

**TEACHERS ATTITUDE TOWARDS THE ACADEMIC PERFORMANCE
OF LEARNERS WITH LEARNING DISABILITIES IN KANJUU PRIMARY
SCHOOL IN KIRINYAGA DISTRICT- KENYA**

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DECLARATION

I Margaret Nyambura Ndwiga declare that the material in this book has not been presented elsewhere for any academic qualification.

SIGNED

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MARGARET NYAMBURA NDWIGA

DATE

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27-8-2008

APPROVAL

This research report is submitted for examination with my approval as a
university supervisor

Signed,

.....

MR. LAAKI SAMSON

Date:

23-09-08.....

DEDICATION

I wish to dedicate this work to my beloved family members who have all through encouraged me even when it looked quite taxing for me. They have all through given me moral support.

They offered themselves happily to handle my duties in my absence during the course and have always pushed me through in prayers

ACKNOWLEDGEMENT

I wish to acknowledge with pleasure the assistance I received from all those who contributed in any way in helping me prepare this report.

I particularly feel that I should thank my Supervisor Mr. Laaki for the devotion, support and cooperation he has given me through the research process to make this work come to conclusion.

I also express my deep appreciation of concern provided by my husband Alex Ndwiga and my children who tireless supported me by giving company and providing me with finances which made me have better times as I carried by research.

I also want to thank teachers of Kanjuu Primary school for their cooperation.

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ABSTRACT

This study illustrates the impact of teachers' attitudes on learners with learning disabilities. As a result of this deficiency, learners with learning disabilities have gone through unfriendly experiences that have affected their academic performance. In Kanjuu primary school, Ngariama zone Kirinyaga district.

The study has therefore investigated some of the factors that lead to this negative attitude and how it can be changed in order to maintain the victims in the learning institution and help them to their best in academic performance.

The study in brief has examined the problems faced by learner with learning disability analyzed the preventive measures as well as illustrated the role of the teachers as concerns learners with learning disability.

The method used was survey design, a method commonly used in education research study or understand educational issues or problems. Data was collected through use of questionnaires and analyzed through the use of qualitative approach in order to provide answers to the research questions.

The study found that majority of learners with disability experience problems due to lack of knowledgeable personnel as well as unconcerned teachers.

Conclusively, the study urged teachers and all other stakeholders to develop positive attitude towards learners with disabilities. Provision of relevant and adequate materials was also recommended.

Awareness meetings should be held more regularly in order to equip all concerned stakeholders with the necessary skills and intervention on how to deal with learners with learning disabilities.

CHAPTER ONE

INTRODUCTION

1. 1 BACKGROUND OF THE STUDY

The existence of learners with disabilities can be traced back as in the origin of human life. This is a disadvantaged group which does not perform as well as their peers and sometimes they are undertaken to be ignorant.

During the time of neglect in early 17th century, their participation within their own families and community was noted and so made them considered socially and academically incapable. They were not accepted or regarded as part and parcel of the family and community they suffered neglect and rejection.

In the 18th Century some individuals saw the potential of such learners and started teaching them at the family levels. This did not support Plato and Socrates who had said that people with disabilities are not capable of reasoning and therefore can not learn.

Every child has a right to be educated regardless of ones disability. Learners with learning disabilities are enrolled in special or regular schools and have been suffering a lot because they perform poorly in academic work and so the teacher and the community at large do

not understand or accept their problems especially to those who are not easy to judge by their look. They are expected to perform better than how they can naturally do and so experience immense difficulties exercising the right to education. Bearing in mind that education is an important facilitator for development, personal growth and poverty eradication regardless of any barriers of any kind including disability. There is need for a positive attitude towards the performance of learners with disability in order to provide an encouragement environment which is not discriminative.

Therefore it is not enough to say that everyone has the right to education without putting in place mechanisms to ensure and facilitate access. Facilitating access to education for persons with learning disabilities entails the removal of policy, legislative and administrative obstacles and their replacement with positive measures in line with various international human rights instruments providing for advising equal access to education for learners with disabilities.

Education of learners with disabilities in Kenya falls under the Ministry of Education Special Education division. This section deals with the administration of education of persons with special needs.

Today, approach to inclusive education the Kenya government is training teachers on special needs education through which there is hope for

better understanding of learners with learning disabilities by the teachers and the community as a whole.

Presently, the government is implementing the Free Primary Education (FPE) programme with the aim of leading the country towards the goal of education for all (EFA) by 2015.

This should change the attitude that involves better understanding and higher concern which will make the learners with learning disabilities be better cared for and be given adequate support to meet their needs. This will provide a conducive learning environment with a learning atmosphere.

1.2 STATEMENT OF THE PROBLEM

There has been a sense of consideration for children with learning disabilities according to the United Nations Universal Declaration of human rights 1948 which emphasized that every child has a right to education. It was later strengthened in the world conference of special needs education 1994, which highlighted the range of difference in individual capabilities which are present in today's society. These guarantees subsection and utilization of opportunities to all children in all aspects of life.

The discriminative practices put learners with learning disabilities in a world of their own where they are just looked at as objects of bother and unproductive.

1.3 SPECIFIC OBJECTIVES OF THE STUDY

The study aims at achieving the following objectives.-

1. To investigate reasons to the continuous increase in learners with learning disabilities in the school.
2. To identify teachers attitudes towards the learners with disabilities in Kirinyaga District.
3. To determine the possible solution towards negative attitude of teachers towards learners with learning disabilities
4. To establish the appropriate strategies to enhance education of the learners with learning disabilities in the district.

1.4 RESEARCH QUESTIONS

1. What are the factors that contribute to the continuous increase of learners with learning disabilities in the district?
2. What are the teachers' attitudes towards the education of the learners with learning disabilities in the district?
3. What should be done in order to eliminate the negative attitude of teachers towards learners with learning disabilities?
4. What strategies can be used to enhance education of learners with learning disabilities in the district?

1.5 SCOPE OF THE STUDY

The scope of the study is divided into geographical scope, content scope and sample scope.

THE GEOGRAPHICAL SCOPE

The study will be conducted in Kanjuu Primary School, Ngariama Zone, Gichugu Division, Kirinyaga District in Central Province. The areas to be studied are on the academic performance of learners with learning disabilities in relation to the teachers' attitudes.

CONTENT SCOPE

The study will analyze the reasons, causes and effects of teachers' attitude towards learners with disabilities. In particular the researcher will focus on Kanjuu Primary School in which the general performance of most of the learners with disabilities is getting worse instead of improving.

SAMPLE SIZE

The study will cover the assessment of the Academic performance of learners with disabilities for a period of one year

1.6 SIGNIFICANCE OF THE STUDY

1. The study will offer solutions to many problems affecting learners with learning disabilities in Kanjuu Primary School.
2. The study will come up with ways through which teachers would

change their attitudes towards the learners with learning disabilities and so accept them.

3. The study will assist in improving the standards of education in the District.
4. The study will form a base and open door for further relevant research on the same.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 INTRODUCTION

Literature review is any investigation that involves reading what other people have written. This could be on any issue of interest that one would like to study on and therefore need for investigation.

As the world grows, most of the things in human nature have been researched on. Some have been researched by many people and some by just a few but all the same, there is still more to be researched on by others as a continuation of what has already been done or on other discoveries of other things on the same,

2.2 HISTORICAL DEVELOPMENT OF SPECIAL EDUCATION IN KENYA

The government of Kenya has shown a lot of concern for people with disability during the recent years. With that understanding it is clear that our government is ready to continue helping the less advantaged members of our society with a strong feeling that they should not be discriminated.

In this connection some committees have been formed at times in aid of affairs connect to people with disabilities.

Much have been done to improve the matters of those who have special needs e.g. that early intervention should be taken for such children whereby assessment should be carried out in the educational assessment and resource centre early enough.

The children's act 2001 came to bring change to the dimension of looking at persons with disabilities. It came as a result of recommendations by the Kenya reform commission. The children's act was enacted 1 March 2002. According to the act all children must be:-

- Treated fairly
- Have their voices heard in everything that affects them
- Considered active participants in the society
- Assured of a better place to live in.

In 1987 the government prepared a draft session paper which was known as Policy for Special Education draft 1987. This draft paper encourages the community to change their view towards people with disability. All this was done to ensure that persons with disabilities were not discriminated upon in the communities and their social environment.

So far our government has shown a lot of concern on people with disabilities in the recent year's e.g.

- Nomination of a visually impaired person as an M.P. for Keiyo South Tabitha Seii.
- The first lady organized the first beauty contest for persons with disability.

In this event Miss Rahman Said was the winner of Miss Disability

Beauty Contest. This is very encouraging in the ways that those with disabilities can also take part in activities like other people if they are given chance.

It can therefore be strongly said that much has been done to stimulate public awareness, professional understanding of the problem and local authority action by publicizing the needs of the disadvantaged learners and on so doing change the low attitude towards learners with disabilities.

2.3 ATTITUDE

Out of observation, it is common knowledge that in the community, learners who are born with special needs receive very crude treatment from their own parents, teachers and the community at large in their immediate environment including the regular school where they attend. Unfair discriminations have put them out of school and also out of social life with their peers, in which they have experienced a miserable life. They have abandoned learning in normal schools because of lack of encouragement. They have faced mistreatment and outright abuse from teachers, other learners and their own parents in their surroundings environment.

For the purposes of the study attitudes with refer to the feelings the teachers have towards the education of learners with disabilities.

According to the Collins pocket dictionary, attitudes refer to settled behaviour as showing opinion on settled mode of thinking. Over the years, tremendous changes have taken place in the societies attitudes towards the education of the poor performers e.g. Frampton and Gall (1995) recognized three stages in developing of attitude.

In pre-Christian era, those with special needs (the handicapped) were persecuted, neglected and mistreated.

During spread of Christianity there were pitied and protected.

In the recent years there has been move towards accepting the handicapped and integrating them into the society to the fullest possible extent.

- In U.N. standards rules on equalization of opportunities for persons with disabilities (1994) it was noted that some of the circumstances which have influenced the living conditions of people with disability were -ignorance, fear, neglect and superstitions.

2.4 RELEVANCE OF EDUCATION TO CHILDREN WITH DISABILITY

On gathering information to support or negate the findings the line of ones area of investigations. Bell (1993) Langelleld 1965 states that educational studies are a practical science in the sense that we do not only want to know facts and to understand relations for the sake of knowledge. We want to understand in order to be able to "Act better" than we did before Bell (1993).



Segal (Second Edition) quotes a statement from an educational act that reflected a more human society. A nation more aware of fundamental human values. He says should be more ready to open doors rather than to bolt them and that if there are new opportunities for children who suffer no handicap, there are also new approaches towards the integration of those who are handicapped.

2.5 NEED FOR CONDUCTIVE ENVIRONMENT

On the same H.P. Martin (1976) states that there is need to try to note and understand that various ways in which he abusive environment has affected the child and with that understanding, the next step is to determine how those wounds can be treated or cured. That has also been strengthened by Durumo (1993) where he has stated that there is need for the professionals to know the exact cause of learning disabilities and he has referred to J.W. Learner (1976) list of the areas that may be involved with causes of learning disabilities.

There is need to handle the disadvantaged learners with love and concern bearing in minds that according to Segal. (Second Edition) misfortune is as old as humanity and so we should not treat it as something that is not normal but instead come forward like some individuals who have involved themselves in the welfare of learners with disabilities like St. John of Bellerly, a Bishop. He is the first person reported to have attempted to teach the disabled persons.

Therefore those with mixed feelings and appalled by the magnitude of

the problem should be filled with admiration for the many who are devoting their lives to improve the prospectus of the learners with disabilities.

2.6 NEED FOR SPECIAL TRAINED TEACHERS

It's good to note that learners whose rate of learning is well below average also needs help which comes from a careful diagnosis of a problem, remedial exercises and a strong personal relationship with the teacher.

It is in this understanding that through the researcher this research paper has found its strong roots on the attitude of the teachers towards education of learners with disabilities particularly in Kanjuu Primary School, Kirinyaga District.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This is on how the study was carried out. The procedure through which the researcher carried out these investigation. In this research, the methodology was questionnaire. The researcher gave them personally to teachers in the school.

3.1 RESEARCH APPROACH

This is the approach through which the researcher got to the issue in question. In this case, the researcher used the qualitative approach mostly because the research problem required the researcher to understand and analyze the attitude of teachers towards the learners with learning disabilities in Kanjuu Primary school.

3.2 RESEARCH DESIGN/STRATEGY

In this research paper, the researcher used the survey method. The method the researcher chose meant to aid in obtaining information which could be analyzed, reasoned, extracted and comparisons were made in order to come up with solutions.

In this research paper, the researcher used questionnaire method to conduct the survey but only in selected areas of a large population targeting only learners with learning disabilities in Kanjuu Primary school.

3.3 POPULATION

According to the researcher, the population that involved in this research was;

- Teachers in Kanjuu primary school in Kirinyaga district. These were regular teachers who deal with the learners with learning disabilities directly in the regular classes.

3.4 SAMPLE

For the purpose of the study, the researcher targeted one group involved in the research, and that was the teachers in charge of different classes.

The researcher picked at random 30 teachers from the classes in the school.

3.5 SAMPLING PROCEDURE

The researcher used the simple random sampling because it was not possible to interact with the teachers in the targeted classes in the school and so could not choose any of them in particular for she did not have ample time to learn them.

So the researcher went into the school and requested for assistance from teachers with help and permission from the school administration. That was the most appropriate method because the researcher did not have prior information about the targeted school. Random sampling method was best for this particular study according to the researcher.

3.6. INSTRUMENTS OF DATA COLLECTION

Questionnaires were used to extract information from teachers in charge of different classes.

Data collection procedure

A letter of instruction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the headteacher before questioners were distributed to the teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

In this chapter the researcher studies carefully the raw data through which it was possible to establish the attitude of teachers towards the education of learners with learning disabilities in Kanjuu Primary school.

4.1 Analysis of the questionnaire to teachers

This is on the questionnaires that were given or sent out to teachers and also those that were received back by the researcher after completion by the respondent.

Reception of the questionnaire from the teachers. This is to help the researcher to establish the attitude of teachers and the community at large towards the education of the learners with learning disabilities in Kanjuu primary school.

4.2 Analysis of questionnaires sent out to teachers and those received back by the researcher

Table 1

Reception of questionnaire to teachers

Total no. of teachers	Total no. of questionnaires	Number received back	Percentage
30	30	25	80%

Table 2

Total no. of teachers	Total no. of questionnaire	Number received back	Percentage
30	30	5	20%

Remarks: The researcher targeted thirty teachers and sent or gave out thirty questionnaires to each teacher.

Table 3

Option	Frequency	Percentage
Number received back	25	80%
Number not received back	5	20
Total	30	100%

The response was fairly good because the majority of the teachers responded quite well and especially to those the researcher personally faced.

80% of the teachers who received the questioners responded and sent them back but 20% of the questionnaires were not received back by the researcher.

4.3 Analysis of the questionnaires to the teachers one by one

Table 4

Q1 Are the learners in your class of the same level of performance

Option	Frequency	Percentage
Yes	2	8
No	23	92
Total	25	100%

Remarks: All the teachers who responded to the above questions agreed that all the learners do not have the same level of academic performance in their classes except two. Therefore according to the analysis, 92% of the respondents were positive while 8% were negative. Those who gave the negative answers could have been not serious as they responded or may be did not understood the questions well.

Table 5

Q2 Are you aware of what brings the differences in learners' performance?

Option	Frequency	Percentage
Yes	16	64%
No	9	36%
Total	30	100%

Remarks: From the response to question two, majority of the teachers gave the answer that they are aware of what brings the difference in the

different levels of performance of learners in their classes. This means that they already have their own answers to it though they might not be correct because it could not be under any professional ground or even through assessment from any qualified personnel. Much of it could be guesswork in which they have made their own assumption that can also be contributing to the problem of the highly increasing number of learners with learning disabilities.

The one who said no according to the researcher thought, it is very professional and can only be answered by special teachers and they did not want to commit themselves through guessing.

Table 6

Q 3. From your own opinion, what do you think could be the causes of the learning disabilities?

Option	Frequency	Percentage
Family born problem	8	32%
Learners ignorance	5	20%
Environmental problems	8	32%
Parents effects	4	16%
Total	30	100%

Remarks: According to the analysis from how the teachers responded to this question, majority of the teachers believe that the differences in the learners performance is mainly brought up through inheritance or the environment where the learners interacts with other people.

Some believe that the parents play a great role in the way they handle and support their children and so affecting their performance.

There is another group of teachers who do not really understand it and so blames the learners by saying it is through learners' ignorance.

Table 7

Q4. As a teacher what are your feelings about learners with learning disabilities?

Option	Frequency	Percentage
Ignore them	11	44%
Send them away	7	28%
Frustrate them expecting them to drop from school	-	-
Try to cope with them	7	28%
Total	25	100%

Remarks: Most of the teachers who responded to this question shows a feeling of finding the poor performance a problem and so would wish not to work with them by either ignoring them and just let them stay idle in class.

Another group feels that teaching them is a waste of time and so says that they can send them away from school. On the other hand there are

a few who have considerate feelings and say that they can try to cope with them however they perform. That means they can try their best to see how they can help these learners so as to be able to cope with them. None of the teachers are supporting the idea of frustrating them so that they drop out of school at their own leisure and so this shows some positive humanly feelings.

Table 8

Q5. Are there learners with learning disabilities in your class?

Option	Frequency	Percentage
Yes	22	88%
No	3	12%
Total	30	100%

Remarks: From the response to this question the researcher finds that the majority of the teachers agreed that there are learners with learning disabilities in their classes. this means that the 22 who responses positively to this question understand who are learners with learning disabilities but the 3% who said no could have understood the learners with learning disabilities to be the severely mentally challenged like the ones they see in the special classes and can be recognized through their physical appearance.

disabilities are a problem because they lower the class/school means score and so makes the teachers to be seen as poor performers.

Some teachers find it as causes of behaviour problems which make teachers' work difficult and about 8% of the teachers find them ashaming and disappointing and so makes them feel that they will not like to be associated with them.

Table 11

Q8.Do you have enough /adequate learning and teaching resources in your school?

Option	Frequency	Percentage
Yes	4	16%
No	21	84%
Total	25	100%

Remarks: From the way the majority of the teachers responded to this question its clear that the school does not have enough adequate learning and teaching resources.

About 84% said that they did not have enough in their classes while only 16% said that they have enough or they are not badly off though they also need to improve on it.

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Table 9

Q6. As teacher, do you experience any problems in handling learners with learning disabilities?

Option	Frequency	Percentage
Yes	20	80%
No	5	20%
Total	30	100%

Remarks: According to the response to this question from the teachers, about 80% say they experience problems in handling learners with learning disabilities in their classes and so make the work hard for them. On the other hand about 20% says they have no problem with them. The researcher concluded that these teachers are specially trained or are those who are said to have been born teachers.

Table 10

Q7 What kind of problems do you related with learners with learning disabilities

Option	Frequency	Percentage
Lower the mean score	18	72%
Cause behaviour problems	5	20%
Ashamming and disappointing	2	8%
Total	20	100%

Remarks: Majority of the teachers say that the learners with learning

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Q9. From your opinion, do you see any need of continuing to sustain these learners with learning disabilities in your school?

Option	Frequency	Percentage
Yes	18	72%
No	7	28%
Total	25	100%

Remarks: Majority of the teachers according to their response to this question shows that they have a feeling that the learners with learning disabilities despite the problems they cause in lowering the school standards should be retained in the school. These are the teachers who are really finding them a bother and a waste of time in teaching them. They do not support them at all.

Table 13

Q10 Despite the fact that these learners with learning disabilities do not perform highly do you believe that their education will be useful to them at a later date?

Option	Frequency	Percentage
Yes	23	92%
No	2	8%
Total	25	100%

Remarks: Majority of the teacher responded quite positively to this question and agreed that the education of the learners with learning disabilities will be useful to them at a later date. That about 92%.

On the other hand 8% were negative about it and the researcher thought it could be the same teachers who there earlier there is need to continue these learners in the school.

Table 14

Q 11. If yes, what do you think can be done to help them continue with education?

Option	Frequency	Percentage
Help them as individuals	9	36%
Try to understand them	2	28%
Advise their parent to take them to special schools.	9	36%
Total	25	100%

Remarks: According to this question 36% of the teachers said that the learners with learning disabilities should be helped as individuals as their level of performance is different as in all other learners and so cannot understand in the same rate. 28% said that one should try to understand them, may be to be able to deal, help and sustain them in school.

Therefore those two groups making 64% of the teachers who responded have positive feelings while another 36% have negative feelings and so that's why they suggest that parents to be advised they should be take to special schools.

Table 15

Q12. As a teacher, what do you do to help/assist the learners with learning disabilities in your class?

Option	Frequency	Percentage
I don't bother since they can't improve	3	12%
Organize remediation for them	14	56%
Give a lot exercises for them to do	6	24%
Punish them when they perform poorly	2	8%
Total	25	100%

Remarks: About 56% of the teachers who responded to this question understand that the learners with learning disabilities understand at a slower rate than the other learners and so needs remediation. About 3% seems to have made a conclusion that teaching them is a waste of time and so there is no need to bother with them while another 6% seems to be giving them a lot of exercise may be to write just to keep them busy.

About 8% has said that they punish them when they perform poorly. That's very unkind and lack of understanding as a teacher

Table 16

Q 13 In your opinion what suggestions can you give in order to assist the learners with learning disabilities in Kirinyaga district.

Option	Frequency	Percentage
Train more special teachers	7	28%
There should be seminars for teachers and parents	3	12%
Schools should have enough and adequate learning/teaching resources	2	8%
Start classes for learners with learning disabilities in every school	10	40%
Total	25	100%

Remarks: From the suggestion given by the teachers who responded to this question, 28% feel that these learners are a problem to handle and so needs to be handled by special teachers and so calls for training of more special teachers. There are others about 20% who feels the same and suggest that every school should have a specific class for learners with learning disabilities. These could be the same teachers who have been giving the negative response in the question that involved handling of these learners. They seem to be finding them quite a problem.

There are others who thought of what should be done to improve the education of these learners. 12% suggested that there should be planned seminars for teachers in which they can be advised on how to handle these learners and be able to help them appropriately.

About 40% suggested that there should be adequate and enough learning and teaching resources in schools so that the learners with learning disabilities can be helped to improve.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This is the chapter in which the researcher gives findings about the study. *Suggestions and recommendations* are also given as to what can be done for the improvement of education of the learners with learning disabilities in Kanjuu primary school, Kirinyaga district where the learners will feel accepted and so experience a friendly environment.

It deals with the summary and conclusion of the whole study paper as it was arrived at the teachers.

5.1 Summary

In this section the researcher gives the findings of the study that has been carried out to investigate the attitude of teachers towards the learners with learning disabilities in Kanjuu primary school, Ngariama zone, kirinyaga district.

The method used in carrying out the research was survey through the sampling method.

From the data collected, teachers are of the opinion that all children have a right to education and therefore they should be taken and be sustained in the school including those with learning disabilities. The



teachers agreed that all learners are not the same in the way they perform at school and that those who perform poorly should be loved and encouraged to help them perform to their best. They agreed that the education of learners with learning disabilities is equally important as for the other learners.

5.2 Conclusion

Through understanding in the way teachers responded to some questions, most of the teachers seem not to be very much on the side of the learners with learning disabilities due to the fact that they lower the mean score which makes the teachers and their classes to be recorded as not performing well. This makes the teachers to be seen as non-performers in the school, in the zone as well as in the district.

It has also been seen that there is need for more teachers to handle learners with learning disabilities for they need individual help.

From Free Primary Education, it has been put clear that every child is valued by the government and there is need for all to be educated. This brings a challenge to the teachers who have a negative attitude towards the learners with learning disabilities in Kanjuu Primary school, Kirinyaga district.

5.2 Recommendations

The researcher has the following recommendations to make from the findings of the research out of this study.

- The government should see to it that the schools are well staffed so that the teachers can be able to help learners with learning disabilities.
- More teachers should be trained on how to handle learners who do not perform well in school work as well as the other learners.
- Schools should have enough and adequate learning/teaching resources to enhance learning as learners learn better by doing. This is more effective to the learners with learning disabilities.
- There should be another way of analyzing the examination result in comparing the schools rather than that of the mean standard score which created problems to the learners with learning disabilities who always lower the mean score of their school against their will even when they do their best.
- The ministry of education should organize in-service workshops for teachers who are already in the field on how to handle the learners with learning disabilities who are about a quarter of the learners in the classes in most of the schools.
- There should be teachers/parents meeting at times to discuss how to help learners with learning disabilities.

- There is more to be researched on this issue and so the researcher recommends further research on this field so as to improve the researchers' recommendations or even negate them with a view of bringing acceptance of learners with learning disabilities in Kanjuu Primary school, Ngariama zone, Kirinyaga district.

According to the researcher, if the above recommendations are met, the education standards of learners with learning disabilities in Kanjuu primary school, Ngariama zone can improve and so raise the district standard out of this contribution as well as nationally when we come to national examinations.

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APPENDIX A: RESEARCH QUESTIONNAIRES

1. Are all the learners in your class of the same level of performance?
- Yes
- No
2. Are you aware of what brings the differences in learners' performance?
- Yes
- No
3. From your own opinion, what do you think could be the causes of learning disabilities?
- i) Family born problems
- ii) Learners' ignorance
- iii) Environmental problems
- iv) Parents' effects
4. As a teacher what are your feelings about learners with learning disabilities?
- i) Ignore them
- ii) Send them away
- iii) Frustrate them expecting them to drop from school
- iv) Try to cope up with them
5. Are there learners with learning disabilities in your class?
- Yes
- No
6. As a teacher, do you experience any problems in handling learners with learning disabilities?
- Yes
- No

7. What kind of Problems do you relate with learners with learning disabilities?
- i) Lower the mean score
 - ii) Cause behaviour problems
 - iii) Ashaming and disappointing
8. Do you have enough/adequate learning and teaching resources in your school?
- Yes
- No
9. From your opinion, do you see any need of continuing to sustain learners with learning disabilities in the school?
- Yes
- No
10. Despite the fact that learners with learning disabilities do not perform highly in academics, do you believe that their education will be useful to them at a later date?
- Yes
- No
11. If yes what do you think can be done to help them continue with education?
- i) Help them as individuals
 - ii) Try to understand them
 - iii) Advise their parents to take them to special school
12. As a teacher what do you do to help/assist the learners with learning disabilities in your class?
- i) I do not bother since they cannot improve
 - ii) Organize remediation for them
 - iii) Give a lot of exercises for them to do
 - iv) Punish them when they perform poorly
13. In your opinion what suggestions can you give in order to assist the learners with learning disabilities in your school?

- i) There should be seminars for teachers and parents
- ii) Schools should have enough inadequate learning/teaching resources
- iii) Start classes for learners with learning disabilities.

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APPENDIX B: TIME SCHEDULE

Date	Activity
20 th Dec - 29 th January 2008	Looking for funds to buy all the necessary items for the study
1 st Feb- 15 March, 2008	Carrying out the research
March 16 th - march 30 th , 2008	Compiling of findings while checking with my supervisor for corrections
April 1 st -10 th , 2008	Submit in my dissertation to my supervisor for approval

APPENDIX C: THE BUDGET

Items	Cost (Ug Shs)	Cost (K Shs)
Stationery Pens and pencils Ream of paper	5,000/= 10,000/=	2007= 400/=
Transport costs	35,000/=	1,000/=
Miscellaneous expenses	50,000/=	2,000/=
Typing and printing	100,000/=	4,000/=
Total cost	200,000/=	7,600/=



DIRECTOR OFFICE OF THE DIRECTOR
OF LEARNING (IODL) INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE: 16-12-2007

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR MARGARET. N. NDWIGA.

The above named is our student in 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:

TEACHERS ATTITUDE TOWARDS THE ACADEMIC PERFORMANCE OF LEARNERS WITH LEARNING DISABILITIES IN KANJUVU PRIMARY SCHOOL IN KIRINYAGA DISTRICT

Case Study:

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

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

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

