TEACHERS' ATTITUDE TOWARDS LEARNERS WITH LEARNING DIFFICULTIES IN SELECTED PRIMARY SCHOOLS EMBU MUNICIPALITY KENYA

BY

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DECLARATION

This research project is my original work and has not been represented for a degree in other university.

23/8/2008

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APPROVAL

This project has been submitted for examination with my approval by University Supervisor.

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DEDICATION

To my beloved son John Kelvin Mwaniki and my husband Lincon Kabanya

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Definition of terms

Academic learning disabilities- difficulties in school performance such as reading, writing spelling and mathematics.

Hyperactivity- the child has a higher degree of inappropriate motor activity than is concerned typical for a particular group.

Attention problems- this is difficulty in concentration and staying on task.

Attitude- an attempt to measure a persons sets of predispositions for responding into a particular way to a specified class of objects or people.

Collaboration- A process where by two or more professionals work together to achieve a common goal.

Self-esteem-feelings of self worth and confidence, that provides an experience of success.

Learning disabilities- is a generic term that refers to a heterogeneous group of disorders manifested by significant a difficulties in acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Concrete material-they are real objects presented to the learner to manipulate.

Developmental aphasia-term used to describe a child who has severe difficulty in acquiring oral language.

Word attack-ability to recognize the sound in a word, blend sound and read it without hesitation.

Early intervention -Refers to treatment, programmes initiated during infancy and pre school year's in order to improve the child ultimate level of achievement.

CHAPTER ONE

.0 Introduction

This chapter was divided into seven sub sections. These subsections were: background of the study. Statement of the problem, purpose of the study, research objectives, research questions, scope of the study and significance of the study.

.1 Background of the study.

The problem of children adolescent and young people suffering from deficiencies of physical, psychological, intellectual or social nature has called the attention of all organizations whether national or international that is concerned with the development of a better society. Learning disabilities are now firmly established as recognized difficulties that cause serious difficulties in school learning Runo (2002). Before 1963 learning difficulties was known as minimal brain dysfunction, later it was renamed as earning disabilities a term which was first proposed at a meeting of a concerned parent and professionals. The term was referred to as learning difficulties. The history of learning difficulties has undergone different phases. These phases are the foundation period, transition phase, integration phase and current phase, which represent emerging developments such as special education and inclusion.

In Kenya the introduction of special needs education has played a great role in creating awareness of the individuals who require special Education. This is through commissions such as Kamunge and Gathathi which advocated for the development of guidelines to teachers to assist children with specific learning disabilities in regular classroom. The attempt by the government to achieve the goal of world conference on education for all EFA(1990) which affirmed the principles that every child has a right to education has been appreciated. This is through the provision of free primary education even to these learners with special needs in education. Also the training of teachers at Kenya Institute of special Education (KISE), Kenyatta University and Maseno University is emphasizing on the elimination of barriers to learning as

posed to disability Randiki (2002). The government of Kenya through the ministry of education science d technology has also made attempts to revive the writing and setting up a policy document on special ucation and it is hoped that the policy will soon be implemented, Randiki (2002). Though a lot has been ne in the area of special education in Kenya, the area of learning disability has not been known to many, ildren with learning disability are mistaken to these children who are mentally challenged. Many achers in the regular classroom views that children with learning disability should be handed in special stitutions and that is why the researchers thought of researching on the teacher's attitude towards these arners with learning disability.

2 Statement of the problem

ildren with learning disability in the schools within Embu municipality have been neglected for long. ie reason why this is so is that learning disability is a hidden disability which make many children go noticed and by the time they are discovered such children have already developed many negative nditions, resulting from school failure, low self esteem, loss of interest and motivation.

lany children experiencing learning difficulties are in most cases not given any attention. Mostly they e normally kept in one side of the class. They are given names such as slow learners, underachievers and me teachers go to an extent of removing these learners from list of performance, often these learners are so asked to repeat in one class for many years in which this does not help them as the root cause of the oblem is not discovered. For many years many schools within Embu Municipality especially private hools have gone to an extent of registering learners with learning difficulties as private candidates ring final examinations in order to make their schools being in first categories.

s a result of neglecting these learners, they get withdrawn due to lack of support from teachers and even ost parents as they do not understand them. Their discouraging statement knocks the failing learners to e ground.

3 Purposes of the study

ıe purpose of this study was to investigate the teacher's attitude towards learners with learning fficulties in schools within Embu municipality (Kenya).

4 Research Objectives

ıe specific objectives of the study were:

i. To find out teachers' attitude towards learners with learning difficulties.
ii. To find out how knowledgeable the teachers are about learners with learning difficulties.
ii. Identify the possible causes of learning difficulties in schools within Embu municipality.
v. To identify the sources of information available on learning difficulties in schools within Embu municipality.

5 Research Questions

ıe study sought top answer the following questions:

What is the teachers' attitude in teaching learners with learning difficulties?

Are the teachers in regular schools aware of the existence of learners with learning difficulties?

How are the educational problems for learners with learning difficulties being solved?

What are the factors that may have contributed to learning disabilities for learners within Embu Municipality?

Where do teachers get information about learning disability?

.6 Scope of the study

The area of the study was Embu municipality zone. (Zone is the smallest unit in Education line). Embu municipality is in Embu District Kenya. The reasons why the researcher took Embu

municipality as her area of study was because of the observation made whereby most learners with learning difficulties were neglected in most primary schools.

The duration taken to carry out the research project was eight months from the month of January 2008 to August 2008

7 Significance of the study

ıe findings of this study was hoped to be utilized by teachers as they try to assist learners with learning fficulties. The study may provide additional knowledge and literature to those who will read it.

he findings would hopefully expose ideas to further research as it may form bases for further study.

ıe research findings would hopefully assist teachers to change their negative attitude which may be there wards learners with learning difficulties. The research findings would also hopefully assist the ırriculum developers as they put in consideration these learners with learning difficulties.

CHAPTER TWO

LITERATURE REVIEW

) Introduction

'his chapter presents a review of related literature to the study. The chapter was divided into 8 sub ctions. These sub sections were historical background, characteristics of learners with learning fficulties, causes of learning disabilities, identification and assessment of learners with learning sabilities, intervention of learning disability, parent's attitude towards learners with learning difficulty d teacher's attitude towards learners with learning difficulty.

1 Historical Background

he history of learning difficulties has undergone different phases. These phases are the foundation riod, transition phase, integration phases and current phase which represent emerging developments ch as special education and inclusion Runo (2002).

ıe foundation phase was about (1800-1930). This was a period of basic scientific research on the nctions and disorders of the brain. Many of the early brain researchers were physicians involved in vestigation of the brain damage of adults patients who suffered strokes, accidents, diseases for example ıul Braca (1860) this is according to (Runo 2002).

ıccording to Runo (2002) the transition phase was about (1930-1960). During this period the scientific udy of the brain were applied to the clinical study of children and translated into ways of teaching, ;ychologists and educators developed instruments for assessment and teaching. An educator in the 940's) Grace Fernald also contributed to this period by establishing a remedial clinic at the University of arifonia at los Angeles (USA) where she developed a remedial approach to teaching reading and ıelling. This indicates that her attitude towards learners with learning disabilities was positive. Maria

ontessouri (1964), a physician who worked with "at risk" young children in Itally, demonstrated the lue of using carefully planned materials and a structured environment to encourage children with arning disability to develop cognitively. According to Runo (2002). During the integration phase, arning disability became an established displine in the schools throughout the United States.

. major advancement in the field occurred in 1969, when congress (USA) passed the "children with ecific disabilities ACT" (Ph 91-230). For the first time the field of learning disability was acknowledged federal law with funding for teacher training, this shows that a lot of consideration was done in relation learners with learning disability. During the current phase (1980) to present. It advocates of inclusion at placing children with disabilities in general education classrooms will provide these children with eater access to their general education peers.

2 Causes of learning disabilities

\ccording to Ruseno, (1993). It is believed that one of the major causes of learning disabilities is adequate and inappropriate teaching. Some teachers have not developed the required skills to teach basic hool subjects. Others have too high expectations of the child which limit the instructions which are ven. Some children also fail to learn a certain skill because they have not
astered the pre-requisite skills needed to complete that task. Luseno also sited that the poor methods of aching and lack of motivation activities can also be causes of learning disorders. If the materials used to ach are too difficult and curriculum taught is hard for the children, chances are that they fail to learn. ıseno (1993) also noted that there are some conditions in the home, community and school that lversely affect the child normal development socially, psychologically and academically, such as aumatic experiences and family pressure.

:uno (2002) suggested that parents and teachers also causes learning problems in children parents and achers force children to try harder in tests too hard for them. Emotionally the child is not capable or

ady but the teachers and parents still insist he can do it. Runo sited that teachers uses methods that a ild cannot learn from. Not all methods and activities can work for all children because the children are fferent in nature. Also when a child is subjected to conditions which embarrass him the child become ıstrated. Runo (2002) also suggested that too large classes are also causes of learning disabilities this is :cause too large classes are also causes of learning disabilities this is because too large classes causes the acher to work harder in order to cater for all the children. Lack of teaching learning aids and interesting tivities in class, and lack of knowledge on how to teach those large classes are also causes of learning sabilities. Lastly Runo sited that introducing children to academic activities too early in life may also use learning disabilities to children.

ccording to Lovitt (1978) inadequate instructions prevent children to master the subject matter. Wallace ıd Meloughlin (1975) and Hirsch (1970) noted that inappropriate teaching methods used by some achers causes learning disabilities. They also noted that educational systems tend to take certain subjects r granted, assuming that they are not necessary or part of the academic curriculum for example children e not taught inter-personal relationship skills.

ccording to Meloughin (1975) children who have emotional and social problems are generally secure, impulsive and disorderly because there is lack of infirmity and consistency in their ıvironment especially when a child comes from broken homes. As a result of these some children end up aving learning disability.

.3 Characteristics of learners with learning disabilities

ccording to Ndurumo (1993) children with learning disability are hyperactive. This will affect their :ademic performance for instance hyperactive children may have problems in some or all of the school ıbjects because they do their work hurriedly, have short attention span, and have no time for analytical

inking or solving problems. Wallace and Meloughlin (1975) noted that children with learning disability .ve poor self concepts and speak negatively of themselves using terms such as 'worthless' when they are mpared to their classmates. They also depend on others for their success, since they view themselves as capable of doing superior work. Other behaviours that have been observed are in tolerance or frustration, ck of motivation and insecurity (Wallace and Meloughin 1975).

ccording to (Mark, Shank Weiler, Liberman and Frowler 1977) Shankweiler and Liberman 1972 ccessfully compared the phonological skills of good and poor readers, supporting the hypothesis that or readers have more difficulty coding information phonemically than do good readers.

ccording to (Bryan 1991) learning disabled children have difficult in communicating in school uations. Bryan et al, 1981; Kotson's and Peterson (1980) found that learners with learning disabilities d difficulty in communication clearly and in sustaining verbal instructions, clinical observation and cumentation reveal that learning disabled children often have problems making friends and functioning propriately in social situations (Bryan 1991).

4 Identification of learners with learning disabilities

ccording to Runo (2002) early identification has received substantial support from parents and ofessionals in medicine, psychology and education. They feel that learning disabilities can be prevented remedied if identification and intervention are provided before the child enters school or immediately enters school. According to Runo (2002) the following are phases of early identification.

ocating: These are the ways of finding a young child with disabilities in the community. This can be one through radio announcement, posters or newspapers.

creening: This involves surveying many children to identify those who may need special services.

iagnosing it consists of determining the extent of impairment and developing intervention programme. multidisciplinary team determines the nature of the problem, its severity, intervention and delivery stem required by the child.

ıe forth phase concentrates on determining entrance and judging whether a child should remain in a ecial education programme and judging the child's progress while in the programs and on making future ans for intervention and transition.

5 Assessment of learners with learning disability

ccording to the regulations issued by the US office of education the following are procedures to follow assessing an individual for learning disabilities.

lection of multidisciplinary evaluation team which include the following:

- The regular teacher, qualified to teach a child of his or her age for a child of less than school age and individual qualified by the state educational agency to teach a child of his or her age, and at least one person qualified to conduct individual diagnostic examinations of children such as a school psychologist, speech language pathologist or remedial reading teacher.

ıccording to (Karnes, Linne Meyer and Schwedel (1981) Keogh and Sears 1991, Ramey and Bryant, 982) most research regarding learning disabilities has been with children of elementary school age. In .e more recent past, however awareness has been increasing that learning disability might vary according ı age. In addition we have a very social awareness of the consequences of school failure. These factors in ıst have fueled current interest among educators in early detention and prevention for later learning :oblems.

6 Intervention of learning disability

ccording to Luseno (1993), to succeed in school, learning disabled pupils need a systematic structional programme that is planned according to their individual needs. This does not imply that each ild must be taught in a one-to-one situation or small group. But it means that the pupil receives daily struction tailored to his/her educational needs. Teaching principles should be developed individually to eet the needs of children with learning problems.

ccording to Meyer and Lenr (1980), to benefit successfully from instructions offered in mainstream asses, mostly learning disabled children must acquire in a relatively short time, skills and strategies that e significant in both number and amount, he called it "intensity of instruction" Regardless of what is ing taught with maximum effectiveness and efficiency. Otherwise these students will fall even further hind than they already are. Because the time available for remedial instructions is limited, teachers must ake the most of it by increasing the number and amount of skills taught in any one session.

ccording to Meyer and Lehr (1980) the amount of progress made in remedial instructions must be gnificantly greater than that made in the standards developmental situations.

ccording to Runo (2003) computers can help students with learning difficulties by providing a one-on-ne interactive environment in which students can practice recently acquired reading skills as often as they ish and spend more time in learning tasks. Runo(2003) gave the following tips for teachers in handling arners with learning difficulties.

- Provide alternative assignments to help students compensate for academic weaknesses.
- Help the learners to focus on relevant aspects of assignments.
- Use concrete examples and demonstrations when teaching new content.
- Provide opportunities for children to progress at their own rate.
- Modify assignments to help students compensate for academic weaknesses.

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Provide more opportunities for practice than these require by peers.

Provide instructional aids e.g. calculators, spelling dictionaries to help students compensate for academic problems.

Provide substitute materials with low level reading in content.

Modify test evaluation measures to compensate for learning problems.

Provide opportunities for self monitoring and reinforcing learners any time they perform even a small skill to keep encouraging them more even a small skill to keep encouraging them more. Lastly exercise patience, perseverance and not rush over time.

.ccording to (Torgen, 1977, Wong, (1980), (1991) self regulations allows students to have a voice in heduling certain segments of the academic day. Smith (1981, 1989) has argued strongly for the ıportance of carefully considering the learners stage of learning. A learner's entry level into instruction ıs a lot to do with how efficient the learning process is going to be.

ccording to Miramontes, Cheng, and Trueba (1984) it is not sufficient for a teacher to 'feel' that an ıproach is effective, evaluation results need to document the effectiveness of specific interventions. ecause the state of knowledge in learning difficulties is tedious and changing, educators must remain ıen minded about best practices. Teacher moods and attitudes greatly affect the classroom environment hen the teacher is cheerful, supportive, and enthusiastic students tends to model his action and attitudes. ıis can result in a very pleasant, productive learning environment. Effective teachers comment on assroom happenings in additional to addressing misbehaviour (Eaton and Hansen (1978).

ıccording to Ross (1976) attention is an essential factor in the learning process so teachers should ıntinuously observe the students to make sure they are paying attention and according to (Bradbert,

'77), Fisher and Zeaman, (1973), Ross 91976) to learn a new talk, the student must select and pay tention to any relevant stimuli, how stimuli are presented can greatly affect attention.

Archer and Edger (1976) offer the following suggestions for maintaining attention.

Make sure all learners can see the teacher during instructions.

Use of physical proximity this enable the student to see and hear the teacher easily.

ccording to Lovitt (1977) the teacher should develop an attitude of appreciation and should expect to joy his students, enjoy their freshness, their humor their questions and their ideas. Motivation: A mber of teaching activities help to motivate students Lovitts (1977) recommends active involvement of dents in instructional activities positive reinforcement is one of the primary techniques of motivating dents provide feedback Dashler, Ferrell, and Kass (1978) found that teachers should provide specific edback on what is both correct and incorrect in order to improve performance. Denny (1966) stresses at immediate feedback is germane to effective learning.Blankenship and Lilly (1981) note that feedback rves two important functions.Assist students in distinguishing between correct and incorrect responses form students of their progress.

ccording to Koppitz (1973). Learning "disabilities cannot be corrected or 'cured' by a specific teaching ethod or training technique. It is imperative that teachers have a wide range of instructional materials d techniques at their disposal and that they are imaginative and flexible enough to adopt these to the ecific needs of the pupils" even though teachers may have the necessary skills, techniques and a wide perience in training and intervention procedures at times they will fail in remediation. This may be due the complexity of the learning disability itself, or a lack of cooperation from the child. On the other nd the problem may be with the teacher J.W.Lerner (1976).

ccording to J.W. Lerner (1976), and McLoughlin (1975), Wallace and Kauffman (1973), Wallace and auffman (1973) Task analysis is one of the intervention technique where by a task

is broken down into several where by a task is broken down into components which in turn are

divided into sub-components. MC carthy (1987) states that task analysis have two instructional values.

- It serves as an effective diagnostic function by helping teachers pinpoint a student's individual functioning level on a specific skill task.
- Provides the basis for sequential instruction which may be tailored to each child's pace of learning.

ısk analysis is an effective teaching strategy for all children including those with learning disabilities Mc ırthy (1987).

.indsley 1964 developed a technique known as precision teaching where by he uses a chart on which the ıcher records the progress in the child's behaviour in relation to the desired target behaviour. The ıild's daily progress on a given task is recorded and also the rate or performance. According to Mercer 982), Precision teaching allows both the student and the teacher to review the progress the student has ade so far, and the student is able to observe his daily performance in a number of subjects.

7 Teacher's Attitude towards learners with learning difficulties

\ccording to Klein, Altman, Dreizen, Friedman, and Powers (1981a, 1981b) there are parental attitudes at negatively influence school behaviour. Dysfunctional attitudes towards authority. The parent ıdermine the teacher by claiming him/her and the curriculum for the child problems. Dysfunctional titudes towards responsibility for learning. In this case the parents view the child's poor academic :rformance and as nothing to worry about". Dysfunctional attitudes towards the child. The parent may ınsider the child intellectually limited when the child is not. Dysfunctional attitudes based postpone :ademic until after puberty in other subcultures parents place a very heavy emphasis on work and study ıd don't recognize importance of play.

ɜarrett and crump (1980) found that learning disabled students were significantly less preferred by achers than their peers. Teachers have rated children with learning disabilities as being less cooperative, tentive and organized, less able to complete assignments and less tactful.

ryan and McGrady, (1972) found that teachers rated them as more introverted, less task oriented and ore distractible, chapman and Boersma (1979) found that teachers had lower expectations of the future ademic achievements of learning disabled students. The teacher's expectations were young and were atched for intelligence and interestingly the learning disabled students were performing adequately in me areas.

cording to Mastropieri and Toifa (1986) special education teachers express concern that learning sabled children fail to apply in testing situations what they have previously learnt in school. This result to frustrations for students and teachers. Link (1980) found that teachers commonly reported that poor rformance on content area tests constituted the greatest source of failure of learning disabled students in gular classroom. Many teachers are justifiably concerned about teaching to the test which means aching only those items that will appear on the test.

bwova (1989) stated that a learning disabled child is faced with some demands in school and at home at he/she fails to meet adequately, while he is performing well in other tasks. Some teachers may get ncerned and give the child individual instructions which may result in improved performance. Other achers may mark a big (X) against the child's task without assisting the child. At home some parents ask r child's books immediately they enter into the house, the child get scared as he/she removes the books e parents call the child names because of failing. Some even go to an extent of telling their child not to t home the following day if they happen to fall again.

eview:

earning difficulty has undergone different phases that is foundation phase, transition phase, integaration ase and inclusion. Various causes of learning disabilities and different characteristics of learners with arning difficulties have also been quoted by different authors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with research methodology to be employed in carrying out the study. The chapter is divided into sections. These sections are: The research design, area and population of study, sample selection, data collection, research instruments, data collection procedure, validity and reliability of research instruments and data analysis.

3.1 Research Design

The design used during the study was survey design to investigate the reaction of teachers' towards learners with learning disability. It was conducted through the use of a questionnaire.

3.2 Area and population of study

The target population was selected primary schools in Embu Municipality Kenya. Embu municipality has 25 primary schools both private and public schools. All the schools are located near Embu town which is the headquarter of Eastern province. The schools draws pupils from all parts of the country, since the schools are near urban center the teachers come from different locality.

3.3 Sample selection

The target populations for the study were teachers from both private and public primary schools within Embu municipality. A total of forty teachers from ten schools were targeted, twenty from public schools and twenty from private schools.

3.4 Data collection

Data was collected from sampled schools after attaining introduction letter from the college. Before the respondents administered the questionnaires a brief introduction was given to explain the nature and importance of the study. Piloting was done and assurance of confidentiality was given.

3.4.1 Research instruments

The main instruments employed for data collection was questionnaires. They were used to obtain information from the teachers. Questionnaires were preferred in that the respondents were given freedom to express their views or opinions to make suggestions. Also one was able to collect required information from a large sample in a very short time.

3.4.2 Data collection procedure

For the purpose of the study the schools were categorized into two, private primary schools and public primary schools. A total of ten schools, convenience sampling was used and some teachers were randomly selected to represent other teachers.

3.5 Validity and reliability of research instruments

According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inferences which are based on research results. To enhance validity a pilot study was carried out in two of the neighbouring schools. The respondents interviewed during the pretest were not used during the final administration of the instruments. The piloting enabled the researcher to familiarize herself in the administration of the instrument.

3.6 Data analysis

After all the data was collected it was coded and entered for analysis, quantative method such as percentage frequencies were used to report the data. Data was summarized using tables.

7 Limitations of the study

Due to other responsibilities the researcher had time constrains while carrying out the study. The researcher also had financial strains as the study was self sponsored. Delay of the questionnaires by some of the teachers was also experienced. The researcher experienced problems due to lack of enough materials for the literature review as some of the materials were not readily available in local libraries.

8 Delimitations of the study.

Since the research was carried within the schools in urban areas where the most commonly used languages were English and Kiswahili the researcher carried out the study without any problem

Familiar environment also enable the researcher to carry out the research with ease.

With the letter of authority the researcher did not have to explain the purpose of visiting the Selected schools.

Review:

The design used to carry out the research was survey design and the target populatin was selected Primary schools, both private and public. Both teachers from private and public primary schools were used. Piloting was done in two primary schools to enhance validity. Lastly the data was collected corded and entered for analysis.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION.

0 Introduction.

ıapter four presents the findings of the study. The data was collected with the aim of establishing achers' attitude towards learners with learning difficulties in Embu Municipality of Kenya. The searcher used teachers from both public and private primary schools, to collect the data. The data was en analyzed using the frequencies and forms of descriptive statistics. For example percentages.

1 Questionnaires Return Rate for Respondents.

he study involved ten primary schools out of twenty five primary schools in Embu Municipality. The searcher administered forty questionnaires and they were given to four teachers from every school rough random sampling and all the questionnaires were returned that was 100%.

2.0 Data Analysis.

ıis section deals with the analysis of data which was done using the research questions.

ıble 1: Responses on label names used to describe learners with learning difficulties.

Label Names	**Frequency**	**Percentage**
Slow Learners	30	75%
Jnder Achiever	4	10%
Fools	2	5%
None of the above	4	10%
TOTAL	40	100%

ource primary data 2008

ıe results in table 1 shows that 75% of the teachers label learners with learning difficulties as slow arners. 10% of the teachers label them under achievers. 5% label them as fools and 10% of the teachers) not have label names for the learners with learning difficulties. This means that the attitude of teachers wards learners with learning difficulties was not very positive as most teachers give them label names.

ıble 2: Responses on whether the schools within Embu Municipality motivate learners with learning ffiiculties.

N=40

esponses	Frequency	Percentage
ɛs	8	20%
ɔ	32	80%
ɔtal	**40**	**100%**

ɔurce primary data 2008

ıe result in table two indicates that 20% of the teachers motivate learners with learning difficulties while)% of the teachers do not motivate their learners after any improvement. This means that most teachers) not appreciate the effort made by learners with learning difficulties.

ıble 3: Teachers' responses on whether they include learners with learning difficulties in their list of ɛrformance.

N=40

esponses	Frequency	Percentage
es	28	70%
o	12	30%
OTAL	**40**	**100%**

ɔurce primary data 2008

ıe results in table three above indicates that 70% of the teachers do include learners with learning fficulties in the list of performance and 30% of the teachers do not include them in the list of :rformance. This means that although some teachers treat learners with learning difficulties same as her learners some few teaches do not recognize them

ıble 4: Teachers responses on whether the schools within Embu Municipality register learners with ırning difficulties for their final primary examination.

N=40

esponses	Frequency	Percentage
ɛs	40	100%
ɔ	0	0%
OTAL	**40**	**100%**

ɔurce primary data 2008

the terms of registration of learners with learning difficulties for their final examination all the schools gister learners with learning difficulties for their final examination. This means that all the schools give arners with learning difficulties their rights of being recognized as other learners in the society.

ıble 5: Responses on where learners with learning difficulties seat for their examination when gistered.

esponses	Frequency	Percentage
ıme schools	26	65%
s private candidate	14	35%
OTAL	**40**	**100%**

ɔurce primary data 2008

ıe results indicates that 65% of the learners with learning difficulties seat for their final examination in eir schools and 35% of the learners with learning difficulties seat for their final examination as private ndidates. This means that some schools within Embu municipality consider mean scores mostly rather an the learners and that is why they do not include them during the final examination and they register em separately

ıble 6: Teachers responses on whether they are trained in special needs education.

N=40

esponses	Frequency	Percentage
es	10	25%
o	30	75%
OTAL	**40**	**100%**

ɔurce primary data 2008

ıe responses in table six shows that 25% of the teachers in Embu Municipality are trained in special eds Education and 75% of the teachers are not trained. This means that a lot of awareness on learners ith learning difficulities should be created as many teachers are not trained in special needs education.

ıble 7: Ways of identifying learners with learning difficulties in schools within Embu Municipality.

N=40

/ays	Frequency	Percentage
hrough classroom Performance	16	40%
hrough Testing	20	50%
hrough assessment	2	5%
hrough Observation	2	5%
OTAL	**40**	**100%**

ɔurce primary data 2008

ıe results in table seven indicates that 40% of the teachers identify learners with learning difficulties rough classroom performance 50% of the teachers identify them through testing 5% of the teachers rough assessment and 5% of the teachers identify them through observation. This means that most hools take classroom performance and testing as the major tool of identifying learners with learning fficulties.

ıble 8: Teachers responses on whether their schools experience school dropout as a result of learning sability. N=40

esponses	**Frequency**	**Percentage**
es	12	30%
o	28	70%
OTAL	**40**	**100%**

ɔurce primary data 2008

ıe responses in table eight shows that 30% of the teachers experience school dropout as a result of arning disability and 70% of the teachers do not experience school dropout due to learning difficulty. ıis means that most learners with learning difficulties prefer to complete their studies as other average arners do.

ıble 9: Ways in which the teachers in Embu Municipality deal with learning difficult.

N=40

ˈays	Frequency	Percentage
llow them repeat one class many times	16	40%
llow them to go through the system ithout any attention	4	10%
llow them to progress at their own pace	12	30%
ɜmedial teaching	8	20%
OTAL	40	100%

ɔurce primary data 2008

ıe results in table nine indicates that 40% of the teachers in Embu Municipality allow learners with arning difficulties to repeat one class many times to coupe with others. 10% of the teachers allow them go through the system without any attention. 30% of the teachers allow them to progress at their own ıce and 20% of the teachers give them remedial teaching. This implies that half of the teachers donot ind about learners with learning difficulties while half of the teachers do assist them and they have set rategies for them

able 10: Suggested ways of solving educational problems of learning difficulties.

N=40

/ays	Frequency	Percentage
lotivating them	16	40%
aking them in special institutions	12	10%
emoving them from the list of erformance	8	30%
llowing them to repeat one class many nes	4	20%
OTAL	**40**	**100%**

ource primary data 2008

he results in table ten refuse that most teachers felt that learners with learning difficult should be otivated that is 40% of the teachers, 10% of the teachers felt that they should be in special institutions.)% felt that they should not be included in the list of performance and 20% of the teachers felt that they ıould be allowed to repeat one class until they cope with the others. This implies that most teachers in imary schools within Embu municipality are not ready to assist learners with learning difficulties as ost of them felt that they should be taken to special institutions and they should not be included in the st of performance.

ıble 11: what the schools within the Embu Municipality do to avoid school dropout as a result of arning difficulty.

N=12

′ays	Frequency	Percentage
uidance and counseling	6	50%
ppreciation of any effort ade	3	25%
ıcouraging	3	25%
OTAL	12	100%

ɔurce primary data 2008

ıble 11 indicates that 50% of the teachers within Embu municipality indicates that they give guidance ıd counseling to learners with learning difficulties to avoid them dropping out of school. 25% of the achers appreciate any effort made by these learners and also 25% of the teachers encourage peer toring. This implies that a lot of guidance and counseling is done by teachers within Embu municipality avoid school drop out as a result of learning difficulties which shows a positive attitude

ıble 12: Teachers' responses on what they consider to be the possible causes of learning difficult in hools within Embu municipality.

Causes	Frequency	Percentage
Inadequate teaching	8	20%
Large numbers of learners in classes.	20	50%
Genetic	4	10%
Poverty	8	20%
Not aware	0	0
Total	**40**	**100%**

ɔurce primary data 2008

he results in table twelve shows that 20% of the teachers consider inadequate teaching as the possible ıuse of learning difficult, 50% of the teachers felt that large numbers of learners in classes as the cause.)% indicates that learning difficult is inherited from the parents of the learners and 20% felt that the ɔssible cause of learning difficult is poverty. This implies that the teacher-pupil ratio in schools within ınbu municipality should be considered to reduce learning difficulties within primary schools

ıble 13: Responses on whether learners within learning difficulties have other sibling experiencing e same.

esponses	Frequency	percentage
es	16	40%
o	24	60%
otal	**40**	**100%**

ɔurce primary data 2008

The result in table thirteen refuse that 40% of the learners experiencing learning difficulties have other blings experiencing the same and 60% of learners with learning difficult do not have other siblings xperiencing the same. This implies that there could be a possibility of learning difficulties being inherited y most learners within Embu municipality

able 14: Responses on where the untrained teachers get information on special needs Education.

Responses	Frequency	Percentage
Through trained colleagues	9	30%
Through assessment centers	6	20%
Through seminars and workshops	15	50%
Total	**30**	**100%**

ource primary data 2008

he results in table fourteen refuse that the major source of information on special needs was through minars and workshops. This implies that most of the teachers are aware of existence of learners with ecial needs such as those with learning difficulties.

eview:

his chapter was involved with the interpretation and presentation of data. Data was analyzed using tables

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

0 Introduction

hapter five give the highlights of the study inform of a summary. It gives conclusion of the study and so the recommendation.

1 Summary of the study

he main objective of the study was to investigate the teachers' attitude towards learners with learning fficulties in schools within Embu municipality. This was done to know whether these learners exist in hools and if they do what is being done to assist them. The researcher used questionnaires which were ven to the teachers. After the data was collected and analyzed the researcher found that most teachers e aware of learners experiencing learning difficult as most of them have label names for them. Some achers motivate these learners through most teachers do not. The results shows that a great number of achers include learners with learning difficult in the list of performance though many teachers do not clude them. Learners with learning difficult seat for their final examination though some teachers gister them as private candidates.

he researcher sought to investigate whether the teachers are aware of the existence of learners with arning difficult, a quarter of the teachers within Embu municipality are trained and these who are not ained get information through their trained colleagues, assessment centers and also through workshops id seminars.

ifferent ways are used by teachers within Embu municipality to identify learners with learning fficulties. The greatest numbers identify them through testing and also through classroom performance. he results also shows that some learners within learning difficulties drop out of school and to curb this achers do a lot of guidance and counseling and encourage peer tutoring. Although most teachers are ware of the existence of learners with learning difficulties most of them make them repeat one class any times and some even make them progress without giving them any special attention.

n the area of being in regular school most teachers felt that these learners should be in special institutions
ıd some felt that they should remain in regular school but not included in the list of performance.

'he researcher further sought to investigate the possible causes of learning difficulties in schools within mbu municipality. Most teachers felt that large classes have really contributed to learning disability. overty and inadequate teaching also contributed, since most of the learners experiencing learning fficulties have other siblings experiencing the same it may be through genetic factor.

2 Conclusion

'he analysis of the data identified that some teachers in Embu municipality have positive attitude towards arners with learning difficulties this was indicated by some teachers indicating that they have strategies t to assist these learners. The fact that some teachers motivate learners with learning difficulties after ıy improvement made also shows that they recognize them. However some teachers felt that learners ith learning difficulties should be taken to special institutions to be assisted there this shows that their titude towards them is not very positive also the idea of some teachers allowing learners with learning fficulties to go through the system without any special attention was an indicator that some teachers do ot have positive attitudes towards these learners. Repetition of learners with learning difficulties in one ass for many years inorder to cope with other learners was also and indicator that some teachers in chools within Embu municipality do not recognize the needs of these learners with learning difficulties. ince most of the teachers are aware of the existence of learners with and learning difficulties awareness ıould continue to be given to the remaining number of teacher's inorder to make these learners with arning difficulties to remain in schools without encountering school dropout as a result of learning ifficulties.



3 Recommendations of the study.

The following are some of the recommendations made out of the findings of the study.

i) The government should ensure that special education is done by all the teachers teaching in primary schools to ensure that learners with special needs are taken care of without neglecting them.

ii) The primary schools should have a systematic instructional programme that is planned according to the individual needs of learners with learning difficulties.

iii) Teachers handling learners with learning difficulties should provide alternative assignments to help learners with learning difficulties to compensate for academic weaknesses.

iv) Primary schools teachers should provide opportunities for children to progress at their own rate.

v) Teachers should modify tests evaluation measures to compensate for learning problems.

vi) All the teachers should provide opportunities for self monitoring and reinforcing learners any time they perform even a small skill to keep encouraging them.

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APPENDIX A

TEACHERS QUESTIONNAIRE

QUESTIONNAIRE FOR THE TEACHERS

Kindly you are requested to assist with the information in this questionnaire. It is just research work ıd you are required to be as frank as possible in your responses. The information will be treated ɔnfidentially. Do not write your name on the questionnaire. Put a tick ☐ in the boxes.

ackground information

Gender

Male ☐

Female ☐

Marital status

Married ☐

Single ☐

. Name of the school.....

. Type of the school

Regular school ☐

Private school ☐

. Teaching experience

One to five years ☐

Six to ten years ☐

Eleven to fifteen years ☐

Sixteen years and above ☐

Professional qualification

Certificate holder ☐

Diploma holder ☐

Degree holder ☐

Are you trained in special needs education?

Yes ☐

No ☐

If no in question (1) how do you obtain information on special needs education?

Through trained colleagues ☐

Through assessments centers ☐

Through workshops and seminars ☐

How do you identify learners with learning difficulties I your school?

Through classroom performance ☐

Through testing ☐

Through assessment ☐

Through observation ☐

How do you deal with learners with learning difficulties?

Allowing them to repeat one class many times ☐

Allowing them to go through the system without any attention ☐

Allowing them progress at their own pace ☐

Remedial teaching ☐

. What do you consider to be the possible causes of learning difficult in your school?

Large number of pupils in classes ☐

Inadequate teaching ☐

Genetic inheritance ☐

Poverty ☐

Not aware ☐

. Suggest ways of solving educational problems of children with learning difficulties?

.....

.....

.....

. Which among the following label names does your school use to describe learners with learning difficulties?

Slow learners ☐

Under achievers ☐

Fools ☐

None of the above ☐

. Do learners experiencing learning difficulties have other siblings experiencing the same problem?

Yes ☐

No ☐

. Does your school motivate learners with learning difficulties after any improvement?

Yes ☐

No ☐

0. Does your school include learners with learning difficulties in the list of performance?

Yes ☐

No ☐

1. Does your school register learners with learning difficulties for their final examination?

Yes ☐

No ☐

2. If yes to Question (11) where do they seat for the final examination?

In the same school ☐

As private candidates ☐

3. Does your school experience school drop out as a result of learning disability?

Yes ☐

No ☐

4. If yes to question (13) what does the school does to avoid it?

.....

.....

.....

APPENDIX B

ime frame

IME FRAME	ACTIVITY
nuary to February 2008	Proposal writing
larch 2008	Presenting instruments
pril 2008	Collect data
lay 2008	Analyse data
ne 2008	Write research report
ly 2008	Submit final report

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Office of the Director

.....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR ~~MS/MRS/MR~~ JANEFFER M. RUTHI

REG. # BED/10793/61/DF

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

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

TEACHERS' ATTITUDE TOWARDS LEARNERS WITH LEARNING DIFFICULTIES IN SELECTED PRIMARY SCHOOLS EMBU MUNICIPALITY KENYA

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

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

Yours Faithfully,

KAMPALA INTERNATIONAL UNIVERSITY
19 AUG 2008
Distance Studies
DIRECTOR

MUHWEZI JOSEPH
HEAD, IN-SERVICE

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