

**Teachers' Attitude and Academic Performance of Pupils with Specific
Learning Difficulties in Kamnara Primary School
Bondo District - Kenya**

**A Research Report Presented to the
Institute of Continuing and Distance
Studies Kampala International
University**



**In partial fulfilment of the requirements
For the Degree Bachelor of Education
In Special Needs Education**

**BY:-
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SEPTEMBER 2007**

DECLARATION

I, Amisi Nixon Otieno declare that this work is original and was a result of my personal effort. This research report has never been presented before to any institution of learning for any award of a degree.

STUDENT : **AMISI NIXON OTIENO**

SIGN : 
.....

DATE : 13/9/2007
.....

APPROVAL

This is to certify that this research report has been submitted in partial fulfilment of the requirements for the degree in Bachelor of Education with my approval as University supervisor.



KULE JULIUS WARREN
KAMPALA INTERNATIONAL UNIVERSITY

DATE 13/9/22

Dedication

This work is dedicated to my family members: Father, Amos, mother, Jane, wife, Pamela and children Brenda, Whitney, Jane and Hazel. They have supported me during my whole period of study for the degree.

ACKNOWLEDGEMENT

I wish to acknowledge the assistance and contributions of people who helped in production of this research report. These include Sybelle Gonzalles, Dr. Kanene, Mr. Laaki and Mr Kule Jullius Warren, all of Kampala International University. Special thanks also go to my study group members and friends such as, Jared, Shadrack, Diana, Gladys, among others

ABSTRACT

The research has been carried out on teachers' attitude and academic performance of pupils with specific learning difficulties in Kamnara Primary School Bondo district Kenya.

The researcher has used questionnaires to collect data. The researcher also used documents from the school to find out academic performance of learners and teachers' qualifications. Some of the documents used include mark lists, and teachers monthly return records.

The researcher has realized that teachers hold positive attitudes towards learners with specific learning difficulties. This has been shown of the use of teaching methods that attract learners, use of resources which are available and use of good classroom management.

The researcher has also realized that the academic performance of learners with specific learning difficulties is below average and that only a few teachers are trained in teaching learners with specific learning difficulties.

The researcher has recommended that more teachers be trained in special needs education so as to improve the academic performance of children with specific learning difficulties.

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CHAPTER 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Background to the Study

Kamnara Primary school was established about fifty years ago. The school was set up as a regular school. This means that it was meant to admit children with different learning abilities.

Teachers did not take into account the needs of children who could not learn at the same pace with their peers. This made children with learning difficulties repeat classes several times and ended up dropping out of school.

The researcher feels that children with specific learning difficulties in Kamnara Primary School still have problems in achieving their maximum potentials. This is seen in the fact that they do not perform well in their academic work. The blame goes to teachers who are interested in completing the syllabus. This causes slow learners to lag behind. Teachers also want to obtain high mean scores in National Examinations. This implies that only the best pupils are allowed to move to the next class. Children who are slow in learning are made to repeat a class for several years. Some children get discouraged and drop out of school without obtaining any certificate.

This has prompted the need to carry out research on teachers' attitude and academic performance of pupils with specific learning difficulties in Kamnara Primary School in Bondo District, Kenya.

Problem Statement

In most areas, human population is normally distributed. Like other areas as regards needs, most people have commonness. They are treated as normal and the rest of the people are exceptional, as they have specific needs. Amongst those people, some need special facilities for higher achievements as they have individual ability and capability to contribute more than the majority of people and others deserve special attention, as they lack the capacity to proceed along with the average people due to their disabilities in some or more areas.

Most schools are built to meet the needs of the majority of the children. The curriculum, methods of teaching and textbooks are designed to that effect. But sometimes in some cases, it so happens that a few children do not benefit from the normal teaching learning situation. Children who do not follow the normal classroom teaching and who are unable to cooperate with other children in class due to incapacitation deserve special attention. They are exceptional because they have special needs.

Such children may include orthopaedically handicapped, visually impaired, hearing impaired, children with speech disorder, children with special health problems among others.

The researcher has based his concern on children with specific learning difficulties. It is the view of the researcher that children with specific learning difficulties perform poorly in academic work due to teachers' poor attitude towards them. The researcher chose Kamara Primary School in Bondo District, Kenya to carry out his research.

Objectives

General: This study will determine teachers' attitudes and academic performance of learners with specific learning difficulties of Kamnara Primary school in Bondo district Kenya.

Specific: This study seeks to

1. Determine the profile of the respondents as to:
 - 1.1. Socio demographic data
 - 1.1.1. Age
 - 1.1.2. Gender
 - 1.1.3. Academic level
2. Determine the level of teachers' attitudes in terms of
 - 2.1. Educational resources
 - 2.2. Teachers' qualification
 - 2.3. Teaching methodologies
 - 2.4. Classroom management
3. Determine the level of academic performance of learners with specific learning difficulties
4. Determine if there is sufficient relationship between the teachers attitude and the level of academic performance of learners with specific learning difficulties in Kamnara Primary School in Bondo district
5. Determine if there is significant difference in the level of academic performance between male and female pupils

Significance of the study

This study will benefit the following disciplines.

The ministry of education will be able to train teachers on special needs Education.

The district supervisors will be able to motivate teachers so as to assist the children with specific learning difficulties.

The teachers will be able to develop positive attitudes towards learners with specific learning difficulties so that children can attain to their maximum potentials.

The parents will be able to support their children with specific learning difficulties while at home. This will in turn make the teachers work easier.

The pupils will be able to appreciate the efforts put by the ministry, parents and teachers towards making them achieve their maximum potentials. This will make children work hard to achieve their best level in academics.

DEFINITION OF TERMS

For the purpose of this study the following terms are defined operationally:

Inclusion refers to recognising individual difficulties thereby enabling those individuals to obtain a good quality of life in their natural environment.

Inclusive Education refers to the process of addressing the learners within the mainstream of education using all the available resources thus creating opportunities for learning in preparing them for life.

Specific learning difficulties refers to the conditions which affect the learners' ability to learn specific skills like academic subjects as reading, writing, spelling and or Mathematics.

Level of academic performance refers to the behaviour change that can be seen in learners with specific learning difficulties as compared to their age mates and classmates.

CHAPTER 2

REVIEW OF RELATED LITERATURE

The researcher has used review from different authors that have discusses problems that face children with specific learning difficulty and how the problems can be solved.

Theory

This study is based on the theory of Damodar Mohapatra (1995) which states that during primitive days the disabled children were treated as burden on parents, families and societies at large. The nature of the society was warfare at that time. The people of most of the society used to change their establishment from place to place frequently due to search of food. Even sometimes they quarrelled among themselves during sharing of food. As the disabled children were not considered as productive members of the society as regarded to food collection and provide protection so they were thrown away from the hills of the mountains or into the rivers. Gradually the nature of the society changed from warfare to welfare and people became interested to settle once for all after considering the fertility of the land and facility of water supply instead of migrated life forever. So gradually people made up their minds to take responsibility of those children instead of killing them, a symbol of sin. He further adds that during 18th century AD, different special educational institutions were developed to meet the needs of the different categories of disabled children with a view to facilitating their learning of daily living skills and vocational skills in a systematic way although the concept had been emerged prior to that in meaningful manner.

Mohapatra states further that during the 20th century the educationist had developed a second thought for integrating the disabled with the normal children in regular educational institutions. The concept of the mainstreaming emerged due to the following reasons.

1. Special school service increased the distance between the disabled children and the children who are in the mainstream as a regard to the adoption of social skills.
2. It creates inferiority complex among the disabled children which leads to the development of negative self concept.
3. The enrolment of mild and moderately handicapped children in the special school resulted in antisocial therapy as it drags the children into another world of gestures and postures rather than towards the normal and natural behaviours of the children.

Due to the above facts special schools are developed for severely handicapped children and attempts have been made to enrol the mild and the moderately disabled children in regular school. This concept is known as mainstreaming and the policy decision in practice is known as intergraded education for disabled children. In Kenya, this is what is called inclusive education. The rational behind the concept is that if a child who is partially blind can be educated in the normal classroom with the normal children with the general teachers with the help of a pair of spectacles then it is not necessary for sending him to a special school.

Mainstreaming is done for the purpose of bringing disabled children to the general schools. In every system of education, a child is considered as the pivot in teaching learning situation. Some attention should be paid to the disabled children who are considered as the main component of mainstreaming

Teachers are involved in the process of mainstreaming for facilitating the learning of the disabled children. In any educational system, teachers are as one of the major components for teaching learning process. That's why such stress is given to resource teacher who is specially trained for the purpose. However the whole of general teachers are also equally important as general teachers teach the disabled children with the assistance of the resource teacher. The teacher is the real man who facilitates the process of

mainstreaming. Besides the teacher there are some other characters. Children spend more time with their parents at home so the parents must be trained to assist their disabled children at home properly.

Parents' counselling is required for parents to have faith on disabled children and their education. Psychologists and doctors are also important. They utilise their expertise to assess the children for their placement. Overall awareness of the community measures regarding disabled children is also important.

The function of the mainstreaming programme is related to the curriculum, the methods of teaching and the supportive services. By taking into consideration the degree of disabilities, the curriculum and methods of teaching as per the degree of disabilities, sufficient support should be given to the disabled children for their education. For specific disability, specific aids and appliances are required to meet the special needs of disabled children. Some financial benefit should also be given to such children to meet their special needs.

The infrastructure is also an important component of mainstreaming. The school environment should be suitable for all children. The resource-room facilities should be available for them.

In summary the different components can be as follows

1. Children with specific needs.
2. Personnel involved in the process e.g. Teacher, doctor, psychologists and parents.
3. Community.
4. Curricular and methods of teaching.
5. Supportive services e.g. aids, appliances and financial benefits.
6. The school setup.

ATTITUDES

It is our attitude that makes us believe that learners with special needs cannot learn comfortably in a regular school. He further cites that learners with disabilities are easily associated with special schools. The researcher concurs with this idea since learners with learning disabilities are taken to special schools. Randiki further cites that cultural practices and attitudes cannot be changed without offering alternatives and suggestions that the most viable alternative is to return these learners to regular school support them from there and help them succeed. The researcher concurs with this idea since in regular schools teachers will get used to learners and practice how to support them within the schools, (Randiki 2002).

Teachers of children with special learning difficulties dislike teaching streams with such children, (Segal 1974).

'Inside the schools there was distaste among the teaching staff among the teaching staff for work within C stream classes'.

The future of the mentally handicapped children depends on the action of the aroused and dedicated citizens. The only question will be who offered hopes and encouragement in their darkest hour and who will be regarded as a stranger

Negative attitude of public towards people with disabilities have an effect on rehabilitation and adjustments. The researcher concurs with this idea since children with learning difficulties shy off from class activities like reading when they are laughed at by the peers. Ropy further states that these stereotype attitudes are perpetuated in part by the media portrayals. He suggests that continued and regular contact is necessary in order for public attitudes towards persons with disabilities to change in significant way, (Roener 1961 as cited by Ropy 1997).

Teachers often compare the performance of learners with specific learning difficulties (S.L.D) with that of their peer and describe them as lazy, not

serious, inconsistent and so on. They further states that persons dealing with learners with S.L.D need support to develop positive attitudes. The researcher agrees that this is true because it has been seen that derogative terms used by teachers on these pupils discourage them from achieving their best as they are demoralised, (Ogonda and Njuki 2000).

In some cases, the general teachers do not feel it is part of their duty to look after those disabled children. He adds that even some general teachers feel that they are not being paid for those children as a result of which the resource teachers do not get co-operation from general teachers. He further says that even in some cases the general teachers do not have any faith relating to the future of those children, (Damodar 1995).

The researcher concurs with this idea because positive attitude towards learners with specific learning difficulties should be a joint responsibility of the general teachers, resource teachers and parents. If the general teachers fail to take it as a challenge, then the resource teacher will find it difficult to struggle for the betterment of such children in an inclusive setting.

In some of the cases the disabled children are not being accepted by their non disabled counterparts in integrated education (IED) schools. The researcher sees this as a problem because free interaction of the two groups will make those with disabilities learn from copying those without disabilities, (Damodar 1995).

On the attitude of parents and the community members Damodar 1995 states that it's the responsibility of the teachers, staff of IED cell of the state government to arrange programmes for community awareness. He therefore wonders if the parents and the community members feel that it is substandard, if they feel that it's just a process of throwing money into water then how can one say that integrated education scheme will run effectively. He therefore suggests that it is the task of all members who are associated



with the scheme to create positive attitude among the community members toward the concept of mainstreaming because without the community participation no scheme will be successful. The researcher concurs with the idea since inclusive education cannot be a one man affair, all the stake holders must work together for success

TEACHERS KNOWLEGDE

The mainstreaming in America was hit by a few snags and that the main snag was that regular class teachers were beset with fears of working with the handicapped and were not adequately prepared for the task. The researcher sees that this is also a problem in Kenya as most teachers are not trained to teach learners with learning difficulties. Some teachers still hold the belief that problem such as epilepsy is contagious. Charles and Marian further suggest that teachers should be presented with basic knowledge and practical skills for working effectively with the handicapped. They focus that the overall result should be teachers' awareness skill, confidences and readiness for providing the best education possible to all students whatever their abilities and needs might be. The researcher concurs with the idea as teachers trained in special needs education have skills in assisting the said learners, (Charles and Marian 1980).

Teacher effectiveness has perfect positive correlation with the effectiveness of teaching and learning programmes and the teacher effectiveness can be judged from the methods he adopts for teaching. He suggests that trained teachers should be appointed as resource teachers in different integrated education settings. He asks "If teachers who have no depth in special Education, are appointed as resource teachers then how can they guide the disabled children and also to the general teachers when they face any problems?" He further suggests that all teachers should be oriented on disabilities. The resource teacher should be refreshed from time to time regarding the innovation in the field of special education. So that effective

measures can be taken by such teachers for the improvement of disabled children. Provisions should also be made for in-service and pre- service training programmes of the teachers, (Domodar 1995).

REQUIREMENTS

True change can come only from the volition of people involved. The researcher sees this as true since change of attitude involves an individual and so teachers, children and parents can develop positive attitudes from personal feelings, (Watchtower August 2000 MC Geary).

Positive attitude towards different, collaboration and participation are prerequisites for inclusions. They further states that positive attitudes may be promoted during interaction between all children i.e. during the process of inclusion. The researcher concurs with the idea since teachers and children can develop positive attitude after interacting with people with disabilities, (Okot Eron and Kutosi 2001).

In Britain, overall planning for slow learners seemed to be non existent and there was a consequent lack of continuity both within schools and between primary and secondary schools. He further states that too much of planning depends on the interest or whim of the head teacher. About teachers' attitude he suggests that sympathy and understanding are needed to help parents as well as teachers. The researcher concurs with this idea since teacher awareness of problem of learner will make them develop positive attitudes, (Bell 1970).

"The existing practice of designating severely mentally handicapped children as uneducable or untrainable is no justification and no child should be categorised as uneducable", (Scottish Education department (Paragraph 52) 1972 as cited by legal).

Shrive elaborates that with changing attitude towards the mentally handicapped and the growth of teacher-training, a National Association of Teachers of handicapped evolved. This also led to the growth of ordinary schools. The researcher feels that this can also be applied in Kenya so the children with learning difficulties can be assisted in regular schools, (shrive 1964).

PROBLEMS

Teachers are inadequately prepared by college s of education. He asserts that recent studies have found that majority of regular classroom teachers feel that they are not prepared to address individual differences in learning abilities within classroom settings. He further cites that special educators themselves do not possess sufficient content knowledge to address the language and reading needs of the children with learning disabilities. Teachers have a tendency of overrefer children for special assistance because they feel ill equipped to provide the necessary services, (Freiberg 1999).

Some of the factors that cause failure to learn in children retardation and backwardness include socio-economic factors, parental co-operation with the school and expectations of teachers. He further elaborates that teachers are influenced by their knowledge of children backgrounds and tend to influence pupils of ideas themselves and the levels of aspiration. The researcher concurs with this idea that teachers use derogative terms against learners who are low achievers. Wall further states that few European countries fully recognise in their primary education systems that the dull need a programme more closely adapted to their slower development. The researcher concurs with this idea because inclusive education requires that the curriculum be adapted to suit the child and not vice versa. Wall also cites that Briton studies by Burt 1913 indicate that promotion according to standards or grades ceased in primary education and instead children pass from class to class with their age mates, (Wall 1975).

The researcher sees this as a good idea because children with specific learning difficulties are made to drop out of school due to repeating of classes for too long as it happens in Kenyan schools. Wall further observes that in schools with systems of streaming and special classes there is evidence to suggest that children in lower streams are often given the worst teachers and tend to view themselves as failures. The researcher sees that inclusion of children with specific learning difficulties in regular classes will uplift their morale.

REMEDIES

Wall recommends that defence against backwardness and retardation is likely to succeed upon a basis of constructive mental health work applied to the education of all children supplemented by some special remedial work where this process is necessary. He further suggests that teachers can play a key part in constructive work by having sensitive knowledge of their pupils, by close co-operation with parents by adoption of method of differing capacities and above all by quality of human relationships they build up with their pupils. The researcher greatly concurs with this idea because it is in agreement with the elements of inclusive education which will help children achieve their maximum potential in their natural environments.

Several solutions to problems of inclusion of learners with specific learning difficulties into regular classrooms. He gives parents counselling as one of the major components of mainstreaming. The child spends most of the time with his parents. So the parents should be trained to the effect that they will be able to facilitate the learning of disabled children at home in absence of special teacher. The parents are able to assist their children in learning daily living skills. The researcher concurs with this idea since some parents have very low attitudes towards their children with specific learning difficulties.

They need to be advised to help their children attain their maximum potential, (Damodar 1995).

Damodar states that non-availability of special trained teachers is the main problem in most of the states for implementing integrated education scheme. He therefore suggests that training institutions should be developed in each state for the pre-service training of such teachers. In cases of emergency the in-service regular teachers should be oriented through short-term courses and declared as special teachers by getting an extra remuneration. Again the specially trained teachers also should be oriented from time to time through short courses about innovations in the field of special education.

Damodar further gives a solution as concerns acceptance of disabled children by the non-disabled. He further suggests that provisions should be made for providing opportunities to disabled children through participation in different curricular activities. To strengthen the relationship between the non-disabled and the disabled children should, child to child help method should be followed. The non-disabled should be inspired to invite the disabled to different family functions.

CHAPTER 3

RESEARCH METHODOLOGY

Design

The study employed the descriptive survey method to determine the teachers' attitude and academic performance of pupils with specific learning difficulties in Kamnara Primary School Bondo district, Kenya.

Environment

The study was conducted in Kamnara Primary School. The school is situated in Maranda Division of Bondo District. The school is in a rural setting but near Bondo Kisumu Road.

Respondents

This study involved teachers and pupils of Kamnara primary school. These include fifteen (15) pupils with specific learning difficulties and ten (10) teachers.

Instruments / Tools

This study utilised a researcher devise instruments which are questionnaires. The researcher has decided to use questionnaires because the tool is easier and cheaper to use as compared to other tools.

Data Collection Procedures

A letter was later sent to the Head Teacher asking permission to carry out research in the school on teacher attitude and academic performance of pupils with specific learning difficulties. After collecting the data, the researcher presented the data in charts and analysed.

The data was analysed using percentages to show categories with the specific responses.

Formula:

$$\text{Percentage} = \frac{\text{number of responses}}{\text{Total responses}} \times 100$$

CHAPTER 4

PRESENTATION OF FINDINGS

TABLE 1

PROFILE OF RESPONDENTS

CATEGORY	FREQUENCY	PERCENTAGE
Age		
10-15	3	20
16-20	9	60
21-25	3	20
TOTAL	15	100
GENDER		
MALE	9	60
FEMALE	6	40
TOTAL	15	100
ACADEMIC LEVEL		
P4	1	6.6
P5	3	20
P6	4	26.6
P7	4	26.6
P8	3	20
TOTAL	15	100

Data observation

The table shows that children that were aged 10-15 years were 3, 16-20 years are 9 and those aged 21-25 were three.

Out of the 15 children, 9 were male and 6 were female.

In primary 4, there was one pupil with specific learning difficulties, primary 5 there were three, primary 6 there were 4, in primary 7 there were 4 and primary 8 there were three.

Data analysis

The data indicates that a larger percentage i.e 60% are between the ages of 16 and 20. smaller percentage i.e 20% fall in the ages 10 and 15 and the other 20% fall in the ages between 21 and 25. The data also indicates that a bigger percentage, 60% is represented by boys and the other 40% is represented by girls. The data indicates that most children with specific learning difficulties i.e 93.4% are found in primary 5, 6, 7 and 8 and the smaller percentage i.e 6.6% are found in primary 4.

Table 2

TEACHERS' ATTITUDES

Response	Frequency	Percentage
Teachers objectivity and fairness	35	40.7
Teachers show concern and build up	14	18.7
Teachers help to attain maximum potential	13	17.3
Teachers are positive and encourage the interaction	13	17.3
Total	75	100

Data Observation

The table shows that thirty five responses show that teachers show objectivity and fairness to learners. Fourteen show that teachers show concern and build up with pupils. Thirteen show that teachers help pupils attain their maximum potential. Thirteen show that teachers show positive and free interaction.

Data Analysis

The data indicates that majority of responses i.e. 46.7% show that teachers show fairness and objectivity; 18.7% show that teachers show concern and

build up with teachers; 17.3% show that teachers help pupils attain maximum potential; 17.3% show that teachers are positive and encourage interaction.

The data shows that teachers attitude is positive and therefore does not cause poor performance of learners with specific learning difficulties.

TEACHERS' ATTITUDES

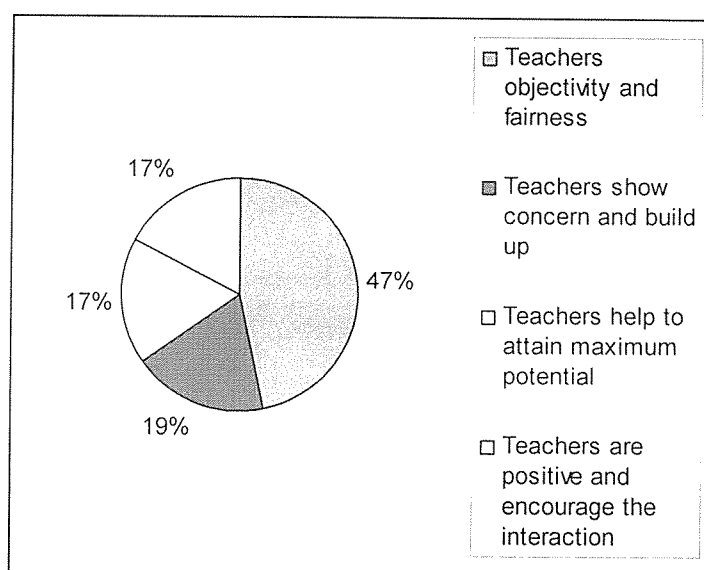


Table 3

CLASS MANAGEMENT

Response	Frequency	Percentage
Teachers facilitate learning of children	41	54.7
Teachers implement discipline	13	17.3
Teachers motivate pupils	9	12
Teachers develops cooperation among pupils	12	16
Total	75	100

Data Observation

Forty one responses show that teachers facilitate learning of children. Thirteen show that teachers motivate pupils, 12 show that teachers develop cooperation among pupils.

Data Analysis

A higher percentage is 34.7% shows that teachers facilitate learning of children. 17.3% show that teachers implement discipline. 16% show that teachers develop cooperation among pupils. 12% show that teacher motivate the pupils.

The data shows that class management is not a problem that leads to poor performance of learners with specific difficulties.

CLASS MANAGEMENT

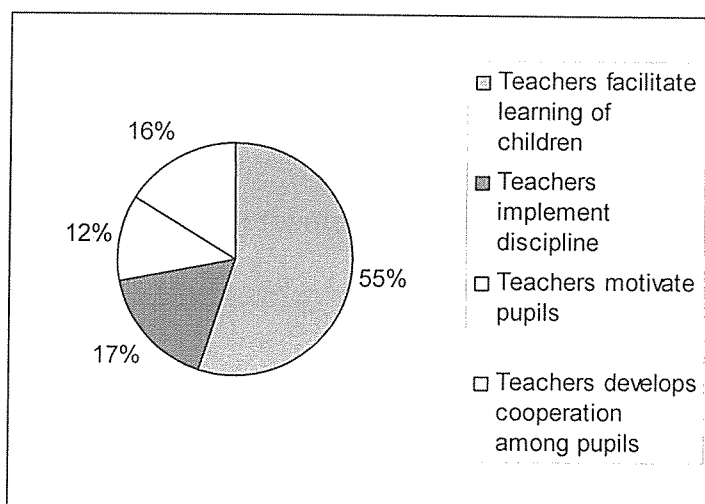


Table 4
Methods of Teaching

Response	Frequency	Percentage
Teacher employs varied teaching methods	39	52
Teacher associates sufficient matter to real life situations	12	16
Teacher adopts different activities	13	17.3
Teacher encourages information between all activities	11	14.7
Total	75	100

Data Observation

Thirty nine responses show that teacher employs varied teaching methods. Twelve show that teacher associates subject matter with real life situations. Thirteen show that teacher adopts different activities. Eleven show that teacher encourage interaction between all activities.

Data Analysis

The table indicates that 52% of respondents show that teachers employ varied teaching methods. 16% show that teachers associate subject matter to real life situations. 17.3% show that teachers adopt different activities. 14.7% show that teachers encourage motivation between all activities.

The data therefore shows that teaching methods is not a major factor leads to poor performance of learners with specific difficulties.

METHODS OF TEACHING

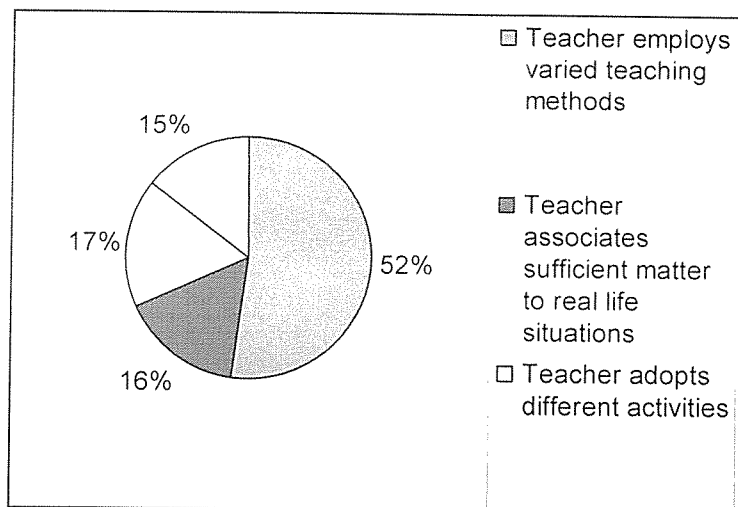


Table 5

Education Resources

Response	Frequency	Percentage
School has well equipped library	30	40
Adequate space in school	15	20
Enough textbooks	12	16
Teacher provides enough learning material	18	24
Total	75	100

Data Observation

The table shows that thirty responses tell that the school has a well equipped library. Fifteen show that there is adequate space in school. Twelve show that textbooks are enough for use during lessons. Eighteen show that teachers use enough learning materials.

Data Analysis

A larger percentage i.e. 40% show that the school has a well equipped library. 20% show that the school has adequate space. 16% show that there are enough textbooks for use in class. 24% show that teachers provide enough learning materials.

The data shows that education resources are not a factor that causes poor academic performance of children with specific learning difficulties in Kamara Primary School.

EDUCATION RESOURCES

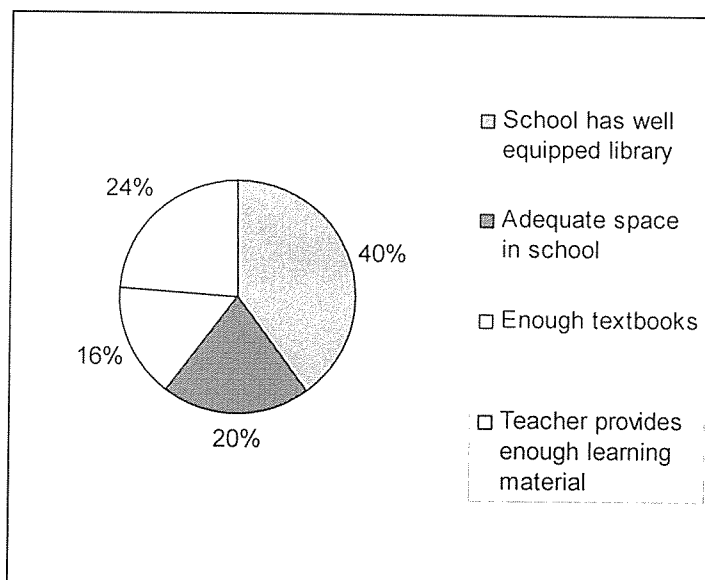


TABLE 6
LEVEL OF ACADEMIC PERFORMANCE

CATEGORY	FREQUENCY	PERCENTAGE
100 – 80	0	0
79 – 30	2	13.3
49 – 30	11	73.3
29 – 0	2	13.3

TOTAL	15	100
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Data Observation

The table shows no children score 80% and above. Only two pupils score between 50% and 79% eleven pupils score between 30% and 49% while two score below 30%

Data analysis

The table seems to indicate that out of the fifteen pupils researched on a large number i.e. 76.6% score Marks below average while a small number i.e. 13.3% score marks above average.

The data shows that most children with specific learning difficulties perform poorly in academics.

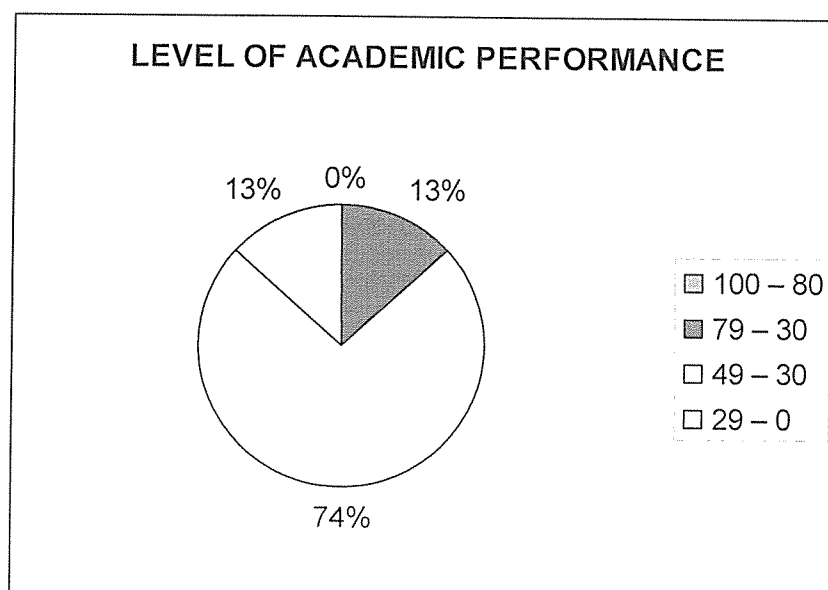


Chart 5: Academic level of performance

TABLE 7

TEACHERS QUALIFICATION

CATEGORY	FREQUENCY	PERCENTAGE
PI	6	60
UNTRAINED	2	20
SNE Trained	2	20
TOTAL	10	100

Data observation

The table shows that six teachers are trained in teaching primary school children; two are not trained while 2 are trained in special needs education.

Data analysis

Majority of the teachers in the school i.e. 60% trained in teaching of primary school children. Small percentages i.e. 20% are trained in special needs education while another small percent i.e. 20% are not trained.

The table shows that poor academic performance of learners with specific learning difficulties is caused by the fact that few teachers have trained in special needs education.

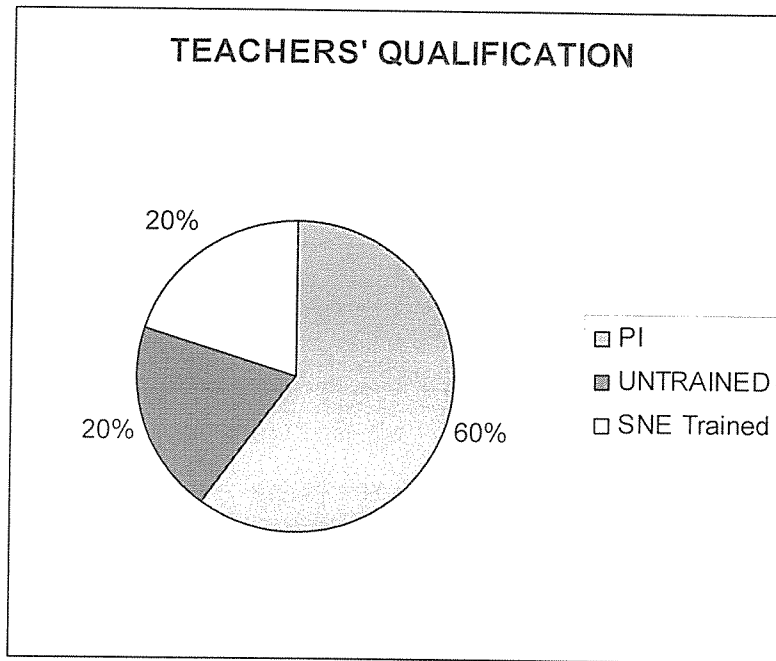


Chart 7: Teacher qualification

CHAPTER 5

CONCLUSION AND RECOMMENDATION

INTRODUCTION

This research has been carried out to find out teachers' attitude and academic performance of pupils with specific learning difficulties in Kamnara primary school, Bondo district Kenya.

The objective of the study has been to determine

1. Profile of the respondents.
2. The level of teacher's attitude in terms of educational resources, teaching methodologies and classroom management
3. Level of academic performance of learners with specific learning difficulties.

CONCLUSION

From the data presented in chapter 4 the researcher infers that teachers' attitude towards learners with specific learning difficulties are positive. Educational resources, methods of teaching and classroom management are at commendable standards. On the other hand academic performance of learners with specific learning difficulties is below average.

RECOMMENDATIONS

The researcher recommends that more teachers be trained in special needs education. The researcher feels that the poor performance of children with specific learning difficulties is due to few teachers trained in special needs education. A few adjustments also need to be made in terms of educational resources teaching methodologies and classroom management. These will improve the academic performance of learners with specific learning difficulties.

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APPENDICES

Appendix A – Transmittal Letter for the Head Teacher

September 3, 2007

Mr. Omondi Jr Okumbe

Head Teacher, Kamnara primary school

P. O. Box 3, Bondo, Kenya

Dear Sir

PERMISSION TO CONDUCT RESEARCH

I am a graduating student of Kampala International University. I am writing in request for permission to carry out research in your school.

The research based on teacher attitude and academic performance of pupils with specific learning difficulties.

Any assistance rendered to me to complete the research will be highly appreciated.

Respectfully yours

AMISI NIXON OTIENO

Noted by

KULE JULIUS WARREN

MR. GEOFFREY KASOZI

Assistant Director, Academics, ICDS

Appendix B – Questionnaires

Questionnaire for pupils

Dear pupil,

The researcher is carrying out a study on your academics performance and teachers attitudes. Please answer the questions sincerely.

Fill in the spaces

Age _____

Gender _____

Class _____

Tick where appropriate

TEACHERS' ATTITUDE

What do teachers do to show positive attitude towards your learning?

___Teachers show objectivity and fairness to your opinions.

___Teachers show concern and build up with you?

___Teachers help you to attain your maximum potential

___Teachers are positive and encourage free interaction.

CLASS MANAGEMENT

How do teachers manage the class to help the children learn effectively?

___Teachers facilitate learning of the children with specific learning difficulties in every lesson

___Teachers implement discipline among pupils in class

___Teachers motivate pupils to learn

____Teacher develops cooperation among pupils during class activities

METHODS OF TEACHING

What methods of teaching do teachers use to help children understand concepts taught?

____The teacher employs varied teaching strategies

____The teacher associates subject matter to real life situation

____The teacher adopt different activities to fit the level of pupils interest

____The teacher encourages interaction between all activities

EDUCATION RESOURCES

What education resources area available for use by learners?

___The school has a well equipped library

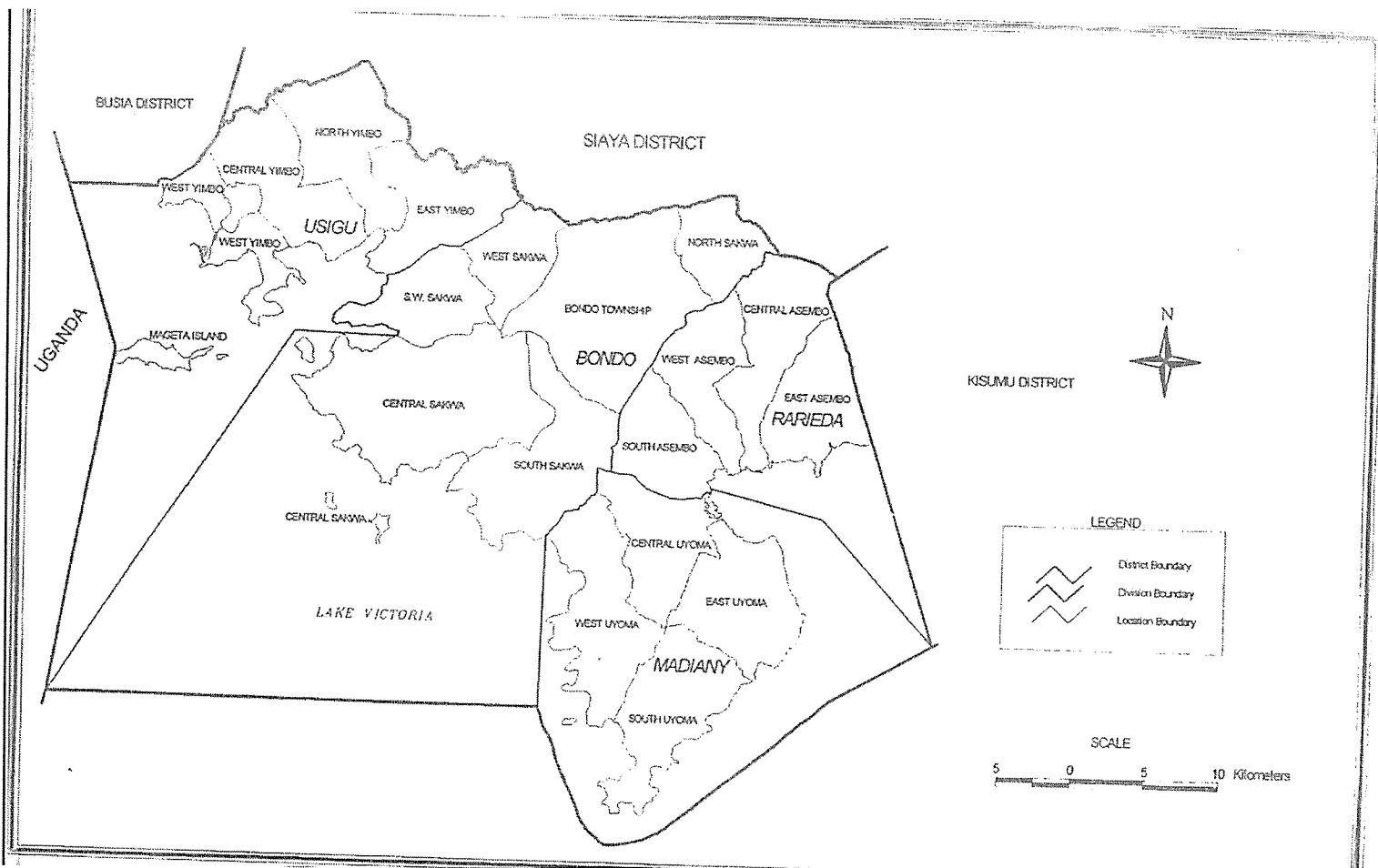
___There is adequate space for children's use in school and classes.

___There are enough textbooks in class for all children to use during lesson.

___The teacher provides enough learning materials and equipment for children with specific learning difficulties.

Appendix C –Map for research environment

MAP OF BONDO DISTRICT



CURRICULUM VITAE

PERSONAL BACKGROUND

Name: Amisi Nixon Otieno
Reg. No.: BED / 9095 / 51 / DF
Age: 39 years
Gender: Male
Civil status: Teacher
Date of birth: 1968

EDUCATIONAL BACKGROUND

College:-

Kenya Institute of Special Education – Diploma in special needs education

Highridge Teachers' Collage – Certificate in Primary School Teaching

Secondary:-

Maranda High School – form one to form six

Elementary: Nyakongo Primary School – class one to class seven

RESEARCH EXPERIENCE

Course: Diploma in Special Needs Education

Research title: Inclusion of learners with specific learning difficulties in regular schools.

