

**TEACHING STYLES AND ACADEMIC PERFORMANCE
OF LEARNERS WITH SPECIFIC LEARNING
DISABILITY IN INCLUSIVE SETTING
IN KISUMU WEST DISTRICT
KENYA**

BY

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DECLARATION

I Boaz Otieno Agai do hereby declare that Teaching Styles and Academic Performance of Learners With Specific Learning Disability in an inclusive setting in Kisumu West District, Kenya is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other University or institution of higher learning for the award of a degree.

Sign Boaz Otieno Agai

Date 10th April, 2010

APPROVAL

This project has been submitted for examination by my approval as a University supervisor

MR LAAKI SAMSON.....



Date.....

12th 09-10.....

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This list is ideally long but time and space may not allow me to mention all people. Therefore I kindly ask anybody or institution whose name may not have appeared here to take it in good faith.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	viii
CHAPTER ONE	1
INTRODUCTION	1
BACKGROUND INFORMATION	1
STATEMENT OF THE PROBLEM	3
1.3THE SCOPE OF THE STUDY	4
SIGNIFICANCE OF THE STUDY.....	4
THEORETICAL FRAME WORK	5
DEFINITION OF TERMS	5
CHAPTER TWO	7
LITRATURE REVIEW	7
2.1 CATEGORIES OF LEARNERS WITH SPECIFIC LEARNING DISABILITY.	7

2.2 TEACHING STYLES USED IN AN INCLUSIVE SETTING	9
2.3 ACADEMIC PERFORMANCE OF LEARNERS WITH SPECIFIC LEARNING DISABILITY IN AN INCLUSIVE SETTING.	10
2.4 RELATIONSHIP BETWEEN TEACHING STYLES AND ACADEMIC PERFORMANCE OF LEARNERS WITH SPECIFIC LEARNING DISABILITY IN AN INCLUSIVE SETTING.....	11
CHAPTER THREE	13
METHODOLOGY	13
3.0 INTRODUCTION	13
3.1 RESEARCH APPROACH	13
3.2 RESEARCH DESIGN.....	13
3.3 TARGET POPULATION.....	13
3.4 SAMPLE POPULATION.....	14
3.5 SAMPLING PROCEDURES	14
3.6 RESEARCH TOOLS/INSTRUMENTS.....	14
3.7 PROCEDURE OF THE STUDY.....	14

CHAPTER FOUR.....	19
DATA PRESENTATION AND ANALYSIS	19
CHAPTER FIVE	41
DISCUSSION, CONCLUSION AND RECOMMENDATIONS.....	41
5.0 Overview.....	41
5.1 Discussion.....	41
5.3 Conclusion	47
5.4 Recommendations.....	47
5.5 Review	49
REFERENCES:	50
APPENDENCES.....	51
Appendix A.....	51
Research questionnaires for teachers.....	51
Appendix B.....	55
Interview schedule for learners.....	55

Appendix C.....57

Introduction letter.....57

LIST OF TABLES

Table 1 (a): This table shows the response of the sample population group of class teachers in regular primary schools.....	19
Table 2 (a): This table shows the response of the sample population group of learners in regular public primary schools.....	20
Table 3 (a): Presence of learners without sensory impairments, mental retardation, physical mobility, emotional or behavioral disorders	20
Table 4 (a): Performance of learners who do not exhibit sensory impairments, mental retardation, physical handicap, emotional or behavioral disorders.....	21
Table 5 (a) : Academic areas performed with difficulty by some of the learners who do not exhibit the afore mentioned impairments.	22
Table 6 (a): Enrolment of learners in classes.....	23
Table 7 (a): Number of lessons taught per day.....	24
Table 8 (a): Methods of teaching most frequently used in the sample schools	25
Table 9 (a): Why teachers prefer the methods they use.....	26
Table 10 (a): How much teachers help learners with difficulty in language and mathematics ..	28
Table 11 (a) : Whether learners with specific learning difficulties enjoy learning in the classes or not	29

Table 12 (a) : The attitude of learners with SLD in class	30
Table 13 (b) : Presence of learners who have no sensory impairments, mental retardation, physical handicap and emotional and behavioral disorder in class	31
Table 14: (b): Whether learners without sensory impairments, mental retardation, physical challenge and emotional or behavioral disorders have any difficulty in language or arithmetic or not	32
Table 15: (b): The prevalence of learners with specific learning disability in language for example reading or arithmetic for example basic multiplication tables in class.	33
Table 16: (b): Whether the respondents enjoy all lessons in their classes or not	34
Table 17: (b): Subjects that are not enjoyed by the learners.....	35
Table 18: (b): Methods used by teachers to teach the subjects that are not enjoyed by the respondent.....	36
Table 19: (b): Subjects performed poorer in tests in the class.....	37
Table 20: (b): Suggested reasons for poor performance in tests in class.....	38
Table 21: (b): How the teachers treat learners who are poor at reading, arithmetic calculations, writing and reading	39
Table 22: (b): The attitude of learners with disabilities in reading, writing and other language components or arithmetic calculations in class.....	40

ABSTRACT

The study investigated teaching styles and academic performance of learners with specific learning disability in inclusive setting in Kisumu West district Kenya.

The objectives of the study were to find out learners with specific learning disabilities, to establish teaching styles used in inclusive, setting, to determine the academic performance of learners with specific learning disabilities in an inclusive setting and to relate teaching styles and academic performance of learners with specific learning disabilities. The methods used were quantitative. The study recommended that more teachers should undergo special education training.

The ministry of Education should organize regular work shops and seminars.

CHAPTER ONE

INTRODUCTION

This chapter covers background information, statement of the problems, purpose, objectives, research questions and significance of the study. It also covers operational definitions of terms, limitations and delimitations of the study.

BACKGROUND INFORMATION

The issue of access to education is a human right. Education is a basic human right and all children, including those with disabilities have a right to education. This has been upheld in the Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), the World Declaration of Education for All (1990), the Dakar Framework for Action on Education for All (2000) and the Millennium Development Goal (2000).

The Convention of the Rights of the Child mandates the child that states make primary education compulsory and available free to all children on the basis of equal opportunity, with protection from all kinds of discrimination including discrimination on the basis of disability. It also requires that children with disabilities have access to and receive education in a manner which will help each child to achieve their fullest possible social integration and individual development.

In developing countries across the globe, evidence shows that less than 10% of children with disabilities have access to and receive education in a manner which will help the them to achieve their fullest possible social integration and individual development.

Inclusion of children with disabilities into regular schools has become one of the main trends in the provision of special needs education (Leyser, Kapperman & Keller, 1994). However,

placing children with disabilities in regular schools will only be successful if such learners are recognized and the fact that disability is not inability is embraced.

Extrapolated prevalence not based on specific data sources but on prevalence rates from the U. S (or a similar country) to the population of other countries indicate that Egypt has 1,287, 279 out of a possible population of 76,117,421, Sudan 662,064 out of a possible population of 39, 148. 162, Tanzania 610, 620 out of a possible population of 36, 070,799, Uganda 446, 305 out of a possible population of 26,390,258 and Kenya 557,785 out of a possible population of 32,982, 109. Health Grade Inc. (2009). Statistics by Country for Learning disabilities. Retrieved on [July 20th 2009] from World Wide Web: http://www.wrongdiagnosis.com/l/learning_disabilities/stats-country.htm

The historical roots of the present field of learning disabilities go back at least to the early 1800s. At that time, we find a record of interest in brain function and dysfunction and in visual perception problems. Since then interest has expanded in all directions and variety of remedial efforts have been initiated with students who have apparently normal learning potential but cannot learn in a normal manner. The students have been called word blind, strephosymbolic, dyslexic, dysgraphic, brain injured, hyperactive, perceptually disordered and various other terms that indicate how they act or their academic or skill area in they experience their major difficulties, Bill R (1981)

The right definition of learning disability was for a long time a major debate among different scholars. This was important because it came out with characteristics of learners with learning disabilities which would help distinguish them from those learning disabilities which are primarily as a result of visual, hearing, or motor handicaps to mental retardation, emotional disturbance, or to the environmental disadvantage.

RESEARCH OBJECTIVES

- (i) To find out types of learners with specific learning disabilities.
- (ii) To find out teaching styles used in an inclusive setting.
- (iii) To determine the academic performance of learners with specific learning disability in an inclusive setting.
- (iv) To establish whether there is significant relationship between teaching styles and academic performance of learners with specific learning disability.

RESEARCH QUESTIONS

- a) What are the teaching categories of learners with specific disability in an inclusive setting?
- b) What are the teaching methods used in an inclusive setting?
- c) How do learners with specific learning disability perform in academics as compared to their counterparts without specific learning disability?
- d) How do teaching styles impact on the academic performance of learners with specific learning difficulty?

In this respect Bill, R. (1981) states that great variations may exist in some of the characteristics of learning disabled students but one characteristic is found in all such students. This has a severe discrepancy between achievement and intellectual ability in some area such as oral expression, written expression, listening comprehension, reading comprehension, reading or mathematics.

This basic discrepancy in learning is the basis for the individual being considered learning disabled.

It is this technicality in identifying the learner with learning disability and by extension specific learning disability that the researcher has been prompted to carry out study on the relationship between teaching methods and the academic performance of learners with specific learning disability in an inclusive setting.

STATEMENT OF THE PROBLEM

Kisumu West District has about 140 primary schools with an average of 300 learners per school and 7 teachers per school. Most of the teachers are P 1 (Primary 1) teachers who are not trained to handle learners with special needs.

With the government's current policy on Free Primary Education and the implementation of Education For All (E F A) as an international convention learners are admitted to mainstream schools regardless of their disability. Most schools are hence over enrolled and further the government cannot employ enough teachers due to economic constraints.

As a result of this, most teachers go for the easiest methods of teaching which are mainly lecture and unsupervised assignments.

[Handwritten signature]

Therefore this has prompted the researcher to find out styles used to handle learners with specific learning disabilities

1.3 THE SCOPE OF THE STUDY

The research study will be conducted in Kisumu West district Kenya, and in particular Kombewa division from January 2009 to September 2009. It will be limited to public primary schools . It is intended to cover 20% of the schools . The study will be narrowed to Teaching Styles and Academic Performance of Learners with Specific Learning Disabilities in an inclusive setting.

SIGNIFICANCE OF THE STUDY

The research finds of this study are aimed at benefiting the following people and institutions:

- i) The learner: The learner with specific learning disability will be identified and accepted by teachers, parents and peers thus enjoy learning in an inclusive setting.
- ii) The teacher:- The teacher will be provided with significant information on categories of specific learning disabled children, early identification and intervention strategies and impact of teaching styles on their performance.
- iii) The parents:- The findings of the research will enlighten the parent on early identification of learners with specific learning difficulties and support services appropriate and available.
- iv) The school:- The school administration will be able to plan for in-service training for staff in handling learners with specific learning difficulties.
- v) Ministry of Education:-

The findings will help the Ministry of Education to be aware of the teaching styles that affect the academic performance of learners with specific learning difficulties so as to include them in their strategic plan.

vi) The researcher: - The findings will prove the researcher's concern for the academic performance of learners with specific learning disabilities. It will also help broaden the researcher's knowledge and skills on research work.

THEORETICAL FRAME WORK

This study will be guided by the theory of Maria Montessori on "Principles of Learning and Instruction". Maria established a children's school, the Casa dei Bambini. Whose students came from the slums of Rome and were generally described as disadvantaged.

The school as a "specially prepared environment" emphasized teaching methods and materials as well as learning exercises derived from Montessori's observations of children. The children she found were capable of sustainable concentration and work. They enjoy order and prefer work to play. They also enjoy repeating actions until they have mastered a given activity. Montessori also found that children have an inner need to work at what interests them without the prodding of teachers and without external rewards and punishments. She further states that children's capacity for spontaneous learning leads them to begin pursuing reading and writing. (Cornstein A.C.,Levine,D.U.(1989).

DEFINITION OF TERMS

The terms here are some of the conventionally accepted ones in the field of special education. The definitions are taken from special education books

- Disability-Reduced function or absence of body part through accident, disease, e.t.c.

➤ Educational needs –The special needs which could make learning for the learners with specific learning difficulties as comfortable as possible.

➤ Exceptional children –These are children for whom the presence of physical, psychological, cognitive or social factors make it difficult to realize their needs and full potentials.

➤ Handicap-The difficulty or problem one encounters in an environment due to disability or impairment

➤ Specific learning disability –These are learning disorders exhibited in one or more of the basic psychological processes involved in understanding or in using spoken or written language.

CHAPTER TWO

LITRATURE REVIEW

In order to precisely present the teaching styles and academic performance of earners with specific learning disability in an inclusive setting in primary schools, the researcher looks at literature related reference in the order given below:

- Types of learners with specific learning disability.
- Teaching styles used in an inclusive setting.
- Academic performance of learners with specific learning difficulty.
- Significant relationship between teaching styles and academic performance of learners with specific disability .

2.1 CATEGORIES OF LEARNERS WITH SPECIFIC LEARNING DISABILITY.

There has been several debates by different scholars on the definition of

learning disability. The definition would enhance classification of learners with

specific learning disability. Slavin, E. (1986), states that the term learning disability is relatively new and noted that the use of this category had been increasing rapidly over the past decade, that is prior to 1986. Further, the exact definition of learning disability vary from one place to another.

Freiberg, K. L. (1998/1999) concurs with Slavin's view. It explains that learning disabilities encompasses wide range of difficulties and that there is no one accepted the definition of learning difficulty. To a large extent, exclusionary definitions help classify the nature of learning disabilities. They are not mental retardations. They are not deficiencies in any of the

sensory systems (vision, hearing, taste, touch, smell, kinesthetics, vestibular sensation). They are not problems associated with health or physical mobility. They are not emotional or behavioral disorders. They are not disabilities of speech or language. They can therefore be assessed as true learning disabilities if there is discrepancy between the child's ability to learn and his or her actual learning.

Kirk, S. (1968) states that a learning disability refers to a specific retardation of disorder in one or more of the processes of speech, language, perception, behavior, reading, spelling writing, or arithmetic.

The researcher observes that different scholars have common areas of agreement despite differences in terms used to describe the learning disabled. Thus Kirk, S (1972) states the following:

- i) The learning problem should be specific and not a correlation of such other primary handicapping conditions as a general mental retardation, sensory handicaps, emotional disturbance, and environmental disadvantage.
- ii) The children must have discrepancies in their own growth (intra individual differences) with abilities as well as disabilities.
- iii) The deficits found in a child must be of a behavioral nature such as thinking, conceptualization, memory, speech, language, perception, reading, writing, spelling, arithmetic, and related abilities.
- iv) The primary focus of identification should be psychoeducational.

2.2 TEACHING STYLES USED IN AN INCLUSIVE SETTING

According to the researcher, teaching is an interactive process that goes hand in hand with learning. Both the teacher and the learner interacts with the environment for teaching and learning to be meaningful. Kochhar (1985), explains teaching as more than just standing before a class and applying a few specific techniques. It is not merely presenting text book information and then testing student's ability to repeat it. There is no magic formula for transforming knowledge from the teacher's mind to align the pupil's. Teaching is not a mechanical process. It is an intricate, exacting, challenging job.

Further, Kochar (1985) spells it out that corresponding requirements of different subjects, there are different methods of teaching, namely; telling method, the lecture method, discussion method, demonstration method, the problem method, assignment method and supervised study.

Mande, W. M (2001) explains that the term lecture is derived from the Latin word *Lectare* which means to read aloud. In the past centuries the lecture method "consisted of oral reading of text followed by a commentary. This method of reading from a script is still used in the arts" (Brown & Atkins, 1988:) The researcher observes that although the method is commonly used in higher learning institutions and especially in arts, most teachers in primary schools also use the same, either rightly or wrongly.

According to Kirk, Gallagher & Anastasiow (2000), emphasis has interestingly switched from a focus on a one-on-one type of instruction for individual student with special needs, as represented in the policies for a an Individualized Educational Program (I.E.P), to the importance of student participation in corporative learning or team assisted individualization with the inclusion of many children with special need in regular classrooms has come the need

to develop strategies that will help the teacher integrate students with disabilities with the other students. Cooperative learning is one of these strategies.

The view of Kochhar (1985), associates cooperation and discussion method very closely. Kochhar describes discussion as another useful method of teaching. A problem, an issue, a situation in which there is a difference of opinion, is suitable for discussion method of teaching. Ideas are initiated, there is exchange of opinion accompanied by a search for its factual basis; speech is free and responsible. New values are created. The participants- the teacher and the students, are inter-related in a process of competitive cooperation.

2.3 ACADEMIC PERFORMANCE OF LEARNERS WITH SPECIFIC LEARNING DISABILITY IN AN INCLUSIVE SETTING.

Most of the academic tasks in a learning environment involve the participation of the teacher, the learner and the learner's peers. In this interaction instructions are given, responses are received and as a result learning takes place. Lewis and Doorlag (1991), state that learning disabled students are of average intelligence and learn some things quickly and easily. However, because of deficits in attention, perception, and memory, they acquire other skills only with extreme difficulty. Student with learning disabilities may read well yet spell poorly, or they may fail a written test but be able to answer every question correctly on an oral exam.

On a similar note Wallace and Kauffman (1973) when commenting on difficulties to read says, "many children who encounter reading difficulties experience academic problems in other areas of curriculum. Smith (1968) in Wallace and Kauffman (1973) regards reading as "the most significant common denominator for adequate achievement" in areas such as arithmetic communication and social and personal adjustment.

The researcher observes that to create an inclusionary classroom the teacher must strive to create an inclusive, interactive classroom environment. If not successfully done, the learning disabled child is greatly disadvantaged. Orlich, D. C., Harder, R.J Callaham, R.C., Gibson W.H. (1988), put it that the teacher must make the decision to adapt instructions to help every child.

2.4 RELATIONSHIP BETWEEN TEACHING STYLES AND ACADEMIC PERFORMANCE OF LEARNERS WITH SPECIFIC LEARNING DISABILITY IN AN INCLUSIVE SETTING.

Students with learning disabilities are not alike. The most common characteristics are specific difficulties in one or more of the academic areas. (Hallahan and Kauffman,1994) as quoted in Anita.E.W.(1995).The students themselves do not understand why they have such troubles and they become victims of learned helplessness.

There is also a controversy on how to help these children. Many programs have been developed to “train” the underlying learning process .In general attempts to train perceptual processes directly have not been very successful in improving academic performance (Reid, Hresko and Swanson,(1991) in Woolfolk(1995).

Woolfolk, however, states further that a more promising method seems to be to emphasize study skills for methods of processing information in a given subject like reading and math.

According to the researcher, most teachers in inclusive settings use more or a combination of teaching styles which would include lecture, project, and assignment to mention but a few. The researcher concurs with Woolfolk on the sentiment that “No set of teaching techniques will be effective for every learning disabled child”, and that special education teachers should be incorporated in the school to design appropriate instructions for individual students.

Morse, W. C. (1979), expresses opinion which is in agreement with Woolfolk. He says, children in elementary school who experience learning problems which could be severe or less severe should be provided with various special education alternatives.

He further states that to provide comprehensive services for the learning disabled students at the elementary level requires that there be a careful assessment of each child's strength and weaknesses.

In their contribution, Haring, N. G., and Mc Cormick, L. (1990), states that the teaching methods used with students exhibiting learning problems are crucial to the success of instruction. They further explain that the staff at the University of Kansas Institute developed and validated a teaching sequence that is based on learning principles. This acquisition steps provide the student with the knowledge, motivation, and practice required to apply a skill or strategy to materials and situations comparable to regular secondary classroom demands, (Schumaker et al., 1983)

In the researcher's observations, Free Primary Education (F.P.E) in Kenya has enhanced over enrollment of learners in schools especially in peri-urban and urban centers. Classes have recorded as many as 70 to 90 learners in lower and mid primary. This has influenced teachers to use whole-class, teacher-centered competitive questioning strategies which may not meet the needs of a diverse student population.

This is in agreement with Eggen, P. , Kauchak, D. (1994), who suggest that alternatives such as cooperative learning, student group work, projects, and teacher-led small groups are all alternatives to the traditional methods cited by the researcher.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The researcher states how the study will be carried out in step by step logical sequence and why particular methods and techniques are preferred. Accounts of the procedure, population, size of sample and methods of selection will be appropriately included.

3.1 RESEARCH APPROACH

The researcher intends to use quantitative approach as he feels this will be the most appropriate one according to the research study the researcher is undertaking. The researcher intends to use questionnaires to sample population which will be mainly class teachers.

3.2 RESEARCH DESIGN

The researcher intends to use survey as the best design for this study because he will target few schools, at least 21 out of the 66

Schools in Kombewa division. The data will be summarized numerically in table form to make it easy for the reader to understand.

3.3 TARGET POPULATION

The research study will target class teacher who handle the learners and records with information of the interest of this research in the division.

3.4 SAMPLE POPULATION

The study will cover three zones within which the 66 schools are. The researcher will target 7 schools from every zone and 21 class teachers.

3.5 SAMPLING PROCEDURES

The researcher intends to use purposive sampling to get those 21 teachers by the reason that they are in a position to supply the researcher with information on learners with specific learning disability. Random sampling will be used to get 7 schools from every zone. Here the research will write the names of all schools in every zone on pieces of paper and then fold them, mix them up then pick only 7.

3.6 RESEARCH TOOLS/INSTRUMENTS

The researcher will adopt the use of questionnaires. The questionnaires will be sent to the sample population mainly teachers because their level of education will enable them to interpret the questions and give the desired response. Interviews will be used for learners because it is faster to administer and questions can be asked in the learners' local language.

3.7 PROCEDURE OF THE STUDY

The following systematic steps will be followed by the researcher in order to carry out the research work successfully:

- Develop the questionnaires in the most appropriate language level of the respondents.
- Organize a pilot study to assess the effectiveness of the research instrument.
- Carry out the necessary adjustments following the pre-testing done.
- Visit the sample schools to seek permission to conduct the study.

- Give the respondents the questionnaire and arrange with them when to collect.
- Finally analyze the data and write the research report.

RESEARCH QUESTIONNAIRES FOR TEACHERS

A study is being carried out with the aim of investigating the impact of teaching styles on academic performance of learners with specific learning disability in Kisumu West district in Kenya.

Your assistance in providing any useful data will be highly acknowledged.

Thank you in advance for your anticipated positive response.

- Do you have learners in your class who do not exhibit all the following problems?
- Sensory impairments.
- Mental retardation.
- Physical mobility.
- Emotional or behavioral disorders.

2. If yes, do these learners perform excellently in all areas of academic tasks?

- **YES** **NO.** Tick one.

3. Identify and tick some of the learning difficulties from the list below, where such children as in question 1 may be too poor while excelling in other areas.

- Receptive language (listening)
- Expressive language (speaking)
- Basic reading skills.
- Reading comprehension.

- Written expressions.
- Mathematics calculations.
- Mathematical reasoning

4. What is the size of your class in terms of enrollment? (Tick one).

- Less than 20
- Between 20 – 50
- More than 50

5. How many lessons do you handle per day?

6. Which methods of teaching do you use most frequently? (Tick from the list)

- Lecture
- Discussion
- Project
- Assignment
- Demonstration
- Any other (specify)

7. Why do you prefer the method you have ticked?

.....

.....

.....

8. How much do you do to help those learners who exhibit any or more of the problems listed in question 3?

- It is hard to help them.
- I help them sometimes.
- I help them much.
- Workload does not allow for time to help them much.
- They need special attention.

(Tick what is appropriate to you)

9. Do those children who only experience difficulty in one or two of the problems listed in question number 3 enjoy learning in your class?

- Yes.
- No.
- Not much.

10. In your view, how do they feel?

- Frustrated.
- Comfortable.
- Courageous.
- Withdrawn.
- Ashamed.
- Loose hope in other areas of learning also.

(Tick what is applicable to you.)

11. What do you suggest should be done by teachers to alleviate the problems such learners undergo? Give at least three suggestions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the result of data analysis of the teaching styles and academic performance of learners with specific learning disabilities in Kisumu west district in Kenya. The data collected from questionnaires and interviews are hereby analyzed and discussed.

Table 1 (a): This table shows the response of the sample population group of class teachers in regular primary schools.

	Number distributed	Number returned	Number not returned	Response %
Questionnaires to class teachers of regular public primary schools	21	21	0	100%

Table 2 (a): This table shows the response of the sample population group of learners in regular public primary schools

	Number identified for interview	Number interviewed	Number not interviewed	Response %
Interview of learners of regular public primary schools	63	56	7	88.89%

ANALYSIS OF QUESTIONNAIRES FROM CLASS TEACHERS

Presence of learners who do not exhibit sensory impairments, mental retardation, physical mobility challenges and emotional or behavioral disorders.

Table 3 (a): Presence of learners without sensory impairments, mental retardation, physical mobility, emotional or behavioral disorders

Q1.

Category	Frequency	Percentage %
Yes	16	76.19
No	5	23.81
	21	100.00

Observation

This question was intended to ascertain the presence of learners without disabilities that can be directly associated with SLD in the sample schools. Out of the twenty one schools, 16 recorded Yes and 5 recorded No

Data analysis

The information provided in the 2.1(a) is clearly indicating that majority of the schools have learners without disabilities that are directly associated with specific learning disabilities.

Table 4 (a): Performance of learners who do not exhibit sensory impairments, mental retardation, physical handicap, emotional or behavioral disorders.

Q 2

Category	Frequency	Percentage %
Excellent	0	0
Not excellent	21	100
	21	100

Observation table 2.2 (a)

This question was intended to find out whether in the absence of impairments mentioned, learners would still fail to be excellent performers in academic tasks. Out of the twenty one sample schools, all consented to the fact.

Analysis of data

The information shows that in the absence of sensory impairments, mental retardation, physical handicap and emotional or behavioral disorder some learners would still fail to perform excellently in academic tasks.

Table 5 (a) : Academic areas performed with difficulty by some of the learners who do not exhibit the afore mentioned impairments.

Q 3

Category	Frequency	Percentage
Receptive language skills (Listening)	9	12.16
Expressive language skills	14	18.92
Basic reading skills	18	24.32
Reading comprehension	7	9.46
Written expressions	7	9.46
Mathematics calculations	7	9.46
Mathematics reasoning	12	16.22
	74	100

Observation table 2.3 (a)

This question was intended to find out the prevalence of areas of learning difficulty in language and Mathematics. 9 schools showed difficulties in receptive language skills, 14 showed difficulties in expressive skills, 18 showed basic reading skills, 7 schools each showed difficulties in reading comprehension, written expression and mathematics calculations, while 12 showed difficulties in mathematics reasoning.

Analysis of data

The information in the table implies that there are learning difficulties in both language and mathematics in majority of the schools especially in the areas of expressive language, basic reading skills and mathematics reasoning.

Table 6 (a): Enrolment of learners in classes

Q 4

Category	Frequency	Percentage %
Less than 20	6	28.57
21 -50	8	38.10
51 and above	7	33.33
	21	100

Observation table 2.4(a)

This question was aimed at determining the population of learners in the classes in the sample schools. 6 classes have less than 20, 8 classes have between 21 -50 whereas 7 have 51 and above.

Analysis of data

The information provided showed that quite a number of schools have high enrolments of learners in the classes.

Table 7 (a): Number of lessons taught per day.

Q. 5

Category	Frequency	Percentage %
5 lessons	2	9.52
6 lessons	2	9.52
7 lessons	5	23.81
8 lessons	12	57.14
	21	100

Observation Table 2.5(a)

The question was intended to find out the teacher's work load in terms of number of lessons handled per day. The table shows that 2 teachers handle 5 lessons per day, 2 handle 6 lessons per day, 5 handle 7 lessons per day while 12 handle 8 lessons per day.

Analysis of data

The information showed that majority of the teaches handle up to 8 lessons per day

Table 8 (a): Methods of teaching most frequently used in the sample schools

Q 6

Category	Frequency	Percentage %
Lecture	19	38
Discussion	5	10
Project	0	0
Assignment	14	28
Demonstration	12	24
Any other	0	0
	50	100

Observation table 2.6(a)

The question was intended to investigate the teaching methods commonly used by the teachers. The result showed that 19 teachers use lecture method, 5 use discussions, none use project method, 14 use assignment and 12 use demonstration.

Analysis of data

The information provided indicates that majority of teachers use lecture as a method of teaching.

Table 9 (a): Why teachers prefer the methods they use.

Category	Frequency	Percentage %
Lecture- <ul style="list-style-type: none"> • Easy preparation • Lesson consumes less time 	2	14.29
Discussion <ul style="list-style-type: none"> • Convenient • Learner given opportunity to express themselves • Learner centered • Builds confidence in the learner 	4	28.57
Assignment <ul style="list-style-type: none"> • Children work at own pace • Helps in evaluating learner's work • Provides the learner with opportunity to explore information • Concept is sustained for long 	4	28.57
Demonstration <ul style="list-style-type: none"> • Skills are developed 	4	28.57

<ul style="list-style-type: none"> • Engages learners practically • Learners interact with others • Excites and motivates learners 		
Project- No response	0	0
Any other –No response	0	0
	14	100

Observation table 2.7 (a)

Out of responses on the reasons why teachers choose the methods they use, 14.29% were positive reasons given for lecture method, 28.57% were reasons given for discussion, assignment and demonstration respectively. There were no reasons given for project and any other method.

Analysis of data

The information in the table indicated that there are lesser advantages to give for use of lecture as a method of teaching tender learners in primary schools

Table 10 (a): How much teachers help learners with difficulty in language and mathematics

Q 8

Category	Frequency	Percentage %
It is hard to help them	0	0
I help them sometimes	12	34.29
I help them much	0	0
Workload does not allow for time to help them much	7	20
They need specific attention	16	45.71
	35	100

Observation table 2.8 (a)

The question was intended to investigate the much teachers help the learners with learning difficulties in language and mathematics in regular public primary schools. 34.29 state that they help them sometimes, 20% acclaim the workload does not allow for it while 45.71% feel such learners need special attention.

Analysis of data

The information provided indicate that most teachers pay less attention to the problems of learners with specific learning disabilities

Table 11 (a) : Whether learners with specific learning difficulties enjoy learning in the classes or not

Q 9

Category	Frequency	Percentage %
Yes	2	10
No	7	33
Not much	12	57
	21	100 %

Observation

This question was intended to find out the attitude of learners with specific learning difficulty in the classes. Only 10 % of the respondents said they enjoy learning, 33 % said they do not while 57 % said they do not enjoy much.

Analysis of data

The information given in the table show that most learners with SLD are not motivated to learn. Their attitude to academic work is negative.

Table 12 (a) : The attitude of learners with SLD in class

Q 10

Category	Frequency	Percentage %
Frustrated	6	28.57
Comfortable	0	0
Courageous	1	4.76
Withdrawn	7	33.33
Ashamed	1	4.76
They loose hope in other areas of learning also	4	28.57
	21	100 %

Observation

The table shows that 28.57% of learners with SLD feel frustrated in class, 0 % are comfortable, 4.76 % feel courageous, 33.33 % are withdrawn, 4.76 % feel ashamed of themselves while 28.57 % have lost hope in other areas of learning as well.

Analysis of data

The information provided has clear indications that learners with SLD are subjected to loss of hope in academic work in most schools.

Table 13 (b) : Presence of learners who have no sensory impairments, mental retardation, physical handicap and emotional and behavioral disorder in class

Q1

Category	Frequency	Percentage %
Yes	50	89.29
No	6	10.71
	56	100

Observation table 2.1 (b)

The question was intended to prove that in a class there could be learners who have no indications of any of the handicaps mentioned. 89.29% of the respondents said they have fellow learners who do not have such handicaps while 10.71 % said they have them.

Analysis of data

The information provided in table 2.1 (b) is indicating that majority of learners in classes in regular public primary schools do not have disabilities that are directly associated with specific learning disabilities.

Table 14: (b): Whether learners without sensory impairments, mental retardation, physical challenge and emotional or behavioral disorders have any difficulty in language or arithmetic or not

Q.2

Category	Frequency	Percentage %
They have	48	85.71
They do not have	8	14.29
	56	100

Observation table 2.2(b)

This question was intended to find out whether in the absence of sensory impairments, mental retardation, physical challenge and emotional or behavioral disorders a learner would still have difficulty in the learning of language and arithmetic or not. 85.71 % of the respondents said they have and only 14.29 % said they do not have.

Analysis of data

This information shows that despite a learner having none of the disabilities as stated in the question some would still have learning disability in language and arithmetic.

Table 15: (b): The prevalence of learners with specific learning disability in language for example reading or arithmetic for example basic multiplication tables in class.

Category	Frequency	Percentage %
Less than 10	36	64.28
Between 10- 20	12	21.43
More than 20	8	14.29
	56	100

Observation

The question aimed at determining the prevalence of learners with specific learning disability in regular public primary schools. 64.28% of the respondents observed that such learners are less than 10 in their classes, 21.43 % said they are ranging between 10 and 20 while 14.29 % said they are more than 20.

Analysis of data

The information provided by majority of the respondents show that in most classes those with SLD are less than ten.

Table 16: (b): Whether the respondents enjoy all lessons in their classes or not

Q 4

Category	Frequency	Percentage %
Yes	54	96.43
No	2	3.57
	56	100

Observation

The question was intended to investigate the respondents' assessment of the suitability of lessons as they are presented to them in class. 96.43% said they do not enjoy all lessons while 3.57 said they enjoy all.

Analysis of data

The information provided by the data indicates that something is a miss in the manner in which lessons are presented to the learners.

Table 17: (b): Subjects that are not enjoyed by the learners

Q 5

Category	Frequency	Percentage %
Math	36	32.73
English	42	38.18
Science	18	16.36
Social studies	14	12.73
	110	100

Observation

This question was aimed at finding out the subjects that are less liked or enjoyed in class by learners. 32.73 of the respondents do not enjoy Math, 38.18% English, 16.36% Science while 12.73 do not enjoy Social Studies.

Analysis of data

The information provided portray that English followed by Math give learners problems. This could be attributed to a number of reasons for example the method used in teaching the subjects, the nature of the syllabus among others.

Table 18: (b): Methods used by teachers to teach the subjects that are not enjoyed by the respondent

Q 6

Category	Frequency	Percentage %
Talk and chalk	44	46.81
Discussion	20	21.28
Project	8	8.51
Assignment	12	12.77
Demonstration	10	10.63
	94	100

Observation

This question was intended to investigate the teaching methods commonly deployed by teachers in class. 46.81 % of the respondents said talk and chalk (lecture) is commonly used, 21.28% said discussion is used, 12.77% said assignment is used, 10.63% observed that demonstration is commonly used while only 8.51% said project is used.

Analysis of data

The information in the data reveals that lecture method is commonly used by teachers in most schools.

Table 19: (b): Subjects performed poorer in tests in the class

Q 7

Category	Frequency	Percentage
Math	40	32.79
English	52	42.62
Science	14	11.48
Social studies	16	13.11
	122	100

Observation

This question was intended to find out the subject or subjects where learners score lower marks than others in tests. English scored 42.62%, Math 32.79%, Social Studies 13.11% and finally Science 11.48%.

Analysis of data

The information given in the data showed that lowest performed subject is English followed by Math.

Table 20: (b): Suggested reasons for poor performance in tests in class

Q 8

Category	Frequency	Percentage %
Teachers involve learners a lot in class	6	3.33
Teacher talks and writes a lot	32	17.78
No motivation to those who have difficulty in learning	40	22.22
Some learners have problems in language and Math	50	27.78
Some learners have developed a negative attitude in subjects where they have difficulties	52	28.89
	180	100

Observation table 2.8 (b)

The question was aimed at finding out reasons why poor performance is commonly realized in tests in classes. 28.89% suggested that some have developed negative attitude in subjects where they experience difficulty, 27.78% blamed language and Math for being problem areas, 22.22% blamed lack of motivation to those who have difficulty in learning by teachers, 17.78% blamed it on teachers talking and writing a lot, while 3.33% said that teachers involve their learners a lot in class.

Analysis of data

The information tapped from the data indicates that the poor results stem from learners' negative attitude towards subjects where they experience difficulty, the way Math and English are presented to learners, poor motivation of learners by teachers and the teachers' talk and chalk method of teaching.

Table 21: (b): How the teachers treat learners who are poor at reading, arithmetic calculations, writing and reading

Q 9

Category	Frequency	Percentage %
Corporally punished	41	29.50
Quarreled	32	23.02
They are given extra work	18	12.95
They are attended to lesser than fast learners	48	34.53
	139	100

Observation table 2.9 (b)

This question was intended to find out how teachers handle or treat learners who have difficulties in reading, arithmetic calculations, writing or writing in class. 34.53% confirmed that they are attended to lesser than fast learners, 29.50% said they are corporally punished, 23.02% said they are quarreled while only 12.95% observed that they are given extra work.

Analysis of data

The information provided by the data indicates that learners with specific learning disabilities do not get enough professional assistance as may be required.

Table 22: (b): The attitude of learners with disabilities in reading, writing and other language components or arithmetic calculations in class.

Q 10

Category	Frequency	Percentage %
Encouraged	2	3.57
Discouraged	54	96.43
	56	100

Observation table 2.10 (b)

The question was intended to investigate the attitude of learners with specific learning disabilities in regular public schools. 96.43% of the respondents said such learners are discouraged while only 3.57% observed that they are encouraged

Analysis

The information provided in the data indicates that learners with specific learning disabilities are discouraged in academic tasks.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Overview

This chapter highlights all that the researcher has come up with during the study i.e. the major causes and findings that would help solve the problems that there are and makes possible suggestions that would bring the academic performance of learners with specific learning disabilities

5.1 Discussion

The first four chapters of the research work present the following:

Chapter 1 starts with the historical background of the study where specific learning disability is looked at on international, national and local perspective. The statement of the problem is clearly brought out with focus on Kombewa division in Kisumu west district. The researcher then states the purpose of the study. This enables the researcher to formulate objectives of the study and relevant research questions. The research questions cover types of learners with SDL, the teaching styles used in an inclusive setting, academic performance of learners with specific learning disability in an inclusive setting and the impact of teaching methods on academic performance of learners with specific learning disabilities. Finally, theoretical framework is stated and some of the notable terms defined.

In chapter 2, the related literature is reviewed in order of the research objectives. A number of authorities are quoted for backup

Chapter 3 explains how the study was carried out step by step in a logical sequence and why particular methods and techniques were used. The research approach, research design, target population, sample population, sampling procedures, research procedure of the study, method of collecting data and how to analyze the same is clearly stated

In chapter 4, the researcher presents and analyses the data collected from the questionnaire and interviews. The data is arranged according to the order of the research questions. Tables are used in the data presentation and analysis.

In his study, the researcher purposed to investigate the teaching styles and academic performance of the learners with specific learning disabilities in regular primary schools in Kombewa Division in Kisumu West District. With the related literature review in chapter 2 and data collected in chapter 4, it was then possible to research the findings as done here below.

In table 1(a) and 13(b) it was revealed that learners with specific learning disabilities exist in regular public primary schools. Although this handicap may not be explained by teachers and learners, it still exists. Slavin (1986), states that the term learning disability is relatively new. Freiberg (1998/1999) concurs with slavin when he says “learning disabilities encompasses wide range of difficulties and there is no one accepted definition of learning difficulty.”

Table 2 (a) and 14 (b) provided information on academic performance of learners without sensory impairments, mental retardation, physical handicap and emotional or behavioral disorder. The data confirms that despite the absence of the mentioned challenges, some learners still fail to perform well.

Freiberg (1998/1999) confirms that specific learning disabilities are not deficiencies in any of the sensory systems, they are not problems associated with health or physical mobility, they are

not emotional or behavioral disorder, and they are not disability of speech or language. He then concludes that they can be assessed as true learning disabilities if there is discrepancy between the child's ability to learn and his or her actual learning.

The researcher concurs with the reasoning of Freiberg and Kirk by the reason that he had once interacted with a boy who at standard 8 level could hardly write a sentence in English with correct spelling despite having none of the handicaps enlisted by the two while exceptionally the boy could not score less than 50% in mathematic tests.

Table 3 (a) and 15 (b) provides information on areas where learners experience difficulty. Such areas include receptive language skills, expressive language skills, basic reading, reading comprehension, mathematics calculations and reasoning. Kirk(1972) in support of his findings states that “ The deficits found in a child must be of behavioral nature such as thinking, conceptualization, memory, speech, language, perception, reading, writing, spelling, arithmetic and related abilities.”

Table 4 (a) shows the enrollment of learners in regular public primary schools. Most classes have over 20 learners. It is also noted that over 30% of the classes have learners from 51 upwards. Similar table 5 (a) indicates that majority of teachers handle up to 8 lessons per day.

These findings confirm to the researcher that teachers are likely to be overloaded in such classes and hence less attention may be given to individual learners with learning difficulties.

Table 16 (b) and 17 (b) provide information on the attitude of learners towards lessons taught and their liking and disliking of subjects. The inference is that not all lessons are enjoyed by the learners and that areas with conspicuous problems are English and Mathematics. Kirk (1968) confirms that these two are the areas of focus when we talk about specific learning disability

Table 6 (a) and 18 (b) which provide information on teaching methods that make the learners with specific learning difficulty have negative attitude towards English and Mathematics, show that talk and chalk or lecture method dominates.

Kochhar (1985) argues that teaching is more than just standing before a class and applying a few techniques. It is not merely presenting text book information and then testing student's ability to repeat it.

The researcher concurs with Kochhar when he spells out that for corresponding requirements of different subjects there are different methods of teaching namely; telling method, the lecture method, discussion method, demonstration method, the problem method, assignment method and supervised study.

Mande (2001) explains that in the past centuries, lecture derived from the Latin word, "lectare" means to read aloud, and that it consisted of oral reading of text followed by commentary.

This method, according to Brown Atkins (1988) is still used in the arts.

Table 7(a) provides information on subjects performed poorer in class, while table 19 (b) indicates why teachers incline to the method they use. Mostly affected are language and Mathematics, similarly lecture among other methods has minimal reasons to be used in total in primary schools.

Kirk, Gallagher and Anastasior (2000) state that emphasis had interestingly switched from a focus on a one to one type of instruction for individual student with special needs, as represented in the policies for an individualized education programme (I.E.P) to the importance of students participation in corporative learning or teacher assisted individualization with inclusion of many children with special needs in regular classrooms has come has come the

need to develop strategies that will help the teacher integrate students with disabilities with other students. Corporative learning is one of these strategies.

The researcher therefore suggests that variety of method be used by teachers depending on the circumstances, the subject or otherwise to suit learners of varied abilities.

In table 8 (a) the findings show that most teachers do not take keen interest in helping the learners with specific learning disabilities. A greater percentage suggests that they should be taken to special schools. Lewis and Doorlag (1991), state that learning disabled children are of average intelligence and learn some things quickly and easily. However because of deficits in attention, perception and memory, they acquire other skills only with extreme difficulty.

According to the researcher, this is where the efforts of a teacher are vital especially in identifying the areas of difficulty and applying the appropriate teaching methods to bridge the gap.

Wallace and Kauffman (1973) when commenting on difficulties to read says, “Many children who encounter reading difficulties experience academic problems in other areas of curriculum”

Table 20 (b) suggest reasons for poor performance in tests in the class. The table proves that most learners with SLD have developed negative attitude in subjects where they have difficulties, many have difficulties in language and arithmetic and lacking motivation to the learners among others. D.C. Harder et al (1988) emphasizes that the teacher must make the decision to adapt instructions to help every child.

Table 9 (a) and 21 (b) show that learners with specific learning difficulty do not enjoy learning and the circumstances that make learning unenjoyable . It is revealed that vices such as quarrels and corporal punishment among others are deployed by teachers.

According to the researcher, this shows that the teacher has not taken time to find out the problem the learner has to enable him/her think of positive ways of helping the learner out of the difficulty.

Besides the teacher's ignorance of the learners problems, Anita E.W. (1995) quotes Hallahan and Kauffman (1994) saying "the students themselves do not understand why they have such troubles and they become victims of learned helplessness.

Table 10 (a) and 22 (b) reveals that the learners with specific learning disabilities get discouraged with learning , feel frustrated in class, become withdrawn and also loose hope in other areas of learning.

Morse, W.C. (1979) then expresses opinion which is in agreement with Woolfolk (1995) that children in elementary school who experience learning problems which could be severe or less severe should be provided with various special education alternatives. He further states that to provide comprehensive services for the learning disabled students at the elementary levels requires that there be a careful assessment of each child's strengths and weaknesses.

The findings discussed in this report confirm what other researchers in the literature have come up with. The reason being that learners with specific learning disabilities have not been properly identified in inclusive settings, methods used by majority of the teachers to teach such learners do not cater for their disabilities and therefore they most often develop negative attitude towards school.

5.3 Conclusion

According to the research study it is,

- Revealed that learners with specific learning disabilities exist in regular public primary schools in Kombewa division.
- Confirmed that areas where learners experience difficulty include language and arithmetic.
- Revealed that over enrollment in most schools as a result of Free Primary Education provided by the government of Kenya has affected the methods of curriculum delivery in most classes.
- Proved that the methods used by teachers of which the commonest is lecture has not favored the learners with SLD and therefore the majority have developed negative attitude towards learning.

5.4 Recommendations

The research carried out here was majorly intended to find out the relationship between teaching styles and academic performance of learners with specific learning disabilities in regular public primary schools. The research was however confined to a particular area that is Kombewa division in Kisumu West District. Having looked at different aspects like presence of learners with SLD, enrollment, teaching methods and attitude of learners among others, the researcher felt that the following recommendations be put into consideration;

- More teachers should undergo special education training so that every school has a reasonable number of such teachers. This can be done by the government encouraging teachers to retrain in areas of Special Needs Education.

- The ministry of education should organize regular workshops and seminars at various levels to create opportunity for teachers to update their teaching methods. Programmes like strengthening mathematics and science education which is now in the process of being rolled from secondary to primary schools should be highly supported.
- Teachers should be given teaching load that they can accommodate. Handling up to 6-8 lessons per day may not allow a teacher time enough to offer extra attention to learners with specific learning difficulties.
- In schools where enrollment in classes is high, the Ministry of Education should facilitate streaming. This will allow the teacher to handle a sizeable number of learners. As a result, it will be easier to identify and assist learners with learning difficulties.
- The Ministry of Education in collaboration with other education stakeholders should provide grants to schools to enhance the provision of facilities such as school libraries, information technology and adequate instructional materials among others to enhance teaching and learning.
- The Ministry of Education in collaboration with other education stakeholders should initiate Educational Assessment Resource Centers to as low as zonal levels so that parents and teachers can easily access learners assessment easily.
- In the opinion of the researcher, if these recommendations along with those that may have been put in place by others are taken into consideration, then academic performance of the learners with specific learning disabilities in the inclusive setting in regular public primary schools could be alleviated.

5.5 Review

In this chapter, the following were discussed; the prevalence of learners with SLD in regular public primary schools, their academic performance, the areas of difficulty in the academics, their attitudes towards academics, teaching methods, and the level of efforts made by teachers in alleviating the learners learning difficulties.

The following conclusions were brought on board; it was confirmed that there are learners with SLD in regular public primary schools in Kombewa division, language and arithmetic are the areas where SLD is experienced, over enrollment affects curriculum delivery and the teaching methods used by teachers are a hindrance to academic performance of learners with specific learning difficulty.

Finally the researcher recommended that more teachers be trained in handling of special needs children, regular workshops and seminars be organized to help update or appraise the teaching staff, the teaching workload on a teachers be bearable, streaming of larger classes be done and education facilities be expanded to enhance teaching and learning and Educational Assessment Resource Centers be brought down to zonal levels.

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RESEARCH QUESTIONNAIRES FOR TEACHERS

A study is being carried out with the aim of investigating the impact of teaching styles on academic performance of learners with specific learning disability in Kisumu West district in Kenya.

Your assistance in providing any useful data will be highly acknowledged.

Thank you in advance for your anticipated positive response.

➤1. Do you have learners in your class who do not exhibit all the following problems?

- Sensory impairments.
- Mental retardation.
- Physical mobility.
- Emotional or behavioral disorders.

2. If yes, do these learners perform excellently in all areas of academic tasks?

- YES NO. Tick one.

3. Identify and tick some of the learning difficulties from the list below, where such children as in question 1 may be too poor while excelling in other areas.

- Receptive language (listening)
- Expressive language (speaking)
- Basic reading skills.
- Reading comprehension.
- Written expressions.
- Mathematics calculations.
- Mathematical reasoning

4. What is the size of your class in terms of enrollment? (Tick one).

- Less than 20
- Between 20 – 50
- More than 50

5. How many lessons do you handle per day?

6. Which methods of teaching do you use most frequently? (Tick from the list)

- Lecture
- Discussion
- Project
- Assignment

- Demonstration
- Any other (specify)

7. Why do you prefer the method you have ticked?

.....

.....

.....

8. How much do you to help those learners who exhibit any or more of the problems listed in question 3?

- It is hard to help them.
- I help them sometimes.
- I help them much.
- Workload does not allow for time to help them much.
- They need special attention.

(Tick what is appropriate to you)

9. Do those children who only experience difficult in one or two of the problems listed in question number 3 enjoy learning in your class?

- Yes.
- No.
- Not much.

10. In your view, how do they feel?

- Frustrated.
- Comfortable.
- Courageous.
- Withdrawn.
- Ashamed.
- Loose hope in other areas of learning also.

(Tick what is applicable to you.)

11. What do you suggest should be done by teachers to alleviate the problems such learners undergo? Give at least three suggestions.

INTERVIEW SCHEDULE FOR LEARNERS

1. Are there learners in your class who have none of the following problems?

- Sensory impairments.
- Mental retardation.
- Physical mobility.
- Emotional or behavioral disorders.

Yes No

2. Does any of such learners have any difficulty in language for example in reading or arithmetic for example with basic multiplication tables?

Yes No

3. How many have problems in those two areas?

Less than 10 Between 10 – 20 More than 20

4. Do you enjoy all lessons in your class?

Yes No

5. Which subjects are not enjoyable to you?

Math English Science S/ Studies Kiswahili

6. Which method does the teacher use to teach the subjects you do not enjoy?

- Lecture
- Discussions
- Projects
- Assignments
- Demonstrations
- Talk and chalk
- Talk give exercise

7. Which subjects are performed poorer whenever a test is done in your class?
8. What could be the reasons contributing to poor performance in tests in the class?
- Teacher involves learners a lot in the lessons.
 - Some learners have problems in language or arithmetic.
 - Some learners have developed negative attitude towards the subjects where they have problems.
 - Teacher talks and writes a lot.
 - Those who are academically poor are motivated.
9. How does the teacher treat those who are poor at reading, arithmetic calculations, writing or reading comprehension?
- Corporally punished.
 - Quarreled.
 - They are attended to lesser than others.
 - They are given extra work.
10. Do the learners in your class who have difficulty in reading, writing or arithmetic calculations feel encouraged or discouraged?

INTRODUCTION LETTER



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Office of the Director

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR... BOAZ OTIENO AGAI

REG. #... BED/14793/62/PF

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

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

TEACHING SKILLS AND ACADEMIC

PERFORMANCE OF LEARNERS WITH

SPECIFIC LEARNING DISABILITIES

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

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

Yours Faithfully,


MUHWEZI JOSEPH
HEAD, IN-SERVICE

MINISTRY OF EDUCATION

Telegrams:
Telephone: Kisumu (057) 2022626
When replying please quote



REPUBLIC OF KENYA

DISTRICT EDUCATION OFFICE,
KISUMU WEST DISTRICT,
P.O. BOX 19,
PAW- AKUCHE.

04/11/2009.

REF: KWD/TSC/255186

HEADS OF PRIMARY SCHOOLS
KISUMU WEST DISTRICT.

Dear Sir/Madam,

RE: AUTHORITY TO UNDERTAKE RESEARCH MR. BOAZ O. AGAI - TSC No. 255186.

The bearer of this letter is a student at Kampala International University.
This office has authorized him to undertake data collection in your schools in partial fulfillment of the requirements for the award of a Degree.

Accord him the necessary assistance.

Thank you.

ROSE K. SAGARA
DISTRICT EDUCATION OFFICER
KISUMU WEST DISTRICT.

