

**AN INVESTIGATION OF TEACHERS ATTITUDE TOWARDS CHILDREN WITH  
LEARNING DIFFICULTIES, A CASE STUDY OF KOUTULAI SCHOOLS  
KACHUMBALA SUB-COUNTY**

**BY**

**SOGI JACINTA**

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A BACHELORS DEGREE IN SPECIAL NEEDS EDUCATION  
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**DECLARATION**

I Sogi Jacinta, hereby declare that this is my original work and it has never been presented to any University or institute of higher learning for the award of degree in special needs education.

I further declare that all the materials which are not mine has been sited and acknowledged.

SIGNATURE

.....*Sogi*.....

**SOGI JACINTA**

DATE

.....*15/10/2017*.....

**APPROVAL**

This is to satisfy that SOGI JACINTA worked out this research under my supervision as University supervisor.

SIGNITURE



.....  
**OKIROR GEOFFREY**

DATE

.....  
15.10.2017.....

## DEDICATION

I dedicate this work to my father Mzee Okurut Erisama, my mother Apoo Angela Betty, my husband John Omadi, and my children.

## ACKNOWLEDGEMENT

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## TABLE OF CONTENTS

DECLARATION .....	i
APPROVAL .....	ii
DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES.....	ix
LIST OF ABBREVIATIONS.....	x
ABSTRACT.....	xi
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction.....	1
1.1 Background of the study .....	1
1.1.1 Historical Perspective .....	1
1.1.2 Theoretical Perspective .....	2
1.1.3 Conceptual Perspective.....	3
1.1.4 Contextual Perspective.....	4
1.2 Statement of the Problem.....	4
1.3 General Objective .....	4
1.3.1 Specific Objectives .....	4
1.4 The Research Questions.....	5
1.5 Scope of the Study .....	5
1.5.1. Content scope.....	5

1.5.2. Geographical scope .....	5
1.5.3. Time scope .....	5
1.6 Significance of the Study .....	6
1.7 Conceptual Framework .....	7
<b>CHAPTER TWO .....</b>	<b>8</b>
<b>LITERATURE REVIEW .....</b>	<b>8</b>
2.0 Introduction .....	8
2.1 Theoretical review .....	8
2.2 Conceptual Framework .....	8
2.3 Related studies .....	8
2.3.1 Attitudes of Teachers towards Learners with Learning Difficulties.....	8
2.3.2 Causes of Negative Attitudes of Teachers towards Learners with Learning .....	11
2.3.3 Criteria teachers used to handle children with learning difficulties.....	14
2.3.4 Mitigative strategies of handling teachers to negative attitudes towards learners .....	14
with learning difficulties. ....	14
<b>CHAPTER THREE .....</b>	<b>17</b>
<b>METHODOLOGY .....</b>	<b>17</b>
3.0 Introduction:.....	17
3.1 Research Design.....	17
3.2 Population of the respondents .....	17
3.4 Data Collection Instruments .....	18
3.4.1 Questionnaire .....	18

3.4.2 Interview .....	18
3.5 Sampling technique.....	19
3.6 Validity, and reliability of the instruments .....	19
3.7 Ethical consideration.....	19
3.8 Procedures for data collection.....	20
3.9 DATA ANALYSIS.....	20
3.9.1 Description of data analysis. ....	20
3.10 Ethical Consideration.....	21
3.11 Limitation of the study.....	21
<b>CHAPTER FOUR .....</b>	<b>22</b>
<b>DATA ANALYSIS INTERPRETATION AND PRESENTATION .....</b>	<b>22</b>
4.0 Introduction.....	22
<b>CHAPTER FIVE .....</b>	<b>30</b>
<b>SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS.....</b>	<b>30</b>
5.0 Introduction.....	30
5.1 Findings.....	30
5.1.1 Discussion of findings of the objective one .....	30
5.1.2 Discussion of the Findings of Objective Two.....	31
5.1.3 Discussion of the Findings of Objective Three.....	33
5.1.4 Discussion of Findings of Objective Four .....	33
5.2 Conclusion: .....	34
5.3 Recommendations .....	35



REFERENCES .....	37
APPENDICES .....	39
APPENDIX 1: RESEARCH QUESTIONNAIRE.....	39
APPENDIX 2: INTRODUCTORY LETTER FROM THE UNIVERSITY .....	45
APPENDIX 3: RECOMMENDATION FROM D.E.O BUKEDEA DISTRICT.....	46
APPENDIX 4: SKETCH MAP OF BEKEDEA SHOWING AREA OF STUDY .....	47

## LIST OF TABLES

Table 3.1 : The sample size was 100 respondents selected mainly from teachers. ....	18
Table 4.2: Shows respondents' gender. ....	22
Table 4.3: Shows the age of the respondents.....	23
Table 4:4 Showing marital status of the respondents .....	23
Table 4.5: Showing highest level of education.....	24
Table 4.6: Showing the responses given in relation to teacher's attitudes towards children with learning difficulties. ....	24
Table 4.7: Showing the occupation of respondents .....	26
Table 4:8: Showing work experience of the respondents. ....	26
Table 9: Showing the criteria teachers use for teaching children with learning difficulties.....	27
Table 10: Showing the responses given in relation to causes of teacher's negative attitudes towards pupils with learning difficulties.....	28
Table 11: Showing responses given in relation to strategies of handling teachers with negative attitudes towards children with learning difficulties.....	29

## LIST OF ABBREVIATIONS

<b>UPE-</b>	Universal primary education
<b>SNE-</b>	Special Needs Education
<b>B.E.D-</b>	Bachelors Education
<b>C.A.O-</b>	Chief Administrative Officer
<b>C.W.L.D-</b>	Children with Learning Difficulties
<b>S.N.E-</b>	Special needs education
<b>D.E.O-</b>	District education officer
<b>K.I.U-</b>	Kampala international university
<b>P/S-</b>	Primary school
<b>P.T.A-</b>	Parents Teachers Association
<b>S.M.C-</b>	School management committee
<b>U.A.M.H-</b>	Uganda association for the mentally handicapped
<b>S.A-</b>	Strongly agree

## ABSTRACT

The topic of the study is, to investigate the teachers' attitudes towards children with learning difficulties in Koutulai Schools in Kachumbala Sub-county.

The study used both quantitative and qualitative design. Quantitative method presented the results in a mathematical form while qualitative involved a human based judgment. The sample size was 100 respondents selected from the population of the study, (mainly from Head teachers, Deputy Head teachers and parents. A well-designed questionnaire was used to collect data in the simplest language favoring all the parties in the area of study. In order to obtain other relevant information, the researcher used other data collection methods like interview guide. Data analysis followed the use of simple descriptive analysis guided with the use of frequency tables, First, for effectiveness of teacher's attitudes towards children with learning difficulties, a criteria used by those teachers when handling children with learning difficulties was observed and strategies for handling misbehavior was outlined in order to match with the required rights of children with learning difficulties. Despite the fact that the government has tried to put in place the rights and equality among children with and without learning difficulties, teacher's attitudes towards children with learning difficulties have remained low.

The study recommended that the Sub-county and the local government should put in the laws governing the rights of those children such that any teacher found guilty of breaking those laws should face a penalty. The study also recommended that the local government should motivate teachers so that they gain the morale of handling those children.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This chapter contains the background of study, statement of the problem, purpose of study, objectives of the study, research questions and the scope of the study and the significance of the study.

#### 1.1 Background of the study

This presents the historical content, theoretical perspective, conceptual and contextual perspective.

##### 1.1.1 Historical Perspective

“Education is a right of children that must be respected; no child should be denied it and the opportunity to complete”

According to UNICEF (2004) and Salamanca Statement (1994), this value attached to education explains the several personal commitments the government of Uganda expressed through the ratification of declarations geared at promoting education namely; the world summit for social development held in Copenhagen. March 1995, the world conference on education for all held in Jointein Thailand 1990, World education forum held in Dakar in April,2000 and the subsequent implementation of the universal primary education in 1997 with an enrolment of 7,633,314 pupils by 2005 (MOES 2004).

However, like many developing countries, Uganda faces challenges of children especially the child with learning difficulties.

The United Nations (1989) obliges all Nations of the world to respect the child respective of his/her nature and ability. The convention further confirms through (Article 29), “child’s education should be directed to developing the child’s personality and talents mental and physical; abilities to fullest potential Education should prepare the child for active and responsible life as an adult fostering respect for basic human rights and developing respect for the child’s own cultural and national values and those of others.

The world declaration of special needs Education (1994) emphasizes inclusive Education.

Regular schools with this inclusive orientation are the most effective means of combating communities building an inclusive society and achieving education for 'ALL' more over they provide an effective education to the majority of learners and improve efficiency and ultimately the cost effectiveness of the entire education system ratified by the government of Uganda.

“The act of university Primary Education (UPE) 1997; The Act of universal Advanced secondary Education(UASE) in the light of development and eradicating literacy the government of Uganda is committed to providing education for all school going age children.

An inclusive educational strategy has according been adopted to cater for learners with special needs including those with learning difficulties.

With recommendation of thematic curriculum (2006), the ministry of Education and Sports through National Curriculum Development Center (NCDC) has handled the review of three main phases namely; -

Thematic curriculum for P.3, the transition for p.4 and upper Primary curriculum review

The government of Uganda is making effort to transform the education system from producing job seekers to job creators. This is reflected in one of the broad aims of education endorsed by their government white paper of (1992) which is to eradicate illiteracy and equip the individuals with basic skills and knowledge to exploit the environment for self-development as well as National development.

Much as the government has provided education for ALL with learners learning with difficulties inclusive some teachers have poor attitude towards children with learning difficulties with al this, it was found important to carry out a study on teachers and their attitude towards learners with learning difficulties.

### **1.1.2 Theoretical Perspective**

According to the Wetty and Froness (1994), during the Greek empire period, persons perceived with the nature of impairment were destroyed, tortured, exercised, sterilized even considered

Devine sometimes subjected to consequences of harsh environment, in this period people and teachers attitude towards children with learning difficulties was negative.

Silverman and Ennis (1996), mention that in the past children with learning difficulties were left out or forced out of education system a number of factors including cultural practices, traditions, methods of teaching and learning poor attitudes towards learners with disability and lack of specific educational policies encountered for this scenario. To date a significant figure of school going age children with learning disabilities remain out of school.

In comparison to ordinary education, the field of special needs education is relatively recent origin.

Much of the progress was brought about by some pressure groups from 1960s.

At this point it was important to mention some of the organization responsible for the development of special needs education.

The government white paper on the education policy review commission report entitled "Education for National Integration and development" (Kampala, April 1992) is an important document for the development of education in Uganda in general and especially children with learning difficulties.

In this document (Pg150 and Pg169-170) states that attention is given to special needs Education point out the government acceptance and with to give support to and take more responsibility and training of special needs teachers.

### **1.1.3 Conceptual Perspective**

Okwaput. S (2001), lecture notes defined learning difficulties as a sub-average general intellectual functioning existing constantly with deficits in adaptive behavior and manifested during the development period.

According to Skjorten (1997), she defined learning difficulties as the disorders which occur and are expressed by significant difficulties in making use of listening, speaking, reading writing, reasoning.

Hegarty (1993), defined negative attitudes as set back of hierarchies for poor performance in children with learning difficulties.

According to Dockrell and McShane (1995) they define teachers as a state of ineffective teaching strategies that can seriously affect a child's level of achievement.

#### **1.1.4 Contextual Perspective**

The children with learning difficulties are always ignored, less attended to compared to the so called normal children simply because the teachers have negative attitudes and this results into poor performance and withdrawal from school.

### **1.2 Statement of the Problem**

With the recommendations of the National Curriculum Development Center (NCDC) in the ongoing reforms of education in Uganda including those with special needs.

Hegarty (1993), states that some ordinary teachers have neither willingness nor expertise that they need in order to teach children with learning difficulties.

In Kawo Primary School, some teachers have little knowledge about teaching children with learning difficulties at school in inclusive settings; ordinary teachers seem to have negative attitudes towards learners with learning difficulties.

### **1.3 General Objective**

The study was intended to investigate teachers' attitude towards learners with learning difficulties in Koutulai Parish Primary Schools.

#### **1.3.1 Specific Objectives**

The study was guided by the following objectives; -

To find out attitudes of teachers towards children with learning difficulties

To find out the criteria teachers use to handle children with learning difficulties

To find out causes of negative attitudes of teachers towards learners with learning difficulties



To suggest Mitigative strategies on attitudes of teachers towards children with learning difficulties

#### **1.4 The Research Questions**

The study focused on the following research questions: -

What attitudes do teachers have towards children with learning difficulties?

What criteria do teachers use to handle learners with learning difficulties?

What are the causes of negative attitudes of teachers towards learners with learning difficulties?

How can we improve teacher's attitude towards children with learning attitudes?

#### **1.5 Scope of the Study**

This covered geographical scope, time scope and content scope to the study as explained below;

##### **1.5.1. Content scope**

The study was to investigate the attitudes of teachers towards children with learning difficulties in Koutlai Schools.

##### **1.5.2. Geographical scope**

The study was carried out in Kachumbala sub-county in Koutulai Parish. The sub-counties bordering are; Kolir from the east, kidongole from the west bukedea from the north and nakaloke from the south.

The study covered the following schools:

Koutulai Primary School, Kawo Primary School, Ongaara Primary School, Kawo new Primary School, Kawo – Kakira Primary School

##### **1.5.3. Time scope**

The study was focused on the time scope of 2015-2022. This period was selected because it can bring real impact for the study.

## **1.6 Significance of the Study**

It was hoped that the results of the study would be important to the government in a way that the government would know how to handle / motivate the teachers so as to develop positive attitude to the children with learning difficulties.

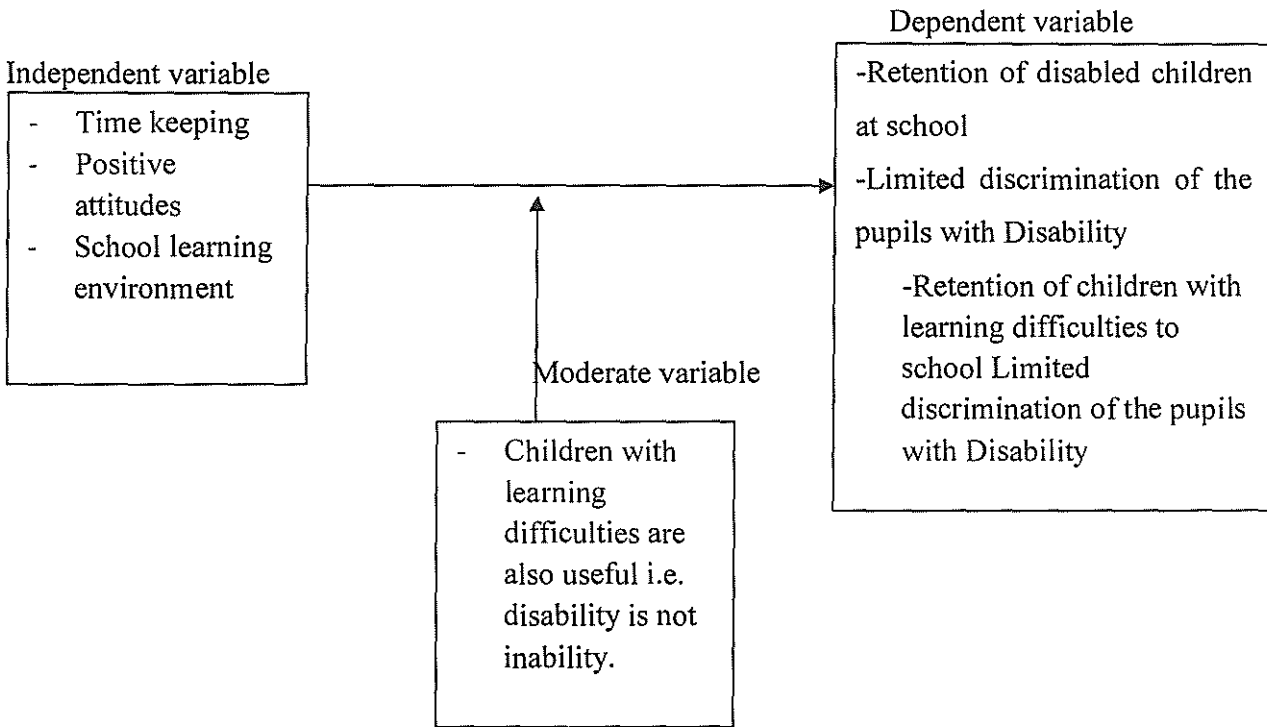
It was hoped that the results would be useful to the community because it creates awareness to them that children with special needs also go to school and are taught.

The results of the study would help the future researcher to be able to plan for children with learning difficulties and make their lives easy.

It is also hoped that the result of the study would help the research to know the teacher's attitudes towards children with learning difficulties and plan for what to be done.

## 1.7 Conceptual Framework

The conceptual framework is as follows



**Source: Primary information (2017)**

In the past, children with learning difficulties were left out of education system, hidden inside houses under beds, in granaries, locked so that visitors do not see them.

Teachers with little awareness about special needs have poor attitudes towards children with learning difficulties and therefore call them all sorts of names, ignore them and left to be on their own.

The entire above make the children with disability more disable.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers the review of the literature on an investigation of teacher's attitudes towards children with learning difficulties

#### **2.1 Theoretical review**

According to Eraikhuemen (2013) discipline and order is the best way of achieving goals in learning different levels. Teachers' attitudes towards learning of children with disabilities is seen by the society as a foundation of knowledge that is vital in social-economic development of a nation. In many schools country wide, teachers' attitudes towards learning of such children impacts a lot to the well being of those children.

#### **2.2 Conceptual Framework**

According to Maxwell .J. 2009, conceptual background is an analytical tool with several variations and contexts. It's used to make conceptual distinctions and organize ideas.

To identify the attitude of teachers towards children with learning difficulties

Causes of negative attitudes of teachers towards children with learning difficulties

The criteria teachers use to handle children with learning difficulties

Mitigative strategies of handling teacher towards negative attitudes towards learners with learning difficulties

#### **2.3 Related studies**

##### **2.3.1 Attitudes of Teachers towards Learners with Learning Difficulties**

Children with learning difficulties face different hardships at school.

The learner's types of disability impact teacher's attitudes more especially children with specific learning difficulties, visual impairments, hearing impairments, behavioral difficulties and intellectual disability on descending order.

The disabled child is unable to access meaningful education because societies are organized to meet the needs of non-disabled learners as manifested by the negative attitudes that hamper their efforts to lead ordinary lives for instance the stereotyping of mental health patients as "mad men" not only affects their emotional and self-esteem but keeps them away from main stream society.

Prakanis and Greenawald (1989) Sharit (1989), as quoted in EDCO (2003), argue that attitudes fulfill various psychological functions among these instrumental functions of helping punishments the ego defensive function of protecting our self-esteem and helping us avoid personality conflicts and anxiety.

Similar Gregory et al 1998 also concurs that children who find themselves unacceptable to their peers or in satisfactory relationship with their teachers, life in school becomes a punishing experience.

As with our friends many of their activities they undertake are meaningless. People with n our friends are exceptionally vulnerable group, their health and welfare is constable at risk for example in dial the national resource center for inclusion (NRCI) successfully developed a model of desegregation which enables able bodied children to study happily with the physically and mentally challenged or children with learning difficulties. This prompted the spastics society centers of In dial (SSI) to throw open especially their doors to able bodied children as well.

The absence of instructional materials like Braille equipment for the blind, text books, sport equipment and other teaching aid to suit the special learning needs of children with learning difficulties had affected the enrolment of such children.

Despite the current distribution of school materials by the (MDEST) requirements pf children with learning difficulties have not been supplied yet.

Children with learning difficulties inclusion in the main stream are realistic if maintaining infrastructures are in place.

Availability of structures and well prepared teachers to accommodate children with learning difficulties in their regular classroom activities is a must. For example, Lesotho adopted the policy of an intensive three-week training workshop for nearly all the teachers in schools. The teachers would then go to nearby communities and work through local chiefs and persuade parents to allow children with disabilities to attend school (<http://www.eenet.org.uk>) theory practice internet furthermore valued support was provided by trained itinerant special needs inspectors for example for sensory and learning difficulties and by local district inspector.

Although presently primary education targets children with disabilities as one of the priority groups, maintaining infrastructure necessary for the inclusion of children with learning difficulties in schools.

There is acute shortage of teachers and they generally lack training on how to accommodate children with learning difficulties in the regular classroom activities moreover, the class sizes are too big.

Current statistics from the ministry of Education and sports indicate that there are 3,275 primary level teacher's country wide for special; needs education implying a pupil teacher ratio of 49:1 compared to the recommended idea of 3:1.

Kristensen (1997) and Clark and Shore (1998), found that it is not realistic to integrate special needs students huge class with more than 50 children as it reduces teacher pupil contact and makes the selection of suitable teaching methods impossible. However, the situation is different, Lesotho where the government produced a teacher curriculum and materials for teachers giving basic information on disability education for both pre and in service trainings (Khatleli Et al, 1995)

Furthermore, in the development of the curriculum and examine system inadequate attention is paid to SNE, assessment of children with learning difficulties has not yet been standardized where instructional materials are concerned yet their capabilities differ from those of main stream school children.

The ministry of education and sport science and technology (2001) notes that the assessment if often un fair and dose not asses these according to their capabilities. Yet in order for SNE and

more inclusions to work well it is necessary for flexibility. This concurs with the argument of (Skjorten 1995) that teaching and learning process a success if the equipment helps to understand abstraction differentiation, motivation and repeat in many different ways.

Moreover, much as the children with learning difficulties and their families would love to access education services, it has generally been found out that schools were still not within the reach of the children with disabilities more especially learning difficulties (Penny 2000). Others believe that transport to the service point was still a challenge especially to the rural areas. A similar challenge is echoed in India where the lack of disability transport services and accessible building is seen as greater problem than social prejudice and parental attitude.

Education to children irrespective of ability is a right. Unfortunately, world over for the children with learning difficulties, this has not been satisfied, it is only a few weak one who get this opportunity. Meanwhile Uganda like many countries have risen to challenges to respond to the needs of children with disabilities by giving priority among the children to benefit from UPE. It is imperative to carry out this research to fill in the gaps like how the access of education to children with learning difficulties has changed and been tackled over time. The school based challenges like absence of instruction materials, limited number of trained teachers that are not clearly streamed lined more especially to the children of Koutulai Schools

### **2.3.2 Causes of Negative Attitudes of Teachers towards Learners with Learning**

#### **Difficulties.**

Kiwanuka (2010), states that ordinary teachers find difficulty in dealing with multi ability learners in an inclusive setting.

Teachers have problem in grading and selecting activities methods approaches and skills should be used to teach learners with learning difficulties.

The researcher agrees with the authors because most teachers don't welcome the idea of having children with learning difficulties in their classes.

Children are faced with different hardships at school like having a stationary being tortured by other students and ignored by teachers. Children have different problems and understanding due to some reasons like learning difficulties of which teachers seem to ignore.

In support of the above, Hergarty (1999), said that schools created learning difficulties by setting up hierarchies where such pupils become last in class.

To some extent this is true because most teachers tend to spend very little time when teaching and since there are many children in class the teacher will continue with the able children and leaves behind the slow learners.

On the other hand, Dockrell and McShane (1995), state that in effective teaching strategies can seriously affect a child's level of achievement.

The researcher contends with the above author because if a teacher doesn't present the matter properly to the learners as expected the disability or special need worse.

Heijeen (2003), recommends that ordinary teachers need to understand that it's their responsibility to teach learners since they all have a right to education. The author further explains there is need to train teachers about the "WILL" and techniques to ensure their attitude and approaches don't prevent learners from gaining equal access to the curriculum.

Kuester (2000), observed those attitudes are key variables in determining success in special needs Education. He proceeds by explaining since many researchers have a negative attitude towards learners with special needs. It's important to access teachers to staff development.

The researcher contends with the above authors in that it is important for experience to continue creating awareness, sensitizing stakeholders and educate teachers about Education needs of learners with difficulties.

Ouma (1998), observed that Universal Primary Education created a high pupil teacher ratio of about 110 pupils to 1 teacher like in primary one. He continued to explain that one teacher may find difficulties in handling a large number of children because controlling them is a problem and this however creates a lot of work for one teacher and therefore becomes difficult for the teacher to attend to children with learning difficulties or individual learners.



Farrant (1982), said that unstable buildings, poor teaching methods, inadequate materials for learning and teaching and inefficient teachers can have serious effect as children need to be healthy and well nourished. (<http://www.unicef.org/2003/apr/educ.inclusive.htm>.) Under the roles and responsibilities of UPE the school shall cater for teaching and other aspects like meals at school are reserve for parents (MOES.1998).

However, the high levels of poverty among the parents of children with disabilities have left so many children without a mid-day bite; whole day without a meal is a big challenge to survival of and completion rates of children with disabilities, through children with disabilities are enrolled in primary schools very few complete the primary cycle of education in Uganda. This is attributed to the present curriculum that doesn't serve the needs of the disabled. According to USDC (2003) and (Okech 1993), the current curriculum and examination system are not flexible and do not cater for SNE as the assessment of children with learning difficulties has not been standardized.

According to (Scrimshaw, 1983, and Kelly 1999) a curriculum is intended to provide a relevant education and should usually be based on the ideology of the developers on the beneficiaries unfortunately this scenario is not true in Uganda.

On the other hand, teachers seem to be using the methods which are not appropriate to the learners and more especially to children with learning difficulties who need individual attention.

According to Barton and Wamai (1990), stated that general access to education in Uganda is affected by high educational and house hold poverty. High incidences of poverty (USDC 2004) unit's children with learning difficulties from accessing services even with the introduction of Universal Primary Education house hold poverty competes directly with disability and the educational needs of children with learning difficulties as parents find it hard with house hold incomes to buy books and other scholastic materials for their children.

Furthermore, the high cost of instructional materials of children with learning difficulties makes the access to all inclusive education services a challenge as they compete un favorably with those of normal children (Kimbugwe 2002).

Farrant (1989) and EENET (1998) advice that teaching or learning materials should be selected according to the specific needs of the learners. Failure to get such materials, teachers resort to using only black boards which are not effective.

Education is not only about good quality teachers and materials. It is also about quality learners.

### **2.3.3 Criteria teachers used to handle children with learning difficulties.**

Teaching is not a mere happening but a properly thought out pattern of fostering human mental growth through acquisition of desired knowledge skills and attitudes in a systematic manner and at appropriate level.

Kraken C. (1995), asserts a method as a specific well designed procedure used I carrying out teaching for learning purposes. It is the orderly system which is regularly accepted to facilitate learning. It helps learners to acquire retain and promote acceptable social academic values.

National Curriculum Development Center (2002) emphasizes that teachers are advised before choosing a particular teaching method to think about the knowledge, skills, ability, age, and experience of the learners.

The researcher agrees with the above mentioned recommendation as a teacher there is need to use methods which are suitable, contextual, in variety, fit, in the lesson content, gender responsive at the level of learners, accommodative of individuals.

Bray (2000), suggested the following methods for teaching children with learning difficulties, demonstration, individualized educational program, question and answer. The author further explains that questions and answer is used to elicit understanding.

In addition to the above, putting children in small groups, pair work, whole class levels are some of the methods used. They mostly are those which consider the cognitive development of learner's space and resource available. They must be interactive and allow for social manipulative study and life skills development for learners with learning with difficulties.

### **2.3.4 Mitigative strategies of handling teachers to negative attitudes towards learners with learning difficulties.**

According to Awareness Course in special Education (1995), it is stated that a key responsibility of the special educator is to take an existing curriculum frame work and match it to the needs, attitudes and interests of individual pupils taking account of any disability that may exist.

Due to the scarcity of teachers who have qualified in special needs education it seems the majority of children with learning difficulties have not had their needs and interest catered for.

However, Montgomery (1990), says that in the field of special needs education there is debate about whether pupils with special needs education should be offered a “special” curriculum or have access to the same curriculum as other learners.

Seamus Hegarty and Kieth Pocklington (1981), supplements on the above by saying that it’s important to distinguish between that entire curriculum of a school and the effective curriculum for children with learning difficulties from which programmes of work are selected. In respect of the above fact that teachers in Uganda complain that they lack curriculum guide lines it’s no doubt teachers in Kachumbala cannot programme beneficial work children with learning difficulties.

However, ordinary teachers must be able to cope with a wide range selecting appropriate learning strategies and resources and managing children in the context of the ordinary class.

On the other hand, Farrant (1990), states that “integrated learning is applied in school usually in relation to the curriculum”

Glyder (1989), also adds that “there will always be many natural connections to other subjects such as language, religion creative performing arts and general knowledge subjects.

This seems to be correct following the activities carried out in the teaching of subjects mentioned above the children acquire different skills. It has however been felt that the general learning difficulties that are in a child’s acquisition of skills in mathematics also.

Vijay (2010), points out that it is important for teachers to use Assessment guidelines for identifying learners with learning difficulties. The author explains “Assessment as a process of finding out how much a child has achieved”

The Uganda Primary School Curriculum (2010), support the above view in that Assessment is intended to be a spontaneous and natural part of teaching learning process. The curriculum further explains Assessment is a continuous process intended to help a teacher develop positive attitudes towards children with learning difficulties.

The researcher contends with the above author in that the Assessment of learners with learning difficulties will enable the teachers plan organize activities and lay strategies of teaching and even develop positive attitudes towards learners with difficulties.

Farrant (1997), recommended “learning by doing” the author explains learning is best achieved by doing. In order to achieve this appropriate instructional material should be used in teaching. Teacher should be able to locate and collect instructional materials from the local environment and where possible involve children with learning difficulties in making their own instructional materials with all the above discussions the researcher feels it is important for teachers to develop positive attitude towards learners with learning difficulties.

## CHAPTER THREE

### METHODOLOGY

#### **3.0 Introduction:**

In this section the key aspects which are considered in data collection are presented which include: The study design, population of respondents, sample size, sampling technique, research instrument, interview guide, reliability, validity, data processing data analyzing.

#### **3.1 Research Design**

Aware that different research designs are used in the study namely; -

Quantitative and qualitative and in this particular study, the qualitative design was used.

Grawall (2006), the qualitative design is opted for because the study is of a small scale expressing varying views when different participants say what they feel, they can share with others. He further assert that information becomes enriching and revealing by probing certain aspects in depth from different participants agree at deal of information on how teachers and their negative attitude towards learners with learning difficulties.

#### **3.2 Population of the respondents**

Okot D(2005), defines population as any collection of specific group of human being and non-human entries educational institutional and geographical areas. The population of the respondents were the teachers of the sampled schools and this are; -

Kawo Primary School, Ongaara Primary Schools, Kawo-Kakira Primary School.

The researcher majorly selected those schools because there are children with learning difficulties in those schools.

#### **3.3 Sample size**

To arrive at sample size, statistical formulae was used as below; -

$$n = \frac{N}{1+N(a^2)}$$

Where n = sample size, N = population of the study and a = 0.05

**Table 3.1 : The sample size was 100 respondents selected mainly from teachers.**

Category of respondents	population	Sample	Sampling techniques
Head teachers	5	5	Simple random sampling
Deputies	5	5	Simple random sampling
Teachers	90	73	Simple random
Parents	50	44	Simple random
TOTAL	150	127	

**Source: Primary information 2016**

### **3.4 Data Collection Instruments**

#### **3.4.1 Questionnaire**

A questionnaire is a reformulated written set of questions to which respondents record their answers, usually within rather closely defined alternatives. The questionnaires were equally used in collection of data from respondents. The questionnaire was used because; it collects large amount of information, its practical, the results of a questionnaire are easily quantified. The respondents gave their responses guided by alternatives.

#### **3.4.2 Interview**

The researcher used interview guide. An interview is a dialogue between an interview and interviewee. It is an organized organization aimed at gathering data about a particular topic. In this case, the researcher used an interview guide while carrying out face to face interaction with the respondent who gave detailed information on the research subject. The interview method was

used because' it allows easy correction, allows development of relationships and suitable for collection of primary information.

### **3.5 Sampling technique**

Simple random sampling was used to determine the sample size from teachers, pupils, parents and head teachers. This method was chosen because it avoided being biased.

### **3.6 Validity, and reliability of the instruments**

#### **Validity**

Validity was tested by subjecting the tools to a number of experts to determine the relevancy of the content in relation to the variables. This refers to the effectiveness of the research instrument to measure what it is supposed to measure. This was achieved by asking right questions while avoiding use of ambiguous words. Validity application enabled the researcher to get same quantity and quality of the required information in regards to the study.

#### **Reliability**

This is a large degree to which the tool provides stable and consistent results. The reliability of the data collection instrument was used through testing the tool on the sample of the respondents in the areas of study to check out whether its contents were understood by the respondents. Pre-testing the questionnaire in a slightly different environment to ascertain its degree of consistency was done on an individual. This was accepted in the study because it enabled the researcher to get the same required data from one respondent to another; errors were discovered and corrected before the real data collection exercise was done.

### **3.7 Ethical consideration**

The researcher presented an introductory letter from the university to all respondents assuring them of the academic purpose of this proposed study. The researcher assured the respondents of the fact that the information provided was to be treated with utmost confidentiality and this catalyzed the respondent's urge to provide all the required data.

The study avoided asking touching questions so as to obtain unbiased responses, the researcher assured the respondents that he bore all the responsibility over the data collected.

### **3.8 Procedures for data collection**

Before the actual exercise of data collection, a number of ethical measures had been taken into account.

First and foremost, obtaining an introductory letter from the university that introduces the researcher to the concerned officers in the area of study.

Besides the letter from the university, the researcher had to originate her, introductory letter to the participants requesting audience with them.

Once this was done, the next step was to approach the prospective participants in order to introduce her for the purpose of establishing a rapport after report establishments the researcher had to find out what of the prospective participants were on the other hand the researcher recorded her expectations.

Among these participants, the researcher selected a few of them to be involved in a pilot study exercise which was carried out in order to establish the reliability and validity of the study instruments developed.

On the process of piloting the study the errors; ambiguity and inconsistencies were identified and corrected.

During the pilot study the researcher was able to identify and eliminate some possible extraneous variables that interfere with the study.

### **3.9 Data Analysis**

The data collected from the field was subject to processing for easy interpretation and understanding. Data collected was checked for completeness, categorized, coded, and presented in chapter four using tables.

#### **3.9.1 Description of data analysis.**

The data collected was treated as meaningful to the research questions and objectives under a qualitative study.



Data analysis was done in accordance to the recommendations of qualitative data analysis procedure usually referred to as content analysis.

The first step in the analysis had been to sort out the raw data by coding the responses obtained from the field. The next step was to identify major themes and sub themes that emerged.

This would be arranged in the same categories while at the same time handling the emerging strange categories that emerged in the responses.

The presentation of the responses will be conducted with the help of tables indicating frequencies and percentages where necessary.

### **3.10 Ethical Consideration**

The respondents will not be allowed to write their names on the question papers in order to be confidential and the findings will have generalized in chapter four.

### **3.11 Limitation of the study.**

- Some respondents found it difficult to understand terminologies used in special needs
- Some respondents hesitated to fill the questionnaires because they thought it was only to fill the questionnaires.
- Expectations from the respondents in terms of money from the researcher

## CHAPTER FOUR

### DATA ANALYSIS INTERPRETATION AND PRESENTATION

#### 4.0 Introduction

This chapter analyzed the results of the data interpreted and presented using different means as below;

This was done objective, after the other, putting the questions in mind, however, demographic profile was considered to be of importance in giving the report. The profiles of respondents were reported in terms of gender, age, marital status, educational background, highest qualification, occupation, and work experience

**Table 4.2: Shows respondents' gender.**

Gender	Frequency	Percentage
Males	60	47
Female	67	53
Total	127	100

**Source: Primary information, 2017**

Out of 127 respondents, 60 which represented 47% of the sampled size were male and 67 which represented 53% were female. The table therefore revealed that the largest number of respondents were female. This implied that women as mothers had more concern on the way teachers could handle children with disabilities in the community.

**Table 4.3: Shows the age of the respondents**

Age	Frequency	Percentage
20-25	20	16
26-30	20	16
31-35	35	28
36-40	16	12
41-45	20	16
46-50	16	12
51 and above	-	-
Total	127	100

**Source: Primary information, 2017**

According to the table above, the largest number of respondents were in the age bracket of 31-35. The people who were 51 and above years of age completely never participated. This implied that people of 31-35 ages had much interest on the way teachers could handle children with learning difficulties while the people of 51 years and above were not concerned because they thought that those with learning difficulties were of no help to the society.

**Table 4:4 Showing marital status of the respondents**

Marital Status	Frequency	Percentage
Single	22	18
Married	61	48
Widow	13	10
Widower	0	0
Divorce	13	10
Separated	18	14
Total	127	100

**Source: Primary information**

From the table above, married people participated highly in the exercise as the table indicated that 61(48%) of them managed to respond. This implied that married people were parents of those children with learning difficulties and they had to be concerned on the way teachers handle their children in school since all children have a right to education.

**Table 4.5: Showing highest level of education**

Highest level	Frequency	Percentage
A' level	-	-
O' level	100	79
Primary	27	21
Non	-	-
Total	127	100

**Source: Primary information**

Out of 127 respondents, 100 were O-level graduates while 27 were primary pupils. This implied that even the level illiteracy is still high in the community just because of the discouraging attitudes of teacher's behaviors. The primary pupils could not provide much because they feared to report their teachers.

**Objective: 4.1 To identify the attitudes of teachers towards children with learning difficulties.**

**Table 4.6: Showing the responses given in relation to teacher's attitudes towards children with learning difficulties.**

	Statements	Responses taken				
		SA	A	SD	D	NS
8	As teachers you have ever handled children with learning difficulties.	10 (8%)	32 (25%)	58 (46%)	27(21%)	
9	You found it easy to teach children with learning	17(13%)	0	65(51%)	45(36)	

	difficulties					
10	It was a good moment to deal with children with learning difficulties.	25 (20%)	25(20%)	59(46%)	18(14%)	
11	Children with learning difficulties are integrated in the main stream	33(26%)	37(29%)	57(45%)		
12	Children with learning difficulties share with others freely	27 (21%)	23(18%)	47(37%)	30(24%)	
13	Children with learning difficulties are humble and calm in class	27(21%)	17(13%)	45(36%)	38(30%)	
14	Children with learning difficulties are given special attention in class by teachers.	27(21%)	15(4%)	35(28%)	50(40%)	
15	Children with learning difficulties are cared for by teachers.	10(8%)	38(30%)	43(39%)	35(28%)	

**Source: Primary Information, 2017**

According to the table above, the majority of teachers had never handled children with learning difficulties as showed by 58(46%) number of respondents who disagreed with the idea and found it very difficult since they even never had skills of handling them as shown by a bigger number of respondents who strongly disagreed that they had ever handled those children. They even admitted that handling of those children was not easy. The table also continued to show that children with learning difficulties were not cared for since 43 of the respondents strongly disagreed and 35 disagreed. These children were not given special attention since teachers never had any idea of handling such cases. The children with learning difficulties could not even share with others since they were taken as slow learners. There was therefore a suggestion that teachers should try as much as possible to give those children special attention

**Table 4.7: Showing the occupation of respondents**

Occupation	Frequency	Percentage (%)
TEACHER	100	79
BUSINESS	-	-
FARMING	-	-
GUEST SERVANT	-	-
PEASANT	27	21
NONE	-	-
TOTAL	127	100

**Source: primary information, 2017**

According to the table above, 100(79%) of the respondents were teachers while 27(21%) were peasants. This implied that teachers themselves had to provide data for the exercise since they needed some help from the government like equipping them with skills and training them on how to handle such situations. Local peasants also had to give information as responsible parents who needed their children to be helped.

**Table 4:8: Showing work experience of the respondents.**

EXPERIENCE	FREQUENCY	PERCENTAGE
1-5	28	22
6-10	55	44
16-20	22	17
21-25	22	17
26-30	-	-
TOTAL	100	100

**Source: Primary information (2017)**

From the previous table, respondents who had worked for 6-10 years provide gave much information concerning the study followed by those who had worked for 1-5 years. This implied that those who had worked for 6-10 years were still fresh and had ideas as compared to others who were already tired and had all their minds over taken by their duties

**Objective 4.2 the criteria teachers use to teach children with learning difficulties.**

**Table 9: Showing the criteria teachers use for teaching children with learning difficulties.**

Statements to respond	Responses to be taken				
	SA	AGREE	SD	DISAGREE	NS
Children with learning difficulties are taught in the same way like ordinary learners	26(20%)	31(24%)	35(28%)	35(28%)	
Children with learning difficulties do the same assignments like the ordinary learners	18(14%)	31(24%)	39(31%)	39(31%)	
Children with learning difficulties write in the same way like the ordinary children	10(8%)	31(24%)	49(39%)	37(29%)	
Methods used in teaching children with learning difficulties are the same with those used with ordinary learners	10(8%)	15(12%)	51(40%)	51(40%)	

**Source: Primary information (2017)**

From the table above, children with learning difficulties are slightly taught in a different way not like others as shown by a percentage of 46% respondents who agreed. Children with learning difficulties also don't do the same assignments like other pupils in class and the methods used for teaching these pupils are also a bit different. This implied that though teacher's attitudes are a little bit negative, they are trying all they can to see that those children also perform.

**Objective 4.3 Causes of negative attitudes of teachers towards pupils with learning difficulties.**

**Table 10: Showing the responses given in relation to causes of teacher's negative attitudes towards pupils with learning difficulties**

Statements to respond	Responses to be taken				
	Strongly A	Agree	SD	Disagree	NS
Children with learning difficulties are hard to handle	40(31%)	35(28%)	20(16%)	32(25%)	
Children with learning difficulties are slow learners	34(27%)	38(30%)	29(23%)	17(13%)	9(7%)
The teaching materials for children with learning difficulties are there	9(7%)	17(13%)	66(52%)	26(21%)	9(7%)
Children with learning difficulties get jobs after studies	25(20%)	27(21%)	37(29%)	38(30%)	
Children with learning difficulties are clean	17(13%)	26(20%)	35(20%)	30(24%)	19(15%)
Children with learning difficulties behave well	10(8%)	14(11%)	42(33%)	34(27%)	27(21%)
Children with learning difficulties perform well	4(3%)	20(16%)	48(38%)	45(35%)	10(8%)

**Source: Primary Information,2017**

From the table above, 40(31%) and 35(28%) of the respondents strongly agreed and agreed respectively that children with learning difficulties are hard to handle. 42(33%) and 34(27%) of the respondents strongly disagreed and agreed respectively that children with learning difficulties behave well. 66(52%) and 26(21%) of the respondents strongly disagreed and agreed respectively that the teaching material for children with learning difficulties are there then 37(29%) and 38(30%) of the respondents strongly disagreed and agreed that children with learning difficulties get jobs after studies. This implied that training of available teachers on how



to handle those children was highly required. The government also needed to take part mostly by training of those teachers and provision of the learning material for those children.

**Objective 4.4 Mitigative strategies of handling teachers with negative attitudes towards children with learning difficulties.**

**Table 11: Showing responses given in relation to strategies of handling teachers with negative attitudes towards children with learning difficulties.**

Statement to respond	Responses to be taken				
	SA	A	SD	D	NS
Teachers who teach children with learning attitudes should be given refresher courses	44(35%)	40(31%)	4(3%)	14(11%)	25(20%)
Children with learning difficulties should be taken to special schools or units	15(12%)	50(39%)	30(24%)	22(17%)	10(8%)
Teachers teaching children with learning difficulties should be given motivational information of salary	50(39%)	38(30%)	32(25%)	-	7(6%)
Offering of special curriculum to those children.	20(16%)	70(55%)	25(20%)	12(9%)	

**Source: Primary information (2017)**

From the table above, it was found that 44(35%) and 40(31%) of the respondents strongly agreed and agreed that re-training of teachers handling children with learning difficulties should be done. The results also showed that 70(55%) of the respondents supported the idea that those children should be given a special curriculum and this matches with Montgomery (1990). Finally, motivation of teachers was also supported as a means of overcoming a challenge as showed by 50(39%) and 30(24%) number of respondents who strongly agreed and agreed respectively with the idea.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

#### 5.0 Introduction.

This chapter presents a summary of findings, the main conclusions as well as recommendations as a result of the study.

#### 5.1 Findings

With regards to the findings of the demographic profile according to the gender of the identified respondents (52%) participants were females and (48%) were males. These findings showed that there were more females than the males.

On the side of age group, most respondents (28%) were of between the age group of 31-35 and the rest of the age groups had few respondents. This implied that the researcher met more youth than adults.

On marital status (56%) participants were married (16%) were single (8%) were widows so this showed that most of the respondents were married people and were responsible to the extent of giving quality information.

On the higher level of education majority of the respondents are 'o' level leavers and most of them have certificates (92%) while (8%) participants are diploma holders.

On occupation, all the identified respondents were teachers and the majority of the respondents were of between 6 - 10 years of work experience.

##### 5.1.1 Discussion of findings of the objective one

Objective one sought to find out the attitude of teachers towards children with learning difficulties.

According to the findings with respect of objective one. One of the major, findings show that (56%) participants revealed having no interest in teaching children with learning difficulties as it involves thorough planning of activities, planning individualized programmes.

Some other findings also indicate (28%) of the participants said that children with learning difficulties are integrated in the main stream.

The majority of the participants (12%) pointed out that it was a good moment to deal with children with learning difficulties.

The researcher is not in support of the above citation in that it's the responsibility of the teachers to teach effectively and cater for all the needs of all the learners in the classroom including those with learning difficulties. Teachers should have effective planning implementation and evaluation of teaching learning process.

With regards to the way teachers look at children with learning difficulties they show very little interest in helping this child and this is represented by (4%) respondents seemed to have no idea about the care of children with learning difficulties.

Petty Geoffrey (2001), supports the above in that teachers should wield a genuine interest in each child and making a point of using praise especially in recognizing a learners individual contributions or attempts or innate ability (showing interest on learners attitudes, feelings and needs.

Kyriacou. C. (2001), supports the above citation in that teachers should develop positive attitude learning difficulties.

The researcher agrees with the above citation in that when the teachers show interest in helping children with learning difficulties they also feel a warm welcome and feel motivated to learn.

### **5.1.2 Discussion of the Findings of Objective Two.**

Objective two was sought to establish the criteria teachers use to teach children with learning difficulties.

The respondents (44%) pointed out that the method used in teaching children with learning difficulties are different from those used on ordinary learners.

Respondents (28%) showed that children with learning difficulties are not taught in the same way like ordinary learner's participants (8%) showed that the methods used in teaching children with learning difficulties are the same with those used with ordinary learners.

Respondents (20%) said that children with learning difficulties are taught in the same way like ordinary learners. With regards to the above findings the researcher doesn't support in a way that, children with learning difficulties are not taught in the same way like ordinary children. Even the methods used are different and they don't write in the same way.

Hegarty and Pocklington K. (1981), recommended the following methods and techniques to be applied in teaching children with learning difficulties in ordinary classes. Task analysis which implies breaking the activity into small steps, forwards charring that is to say, a child learns to do a task one at a time, back ward chaining in which the child learns the sequences of steps from the last to the first and modeling or demonstration which implies showing what to do by doing it in front of the child.

However, such methods seem not be applied in many ordinary schools in Uganda including those in Bukedea district.

On the other hand, Perot (1998), said that role play and simulation games for all seasons like quiz board games, dramatization and storytelling to be appropriate methods for teaching. This seems to be true because such methods stimulate children to be active participants, develop interpersonal skills, prepare them to be actors or actresses, help them to express their moods, develop communication skills. This method seems to be rarely applied in rural schools.

Chauhan (1995), defines individualized learning approach as "an arranged that makes it possible at all time for each pupil to be engaged in learning those things that are most appropriate for himself as an individual" to some extent, this approach seems to be beneficial to children with learning difficulties because the child learns at his own pace with the help of a teacher.

However, it's of the researcher's view that the method is too hard to be applied under UPE class because it requires preparation of different kinds of educational materials which may not be applicable in many schools including those in Koutulai schools in Kachumbala sub-county.

Children with learning difficulties learn gradually by the use of active methods of learning and that (teacher – centered) seems to be commonly applied in rural schools including those of Bukedea

### **5.1.3 Discussion of the Findings of Objective Three**

Objective three was meant to establish the causes of negative attitudes of teachers towards learners with learning difficulties.

60% respondents

Revealed that there are no teaching learning materials for children with learning difficulties (12%) respondents showed learners, participants (8%) said they have no idea, (20%) participants said children with learning difficulties are clear.

In regards to the above findings, the researcher concerns with the statement because the materials are there but expensive without money you can't afford.

On the other hand, teachers seem to be using the methods which are not appropriate to the learners and more especially to children with difficulties who need individual attention by the teachers.

Dockrell and McShane (1995), state that in effective teaching strategies can affect a child's level of achievement.

### **5.1.4 Discussion of Findings of Objective Four**

Objective four was meant to establish possible mitigative strategies of handling teachers towards negative attitudes too children with learning difficulties, participants (44%) supported the suggestion that teachers who teach children with learning difficulties should work as a team: consult from those teachers who have undergone training in special needs education from other stakeholders like Educational Assessment Resource Services (EARS) offices and other resourceful persons like those of multi – disciplinary team.

Kirk Gallagher, (2006), states that the school communities need to allow teachers to share views, feelings and experiences. This should take place in an open supportive climate.

The researcher supports the above citations in that it is important teachers work as a team, share their views and experiences they will be able to cope up with challenges encountered in teaching children with learning difficulties.

## 5.2 Conclusion:

The research findings are concluded as per the objectives of the study.

Conclusive remarks as per the demographic profile as below; -

With regards to the findings, out of the identified respondents, there were many females who responded compared to the males and the age groups between 31 – 35 were the most respondents.

Most of the respondents were married people which even showed that they were enough.

Most respondents were 'O' level leavers according to the highest level of education and most of them had attained certificates as their level of qualification.

All these respondents were teachers professionally and most of them had a work experience of 6 – 10 years.

Objective one sought to identify the attitude of teachers towards children with learning difficulties.

This objective tried to find out whether teachers have interest in teaching children with learning difficulties, whether some of them have ever handled children with learning difficulties are given special attention by teachers.

So following the findings few respondents accepted that they teach children with learning difficulties they give them special attention but the majority of the respondents showed little interest in handling children with learning difficulties.

Objectives two sought to establish the criteria teachers use to teach children with learning difficulties were it was said that some children with learning difficulties are taught in the same way like ordinary children, write in the same way like ordinary children, the methods used in teaching children with learning difficulties are the same.

The findings show that few respondents agree that children with learning difficulties are taught in the same way like ordinary learners, the same are just in class but there is no attention given to them by the teachers whereas the majority of the respondents refused and showed that children

with disabilities should be taught separately, given different assignment and suitable methods for teaching them.

Objective three was meant to establish the causes of negative attitudes of teachers towards children with learning difficulties.

According to the findings, it showed that most respondents say learning materials for children with learning difficulties are expensive and many of them also refused and said children with learning difficulties do not behave well they are so chaotic most of them also showed that children with learning difficulties do not perform well I class since they are slow learners.

Objective four presented the mitigative strategies of handling teachers to negative attitudes towards children with learning difficulties and following the findings, most respondents supported the suggestion that teachers who teach children with special needs should be given refresher courses should be given motivation in form of salary increment.

### **5.3 Recommendations**

This section, the recommendations / suggestions were presented following the findings of the case study on the teaching of children with learning difficulties in Koutulai schools Kachumbala sub-county.

The researcher came up with the following recommendations which are in line with the following objectives.

In reference to objective one, that talks about teacher's low attitudes to children with learning difficulties, sensitization seminars should be given to teachers by the government about children with learning difficulties so as to be attitude to this learner and be able to teach them.

In addition to that guidance and counseling services should be offered to school administrators and teach teachers by stake holders to convince them to accept these children in the classes.

Furthermore, the government should encourage teachers to train in the areas of special needs education in order to be equipped with skills, methods, approaches and strategies for teaching children with varied needs.

With regards to objective two that presents the criteria teachers use to teach children with learning difficulties, the school administrators should encourage the use the methods which are suitable and appropriate to the ability of learners with difficulties.

Not only that but government encourages teachers to give the children with learning difficulties support required within the general education system including effective individual support measures to minimize academic and social development effects consistence with the goal of full inclusion.

Government also encourages teachers to use suitable educational materials, skills and approaches for teaching children with learning difficulties and further emphasizes team work on teachers that enables them to share the responsibilities to support each other within the academics social and other aspects of holistic child centered education.

Recommendations with respect of objective three, presented the causes of negative attitude of teachers towards children with learning difficulties.

Government should provide jobs for learners with special learning difficulties after studies and this encourages most of them also to be at school.

Government should further provide teaching learning materials to the teachers so as to erase their work and boost morale.

Besides that school administrators should allocate enough time to teachers to enable them handle learners with learning difficulties since these children are slow learners.

In addition to that government should sponsor teachers going for special needs education training so that they develop morale and find it easy to handle children with learning difficulties.

The government should motivate teachers of special needs by raising their salaries since they deal in hard groups to teach.

To add on that, there is need to design and conduct training and retraining programmes both internal and external based inform of workshops and other continuous professional developments by the ministry of education and sports science and technology.

Lastly, the school authorities should monitor supervises and evaluates the teaching of all subjects and ensures the teachers adhere to the time tables.



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**APPENDICES**

**APPENDIX 1: RESEARCH QUESTIONNAIRE**

Dear sir/madam

I am SOGI JACINTA a student of Kampala international university pursuing a degree in special education. I am now conducting a research guided by the topic AN INVESTIGATION OF TEACHER’S ATTITUDES TOWARDS CHILDREN WITH LEARNING DIFFICULTIESIN KOUTLAI SCHOOLS, KACHUMBALA SUB-COUNTY BUKEDEA DISTRICT

I hereby request you to answer the following questions as honestly as possible. This is for academic purpose; therefore, confidentiality will be observed. Do not therefore write your name on this questionnaire. Your cooperation in this matter is very vital.

Thank you

Yours faithfully

.....

SOGI JACINTA

**ADEMOGRAPHIC PROFILE OF THE RESPONDENT**

**1. Sex of the respondent**

Male  female

**2. Age of the respondent in years (tick one)**

20-25  26-30

36-40  41-45  46-50

51-55  56 and above

**3. Sex of the respondent**

Male  female

**4. Marital status**

Single  Married  Widowed   
Widower

**5. Level of education**

A level  O level  Primary  None

**6. Highest level of qualification**

Master's  Degree  Diploma  Certificate  None

**7. Occupation of the respondent**

Business  Farming  NGO worker   
Civil servant  others

**8. Work experience in years**

1-5  6-10  11-15  16-20  21-25   
26 and above

## SECTION B

In the following tables, abbreviations SA, A, SD, D and NS are the options given and they represent strongly agree, agree, strongly disagree, disagree and not sure respectively.

**Objective: 4.1 To identify the attitudes of teachers towards children with learning difficulties.**

	Statements	Responses taken				
		SA	A	SD	D	NS
8	As teachers you have ever handled children with learning difficulties.	10 (8%)	32 (25%)	58 (46%)	27(21%)	
9	You found it easy to teach children with learning difficulties	17(13%)	0	65(51%)	45(36)	
10	It was a good moment to deal with children with learning difficulties.	25(20%)	25(20%)	59(46%)	18(14%)	
11	Children with learning difficulties are integrated in the main stream	33(26%)	37(29%)	57(45%)		
12	Children with learning difficulties share with others freely	27(21%)	23(18%)	47(37%)	30(24%)	
13	Children with learning difficulties are humble and calm in class	27(21%)	17(13%)	45(36%)	38(30%)	
14	Children with learning difficulties are given special attention in class by teachers.	27(21%)	15(4%)	35(28%)	50(40%)	
15	Children with learning difficulties are cared for by teachers.	10(8%)	38(30%)	43(39%)	35(28%)	

**Objective 4.2 the criteria teachers use to teach children with learning difficulties.**

Statements	Responses to be taken				
	SA	AGREE	SD	DISAGREE	NS
Children with learning difficulties are taught in the same way like ordinary learners	26(20%)	31(24%)	35(28%)	35(28%)	
Children with learning difficulties do the same assignments like the ordinary learners	18(14%)	31(24%)	39(31%)	39(31%)	
Children with learning difficulties write in the same way like the ordinary children	10(8%)	31(24%)	49(39%)	37(29%)	
Methods used in teaching children with learning difficulties are the same with those used with ordinary learners	10(8%)	15(12%)	51(40%)	51(40%)	

**Objective 4.3 Causes of negative attitudes of teachers towards pupils with learning difficulties.**

Statements	Responses to be taken				
	Strongly A	Agree	SD	Disagree	NS
Children with learning difficulties are hard to handle	40(31%)	35(28%)	20(16%)	32(25%)	
Children with learning difficulties are slow learners	34(27%)	38(30%)	29(23%)	17(13%)	9(7%)
The teaching materials for children with learning difficulties are there	9(7%)	17(13%)	66(52%)	26(21%)	9(7%)
Children with learning difficulties get jobs after studies	25(20%)	27(21%)	37(29%)	38(30%)	
Children with learning difficulties are clean	17(13%)	26(20%)	35(20%)	30(24%)	19(15%)
Children with learning difficulties behave well	10(8%)	14(11%)	42(33%)	34(27%)	27(21%)
Children with learning difficulties perform well	4(3%)	20(16%)	48(38%)	45(35%)	10(8%)

**Objective 4.4 Mitigative strategies of handling teachers with negative attitudes towards children with learning difficulties.**

Statements	Responses to be taken				
	SA	A	SD	D	NS
Teachers who teach children with learning attitudes should be given refresher courses	44(35%)	40(31%)	4(3%)	14(11%)	25(20%)
Children with learning difficulties should be taken to special schools or units	15(12%)	50(39%)	30(24%)	22(17%)	10(8%)
Teachers teaching children with learning difficulties should be given motivational information of salary	50(39%)	38(30%)	32(25%)	-	7(6%)
Offering of special curriculum to those children.	20(16%)	70(55%)	25(20%)	12(9%)	



APPENDIX 2: INTRODUCTORY LETTER FROM THE UNIVERSITY



Ggaba Road-Kansanga  
P.O. Box 20000, Kampala, Uganda.  
Tel: +256-414-266813, +256-414-267634  
Fax: +256-414-501974, Cell: +256-701-853392  
E-mail: admissions@kiu.ac.ug  
Website: www.kiu.ac.ug

3<sup>rd</sup> February 2017



TO WHOM IT MAY CONCERN:

*forwarded for your consideration*  
*B. M. M. M.*

SOGI FACINTA REG. NO. B03SNE147115/152/100-702

Dear Sir/Madam,

**Re: Research/Project:**

The above named is our student in the College of Open Education and Distance Learning (COEDL), pursuing a Bachelor of ... PRIMARY ... EDUCATION ...

He wishes to carry out research in your Organisation on:

... TEACHERS ... ATTITUDES ... TOWARDS ... CHILDREN  
WITH LEARNING ... DIFFICULTIES ...

The research is a requirement for the Award of a Bachelors degree in ... SPECIAL  
NEEDS ... EDUCATION ...

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

Yours Faithfully

Womuzumbi Moses  
BRANCH DIRECTOR - 0782572505  
KIU- TORORO STUDY CENTRE

*"Exploring Heights"*

### APPENDIX 3: RECOMMENDATION FROM D.E.O BUKEDEA DISTRICT

- Telephone:
- Chairperson.....0772856894
- CAO.....0772370868
- DEO.....0782863539



Bukedea District Local Government  
Office of the Education Officer  
P.O. Box 5026  
Bukedea

In any correspondence on this  
Subject please quote No. CR 248/1

Republic of Uganda

Date: 15<sup>th</sup> March, 2017

The Headteacher

..KOUJULAI, P.S..

RE: RESEARCH PROPOSAL

This is to introduce Ms. Sogi Jacinta to you. She wishes to conduct Research, collect data and analyse it, as part of , area of course assessment, and writing up a dissertation

I should be most grateful if you would cooperate with her

Thank you

MR. AURUKU PETER ABSO  
DISTRICT EDUCATION OFFICER, BUKEDEA

**APPENDIX 4: SKETCH MAP OF BEKEDEA SHOWING AREA OF STUDY**

