

**EFFECTS OF MOTIVATION ON ACADEMIC PERFORMANCE
OF LEARNERS WITH LEARNING DISABILITIES IN PUBLIC
PRIMARY SCHOOLS IN AMU DIVISION LAMU DISTRICT,
KENYA.**

**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
BACHELOR OF EDUCATION WITH SPECIAL NEEDS OF
KAMPALA INTERNATIONAL UNIVERSITY**

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DECLARATION

I Hafswa Diffin declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature

Date

Hafswa D

10th/Oct/08

Hafswa Diffin

APPROVAL

This is to certify that this research work has been under my supervision and it has been submitted with my approval.

Signatures

Date

.....


.....
10/10/08

Rev: Ezekiel Olupot Eliko

DEDICATION

This work is dedicated to my beloved Husband, and my children for their support
patience and understanding during this period of study.

AKCNOWLEDGEMENT

My gratitude first goes to Almighty Allah who has given me the strength and knowledge to undertake this study.

I 'm grateful to my supervisor Rev. Ezekiel Olupot ELiko who tirelessly went through my work and inspired me to dig deeper into the core of the matter. Her kind criticism, patience and understanding, assisted me a great deal.

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ABSTRACT

The study set to find out how learners with Learning Disabilities are motivated to learn by their teachers. The specific objectives of the study were to find out the causes of learning problems among learner.

The methods used for data collection was questionnaire to the staff members of the schools. The findings were presented and interpreted in relation to the study objectives and research questions. The findings concluded that there are some teachers who can not identify learners with leavening disability. Other teachers where not sure of the signs and symptoms of learning disability . Findings indicate that some teachers of learners with disability are not aware of their duties as regards motivating the learners. Lastly that the major problem of learners with disability is lack of motivation by teachers in encouraging them to study. Recommendations were made after the study; the government should construct facilities at school that enable handicap learners to learn in a conducive environment with out putting pressure on teachers to treat handicap learners differently.

CHAPTER ONE

INTRODUCTION

1.1 Back Ground to the Study

It is a desire of every human being to associate him self or her self with perfection. However realizing perfection in practical terms remains mirage .what the degree of ones performance in any field there is still believe that there is room for improvement

This there fore means that each one of us has naturally some deficiency in completeness .were most us could be operating with in the levels considered normal. it is worthy noting there are some people among us who are lucky to operate way from this margin of normalcy. These category persons are considered to have deviated significantly from the normally mental, physical, and sensory any other aspect of life performance. Eventually learners who don't meet the average standards of performance due to one reason or another are considered to have special education needs and should there for e be provided special needs programmer

These less fortunate population for along time been down trodden as Randiki 20002 puts it that people with disabilities allover the world were considered social and physically less capable it is worth noting that according to Reidlyn(1999) approximately one half of all children Receiving special education services in America or 5% of the total public school population are identified as having learning disability (LD). This is said to be true where federal definition of LD is used by schools to formulate identification criteria.

According to Randiki (2002), it has been realized that it is more beneficial to the society to fully develop potentials of people with special needs as opposed to neglect and rejection that they have been subjected to in the past. The four traditional areas of

disabilities are the hearing, visual, mental and physical have caught the attention of many people such as that more here been said and done about them as compared to other areas of disabilities which are still suffering discrimination and neglect.

Mwaura and Wanyera (2002), records that, there are other areas of special needs other than the four traditional areas. According to Reidlynon (1999), L.D is not a single disorder but includes disabilities in any of seven areas related to reading language and mathematics.

Separate types of L.D frequently co-occur with one another and with social skill deficit and motioned or behavioral disorders. Learning disabilities is not a single disorder, but is a general category of special education composed of disabilities in any of seven specific areas:-

- (i) Receptive language (listening).
- (ii) Expressive language(speaking)
- (iii) Basic reading skills.
- (iv) Reading comprehension.
- (v) Written expression reasoning
- (vi) Mathematic calculation and mathematic reasoning. Reidlynon (1999) notes that L.D is not synonymous with reading disability or dyslexia although it is frequently misinterpreted as such. However, most learners with L.D have always been bundled together with ones without disabilities. However, all learners 'normal' or otherwise given the right and timely identification and motivation take ability to improve their level of performance.

1.2 Statement of the problem

As the rest of the world embraces the current global trend on the right of the child, Kenya is not an exception. This can be attested by her signing and participation in various conventions such as convention on the right of a child (1989), world conference on special needs education (1994) and world conference on education for all in Dakar (2000).

Kenya has from time to time shown her commitment, participation and implementation of the outcome and deliberation of the above conferences and conventions. This can be witnessed through establishment of act of law, commission and polices that include reports (1988), Kamunge(1988), the Koech report (1999) sessional paper No6 of 1988, the persons with disability Bill (1997) and last but not least the children act (2001).

According to Adoyo (2008), at the core of inclusive education is the human right to education, pronounced in the universal declaration of human rights in 1949. The rights include access to free and compulsory education, equity, inclusion, non-discrimination, the right to learning process (Adoyo, 2008).

The government of Kenya through the ministry of education in the year 2003 implemented free and compulsory primary education with an emphasis on inclusive education. The programme is led by many teachers being retrained in the field of special needs education. Adoyo (2008), the Kenyan government is currently documenting inclusion in its policy framework and has provisionally projected availability of at least one special needs education in every institution of learning by the year 2015.

However, high number of poor performance of learners with L.D in public primary schools from Amu district Lamu district is of great concern and calls for an intervention.

1.3 Purpose of the study

The researcher established the extent of motivation on pupils with L.D received from their teachers in AMU Division. The research determined the types of motivation used in schools in Amu division with a view of establishing which ones are not effective in Amu division. The researcher will further seek to identify challenges experienced by learners with learning disabilities and come up with considerations to the challenges.

1.4 Objectives of the study

General: To determine the extent to which learners with L.D are motivated to learn by teachers in their schools.

Specific:

1. To find out the problems faced by learners with learning disabilities.
2. To find out ways of reducing learning disabilities among learners.
3. To find out the symptoms of learning disability.
4. To find out teachers motivate students with learning disability to learn better.

1.5 Scope of the study

Geographical scope:

The study will be conducted in Amu division, Lamu District, Kenya. The time frame was from 2004-2008; this is of much interest to the researcher, because this has seen big number of students fail, and leading to drop out from school.

1.6 Significance of the study

The study will be significant in the following ways;

- (i) The out come from the study will equip teachers with the applicable types of motivation for improvement of academic performance of learners with L.D in Amu division. Teachers from outside other divisions will also benefit.
- (ii) Curriculum developers for teachers training collages can use the finding of this research to enrich their curriculum on motivation especially for learners with L.D.
- (iii) Stakeholders will appreciate the teaching challenges teachers of learners with L.D go through and may identify areas where they can assist in motivating the learners with L.D.
- (iv) The researcher too will gain from the study as he is going to gain an insight on the topic of discussion.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

There is a lot of scholarly work that has been done about learning and teaching process. However the continued negative performance of learners in the areas of their academic has ultimately contributed to drop out in schools and failure to achieve aims and goals of education in the country.

This therefore leaves doubt on the affectivity of some of the approaches and resources of teaching and learning used in our schools of learning.

This chapter will review the related literature in four main sub-titles as per the objectives of the study:

1. To find out the causes of learning problems among learner
2. To investigate ways of preventing learning disability
3. To find out the indicators/symptoms of learning disability
4. To examine ways how a teacher can motivate students with learning disability to learn better.

2.1 Causes of learning problems among learners

There are many reasons why a person might have difficulty in developing reading skills. One of the most common reasons is that the person has what is known as a learning disability. It is important to determine what is causing the problem. Some causes other than learning disabilities are poor vision or hearing, emotional disturbance, or mental retardation. A person having trouble with reading should talk with specialists in the reading field and receive a thorough assessment.

As far as Lyness (2007) is concerned no one is exactly and aware of what causes L.D but researchers have some theories as to why they develop. These include:-

- Brain development: - some experts think that L.D can be traced to brain development both before and after birth.
- Environmental impacts: - effects of environmental toxins (poisons) are through to contribute to occurrence of L.D poor nutritious in early life may also head to hearing disability later in life.
- Genetic influences: - experts have noticed L.D tend to run in families and they think that heredity may play a role.

Anxiety, depression, stressful events, emotional trauma, and other conditions affecting concentration make learning more of a challenge. Difficulty in mastering certain academic skills can also stem purely from a neurological basis. Neurological conditions such as attention deficit, pervasive development disorders and others can affect your child's ability to learn

2.2 Ways of preventing learning disability

There are several early clues to the presence of a learning disability. In preschool children we look for failure to use language in communication by age three, or inadequate motor skills (buttoning, tying, climbing) by age five. In school-age children, we observe whether they are learning the skills appropriate to their grade. Schools and families should always consider the possibility of a learning disability before assuming that a child who has been doing poorly in school is lazy or emotionally disturbed

According to Lyness (2007) the most common and best known verbal learning disability is dyslexia which causes people to have trouble recognizing or processing letters and sound associate with them. For this reason people with dyslexia have trouble with reading and writing tasks or assignment. This there fore may result into their poor performance in their academics. Learners with L. D have also shown attention deficit hyperactively disorder (ADHD). People with ADHD may have hard time focusing enough time to learn

and study; such learners may be easily distracted and have trouble concentrating. They may have trouble controlling their impulses.

Early diagnosis is complex and requires careful consideration of several important issues: Early identification is important because early intervention can dramatically increase your child's chances for success in school. Further more, diagnosis of young children is challenging because they grow at different rates. Some change rapidly during early developmental stages. Assessing intelligence too early can yield a general intelligence score that underestimates the child's true abilities.

Schools may diagnose young children as Developmentally Delayed if they show significant weaknesses in cognitive, social/emotional, fine or gross motor skills, communication, or behavioral skills.

Determining whether your child has a learning disability involves testing, history taking and observation by a trained specialist. Finding a reputable referral is important, start with your child's school; if for some reason they are unable to help you, ask your insurance company, doctor, friends and family.

2.3 Indicators/ symptoms of learning disability

Some signs of learning disabilities present themselves in early childhood which is beneficial because the earlier a problem is recognized, the sooner an intervention can be made, allowing for a better prognosis. When the learning disability is not diagnosed early-on, parents are often surprised to find out that their bright and imaginative child is struggling in school. They are shocked when their child receives a low score on a standardized test or a progress report comes home indicating their child is "underachieving" or "not working up to their full potential."

According to Roffman A.J. (2000), he mentions that, you can't tell by looking that a person has a learning disability, which can make learning disabilities hard to diagnose. Learning disabilities typically first show up when a person has difficulty speaking,

reading, writing, figuring out a math problem, communicating with a parent, or paying attention in class. Some kids' learning disabilities are diagnosed in grade school when a parent or a teacher notices a kid can't follow directions for a game or is struggling to do work he or she should be able to do easily. But other kids develop sophisticated ways of covering up their learning issues, so learning disabilities don't show up until the teen years when schoolwork - and life - gets more complicated.

Frequent signals of learning disabilities during preschool age children with L. D exhibit the following signs:-

- Delay in understanding or using spoken language.
- Difficulty understanding simple instruction.
- Lengthy pause before naming objects and colors.
- Limited awareness or interest in books.
- Difficulty coloring or drawing.
- Problems with motor coordination.
- Short attention span.

During school age stages learners or children with L. D will show the following signs:-

- Difficulty understanding and following instruction.
- Trouble remembering what someone first told them
- Failure to master reading, spelling, writing and or math skills and therefore fails schools work.
- Difficulty feeling the differences between right and left problems identifying words or attendance to reverse letters, numbers or words (e.g. confusing "b" lacking motor co-ordination when walking playing sports holding a pencils or trying to tie shoe lace.
- Frequently loses or misplaces homework, school books or order items.
- Unable to understand concept of time, confused by the difference between "yesterday", "today" and "tomorrow"

Most students experience difficulty learning at various points during their school years. In fact, struggling with new material is a normal part of the learning process and can

provide benefits to learners. The additional effort and concentration required to complete challenging tasks can strengthen problem solving skills, increase comprehension, and sustain the focus necessary. Consequently, not all learning problems are signs of learning disabilities.

In later school years, difficulty with school work and underachievement may signal a more serious learning problem. Students with learning problems that do not improve over time with appropriate interventions may have learning disabilities. Suspect a learning disability when students:

- Make poor grades despite significant effort
- Need constant, step-by-step guidance for tasks
- Cannot remember problem solving steps because they do not comprehend tasks or the logic behind them
- Have poor memory of spoken or written material
- Have difficulty mastering tasks or transferring academic skills to other tasks
- Cannot remember skills and facts over time
- May be very frustrated with school and homework

According to Richard M Ravole (1996), Students with learning disabilities who externalize are hard to miss. These students are often loud and disruptive. They seem to want attention, even if it is negative. They may enjoy joking about their poor work. They may take pleasure in annoying others because they feel it shifts the focus away from their weak academic skills. Inside, however, they may feel powerless and embarrassed.

He further asserts that, Children with learning disabilities exhibit a wide range of symptoms. These include problems with reading, mathematics, comprehension, writing, spoken language, or reasoning abilities. Hyperactivity, inattention and perceptual coordination may also be associated with learning disabilities but are not learning disabilities themselves. The primary characteristic of a learning disability is a significant difference between a child's achievement in some areas and his or her overall intelligence

2.4 Ways of motivating learners with learning disability

According to Macmillan English dictionary (2000) for advanced learner's international student edition motivation is feeling of or interest that makes one determine to do something. This would therefore mean that any other thing that draws a person's interest to learn and remain in the learning process could be said to be a motivation.

According to Kochhar (1985), motivation is a process by which the pupil to work is maintained, particularly in tedious occupations or in the face of difficulties until success is achieved. This therefore means that there is no effective learning where there is no effective motivation. Kochhar (1989), however, he admits that where a child fails to learn academic task of a teacher does not mean that the child is not motivated but that the motivation he gets on that academic task is less comparable to the one he has for other things of his own.

The teacher can increase both the speed and the quality of the child's learning by appealing to motives the learning by appealing to motives the child brings with him into the classroom. There are two forms of motivations; intrinsic and extrinsic. According to Kochhar (1985) intrinsic motivation is what Dewey referred to when he spoke of the wholehearted identification of oneself with a goal or activity achieves better learning compared to extrinsic motivation.

Kochhar (1985) suggests that there are several motivational procedures which can be used to facilitate learning process. These are Motivation and maturation, knowledge of goal and procedures, relationship, active participation, success and failure rewards, punishment Praise and reproof, knowledge of progress, marks, co-curricular activities, rivalry between groups and rivalry with ones own past record Weinstein (1998). Some educators argue that motivation is an acquired disposition that is developed through experience and is amenable to change. It is situation specific varying with the nature of the particular activity.

As far as Weinstein (1998), is concerned, it is a teacher's responsibility to stimulate the interest and involvement of students who appear unmotivated. On the contrary, Skinner and Belmont (1993) found that teachers' actions actually magnify students' initial level of motivation. This could be seen when already motivated children enter the classroom, teachers tend to respond positively and provide additional support, affection and encouragement. But when children get to classroom exhibiting lack of motivation teachers respond negatively and become coercive and neglectful thus exacerbating student's initial lack of interest.

Brophy (1987) reviewed relevant theory and research and derived a set principle that teachers can apply in stimulating children's motivation in their classroom.

The principles are based on the idea that motivation to perform a task depends on students' expectation of success and the value they place on the task (Feather, 1980). The two factors are like in multiplication equation where if one is missing there will be no motivation.

Fostering students' motivation to learn according to Brophy (1987), the following principles need to apply: providing opportunities for success, Teach students to set reasonable goals assess their performance, helping students to recognize the relationship between effort and outcome, relating lessons to students own lives, model interest and enthusiasm, including novelty and variety in your lesson, providing opportunities for students to respond actively. Allowing students to create finished products and last but not least providing opportunities to interact with peers.

According Kochhar (2002), the backward and retarded pupils are more interested and more able to work with concrete, perceptual experiences. He admits that this is slow process and requires a wealth of concrete experiences if there is to be real education.

Causing and maintaining motivation among the students with learning disability, Kochhar (2002), suggests four ways and these are:-

- (1) Wetting the appetite: - By this, he means teacher uses external incentives to wet students appetite for learning.
- (2) Emphasizing instrumental behavior: - Teachers should endeavor to develop intrinsic motivating quality in certain kinds of instrumental behavior, such as reading, writing calculating arithmetically and critical and creative thinking.
- (3) Utilizing suspense discovery: - Teachers should hold learners interest by motivating some degree of suspense to the outcome of problems and by allowing the students to work through discovering for him.
- (4) Avoid initial discouragement: - Teachers should work hard to wards initiating performances by overcoming inertia. This can be done by stimulating a learner to work by a partial assignment than by the assignment of the whole task all at once.

Kochar (2002) further asserts that, motivation is a process by which pupils' will to work is maintained, particularly in tedious occupations or in the face of difficulties, until success is achieved. Motivation of pupils is therefore one of the most important factors in teaching without it there can be no learning with it; you can't prevent pupils from learning.

This therefore, this means that motivation affects academic performance of learners. Teaching like lighting fire, the spark between the child and the learning process is to be provided by the teacher. It is the responsibility of the teacher to provide the spark. After motivation a learner can therefore overcome his boredom and attitude.

There are different motivational techniques and process that apply differently to different learners as learners too differ in their emotional and intellectual disposition. The techniques and process of motivation are:-

Teachers- pupil relationship

A good, intimate, happy emotional relationship between pupils and teachers is also effective motivating device. This, of course, depends upon the more the teacher's attitude towards work and pupils, how and what type of atmosphere he creates and maintains in his class acceptance he has for his pupils and vice. Better acceptance leads to better understanding and leads to better motivation and this in turn to better learning. In a

supporting environment the pupil is more likely to try and is, therefore, more likely to learn. As the live hood of disapproval lessens, inhibition, disappearance, inventiveness and self expression increase.

Rewards

Rewards make the correct response more likely to be retained. They are important for learners who have a strong desire to win self respect or approval from superiors. As they are symbolic of approval from authority, they appeal to the conformer others. Enjoy the game of testing their powers against their peers. Thus rewards by giving status often impel pupils to greater activity. However, a detrimental effect of heightened incentive is that the person narrows the attention to what is strictly rescan to getting the reward. He therefore, retains irrelevant information from experiences.

Punishment

Punishment is not infrequently used by teachers to impose their will and authority on pupils. But it is generally recognized that deliberate use of punishment as a motivator may have highly undesirable effects. The teacher who intimidates the students by actually punishing them or by holding out the threat of punishment, the effect may be very undesirable in their case.

Praise and reproof

Praise that is desired is an incentive to effort at all stages of education. The effectiveness of praise depends on the person who gives it. If praise emanates from a source which is regarded highly by the pupil, it exerts a stimulating effort. Individual differences must be taken into account when using praise or proof. A decisive use of praise is required. Praise is like a drug, if it is administered constantly over a period of time, it loses much of its potency

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the overall and specific research methodology, approaches and techniques used. It contains the research design, the target population, sampling procedures and sample size, instrumentation, data collection and data analysis. Attempts were made to justify the specific techniques chosen.

3.1 Research Design

The researcher will use survey design in this study. The researcher has the opinion that this design will be able to collect a standardized data from the sample population. Thus give a reliable result.

3.2 sample

The researcher will use four out of seventeen public primary schools. The research targets to use 160 pupils respondents and 20 teachers respondents. Both learners and teachers in lower and upper classes will form the sample of the study.

3.3 Sampling procedure

The researcher will use stratified random sampling procedure during the study. Out of the Schools in the zone the researcher will use the existing bases are regionally located in the zone; the researcher therefore will get one school from each strata or base using simple random sampling.

3.4 Research approach

The study will use both qualitative and quantitative approaches. Numerical data will be collected, analyzed and interpreted using tables, graphs and chart.

3.5 Research Instruments

The researcher study collected primary data using a questionnaire for teachers and an interview sheet for the students. The questionnaire was of both open ended and closed ended questions. Open ended questions were given to respondents to give their feelings, ideas and opinions about the study

3.6 Procedure of the study

The researcher obtain a transmittal letter from the college which was sent out to the education officers in the study areas as well as to the head teachers of the schools involved in the study. After obtaining permission from the education officers and head teachers, the researcher was then given permission to collect data which was then analyzed and presented in tables, graphs and charts

CHAPTER FOUR

DATA PRESENTATION DISCUSION AND ANALYSIS

4.0 Introduction

The chapter presents the data and the analysis methods used. The data seeks to establish the effects of motivation on learning of learners with special needs in public primary Schools in Amu, division, Lamu District. During gathering of the information, the Questionnaires guided my study. This chapter is all about the discussions of the Questionnaire findings which were presented in percentages and frequencies. Percentages are obtained by the formula $\text{Percentage} = \frac{n}{N} * 100$ Where by n, is the numbers of respondents and N, is the total number of respondents in the research

Out of the 40 questionnaires given out to the four schools in Amu division, Lamu district by random sampling, only 30 were answered and returned representing 75% of the responses

4.1 Respondent's profile

Table 1: Respondent's personal data

Options	Frequency	(Percentages %)
Gender		66.7
Male	20	33.3
female	10	
Teaching experience	18	60
1-2 years	9	30
3-4 years	2	6.7
5-6 years	1	3.3
7-8 years	-	-
8-9 years	-	-
10years+	-	-
Education qualifications		

Certificate	20	66.7
Diploma	10	
Bachelors degree		33.3
Age bracket		
20-25	2	6.7
26-30	15	50
31-40	10	33.3
41-45		
46-50	3	10
50+		

From the table above, the male teachers outnumbered the female teachers. out of the returned questionnaires, twenty were from male teachers while only ten were from female teachers This was represented by percentages of 66.7 and 33.3 respectively.

It can also be seen that a large majority of teachers (66.7%) in Amu division hold certificate training in teaching in primary school. Only 33.3% of the total number of teachers in Amu division hold diplomas. Lastly it is also evident that none of the teachers in Amu holds degree training.

it is also evident that (50%) of the respondents were of age between (26-30). This was followed by (33.3%) of the respondents who were of age (31-40). 6.7 % of the respondents were of age between (20-25), lastly 10% were of the age bracket of 41-45, 46 and above were not represented.

After collection of data, the following were the responses of teachers based on the following themes.

Identification of learners with learning disability

The question sought to establish the ability of teachers to identify learners with learning disability in an inclusive setting. The views of teachers were collected and tabulated as below

Table 4.1 Ability of teachers to identify learners with learning disabilities

Response	Frequency	Percentage (%)
Yes	28	93.3
No	2	6.7

As it can be seen, all the teachers agreed that they were able to identify learners with learning disabilities. Thirty teachers equivalent to (100%) admitted that they had the skills and knowledge required to identify learners with learning disability in an inclusive setting. Many of them said that they can identify them basing on some symptoms which can be portrayed by such learners

The learners would have letter reversal problems or reflection of letter see and write b for d, such learners are always absent mindedness they are very un necessarily slow in learning a simple concept, they always fail to give correct responses to simple exercises and oral questions. They have difficulty in acquiring new concepts and shy in making attempts.

In fact one teacher said that, “Such learners can be identified easily because they lack interest in what is going on in class during learning session; they have Poor handwriting, unusual behaviors, untidy and unkempt appearance...”

According to Roffman A.J. (2000), he mentions that, you can't tell by looking that a person has a learning disability, which can make learning disabilities hard to diagnose. Learning disabilities typically first show up when a person has difficulty speaking, reading, writing, figuring out a math problem, communicating with a parent, or paying attention in class.

Signs and symptoms of learning disability

The question intended to identify the most common behavior of learners with learning disabilities in Amu division, the table below represents their opinions.

Table 4.2 frequency of behavior patterns of L.D learners

Early symptoms of LD	VERY COMMON		COM MON		NO EXISTANCE	
	FREQU ENCY	%	FREQ UENC Y	%	FREQUE NCY	%
Poor performance	16	53.3	12	40	2	6.67
General awkwardness	6	20	10	33.3	14	46.67
Disorganized thinking	6	20	14	46.67	10	33.33
Poor concentration span	12	40	12	40	6	20
Disinterested in learning	12	40	14	46.67	4	13.33
Hyperactivity	4	13.3	6	20	20	66.67
Easily confused by instinct	6	20	22	73.33	2	6.67
Reversal in writing & reading	12	40	8	26.67	10	33.33
Failure to judge consequence of their action.	8	26.67	16	53.33	6	20
Being unnecessarily slow in completing work.	18	60	12	40	0	0

As can be seen from the above table 16 respondents, that is 53.3% of the teachers agreed that poor performance is very common symptom of learners with learning difficulty in Ojolla Zone whereas 12(40%) agreed that poor performance is a common symptom among such learners with LD. 2 (7%) were in suggestion that poor performance does not exist among such learners with L.D.

When asked to rate the occurrence of general awkwardness among learners with learning disability 6 (20%) suggested that it's very common 10 respondents agreed it's common and 14(47%) did not agree in its existence. 6 (67%) teachers agreed that learners with LD have common disorganized thinking, 14 (47%) teachers were in agreement that disorganized thinking is a common symptom while 10 (33.3%) were of the view that

such learners do not have disorganized thinking. About poor concentration pan of learners with LD, 12 (40%) teachers agreed that it occurs very commonly, 12(40%) teachers agreed that it happens commonly while 6 (20%) share the view that it does not exist.

12 teachers agreed that disinterest in learning occurs very commonly while 14 (47%) accepted that it is a common symptom whereas only 6 (20%) suggested that it does not exist 42.6 hyperactivity

When asked to rate the existence of hyperactivity among learners with LD only (13.3%) 4 teachers agreed that hyperactivity does not exist very commonly among LD learners 6 (20%) teachers share view that it does exist commonly while 20 teachers do not agreed with existence of hyperactivity among learners with LD.

Reversal in writing and reading 12 (40%) teachers admitted that very commonly learners with LD have reversal in writing and reading while 8 (27%) teachers agreed that reversal writing & reading is a common symptom among learners with LD however , 10 (33.3%) teachers suggested that reversal writing & reading do not exist among learners with LD

Failure to judge consequence of their action

Regarding this symptom, 8 (27%) teachers accepted it does occur very commonly, 16

Teachers said it occurs commonly while 6 (20%) teachers said it does not exist.

According to Richard D Ravole (1996), learners with learning disability Lags in developmental milestones, they always fail to see consequences for their actions and have Excessive variation in mood and responsiveness

unnecessary slowness in completing task

18 (60%) teachers suggested it very commonly exist while 12 (40%) teachers said it does occur commonly. 0(0%) teachers reported it does not exist.

When teachers in Amu division were asked to comment on their rating of the above symptom of learning disability, they had the following to say.

- 1) With increased motivation and availability of good environment, learners can perform highly.
- 2) These symptom result to lack of motivation and hinder learning.
- 3) There is need of training or in-servicing of teachers to help deal with learning disability.
- 4) Good motivation environment to both teachers and learners with LD will help
Such learners perform very well.

Motivation by teachers to learners with LD

When teachers were asked whether they motivate learners with LD in Amu division

Most of them said that they reward and encourage learners, they Use remedial teaching

They Use variation of teaching approaches, They Provide learning materials and incentives.

Brophy (1987), also said that, providing opportunities for success, Teaching students to set reasonable goals to assess their performance, helping students to recognize the relationship between effort and outcome, relating lessons to students own lives, model interest and enthusiasm, including novelty and variety in your lesson, providing opportunities for students to respond actively Allowing students to create finished products, making remedial teaching for LD and last but not least providing opportunities to interact with peers.

However only a few said that they talk to parents of such learners and recommend placement in special schools and units

Roles of teachers in handling children with LD

When teachers were asked to mention roles they play in handling children with learning disability they had different views concerning the same

Their views were collected and tabulated as below

Table 4.2 Teacher's role in helping learners with L.D

ROLES OF TEACHERS	FREQUENCY	%
Teaching	9	30
Rewarding and encouragement	9	30
Creating good learning environment	6	20
Guidance and counseling	3	10
Others	3	10

As can be seen in the above table 30% of teachers agreed that it's a teachers role teach and make teaching aid when handling children with learning disability in and outside classroom environment at the same time equal number of teachers (30%) accepted that its teachers role to reward and encourage learners with learning disability.

20% of teachers suggested that teachers have a role of creating good learning environment to learners with learning disability both in classroom and outside classroom environment.

10% of the teachers were of the view that teachers have a role of guiding and counseling learners with learning disability. And others said that in case of deep problems, its only people with a required knowledge of counseling and guidance to intervene.

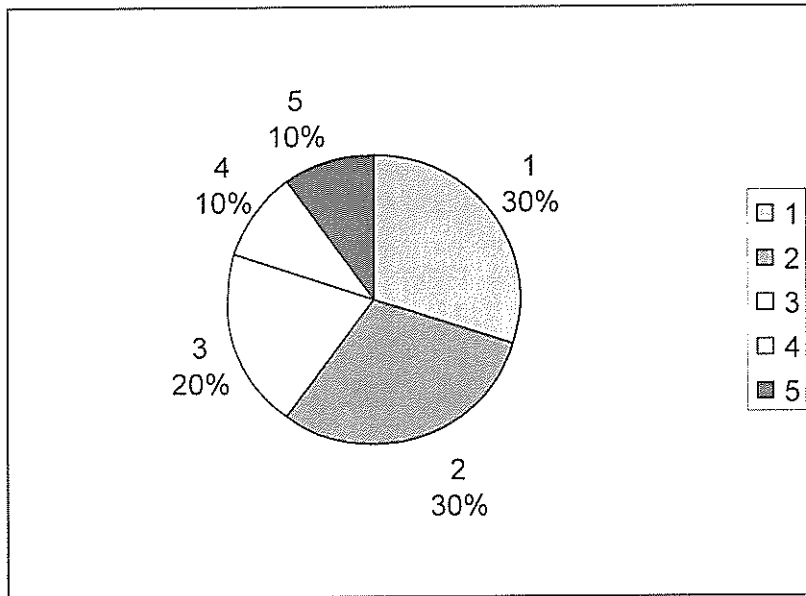
Findings above did not differ with Glenn (1998) who says that,

Many counseling professionals do not know how to develop appropriate intervention programs for students with disabilities due to a limited understanding of approaches (i.e., attitudes, values, beliefs) and inadequate skills to address the needs of this group Without appropriate knowledge and understanding of the needs and characteristics of specific groups of students with disabilities, school counselors may not know how to contribute to their academic, career, and personal/ social development.

The remaining 10% of the teachers had varied views on teacher's role on helping learners with learning disability.

Their views included, classroom placement, sensitizing parents & community evaluating learners as well as financial support.

A PIE CHART SHOWING THE ROLE OF TEACHERS IN HANDLING CHILDREN WITH L.D



When presented on the pie chart teachers from Amu division had this opinion on role of teachers on helping learners with learning disability (LD)

Teaching Procedures

When teachers were asked to mention the various teaching procedures they most commonly use in teaching learners with learning disability in Amu division, the following data was collected and tabulated as below.

Table 4.4 Rating of teaching procedures

Teaching methods	Frequency	Percentages (%)
Peer teaching	2	7.4
Child to child	5	18.5
Praise and reproof	8	26.6
Knowledge of progress	3	11.1
Rewards	9	33.3
Punishment	0	0.1

As it can be seen from the above table, use of rewards in teaching the learners with learning disability rates higher than the use of other techniques praise and reproof rates 26.6% popular among teachers in Amu division

According to Smith Mercer (1990), he asserts that reinforcing appropriate behaviors can have positive results since children tend to continue or repeat an action that is rewarded. They state that some parents do not encourage their children to do their best at school and hence the students are indifferent to learning. These teachers insist that tangible rewards can help these students develop a reason to apply them selves. They state that through the use of rewards children learn to listen, to complete work, and to behave appropriately.

Use of knowledge of progress as teaching techniques rates 11.1% among teachers in the Zone as a way of teaching learners with learning disability. use of peer teaching approach rates only 7.4% of teachers in Amu division. When further asked to support their choice of teaching techniques, they had the following.

- 1) Child to child approach make learner feels at ease and easily share his/her problem than he or she would do to the teachers
- 2) Use of rewards makes a child easily get motivated and will try to work hard

- 3) Praise and reproof makes the learners feel encouraged to their work more when praised while reproof make them notice, the limits of good and bad and target the positive behavior more.
- 4) Knowledge of progress makes a learner to set his own target of achievement and work towards achieving than through use of positive behavior.

Learning problems

The question sought to find out the various common learning problems experienced by learners with learning disability in Amu division. The result appeared as below.

Table 4.5 rating of learning problems

Learning problem	Very common		Common		Rare		V.rare	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Content	6	21.4	18	64.28571	2	7.142857	2	7.142857
Sickness	16	57.1	2	7.142857	6	21.42857	2	7.142857
Teacher presentation		0	6	21.42857	10	35.71429	12	42.85714
Oil presentation	12	42.9	14	50	2	7.142857	2	7.142857
Or teaching method	10	35.7	2	7.142857	6	21.42857	10	35.71429
Or motivation	20	71.4	4	14.28571	2	7.142857	2	7.142857
Classroom teacher sickness	4	14.3	4	14.28571	8	28.57143	8	28.57143
Qual motor ability	2	7.1	12	42.85714	10	35.71429	4	14.28571
Environmental factors	12	42.9	12	42.85714		0		0
Genetic factor	2	7.1	6	21.42857	12	42.85714	6	21.42857
Personal factors	2	7.1	6	21.42857	10	35.71429	10	35.71429

As evidenced in the table above poor motivation emerges as the most common problem with a frequency of 20 out of the twenty eight respondents who attempted the question.

Sixteen (16) respondents suggested sickness as a very common factor that hinder learning of learners with learning difficulty in Amu division.

Among the very common cluster pupil absenteeism and environmental factor share a frequency of 12 while poor teaching method follows with a frequency of 10 or fourth position. However in this category genetic and personal factor lags behind with frequency of 2.

Among the common factors parents neglect tops the list with a frequency of 18 followed by pupil's abstention and environmental factors and visual motor disability come in next with a frequency of 12.

In this category sickness and poor teaching method trails the group with a frequency of 2. When teachers of Amu division were asked to comment on the rating of the factors thought to cause learning problems among children in the division majority said that poor motivation, teaching method, pupil absenteeism as well as poor teaching methods contribute greatly in low academic performance among learners in the division.

Teachers further suggested that such preventable factors like parental neglect, motivation environmental factors and teaching methods could be managed through training and awareness campaigns.

Role of schools in minimizing L.D

The question sought to find out if the school has a role to play in minimizing learning problem in the zone.

The teacher's response was 95% in agreement.

The question also sought to know if schools treat such learners with learning disability as special learners.

The finding was that 90% of teachers in Amu division agreed that learners with LD are treated as special learners

Further asked to suggest special services offered to such learners (learners with learning disability).

Teachers responded by saying that students with learning disability are treated with a lot of care and they are regarded as special learners who need creation of special units ,Feeding

programmes addition of more time (extra time) for a similar task given to regular learners, They need special attention and care. Susan L. (2004) says that such children need Provision of constant remedial programmes, appropriate sitting arrangement and class placement Stockdale Classroom Motivation Strategies for Prospective Teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary of the major findings

The first objective sought to establish the ability of teachers to identify learners with learning disability in an inclusive setting. The findings revealed that 93% of the respondents could easily identify learners with learning disability in an inclusive setting. Many of them said that they can identify them basing on some symptoms which can be portrayed by such learners

The second objective sought to establish the signs and symptoms of learning disability. Results indicated that things like Poor performance; General awkwardness; disorganized thinking; Poor concentration span; Disinterested in learning; Hyperactivity among others.

The third objective sought to establish the role of teachers in handling children with learners with disabilities. Respondents said that teachers are supposed to be Teaching (30%); Rewarding and encouragement (30%); Creating good learning environment (20%); Guidance and counseling (10%) among others

The fourth objective sought to investigate the rating of learning disabilities by teachers. The results showed that 64% said it was Parent neglect; 50% said it was Pupil absenteeism, 35% said it was Poor teaching method; 70% said it was Poor motivation among other factors.

Conclusions

The findings concluded that there are some teachers who can not identify learners with leavening disability.

Also the findings come to the conclusion that some teachers where not sure of the signs and symptoms of learning disability

Further more the findings indicate that some teachers of learners with disability are not aware of their duties as regards motivating the learners.

Finally the findings conclude that the major problem of learners with disability is lack of motivation by teachers in encouraging them to study.

5.4 Recommendations

The following recommendations were made after the study:

1. The government should construct facilities at school that enable handicap learners to learn in a conducive environment with out putting pressure on teachers to treat handicap learners differently.
2. The government should have a policy in place that forces teachers and all stake holders to treat handicap learners with respect.
3. The government should have a policy in place that forces parents to send their handicap children to school.
4. The community should be sensitized to encourage the sending of handicap children to school so that they get access to education.

Areas for further research

There is need to explore the following areas that are closely related to this study;

1. Attitudes of normal learners towards the handicap learners.
2. Attitudes of the community towards the handicap learners.

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APPENDICES

**APPENDIX A:
TRANSMITTAL LETTER TO THE HEADTAECHER**

**HEADTEACHERS
AMU DIVISION
LAMU DISTRICT**

Dear sir/madam,

RE-PERMISSION TO USE THE SCHOOL FOR A RESEARCH STUDY.

I HAFSWA DIFFIN Registration number BED/10671/61/DF a graduating student at Kampala International University wishes to undertake a research study in your school.

The research is based on the topic Effects of motivation on academic performance of learners with learning disability AND

I will be grateful for the assistance.

Thank you in advance.

Yours faithfully,
HAFSWA DIFIN

Noted by
REV: EZEKIEL OLUPOT ELIKO
(Supervisor)

APPENDIX B:
TEACHER'S QUESTIONNAIRE

This is an educational study being undertaken to establish the effectiveness of motivation on the performance of learners with learning disability in Amu division Lamu district. It is hoped that the findings will help teachers improve on students learning skills in schools. You have been selected to participate in this study, kindly complete this questionnaire to the best of your ability. The information you give will be confidential and used only for the purpose of this study.

Instructions: Please respond to all items by ticking () in the appropriate box or write briefly on the spaces provided.

1. Name of the school _____

2. Category of school Mixed Girls Boys

3. Type of school Public Private

4. (i) Respondent's gender Male Female

(ii) How long have you taught 0-5 yrs 6 – 10 yrs 11 yrs and above

1a. Below is a table of some of the earliest symptoms of pupils with learning disability. Indicate your opinion by ticking very common, common, non-existent in your school.

Early symptoms of LD	Very common	Common	Non-existent
1. Poor performance			
2. General awkwardness			
3. Disorganized thinking			
4. Poor concentration span			
5. Disinterested in learning			
6. Hypeactivity			
7. Easily confused by instructions			
8. Reversal in writing and reading			
9. Failure to judge consequences of their actions			
10. Being unnecessarily slow in completing work			

b) In your own opinion, briefly comment on your rating above

2. Are you able to identify a learner with learning disability in an inclusive setting?

Yes

No

2b) If yes , how?-----

2c) If No, why?-----

3. How can a teacher motivate students with learning disability to learn?

3b) Mention any four roles teachers play in handling children with learning disability in and out side the classroom environment.

- I. -----
- II. -----
- III. -----
- IV. -----

3c) what should a regular classroom teacher do to uplift on the learning abilities of learners with learning problems?

4. The following are procedures and techniques used in teaching learners with learning disability. (Please give a tick to the most commonly used techniques)

- a) Peer teaching
- b) Child to child approach
- c) Praise and reproof
- d) Knowledge of progress
- e) Rewards
- f) Punishment

4b) Give a reason to support your answer above-----

5. Do you think parents have much to do with the learning abilities of their children?

Totally Agree

Totally Disagree

5b) what do you think is the role of parents in preventing learning disability among their children?

6. Causes of learning problem among children

Use the rating below 1 very rare, 2 rare, 3 common, 4 very common to rate the causes of learning problem among children

Parents neglect.	1	2	3	4
Sickness	1	2	3	4
Teacher absenteeism	1	2	3	4
Pupil absenteeism	1	2	3	4
Poor teaching methods	1	2	3	4
Poor motivation	1	2	3	4
Classroom teacher's weakness	1	2	3	4
Visual motor disability	1	2	3	4
Environmental factors	1	2	3	4
Genetic factors	1	2	3	4
Personal factor	1	2	3	4

6b) Briefly comment on your rating above

7 Has the school done some thing to minimize on learning problems?

Yes

No

8. Do you treat pupils with learning disability as special learners?

Yes

No

8b) List and briefly explain the special services offered to children with learning disability in your school

APPENDICE C
STUDENTS INTERVIEW GUIDE

Dear students you are kindly requested to respond positively to this interview sheet which intend to investigate the effect of motivation on the academic performance of learners with learning disability.

Name----- (optional)

Gender-----

Age-----

1. What motivates you to learn better?

Gifts and rewards

Praise and reproof

Knowledge of progress

Active participation

Good marks

Guidance and role modeling

Active participation

Good teaching

2. What limits your learning ability in class?

1. Poor teaching methods	Rare	Common	Very common
2. Poor motivation			
3. lack of suitable learning materials			
4. lack of individual attention			

5. Parent neglects			
6. Personal weaknesses			
7. Heavy punishments			

2b. Apart from the mentioned, what else do you think limits your learning?

2c. Do have students with learning disability in your school

Yes

No

2d. How do teachers cater for such learners?
