

**FACTORS AFFECTING ENGLISH PERFORMANCE
OF LEARNERS WITH SPECIFIC LEARNING
DIFFICULTIES AT THUNGURI
PRIMARY, NDIA DIVISION,
KIRINYAGA,
KENYA.**

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DECLARATION

I Nancy M. Mwangi Reg. No. BED/10754/61/DF do declare that this special paper is my own original work and not duplication of anybody's work, who had undertaken similar course earlier or who is still undergoing the course. Neither a publication of work of scholar research in colleges, Universities or any other academic institutions. This work has never been submitted to any other institution of higher learning for an award of degree or diploma in special need education. At the same time I would like to point out that all materials extracted from other sources which are not my own have been legally acknowledged following the right procedure or channel.

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I wish to thank my husband and the whole family for giving me moral support.

DEDICATION

I wish to dedicate this special study paper to all Thunguri Primary School teachers for their moral support they have given me. They have responded to the tools positively and made it sure that I received them back.

Operation definition of terms.

Conceptualizing -This is a condition where a child is able to understand what is taught as seen without any difficulties

Specific learning difficulties -This is where a child experiences one or more problems in academic subjects.

Handicap - It is having problems in adjusting to environment because of intellectual, physical, emotional or social problems.

Motor- This is the movement of small or big muscles and tenders.

Intervention - These are the measures which are taken or involved to help or solve a problem within the learners.

Learning difficulties - It refers to a heterologous group of disorders manifested by significant difficulties in acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Dyslexia - This is when a child has problem in spelling and pronunciation of words.

Pathology - This is the study of diseases

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ABSTRACT

This study was about the factors affecting English performance of learners with specific learning difficulties at Thunguri Primary school in Ndia Division Kirinyaga District. The researcher emphasizes on the specific learning difficulties faced by learners with special needs. Based on speaking, writing and reading English as a subject. Researcher took into account possible causes of specific learning difficulties after analysing and studying the result using tables of the performance in English subject which she even considered the Kenya National exams, the researcher found that the major factor that led to the poor performance was beyond regular teacher explanation. The researcher used quantitative approach because it uses a standardadized tool of data collection for example questionnaire. The researcher interpreted the findings using tables and percentages. The researcher found that learners face various difficulties in curriculum not only in English as subject. The major areas were the learners had difficulties were spelling,handwriting, reading among others.

CHAPTER ONE

1.0 Introduction

In this chapter, the researcher has talked about how English was introduced to East African countries and how it is carried out and performed.

1.1 Background of the study

The missionaries came to East Africa in 1840s with different aims. One of the major aims was to introduce formal education. However it was rather difficult for them you introduce formal education due to the language barrier. This was so because the African people could only understand their mother tongue. The British therefore introduced English as a medium of communication in East Africa which they used as media of instructions. The British made English a compulsory language as well as a compulsory subject to be learned by all children regardless of their disability. Since that time of colonial period up to date English has been a major medium of instruction. In Kenya English is an examinable subject which is taught from nursery school up the university level

In Kenya all subjects are taught and examined in English apart from Kiswahili which is a subject on its own and accepted as a media of communication and also a National Language. English being an examinable in our old curriculum of 8.4.4 system, it is being taught on a very high Note surprisingly enough the performance had been pathetic and poorly performed. Almost all the years the minister announces with a lot of concern the result of Kenya Certificate of Primary Education and normally comments that English language has been performed poorly compared with the other subjects. Daily Nation (2004)

The poor performance is also experienced in Thunguri Primary School and the most affected . Children are the children with specific learning difficulties (SLD). The researcher therefore wanted to identify the factors affecting English performance of learners with specific learning difficulties at Thunguri Primary School and come up with possible solution for intervention measure and recommendations which can be used to assist these learners.

1.2 Statement of the problem

Despite the fact that the Government has declared all subjects be taught and examined in English apart from Kiswahili, English has been performed poorly. This mostly affect learners with learning difficulties. It is therefore important to assist those learners who perform poorly since the government is advocating for education for all (EFA) The researcher investigates on factors affecting English performance of learners with learning difficulties.

1.3 Purpose of the study

The purpose of the study is to investigate the factors affecting English performance of learners with learning difficulties in Thunguri Primary. It also involves the proper intervention strategies to improve the English performance in the school. The researcher also examined the problems faced by learners while reading and the causes of learning difficulties English subject.

1.4 Objectives of the study

1.4.1 General objectives

The researcher adhere to investigate the factors that affects English performance of learners with specific learning difficulties

1.4.2 Specific objectives

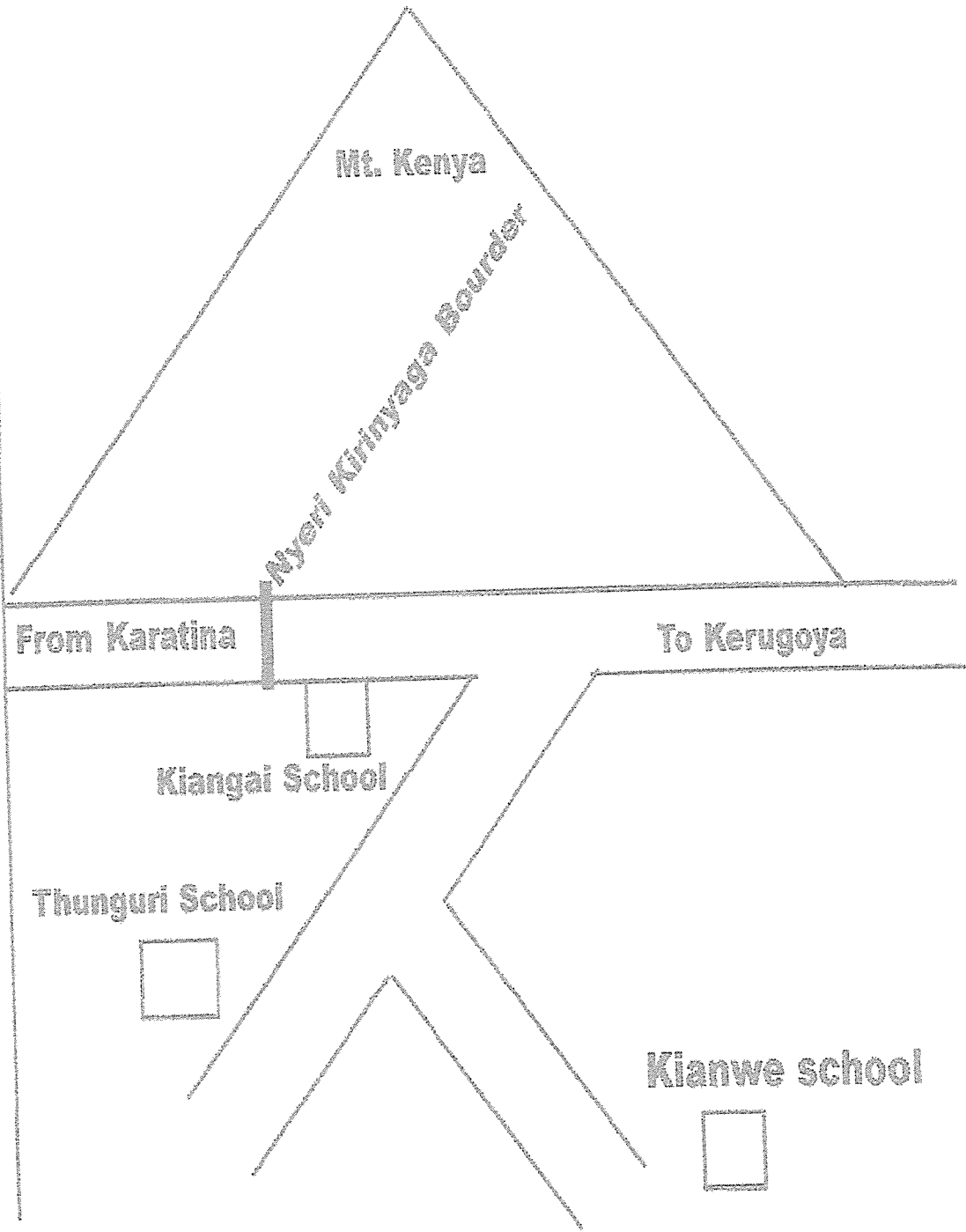
- (i) To find out the causes of learning difficulties.
- ii) Find out the attitude of teachers towards learners with specific learning difficulties.
- (iii) To identify the possible problems faced by learners with specific learning difficulties
- (iv) To establish the possible intervention measures or strategies taken by teachers for learners with specific learning difficulties

1.5 The Scope of the study.

The school is in Kenya, Kirinyaga District, Ndia and in Kiine zone which is the smallest unite as far as educational boundaries are concerned. It is in the slopes of Mt. Kenya. It bounders Karatina town to West and Kerugoya town to the East. It is about two kilometres interior form the main road that is Karatina Kerugoya road. The neighbouring school are Kiangai and Kianwe.

The researcher investigated the factors affecting English performance of learners with specific learning difficulties and come up with possible solutions and recommendation to the problems. The study took about one month that is from June 30th to July 31st 2008.

From Nairobi to Karatina



1.6 Significance of the study

The findings of this study formed the basis of intervention measures to learners with poor performance in English more to the children with special need. It is useful to the stake holders and these include Administration, Teacher, policy makers, parents of Thunguri and beyond. They were enlightened by the study on factors affecting English performance. The stakeholders used the findings to strategize on the methods to be used to improve the English performance and even support learners with learning difficulties.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Time and again it's good for a researcher to read other materials to get knowledge of what they wrote on top of that to get materials on the area of researcher study. The already written materials act as a guide for another researcher to find more about the same problem or comments on already written documents. In this case the researcher intend to dig more on finding other factors affecting English performance by learners with learning difficulties in Thunguri Primary Kirinyaga District and find more about what others had written , commented about the finds and other relevant literatures written based on the research under taken.

2.1 Causes of learning difficulties

Suran and Rizzo (1979) pointed out the number of children with learning disabilities to be 2.5% Ndurumo (1985) stated that in Kenya we have 3.0% Little (1978)stated the occurrenceis at a ratio of about eight or nine boys or one or two girls . That means that boys are more affected than girl's congressional leaders estimated 20-30% of public school children have learning difficulties.

Learning difficulties are caused by different factors. They may be from different areas according to individual learner J.W (1976) mentioned the following causes:-

Medicine

Psychology

Language

Education

Audio logy and biochemistry

2.2.0 Educational factors

Inappropriate method of teaching according to Wallace and MC Laughlin (1975) are major contribution to specific learning difficulties. Poor method of teaching attribute to lack of skill or foundation in the subject matter. Also education system tend to take certain subject for granted like P.E it is not fully taught.

2.2.1 Psychological factors

Reid and Hresko (1981) stated that psychological disturbance are some of the causes of specific learning difficulties these include the ability in perceiving conceptualization and re calling it can also lead to misunderstanding of directions organizing meaningful thought and writing proper sentences .

2.2.2 Organic and biological factors

Reid and Aresko (1981) used these term which are the same as psychological causes. These factors causes brain injury and its effects are like dyslexia, minimal brain dysfunction other factors under this category are genetic Wallace and McLaughlin(1975) and prenatal and post natal causes stated that most causes learning disabilities are caused by medicine while may be undergoing treatment or drug abuse. Other environmental factors include healthy, nutrition, safety, sensory stimulation, language stimulation and social development according to Lovith (1978) Reld and Hiesko (1981). These two states that, external factors occur due to lack of uniformity and consistency in the environment of their community

2.2 Attitude of teachers toward learners with specific learning difficulties.

According to Randili (2002) learners with specific learning difficulties were segregated and small homes were built for them. . Where they had to learn while hidden in those

separate homes or institutions. They were not allowed to learn with the ones who were regarded as “Normal “ ones later some intellectuals or great tinkered like J.Benonilli (1654-1705) H Baker (1698-1774) Napoleon Bona Parka (1768-1780) proved that those children can be taught and be uplifted to standard like of other normal or average child. This can be done by modifying the curriculum to suit learners with specific learning difficulties in English. According to the daily nation (4th August 2006) man children would like to learn like others but due to their disability they cannot perform like the “normal” children.

Therefore teachers, parents and other stakeholder should change their attitude toward learners with specific learning difficulties. Children with or without disabilities should be taken to school rather than hidden at home and denied their educational rights.

Learners with specific learning difficulties in English should be taught together with counter parts in an inclusive setting and proper intervention measures given to them with the help of the modified curriculum.

2.3 Problems faced by learners with specific learning difficulties

2.3.1 Gross motor and Fine motor problems

According to Gear heart (1986) children with motor problem have difficulty in handling books and separating two papers to find middle pages. According to Wallace and McLaughlin (1975) children with fine motor problem may have difficulty in putting the answer in the right place provided. According to Kephaart et al (1974) Gross motor activities are learned before Fine motor activities.

These may affects handwriting contribution to poor performance in English .Deficit in gross motor activity causes clumsy and awkward especially in mobility therefore the learner should be identified early enough to be given intervention.

2.3.2 Spoken language problem

According to Waithaka (2002) Daily Nation Edition, some children seem to listen carefully and attentively only to find that they can't respond to questions or commended due to their disabilities. According to Wallace and McLaughlin 1975 these, children have difficulties to remembering words and sentences specifically perceiving how words are organized

Great heart (1985) stated that children with spoken language problems have a limited and immature vocabulary. With a large number of errors in the grammatical pattern. These children do pause to hunt for appropriate words and ideas to use in communicating and when they find the best words, they have their own sequence orders of word.

2.3.3 Reading problems

According to Waithaka (2002) Daily Nation, the child recognizes the words but fails to understand them. This makes comprehension of written language a problem or impossible such a learner could be fantastic in oral work but very poor in written language. The child could also experience difficulties in spelling words or organizing ideas. This makes reading difficulty

According to Wallace and McLaughlin (1975) disabled reader experience problem in remembering letters of alphabet, visual dissemination, auditory reverse letters lack skills to analyze words and lack skills to interpret and comprehend information

2.3.4 Written language problems

Apart from spoken language as a way of experiencing method of communication

According to Kellogg (1971) he stated that writing skill is a component that needs to be mastered in order for a language to continue to flourish learner. In (1976) he wrote that written language has three component namely handwriting spelling and written languages highly contribute to poor performance in English.

2.3.5 Numerical skill problems

some children have problem in understanding mathematical concepts or calculations , reading and has problem in organizing and putting ideas together in a logical manner ,This is stated according to Lovitt (1978) and Samuel Kirik(1962) apart from delayed development of an individual as one of the problem which makes learners difficult in nlearning , otherwise , some children seem to listen and understand their teachers but have problem in remembering facts and instructions otherwise have problem in decision making . The child is not deserve and once set he or she often has an obsession of one topic or idea. Therefore we should learn to live positively towards these children in order to help them.

2.4 Intervention measures or strategies

It can be taken as the measure which can be put to support a learner with specific learning difficulties especially in English language performance. This is in order for the learner to improve her or his performance to at least come nearer to average learner performance or to the same level. According to Koppitz(1973page137) teachers have a duty to do remediation in the areas of difficulties. Otherwise some intervention measures can be done through the use of drug, diet various modification task analysis and to some extent counseling method as stated by J.W Cerner (1976) and Wallance and MauLaughlin (1975)and also school empowerment head teacher s module



CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this Chapter, the researcher would talk about the systematic ways through which information was collected. The researcher would explain why a particular methods is being applied to collect the data.

3.1 Researcher Design

The researcher used survey method because it was convenient. Survey method uses quantitative method analysis which after interpretation would arrive at a result which would give meaning to the study. Quantitative method is also preferred because it uses a standardized tool for example a questionnaires which are directed to the selected sample.

3.2 Area and Population

In this section, the researcher describes the population that was the respondents and the area of the study for example the school. The study was carried out in Thunguri Primary School. The researcher investigated the factors that affect the performance of English in the school. The target population of this study was the teachers of Thunguri Primary School. There are twenty two and among the twenty two teachers fourteen are female and eight are male teachers.

3.3 Sample Selection

This section specifies all the participants and explains their categories. In this study, the researcher used systematic sampling where all the teachers handling English in Thunguri was selected. The participants were twenty two teachers in number. Among the twenty two teachers fourteen were female while eight were male teachers. Two teachers have a diploma in special education and the rest twenty teachers were trained Primary Teachers

One (P.I). Most of the teachers were over twenty five years who have enough experience of handling average children. The teachers were selected because they are the ones with enough teaching experience in English and therefore they are the ones who can tell how English is performed in school. They can also explain the factors that affect the performance and suggest possible solutions. They can also tell the weakness and strength of the learners.

3.4 Data Collection

In this section the researcher explained how the data was collected which was then analyzed to arrive at result which was to be interpreted to give meaning to the study.

In this study the data was collected from the sample teachers. The researcher used quantitative method which uses a standardized tool for example a questionnaire which are directed to the selected sample. The researcher used the questionnaire after one week for analysis. Confidentiality was assured to the responded.

3.4.1 Research Instrument

An instrument is a tool which was used to collect data. This can be a questionnaire, an interview or observation. In the case of this study the researcher used a questionnaire to collect the data. The researcher asked open ended questions to be answered by the respondent when the respondent was expected to choose from the answer given a , b, c,d. The researcher pilot the instrument by giving some to few teachers in order to find out whether they are valid and reliable.

3.4.2 Data collection procedure

This section the researcher would provide the detailed story of the study. In this study, the researcher selected a topic to study and give it to the supervisor for approval. The researcher attained a research permit from Kampala International University which was

given to the head teacher in order to grant permission to go and carry out the research.

The researcher looked for the area and population of the study and then carried out sample selection in order to get the actual respondent

After collecting the data the researcher used quantitative method where percentage and frequencies were used to analyze the data. .

3.5 Reliability Invalidity of the research instrument

Reliability is the degree to which researcher's instrument yield consistent result or data after repeat trial. To enhance the reliability of the instrument a pilot study was conducted in a population similar to target population which was used in the final study. This was to assess the clarity of the questionnaire so that those which were found inadequate may be discarded or modified to improve the quality of the instrument hence increase the reliability and the validity of the research instrument. The researcher got assistance from the supervisor in order to improve the validity of the instrument.

3.6 Data Analysis

In this section the researcher used suitable data analysis technique that was appropriate to answer the research questions.

In study the researcher analyzed the question using statistical technique for quantitative ness by the use of percentages (%) and tables which was used for analyze the data for better interpretation.

3.7 Limitation

Limited literature not available in local library.

Financial constricts since the study will be self sponsored.

Waiting for long for teacher to have their free time to attend the researcher.

Absenteeism of some teachers who are required to answer the questions in the questionnaire.

Some teacher being reluctant to respond to the questionnaire due to their negative attitude.

3.8 Delimitations

No strain of movement because the researcher forecast on one school.

Easy distributions of questionnaire since the responds are in the same school.

There will be no language barrier since the study in carried in the same school.

With the letter of the authority form the university there will be no problem of permission form the head teacher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

In this chapter the researcher looked closely at the raw data according to order of research questions. This format helped the researcher to investigate the factors affecting English performance of learners with specific learning difficulties. In Thunguri Primary School, the researcher used tables to analyse the data as shown below.

4.1 Questionnaire return rate for respondents

The study involved one school where the researcher was interested with all teachers handling English in the school. Out of twenty two questionnaires, administered to teachers, twenty were received back which was represented by 91%. This did not affect the findings negatively.

Table 1: Teacher's response on the gender

Gender	No. of teachers	%
Female	12	63.64
Male	8	36.36

Source: Primary data 2008

Table 1 indicates that there were more female teachers than male teachers. A few teachers were represented by 63% while the male teachers were represented by 36%.

this implies that there are more female teachers in Thunguri Primary school than male teachers.

Table 2: Professional qualification of teachers

Grade	No. of teachers	%
Graduate	0	0
Diploma in special needs	2	9
P1	18	91

Source: Primary data 2008

Table 2 indicates that only 9% of the teachers are holding diploma in special needs education. No teachers who are degree holders. The highest percentage of 91% are primary teacher 1(P1). This means that more teachers should be trained in special need education to acquire more skills of handling learners with specific learning difficulties.

Table 3: General performance of English in Kenya certificate of primary education

Option	Frequencies	%
Excellent	0	0
Average	6	27.27
Below average	14	72.73

Source: Primary data 2008

Table 3 indicates that there are no excellent children in performance which is indicated by 0%. 27.7% were average children, while 72.73% are below average in performance. This shows that the highest number of learners in this school are below average in performance.

Table 4: Some of the possible reasons as to why English is performed poorly

	Frequencies	%
Environmental factors	5	25
Inadequate teaching and learning materials	3	15
Negative attitude of learners towards English	6	30
Large classes	6	30

Source: Primary data 2008

Table 4 indicates that 25% of the teachers suggest that English is performed poorly due to the environmental factors, 15% suggest that it is caused by lack of adequate learning materials, 30% said that learners have negative attitude towards English as a subject while another group of 30% think that it is due to large number of children per class. This implies that the four reasons given by the respondents are the major causes of poor performance in English as a subject.

Table 5: Number of learners who cannot read fluently in the class

Option	Frequency	%
Two-thirds of the class	25	62.5
One-third	3	37.5

Source: Primary data 2008

Table 5 indicates that 62.5% of learners do not know how to read fluently, while 37.5% of the class are the ones who can read. This means that most of the learners have problems in English subject.

Table 8: Responses on the kind of learners to be given remedial work

Particulars	Frequency	%
All the children in the class	14	70
Those with specific learning difficulties in all subjects	6	30

Source: Primary data 2008

Table 8 indicates that 70% felt that all children should be given remedial work while 30% said that only those with specific learning difficulties should be given remedial work. This implies that most of the teachers do not consider learners with specific learning difficulties while teaching.

Table 9: How should learners with specific learning difficulties be handled in English lesson.

Particulars	Frequencies	%
Punished	4	20
Given remedial work	4	20
Address areas of difficulties	2	10
Given a lot of work	10	50

Source: Primary data 2008

Table 9 indicates that 50% of the respondents felt that children with specific learning difficulties should be given a lot of work, 20% be punished or be given a lot of work while 10% felt that they should address the area of difficulties. This implies that most of the teachers do not understand learners with learning difficulties.

Table 10: Responses on the level of learners which should be given dictation in an inclusive setting.

Particular	Frequency	%
Upper primary	3	15
Lower primary	14	70
Both lower and upper	3	15

Source: Primary data 2008

Table 10 indicates that most of the respondents felt that dictation should be given to the lower classes which is shown by 70% while 15% felt that it should be given to upper classes and 15% to both lower and upper. This implies that teachers cause learning difficulties in learners.

Table 11: Possible suggestions of what the government should do to improve the performance of English in primary school

	Frequency	%
Train all teachers in special education need	10	50
Demote teachers who do not perform well in their Subjects	0	0
Ask teachers to update their teaching records	6	30
Add more materials to the school	4	20

Source: Primary data 2008

Table 11 indicates that most of the teachers suggest that the government should train more teachers in special needs education. 30% supported that teachers should be encouraged to update their teaching records. 20% said that more learning materials and

facilities should be added to the school. However, none of them supported for demotion. this implies that teachers should be equipped with more skills to be able to handle learners with specific learning difficulties.

4.2 Review

According to the study, poor performance in English is caused by specific learning difficulties. These include poor handwriting, pronunciation, spelling among many. This problem should be addressed by learners, teachers, parents and the community at large in order to improve the performance of English at Thunguri primary school and the country at large.

5.2 Conclusion

The researcher carried out a research on factors affecting English performance by learners with specific learning difficulties in Thunguri primary, Ndia division, Kirinyaga district in Kenya.

The researcher used survey method to carry out the study. She used sampling procedure to carry out the study.

From the researcher findings, majority of teachers are not familiar with specific learning difficulties. They need to be called for refresher courses to enlighten them. Nevertheless there is one a teacher in the school who is trained in special need education and two more are still going under training.

Teachers could tell the problems of their learners about could not tell the cause of the problems.

According to the analysis teachers still have negative attitudes towards learners with specific learning difficulties. Some tend to put the blame on parents and others on lower primary teachers, but they have never come up with a conclusion who should be blamed.

According to researcher's analysis, the government should train more teachers in special education. In order to have inclusive education al teachers should be trained in special education in order to help the innocent learners.

5.3 Recommendation

The researcher came out with the research. Teachers should develop positive attitudes towards learners with specific learning difficulties whether individual or groups of learners in a class. Government should train more teachers in special education since they are advocating for an inclusive education.

Teachers should identify their learners in order to have true picture of learning difficulties. Government to encourage more teachers to go for special need training by giving them promotion after completion of the course.

Extra time should be provided to learners with specific learning difficulties during exam in order for them to finish.

Create awareness of learning difficulties to the parents in order for them to assist them.

Government to provide more instructional materials more to those children with learning difficulties.

5.4 Review

The researcher in this study researched on factors that affect English performance and came up with the factors like negative attitudes of teachers, poor background of learners, negative attitude of learners towards English as a subject and lack of skilled personnel among many. The researcher came up with conclusions and recommendations which includes teachers to have positive attitudes towards learners with learning difficulties and the government to train more skilled personnel to handle learners with learning difficulties. This would improve the performance of English subject.

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Appendix A

TEACHERS QUESTIONNAIRE

Introduction

The aim of this questionnaire is to get your opinions concerning educating children with specific learning difficulties in regular schools. Complete the following item as honest as possible.

Tick the appropriate spaces provided

1. Gender Male
 Female

2. Name of the school.....

3. Type of the school
 Regular
 Special School
 Regular with a special unit

4. Teaching experience
 - (i) One to five years
 - (ii) Six to ten years
 - (iii) Eleven to fifteen years
 - (iv) Sixteen years and above

5. Present position
 - (a) Regular teacher with special needs education training
 - (b) Regular teacher without special needs education training.

6. Marital status Married
 Single

7 How is the general performance of English in Kenya Primary certificate

a) Excellent

b) Average

c) Below average

8 What are the possible reasons as to why English is performed poorly?

a) Environmental factors

b) Inadequate teaching and learning materials

c) Negative attitude towards English by learners

d) Large classes

9 How many learners cannot read fluently in your class?

a) Two thirds

b) One third

10 What are the common mistakes made by learners while reading and writing English?

a) Spelling

b) Poor handwriting

c) Reading problems

11 Should learners with specific learning difficulties be placed in regular schools?

12

a) Yes

b) No

13 According to you who should be given remedial work?

a) All the children in class

b) Those with specific learning difficulties

14 According to you how should the learners with special learning difficulties be handled in English lesson?

- a) Punished
- b) Be given remedial work
- c) Address areas of difficulties
- d) Given a lot of work

15 According to your opinion which class should be given dictation in an inclusive setting?

- a) Upper primary
- b) Lower primary
- c) Both lower and upper primary

16 What do you think the government should do to uplift the performance of English in Primary schools?

- a) Train all teachers in special needs education
- b) Demote teachers whose subject is performed poorly
- c) Ask teachers to update their teaching records
- d) Add more instructional materials

APPENDIX B

Time Frame

TIME	ACTIVITY
January to February 2008	Proposal writing
March 2008	Presentation of instrument
April 2008	Collecting data
May 2008	Data Analysis
June 2008	Writing of research report
July 2008	Submitting of final report.



Appendix C: BUDGET

Stationery	Quantity	Amount
Duplicating papers	3 reams	1,500.00
Secretarial services	Research, Proposal and Report	1,600.00
Binding	2 books	1,200.00
	Total	4,300.00



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 256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
 e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. NANCY M. MWANGI.....

REG. #. BED/10754/16/DF.....

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

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

FACTORS AFFECTING ENGLISH PERFORMANCE OF
LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES
AT THUNGURI PRIMARY, NDIA DIVISION KIRINYASA
Kenya

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

