally high with an overall mean of 2.93 which was measured using the following dependent variable; learners social adaptation problems which had an average of mean of 2.97 of which the following was curved, the learners; do not feel isolated when in class (mean = 3.27), love their teachers (mean=2.99), play with the mates (2.76), answers questions in class (mean=2.68), do not feel inferior (2.68). The next dependent variable analyzed was learners economic adaptation problems which had an average mean of 3.01 with the following aspects being taken into account; the learners; are sponsored by government or NGO, have loans on Special accounts from government (3.09), given learning materials such as glasses, special seats (3.02), use facilities at school eg, toilet, library, etc (mean=2.99), are given bursaries (2.94), have special text books eg braille (2.93), have no special in school (2.79). The next variable analysed was learners cultural adaptation problems that had an overall mean of 2.93 that culminated from the following aspects; other learners are abandoned

(3.07), learners get destructed by the presence of others (3.01), considered as a curse (2.90), not welcomed by people (2.74), assigned classroom jobs (2.38), lagged behind in development milestones (2.29).

3. Using the t-test at 0.05 level of significance, it was found out that Sig. value = 0.001 rejected the null hypothesis of no significant difference in the extent of adaptation problems between the male and female learners with special needs in the schools under study. This further implies that the degree to which both the male and female learners with special needs experience problems is rather similar.

From the above table 7 according to Pearson's coefficient the relationship between adaptation problems of teachers and the level of adaptation problems faced by learners in Mukono district primary schools is strong and has the value of 0.191. Computed r-value was generated from mean scores of the relationship between adaptation problems of teachers and the level of adaptation problems faced by learners in Mukono district primary schools. The critical value was generated from books of statistics/r-values.

4. Based on table 7, the null hypothesis was thus rejected and its alternate accepted leading to a conclusion that there is a positive relationship between adaptation problems of teachers and level of adaptation problems faced by learners in Mukono district primary schools.

5.3 Conclusions

Based on the purpose of the study, the following conclusions were made;

The null hypothesis between the study variables was rejected and its alternate accepted leading to a conclusion that there is a strong significant relationship between adaptation problems of teachers and level of adaptation problems faced by learners in Mukono district primary schools.

The theory that underpinned the study was Differential Association Theory (Sutherland 1939) which involves learning and labeling Theory (Flisstead 1972) dealing with the societal reaction which in the view of the study findings is herein declared valid.

In view of this research, the study came up with new knowledge based on the study findings.

As pertains to the reviewed literature in this study, most of the studies cited were carried out in different contexts with different respondents and at different times. This study in particular was unique in its timing, choice of respondents and conceptualization of the dependent and independent variables.

5.4 Recommendations

From the findings discussed on the chapter above, the researcher would like to make the following recommendations;

There is need for Donor community to make provisions for the impaired children/pre-scholars. The government and the stake holders need to give preschools attention as far as facilities like hearing aids, special equipment for children. The government needs to give ample attention to preschool concerning all aspects. A clear cut policy should be put forward for preschools just like it has policies for the primary education.

The parents who have children with impairment should give them extra attention as far as their studies are concerned. Preschool in Uganda have little or no attention from government and because of this, the section is lagging behind in so many aspects.

Pre-scholars with impairment should not be discriminated or isolated, stigmatized in any way.

Pupils, teachers and care takers should be sensitized on how to handle children with impairment in one way or another.

There is also need for government to provide visual aids and other gadgets for every schools in case they enroll children with impairment. The school curriculum also has to include the training on teaching children with impairment. There is also need to counsel children with impairment so that they can be able to study with others.

5.5 Further research

The researcher recommends future researchers to emphasize on the following areas.

Resources and adaptation of children with special needs

Environment and adaptation of children with special needs!

Socio economic status and adaptation of children with special needs.

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APPENDIX I: QUESTIONNAIRE

TRANSMITTAL LETTER FOR THE RESPONDENT

.....

Dear respondent,

Greetings!

I am a candidate for a Bachelor of Arts in Education at Kampala International University. Part of the requirements for the award is the thesis on **Adaptation problems of learners with special needs and their educators in Mukono district Uganda**. Within this context, may I request you to participate in this study by answering the questionnaires? Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within 2 weeks after you receive them?

Thank you very much in advance.

Yours faithfully

Mr. Masika Jovan

Bachelor's student

APPENDIX II

A. FACE SHEET: DEMOGRAPHIC PROFILE OF THE RESPONDENT (teacher)

Section one: please check on your best answer. (TICK ON THE APPROPRIATE)

1. AGE BRACKET

20-30 ()

31-40 ()

41-50 ()

51 above ()

2. GENDER

Male ()

Female ()

3. EDUCATIONAL QUALIFICATION

Masters degree ()

Bachelors Degree ()

Diploma ()

Others {specify} ()

4. TEACHING EXPERIENCE

< 5 years ()

5-10 years ()

>10 years ()

APPENDIX III

B. ADAPTATION PROBLEMS FACED BY TEACHERS OF LEARNERS WITH SPECIAL NEEDS

(Questionnaire for Teachers)

Direction 2: Please place your rating on the space provided for each statement

Response mode	Rating	Description
Strongly Agree with no doubt	4	You agree
Agree with some doubts	3	You agree
Disagree with some doubts	2	You agree
Strongly disagree with no doubt	1	You disagree

a) Social adaptation problems of teachers are;

- Socially accepted
- Given names/labeled
- Interested in their work
- Observant on learners developmental needs
- Loved by the community and the society
- Relating well with others and pupils
- Unique in character as perceived by learners

b) Economic adaptation problems of teachers are;

- Well remunerated
- Equipped with adequate reference materials such as course/supplementary books
- Happy with their allowances

- Assessing the laboratory facilities/equipments
- Empowered by incentives such as workshops, seminars e.t.c
- Paid well by the government
- Having enough assistive devices like brailers, crutches, ear moulds for learners with specials
- Teaching in a well infustructured school with adapted toilets and stairs.
- Overworked (go beyond the classroom experience)

c) Cultural adaptation

- Do not suffer language problems
- Expected to behave better than learners
- Dress well while in school
- Are avoided by others in school and community
- Are not seen as outcasts

FACE – SHEET

Code#..... Date received by respondent

A. DEMOGRAPHIC PROFILE OF THE RESPONDENT

Section A: Please check on your best answer.

1. AGE

10-20 ()

21-30 ()

2. GENDER

Male ()

Female ()

ADAPTATION PROBLEMS FACED BY LEARNERS WITH SPECIAL NEEDS

(Questionnaire for learners)

Direction 2: Please place your rating on the space provided for each statement

Response Mode	Rating	Description
Strongly disagree	4	you disagree with no doubts
Disagree	3	you disagree with some doubts
Agree	2	you agree with some doubts
Strongly agree	1	you agree with no doubts

d) Social adaptation problems of learners: I

- Love my teacher
- Relates well with other students
- Am not called names or labels
- Do not feel isolated when in class
- Play with my mates
- Answers questions in class
- Do not feel inferior

e) Economic adaptation problems of learners: I

- Use facilities in school eg,toilets,library,etc
- Have no special seat in school
- Have special text books eg,braille
- Given Learning materials such as glasses, special seats,etc
- Have loans on special counts from government
- Am given Bursaries
- Am sponsored by government or NGO

F) Cultural adaptation: Special Learners sometimes

- Assigned classroom jobs
- Participate in decision making in the community
- Given names such as lame, blind
- Considered as a curse
- Not welcomed by people
- Get destructed by the presence of others
- Others are abandoned
- Loved behind in developmental milestones

