

**FACTORS AFFECTING PERFORMANCE OF LEARNERS IN MATHEMATICS
WITH SPECIFIC LEARNING DIFFICULTIES IN NYAMIRA DIVISION
NYAMIRA DISTRICT KENYA**

**BY
NDUBI CHARLES OBADIAH
BED/21046/81/DF**

**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE AWARD OF A DEGREE OF BACHELORS OF EDUCATION IN
SPECIAL NEEDS EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY**

NOVEMBER 2010

DECLARATION

I, Ndubi Charles Obadiah, hereby declare that this study paper is my own original work it has never been submitted to any institution of higher learning for the degree of Bachelor of education.

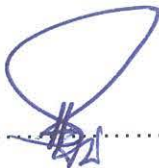
Signature 

Ndubi Charles Obadiah

Date..... *19th April 2010*

APPROVAL

This is to certify that the research report has been submitted with my approval as
a university supervisor

Signature.....

Ssekajugo Derrick

Date.....

DEDICATION

This work is dedicated to all those people who have been instrumental in the course of my studies. My family members, my brother Peter and all my mentors right from my early years of education. I'm greatly indebted to you all.

ACKNOWLEDGEMENT

My gratitude goes to my supervisor Mr. Ssekajugo Derrick for the advice and guidance while I was writing this project and also for providing useful references in order to improve the quality of this project.

TABLE OF CONTENTS

DECLARATION	ii
APPROVAL.....	iii
DEDICATION.....	iv
TABLE OF CONTENTS	vi
LIST OF TABLES.....	viii
ABSTRACT	ix
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background of the study	1
1.1 Statement of the Problem	2
1.2 Purpose of the Study.....	2
1.3 Objectives	2
1.3.0 General Objectives.....	2
1.3.1 Specific Objectives.....	2
1.4 Significance of the Study.....	3
1.5 Definition of terms	4
1.6 Scope of the Study.....	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.0 Learning Difficulties.....	6
2.1 Background Information for Children with Learning Difficulties	7
CHAPTER THREE.....	16
METHODOLOGY.....	16
3.0 Research Design.....	16
3.1 Population of the Study	16
3.2 Research Environment.....	16

3.3 Research Instruments	16
3.4 Quality Control	17
3.5 Data Collection Procedures	17
3.6 Statistical Treatment of Data.....	18
3.7 Ethical Considerations	18
CHAPTER FOUR.....	19
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	19
4.0 Introduction	19
CHAPTER FIVE.....	24
CONCLUSION AND RECOMMENDATION	24
5.0 Conclusion	24
5.1 Recommendations	25
REFERENCES	26
QUESTIONNAIRE.....	28

LIST OF TABLES

Table 1: Number of questions dispatched.....	19
Table 2: Categories of learners with specific learning difficulties in the school. ..	20
Table 3: Teachers attitudes towards learners with special needs.....	20
Table 4: Relevant teaching methods in handling learners with specific learning difficulties.	21
Table 5: Teachers parents support in handling learners with specific learning difficulties.	21
Table 6: Adequacy of teaching learning.	22

ABSTRACT

The purpose of the study was to explore the possible factors which contribute to poor academic performance among learners with specific learning difficulties in Mathematics, writing, reading and spelling. The researcher used structured questionnaire to collect data to determine the problem. He then used random sampling of schools and sampled four schools to represent the larger group. The researcher narrowed his research to 10 teachers, two from every school to fill

The researcher realized that to alleviate the factors affecting Mathematics performance among learners with specific learning difficulties, they have to consider a school as a teacher who is trained in special needs .It is also Teachers should choose teaching methods and presentation which benefit learners . When adapting consider learners with health problems which require medical treatment or therapy as well as guidance and counseling.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Kenya being a developing country faces a lot of problems in meeting the educational needs of its citizens and especially the children and as a result, various hindrances have brought a lot of impact on the teaching of the children with specific learning difficulties.

A pupil cannot be said to have a specific learning difficulty after making a mistake once or twice. You need to know the age of a child before you make judgments. To meet their needs in the general public and in the education setting has therefore become a concern.

The universal declaration of Human rights of (1948) emphasized that education shall be free to all. This is an aspect of access. Children were to learn in regular schools and meet their needs there. It also stressed that education shall be directed to the full development of Human personality and to the strengthening of respect for Human rights and fundamental freedom. Children were to be given education which fosters understanding, tolerance and friendship among all nations, races which calls for all stakeholders to provide quality education to all learners.

The researcher was therefore set to establish factors affecting Mathematics performance among learners with specific learning difficulties in Nyamira district Kenya..

1.1 Statement of the Problem

It has been analyzed by the researcher that children with specific learning difficulties (S.L.D) in inclusive classes perform poorly in academic subjects especially mathematics as compared to other learners. This study was therefore meant to establish the major hindrances to the academic performance of slow learners in mathematics in Nyamira division.

1.2 Purpose of the Study

The researcher wants to conduct a course study and find out the possible factors that lead to poor performance in mathematics among children with specific learning difficulties.

1.3 Objectives

1.3.0 General Objectives

The study investigated the factors affecting mathematics performance among learners with specific learning difficulties in Nyamira division Nyamira district Kenya.

1.3.1 Specific Objectives

1. To determine teachers' attitudes (regular teachers) towards learners with specific learning difficulties.

2. To establish intervention strategies employed in helping learners with specific learning difficulties.
3. To establish why learners with specific learning difficulties perform poorly in mathematics in the area of study.
4. To identify relevant teaching methods for learners with specific learning difficulties.

1.4 Significance of the Study

- The results of the study will be used to improve the attitude of teachers and children in the community towards learners with specific learning difficulties.
- The results of the study will be used by teachers and the community to modify the learning environment to make it barrier free for all learners.
- The results will be used to enlighten teachers to realize the need of eliminating factors which affect learning among learners with specific learning difficulties.
- The results of the study will be used to assist school administration and other stakeholders to improve on learning strategies to improve mathematics performance among learning with specific learning difficulties.

1.5 Definition of terms

For the purpose of this study, the following terms are defined as operational terms.

- Difficulty** – Circumstance whereby a learner cannot achieve what is expected in learning.
- Curriculum** – A system of group of activities, content and materials of instruction for the purpose of preparing children to learn and live effectively.
- S.L.D.** – These are conditions affecting the learner's ability to learn specific skills like academic subjects like reading, writing, spelling and arithmetic or mathematics.
- Intervention** – Anything done to minimize the effects of disability in the life of a child e.g. teaching a child to walk using a walking aid is a form of intervention.
- Curriculum adaptation** – Refers to slightly changing the curriculum or method of delivery to achieve the same or equivalent objectives.
- Special needs** – Refers to difficulties that an individual learner has which may hinder him or her from learning effectively.
- Withdrawn** – Shy, reserved, unsociable, not interested in mixing with others for play or any other activity.

1.6 Scope of the Study

The research restricted himself to 28 schools in Nyamira region Nyamira district by narrowing himself to four schools to represent the larger group and also make the study easy, well manageable and easy to carry.

CHAPTER TWO

LITERATURE REVIEW

2.0 Learning Difficulties

According to E.P. Njuki children face problems in school subjects, self help skills like bathing, toileting, dressing, feeding and acquiring skills to cope up in the immediate environment. Njuki E. P. (2001) further defines learners in the category of general learning difficulties as mentally retarded, intellectually disadvantaged children in this group may not use to their maximum their five common sense in manipulating the environment for their own good and the good of the society. The sense of hearing, sight, test, touch and smell can be affected resulting to being disadvantaged. The person will require assistance in school work and adaptive skills like communication, self direction, safety, leisure and work.

Children with specific learning difficulties have problems or difficulties in one or two areas of the curriculum. It is a condition affecting a learner's ability to acquire specific skills in academic subjects like mathematics calculation, reasoning, spelling writing spoken language. They have the capacity to perform well in most school subjects and yet experience difficulties in the listed areas. Teachers label them as lazy, not serious, slow learners or underachievers but according to school – based research development (2001) these children have common characteristics e.g. being unstable to sit still, move around, hyperactive, poor memory, not attentive in class.

They exhibit what is often described as significance discrepancy between actual performance and their expected ability, perform well in other subject and fails in one or two areas without or for no apparent reason, consistently fails.

2.1 Background Information for Children with Learning Difficulties

In America or USA education matters is handled differently from one state to another although all states submit to the federal law such as Education For all handicapped children Act (PL 94 – 142) of 1975.

The law required that the handicapped children be educated together with non-handicapped and all children identified as being in need of special education or accorded education in the least restrictive environment (LRE).

If the nature of severity of the handicapped is severe then special classes or units are there but next to regular classes with the use of assistive devices provided.

Another act came which was individuals with disabilities act IDEA – 1990. The key aims of this act was to integrate more students with disabilities into same physical settings, curriculum and academic standards as their non-handicapped local administrators have greater discretion in managing, funding and administrative issues of the schools. It also aimed at learners with special needs being included in neighboring school so that their disabilities can be explained in

terms of how such disabilities would “enable” the child to access the general education in regular classroom.

Several other inclusionary practices were developed for adaptation. They aimed at supporting instructions for pupils with special needs in general education. They include learning environment ideal for learning with facilities and support services.

Integrated Classroom Model (ICM) learners with special education needs to learn together with regular learners then later at time of need may be assisted in the resource room.

Class Within a Class model (CWC) a class with a provision to cater for all learners was also introduced. Co-operative Teaching Programmes (CTP) is an approach of teaching by many teachers or team teaching, resources consulting teachers, (RCT) specialist teachers who assist learners with special needs in education.

Finally the Individualized Educational Programmes (IEP) a programme to address the learning needs of each child so as to accelerate learning. The British Government made inclusion practiced by issuing guidelines for inclusion so that the needs of individual learners are guaranteed.

The process of assessment; placement, monitoring, evaluation and support system are clearly outlined in the guidelines. Learners with special needs are

catered for through the pupil's retention grant which ensure that children with special needs in education remain in the mainstream schools. Through this grant, the individual schools practicing inclusion are provided resources for individual learners within the system.

Parents have a noble role to play in development of inclusive education. Parents express their wish on placement, service provision and monitoring evaluation of their children's learning. Kenya Country National Conference on education for all Kisumu (1992).

Kenya conducted this conference to review Jomtien conference of 1990 and to prepare for implementation of the education for all framework; The Kisumu Conference marked Kenya's climax of the preparations. This conference looked at Jomtien expanded vision of basic education. Aspects of this amongst others included domesticating the (E.F.A) objectives. For use nationally it is worth nothing that the good of universal primary education was first articulated in the KANU manifesto of 1963 which promised to provide education for `all. This was further highlighted in the Kenya education report of 1964.

The sessional paper No. 10 of 1965 equally subscribed to universalisation of primary education. In pursuance of these politics and recommendations therein, the government has emphasized universal primary education in nearly all its development plans and the various education commission reports after Jomtein

Conference, there has been a renewed worldwide support and commitment on provision of basic education.

Kenya has expanded the concept of basic education so that education can serve the basic learning needs of learners through systematic instruction on which learning is based in Kenya Basic education for all (BEFA).

Expanded educational provision to other levels not within universal primary education. BEFA deals with education for literacy, general knowledge, early childhood education and development, disadvantaged and special groups also called children living under difficult circumstance like the child soldier and child labor. It was in the light of the emerging issues after BEFA conference that the need for another conference called the world conference on special needs education was held in Salamanca, Spain June 1994.

The conference focused on the range of differences which are present in today's societies. It stated that many groups of children with special needs education are excluded from mainstream education. These children include: street children, dropouts repeaters, working children, disabled children. This indicated a need to look at general educational reform and to address issues of access and quality for all children.

Special needs are part of education for all. The main objectives of the conference were to;

- Present new thinking on learning difficulties and on the relationship between special education provision and general school reform and review recent development in young people with special education needs as the majority were general educators.
- Provide forum for sharing experiences at international, regional and bilateral levels.
- Provide education to special needs through inclusive schooling approach and remove barriers so that all children can learn together.

According to Hegaty (1996) the first choice for placement for their children with special needs education should be in regular school within their community. In line with the current world order, Kenya has set some bench marks to be achieved by 2005 universal primary education (UPE) should be realized by 2015 (EFA) should be achieved and Kenya has ascribed to the rules (1994) and emerging issues that education if free in Kenya, the need for inclusive education is something that ought to be practical now.

Education throughout the world is a basic requirement for development the researcher concurs with Gachukia E, Yambo M. Mwarani K. and Anwar J. (1993). Education benefits is assessed in the productivity, quality of life and the roles of males and female learners. In primary education gender equality has been achieved but as one goes higher in education the percentage of males is higher than females confirmed by Mwanika K. et al (1992).

The main issue pointing to the decrease could be lack of early identification of Learners special needs and affected on time. Mc. Mutt (1984) pointed that holistic learning begin at the bottom of the spiral with little or no knowledge as the type of learning is ongoing and continual.

SLD progress is assumed to be low average due to lack of material and lack of trained manpower in the area of special needs education. There are a number of factors which determine the quality of persons education "genetic", environmental, physiological. Artion (1939) came with a theory that relied on mixed dominance as an indication of brain pathology being accused of learning difficulty.

According to Artion location of speech function as dominant over the right hemisphere i.e. the interference of the right hemisphere during language activities can cause language confusion. The government should recognize the right of the child to education and to achieve this right progression and on the basis of equal opportunity make primary education compulsory and free measures to encourage regular attendance and reduce dropout rates Grant (1991).

Learning is easier when the task is broken down into manageable tasks. Behavioral approaches to written language instruction have subjected learning desirable and remedial children to years of drill and practice. The continuous drill and practice focus on deficits or weak areas.

The deficit or weak areas. The deficit of the learners inadequacies has had a devastating effects on the lives of many learners (Poplin 1984) when the learning process are broken in to units, objectives that we take away the possibility of the students own interpretation from which they make sense of new information making learning less difficult drill encourages positivity in learners. It is the teacher who makes all decisions about all what is to be learned.

The focus is on isolated skills. Students are not able to take advantage on previous learning Rhodes & Duddy, Marling (1988). Grant (1991) agreed that education of the child shall be directed to be development of the child's personality talent, mental and physical abilities to their fullest potential. Holistic approaches be used because they take developmental view of children's reading and writing problems. When learning is placed in meaningful context. It encourages children to actively intergrate what they learn into what they know.

According to Tarnopol (1974) professionals urge teachers to teach individual pupils to meet individual needs. Researcher concurs as system is right teachers are required to complete the syllabus within a time by the ministry of education. Teachers end up rushing to finish with little attention to learners with special needs.

Ongero 2003 in effective classroom management with narrow imbalance and irrelevant activities not suited to pupil needs affects their learning. She asserts that when teachers base their teaching on material or mental level of learners

with inflexible teaching styles affects pupils behavior. If pupils behavior is negatively affected, learning outcomes is adversely affected.

According to Kithure (2002) curriculum in a regular classroom calls for differentiated flexible, and adaptation to suit the various needs to avoid dropouts and class repetition. Otiato et al 2001 curriculum adaptation means modification and manipulation of the environment factors to match needs, abilities and interests of the learners considering that they may exist.

Teachers should choose teaching methods and presentation which benefit learners . When adapting consider learners with health problems which require medical treatment or therapy as well as guidance and counseling.

Musibala (2001) says that resources equipment, people that make easier for a child to learn. Resources which enhances functions of parts of the body as compensatory devices which enable learners with motor disabilities or sensory impairment to use the remaining abilities for normal function. Tarnopol (1974) indicates that noise within the class should be minimized by use of carpeting on the floor and giving the room other acoustic treatment to prevent reverberation. Lighting needs in the classroom be considered to compensate hearing loss.

Kay (1970) indicates also that children will understand easily if a teacher uses a working model or picture of something outside their experience rather than

verbal. Researcher agrees with Kay's views on use of teaching, learning aids as it makes the concepts clearer and increase retention rate.

Poor and restrictive learning that does not stimulate the child is not sensitive to the children's individuality, when children are put in an environment that restrict their movement and no appropriate teaching learning materials, they are not able to explore as they learn. Ongera (2003).

The researcher concurs with Ongera's observation since lack on conducive environment can lead to behavior difficulties thus affect learning negatively. According to Farant, the teacher must play a part in selecting materials from which the child will learn. He should choose wisely resources based learning should be used as it encourages initiative and independence. Otiato and Kathenye (2001) educational materials as important in an inclusive setting without them curriculum restriction is inevitable.

Hendrikz (1996) indicates that classroom environment should be modified to cater for all learners in an inclusive setting.

CHAPTER THREE

METHODOLOGY

3.0 Research Design

This chapter deals with research design that the researcher used in the field of study. It indicates the methods of data collection and analysis of the study. The sampling procedures and the instruments which was used for data collection and the collection of questionnaires.

3.1 Population of the Study

With the population of 40 teachers, the researcher used random sampling to get teachers in every school representing the larger population. These two teachers filled questionnaires to represent the whole school society and hoped could give correct response.

3.2 Research Environment

This study was conducted within in Nyamira division in Nyamira district Kenya.

3.3 Research Instruments

The researcher utilized survey method. The information got from the said schools was taken to represent the whole cross section of problems facing specific learning difficulties. The questionnaires comprised of 15 questions each only to

be ticked the correct option by the respondent. They were taken to each school by the researcher to be filled well.

3.4 Quality Control

The researcher developed the research instruments with the guidance of the research supervisor and a pretest was administered as a pilot study to respondents who in this case were not included in the study. Academic colleagues were also consulted to assess the instruments and ensure that right questions are asked in the least ambiguous way. The validity of the questions in the instruments was checked by the responses acquired and the content validity index. Consequently, necessary changes were made to ensure that they are relevant, accurate and precise. The validity of the questionnaire was effected by employing the formula:

$$CVI = \frac{\text{Number of Valid Items}}{\text{Total number of items}}$$

Where CVI means: Content Validity Index

3.5 Data Collection Procedures

The researcher delivered a transmittal letter to the concerned authorities before administering the instruments to the anticipated respondents so as to seek official permission and book appointment. Research instruments were then administered personally to the subjects.

3.6 Statistical Treatment of Data.

The study employed descriptive statistical tools to analyze quantitative data obtained from the study. Tables of frequency distribution were prepared whenever necessary, as well as the percentage occurrence of each of the responses to a particular question. Qualitative data was analyzed by thematic analysis i.e. an analysis of the main themes as required in the study. The results were tabulated for easy interpretation such that one can easily visualize the various results as given by the respondents.

3.7 Ethical Considerations

The study primarily engaged all respondents in selected secondary schools that had been viewed necessary for data collection: the students, teachers, and head teachers. Accordingly, extreme confidentiality had to be promised and this was effected only, by promising secrecy to the information provided by the selected respondents

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The researcher used tables to analyze the data collected. The researcher employed the following formula:

$$\frac{\text{No. of respondents} \times 100}{\text{No. of questionnaire}} = \%$$

Table 1: Number of questions dispatched

Respondents	Actual Questionnaires	No. of questions received
Teachers	15	15
Total	15	15

Source: Primary data

Out of 15 questionnaires dispatched, all of them were received dully filled so 100% no low return rate.

$$\frac{15}{15} \times 100 = 100\%$$

15

Therefore, no low return rate.

Table 2: Categories of learners with specific learning difficulties in the school.

Category	Frequency	Percentage
SLD	25	42%
Hearing impaired	15	25%
Visual impaired	12	20%
Physically handicapped	8	13%
Total	60	100%

Source: Primary data

From table 2. it shows that 42% of the pupils have S.L.D and 25% have hearing impairment. 20% and 13% respectively have visual, physical impairments. There are more learners with specific learning difficulties.

Table 3: Teachers attitudes towards learners with special needs.

Types of response	Respondents	Percentage
Negative	14	100%
Positive	0	0
Total	14	100

Source: Primary data

According to the response, an attitude of teachers towards children with special needs is strongly affirmed that 100% teachers have negative attitude towards these children.

This is witnessed from the progress of those children. Teachers think that they are lazy, uneducable and all sorts of name calling.

Table 4: Relevant teaching methods in handling learners with specific learning difficulties.

Teachers Response	Respondents	Percentage
Child centred	6	50%
Teachers centred	4	33%
Not known	7	17%
Total	12	100%

Source: Primary data

Table 4 shows that 50% of the teachers use child centred and 17% are not known. Though majority of the teachers use child-centred method which is a good approach which could have improved performance of the learners with specific learning difficulties hence they have not stratified their intervention measures which is clearly seen in their poor performance.

Table 5: Teachers parents support in handling learners with specific learning difficulties.

Teachers response	Frequency	Percentage
Parents	6	75%
Community	4	25%
Other professionals	2	0%
Total	12	100%

Source: Primary data

The table indicates that 75% of the respondents are parents who give a lot of support to the education of children. 25% is the community while 0% is the support from other professionals. This means that teachers and parents make learning easy and eliminate the factors which lead to poor performance of Mathematics among learners with specific learning difficulties.

Table 6: Adequacy of teaching learning.

Teachers Response	Frequency	Percentage
Not enough	9	75
enough	3	25
none	0	0%
Total	12	100

Source: Primary data

According to table.6 it shows that 75% of the respondents say lack of enough resource books contribute to poor performance of S.L.D while 25% confirms that the resource books are enough the people of individual such as teachers, learning support, assistance and pupils themselves.

However, the attitude towards accepting each other depends on teachers adapting the learning environment they are involved in.

Most people are not aware of learners with specific difficulties (S.L.D) there is an urgent need a researcher to educate the public or society on the value of helping

such learners because we have to nurture the present generation through remediation and intervention for a better future.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Conclusion

The purpose of the study was to explore the possible factors which contribute to poor academic performance among learners with specific learning difficulties in Mathematics, writing, reading and spelling. The cause of these difficulties ranges from genetics or heredity. The society and especially the teachers who handle much of the time learners suffering from such conditions are misused, not loved at all. They are neglected and labeled as low performers.

The researcher found out that the negative attitudes; the curriculum used in schools does not cater for learners with specific learning difficulties. On the other hand the resources used in teaching and learning does not promote proper learning among the learners.

The researcher finally comes with general strategies, which could be of help to person who would be handling the learners with same or similar conditions. From the data collected, the researcher found out that three quarters of teachers in Nyamira division had not been exposed to inclusive education skills and approaches that they may be competent in handling learners with different disabilities.

The researcher realized that to alleviate the factors affecting Mathematics performance among learners with specific learning difficulties, they have to consider a school as a teacher who is trained in special needs.

5.1 Recommendations

- Curriculum to be modified to suit the learners with specific learning difficulties (S.L.D)
- Teacher training colleges should include training on special teaching methods of learners with special needs.
- Teachers, parents and community be involved in assisting special education need children.
- Teachers to use songs, games to remind the learners with poor memory on sub sequential.
- There is need for the government to employ more trained teachers to curb the high rate of retirees which has created acute shortage of manpower

REFERENCES

- Bell. P (1974) Basic teaching for slow learners London Redwood Burn limited
- Bulletine Musibala P(2000) education resources in an inclusive setting.
Uganda, UNISE/KISE
- Farrant(1986) Principles and practices of education,Longman, Singapore.
Singapore Publishers ltd.
- Ficeciello C. (1925) early intervention with multi-handicapped children KISE.
- Grant P.J. (1991) The state of the world's children.,U.K. Oxfordshire.
- Heneikz (1986) introduction to education psychology London.
- Kithure M. (2002) teaching and learning strategies in an inclusive setting
Nairobi,KISE press
- Njuki, E.P, Oganda (2001) learners with specific learning difficulties in an
inclusive setting Nairobi UNISE/KISE
- Osundwa E. (1992) children and women in Kenya. Kenya Regal press ltd.
- Otiato A.C Kathenya M(2000) managing learning in an inclusive setting.
UNISE/KISE

Randiki F. (2001) Historical development of special needs education
KISE/UNISE

Ritcher D.(1984) Research in mental illness,Great Britain. Bidless ltd

School Based Teacher Development SBTD (2001) core module Kenya British
development for international development for international development
(DFID) and ministry of education.

Tarnopol (1974) Learning disabilities spring field Illinois

QUESTIONNAIRE

Please kindly teachers, I request you to assist me in completing this research questionnaire by indicating the number of your tentative answer on the space provided before the question.

4. Strongly agree

3. Agree

2. Disagree

1. Strongly disagree

1. Teachers attitudes make learning successful because;

- They facilitate and create an atmosphere for every one to acquire Mathematical skills.
- Hinder mathematics performance among S.L.D.
- Create a positive change in Maths performance and learners with S.L.D.
- Co-operate with other stakeholders
- can purchase materials to alleviate Mathematical problems.

2. Adequacy of facilities and resources creates;

- There is teaching learning materials which are locally made.
- Commercially made materials are easy to obtain.
- Teachers are trained to use teaching learning materials.

3. Teaches relevant knowledge and skills resulted in

- Teachers are fully trained in relevant field.
- Teachers training is relevant.
- Teachers are given regular induction courses.

4. Curriculum meets the needs of specific learning difficulties as it.

- It is regular modified.
- The curriculum and its adaptation meet the educational needs.
- There is varied teaching methods in the curriculum development.
- The eyed curriculum developers have knowledge in S.L.D.

5. Teachers and parents give support in order to;

- Make learners pass examinations.
- Support the ministry of education in alleviating factors affecting Mathematics among learners with S.L.D.
- Make learning easy as they provide teaching learning materials.
- Minimize the barriers affecting learners with S.L.D.