

**ATTITUDES OF REGULAR PRIMARY SCHOOL TEACHERS TOWARDS
INCLUSION OF LEARNERS WITH SPECIFIC LEARNING DIFFICULTIES
IN MUTEITEI ZONE, TINDIRET DISTRICT, KENYA**

BY

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APPROVAL

This work has been under my supervision and now it is ready for submission


LAAKI SAMSON

Sign: 

Date: 

DECLARATION

I Samson Kipchumba .B. do hereby declare that Attitudes of regular primary school teachers towards inclusion of learners with specific learning difficulties in Mutetei zone Tindiret district is entirely my own original work, except where acknowledged. This report has not been before to any other university or institution of higher learning for the award of a diploma degree.

Signed:..........

Date: 27-8-2009.

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DEDICATION

This research report is especially dedicated to my wife Emilly Bittok and sisters for their encouragement, inspiration and support during my study at International University. I also dedicate it to all learners, with learning difficulties who have suffered needlessly.

TABLE OF CONTENTS

Title page	ii
Approval	ii
Declaration	iii
Acknowledgement	iii
Dedication	iv
Table of contents	vi
List of figures and tables	viii
Definition of terms	x
Acronyms	xi
Abstract	xii
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem	2
1.3 Purpose of the study	3
1.4 Objectives of the study	3
1.5 Research questions	3
1.6 Scope and limitations of the study	4
1.7 Significance of the study	4
CHAPTER TWO	7
LITERATURE REVIEW	7
2.0 INTRODUCTION	7
2.1 Attitudes	7
2.2 Cultural beliefs	8
2.3 Knowledge and skills	9
2.3.1 Historical background of education for learners with specific learning difficulties	10
2.3.2 Development of specific learning difficulties	11
2.3.3 Effects of specific learning difficulties	13
2.3.4 General intervention strategies for learners with specific learning difficulties	13
2.4 Inclusive education	14

5	Challenges faced by teachers by inclusive classrooms	17
6	Values and perspectives.....	19
7	Summary of literature review	20
HAPTER THREE		22
METHODOLOGY.....		22
0	INTRODUCTION.....	22
1	Research design.....	22
2	Sampling procedure.....	22
3	Sample population.....	23
4	Sample size	25
5	Instruments for data collection.....	23
6	Procedure of the study	23
7	Data analysis	24
8	Library research	24
9	Review of research methodology.....	24
HAPTER FOUR.....		25
DATA ANALYSIS, INTERPRETATION AND PRESENTATION OF FINDINGS		25
0	INTRODUCTION.....	25
1	Background information.....	25
2	Knowledge and skills	27
3	Inclusive education.....	29
4	Challenges in inclusive setting.....	31
5	Views, values and perspectives.....	33
HAPTER FIVE.....		35
SUMMARY OF MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS.....		35
0	INTRODUCTION.....	35
1	Summary of major findings	35
2	Conclusion	40
3	Recommendations	41
4	Suggestions for further studies.....	43
REFERENCES		44
APPENDICES		46

LIST OF FIGURES AND TABLES

Figure 1.1	conceptual frameworks.
Figure 4.9	Assessment skills.
Figure 4.17	Rating of assistance from quality assurance officers.
Figure 4.21	Perspectives on the future of learners with Specific Learning Difficulties.
Table 4.1	Gender
Table 4.2	Age of respondents.
Table 4.3	Professional qualifications.
Table 4.4	Teaching experiences of respondents.
Table 4.5	Knowledge and understanding of Specific Learning Difficulties
Table 4.6	Output of special needs education teachers.
Table 4.7	Sensitization of Special Needs Education
Table 4.8	Assessment skills.
Table 4.9	Indicators of specific learning difficulties.
Table 4.10	Intervention strategies.
Table 4.11	Understanding and awareness on inclusive education
Table 4.12	Description of inclusive education
Table 4.13	Placement options.
Table 4.14	Repeating classes.
Table 4.15	Challenges facing teachers in inclusive classrooms.
Table 4.16	Methods of coping with learning difficulties.
Table 4.17	Parental support and involvement.
Table 4.18	Assistance from quality assurance officers
Table 4.19	Attitudes of teachers towards learners' specific learning difficulties.

Table 4.20 Teachers personal opinions on learners with Specific Learning Difficulties

Table 4.21 Attitudes of parents and school community on learners with Specific Learning Difficulties

DEFINITION OF TERMS

aphasia	:	This refers to the loss of the ability to speak.
dyslexia	:	Severe reading difficulties also referred to as word blindness, owing to brain dysfunction.
brain dysfunction	:	Term used to describe a suspected malfunctioning of the brain.
disability	:	Refers to any restriction or lack of ability to perform any activity.
developmental aphasia:		Impairment or loss of the ability to comprehend written or verbal language.
handicap	:	Refers to the problems and difficulties a person encounters because of a disability.
heterogenous	:	This is an umbrella term that refers to something made up of different kinds of varied in composition.
hyperactivity	:	Excess motor activity or constant motion.
impulsivity	:	Tendency to act quickly and inappropriately.
minimum brain dysfunction	:	This is a general term referring to a diagnosed or suspected malfunction in the central nervous system. It is usually related to children who are learning disabled.
pedagogy	:	The science or profession of teaching; also the theory or the teaching of how to teach.

ACRONYMS

P.E	-	Free Primary Education
F.A	-	Education For All
I.S.E	-	Kenya Institute of Special Education
L.D	-	Specific Learning Difficulties
N.E	-	Special Needs Education
N	-	United Nations
N.E.S.C.O	-	United Nations Educational Scientific and Cultural Organization

ABSTRACT

Specific Learning Difficulties (S.L.D) is a special need in education. It is an umbrella Term used to cover a wide variety of difficulties that typically affect a student's motor skills information processing and memory. The difficulties pose in form of challenges and complications, that arise in a learning situation to teachers, parents and the learners themselves. The field specific learning difficulties is not well known unlike the other areas of special needs education visual, hearing, physical and mental impairments. This therefore implies that it does not receive much publicity.

A child's success depends largely on the skills, knowledge and attitudes of the regular classroom teacher. This study endeavoured to find out the teachers' knowledge and skills, their understanding of the concept of inclusion, the challenges they face in inclusive classrooms and generally their overall attitudes towards the learners with specific learning difficulties. The study was carried out in Mutetei zone, Tindiret Kenya. primary school teachers. The sample size Questionnaires were used to collect data from the respondents.

descriptive statistical techniques which included tables, frequencies, percentages, graphs and cna- The information was interpreted, accordingly and recommendations made. It is hence hoped that parents and the general public at large. This will go along way in making them assist the learning disabled child fully, in inclusive classrooms.

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND TO THE STUDY

Within our schools and community looms a big problem. A surprisingly large number of learners appear to be sufficiently intelligent and motivated yet, they perform poorly in academics. These learners have to struggle to learn and their learning problems are often hard to explain as their handicap is invisible. They have specific learning difficulties which refers to difficulties in one or more of the content areas of the curriculum such as reading, writing, spoken language and mathematical computation. According to (Karanth & Rozario, 2003), some of these children excel in many other areas other than the problem area. Others are merely slow in acquiring school related skills.

Williams, (1998) gives a list of famous people with specific learning, difficulties like Walt Disney, Michael Jordan, Picasso, Alexander, Graham Bell and John F. Kennedy. This shows that specific learning difficulties have been experienced by people from all walks of life and persons of eminence like the great mathematical genius, Albert Einstein have been no exception. The most important and controversial issues in special needs education at the present is the extent to which children with special needs can be and should be included in regular classes. Inclusion has been advocated as the most effective approach to address the learning needs of all learners in regular schools. This has not been realized as many schools are still reluctant to accept the fact that there are students with learning difficulties in any normal group, which means in every school. (Karanth et al, 2003).

At the advent of free primary education (FPE) in Kenya the enactment of the children's Act 1) and the current trend of inclusive education, regular teachers cannot take their responsibilities lightly. This is so because many children with special needs have joined classes. Some of the new comers had been drop outs probably due to specific learning difficulties. This therefore calls upon, teachers, parents, peers and the whole community at large to adjust in order to help facilitate understanding and acceptance of the learning disabled child. This attitude can prevail where opportunities to learn and experience different learners' needs are put in place. The general attitude of teachers towards having learners with specific learning difficulties, their skills and knowledge, and elimination of barriers to learning is of paramount importance. Williams, (1998) asserts that students with learning disabilities need teachers who are flexible, understanding, creative and persevering.

STATEMENT OF THE PROBLEM

In 1994 UNESCO, the United Nations education agency published the Salamanca statement. It called upon all governments and urged them to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise. This has remained to be done practically. The problems of learners with specific learning difficulties have for many years caused concern to parents, teachers and distress to the learners themselves. They have suffered so needlessly under the hands of those who are destined to shape their destiny in life. These children are described with a wide variety of snide labels such as slow learners, educationally handicapped, and physically brain damaged. Other derogatory epithets include under achievers, non performers, poorly motivated and the lazy ones. It was this labeling that led the researcher to focus on learners with specific learning difficulties. The puzzle to be solved was that these learners appear to have average or above average intelligence, yet continue to perform poorly in academics. The researcher focused on the teachers' attitudes as the key to the success of these learners.

According to Williams, (1998) the teachers towards having learners with specific learning difficulties in the class room with other learners and the way in which they act and react to the learner in maintaining a reasonable and normal environment determines their fate.

3 PURPOSE OF THE STUDY

The underlying problems of the learners with specific learning difficulties gave birth to the purpose of the study. This was to investigate the attitudes of regular primary school teachers towards the inclusion of learners with specific learning difficulties. The study examines the teacher's attitudes at both class room and programme level.

4 OBJECTIVES OF THE STUDY

BROAD OBJECTIVE

To find out the attitudes of regular primary school teachers towards inclusion of learners with specific learning difficulties

SPECIFIC OBJECTIVES

1. To assess knowledge and skills of regular primary school teachers in regard to specific learning difficulties as a field in special needs education.
2. To find out what teachers understand, think and feel about inclusive education.
3. To identify the challenges faced by teachers in inclusive classrooms.
4. To assess the prevailing views, values and perspectives of teachers towards learners with specific learning difficulties.

1.5 RESEARCH QUESTIONS

1. What knowledge and skills do teachers have to enable them meet the individual needs of learners with specific learning difficulties?
2. What do teachers understand, think and feel about inclusion and inclusive education?
3. What challenges do teachers encounter in the event of handling learners in inclusive classrooms?

l. What are the prevailino views, values and perspectives of teachers towards inclusion of learners with specific learning difficulties?

1.6 SCOPE AND LIMITATIONS OF THE STUDY

Geographical scope

The study is limited to selected schools within Muteitei Zone. This was so because of inadequate time, poor transport and financial problem Muteitei is a vast zone in square kilometers and some schools are far away from each other. Some are not easily accessible where the means of transport is by bicycles and even by boats. In some instances one is required to walk on foot for long distances on lonely and risky foot paths.

Content Scope

- The study limited itself to a few teachers in each school who were available and willing to participate in the study.
- It also limited itself to the questionnaires that were returned on time for data analysis and those where respondents filled properly and correctly.

Assumptions of the study

The following assumptions were made in the study.

- The teachers would be receptive and willing to respond to all the questions,
- All teachers would understand the term specific learning difficulties.
- All respondents would be co-operative and provide reliable responses,
- All questionnaires would be returned on time.

1.7 SIGNIFICANCE OF THE STUDY

The field of specific learning difficulties has not received as much publicity as the other sub areas in special needs in Kenya. Form this study the researcher anticipates:

- To provide a broad overview in the diverse field of specific leaning difficulties, for present and prospective teachers who wish to better understand learners with specific learning difficulties in their classrooms.
- The findings will serve by providing necessary background information to parents and the general public at large so that they may accept and assist the learner with specific learning difficulties.
- The study may further expose factors that hinder sensitization programmes on specific learning difficulties. This will hence create better approaches in tackling the learners problems.
- The findings will enable the policy makers, the ministry and the educators improve on the output of special needs education teachers and competent education personnel in the field.
- The findings will make the education curriculum responsive to the needs of learners with specific learning difficulties and adjust evaluation criteria.
- The findings may change the negative attitudes of a regular primary teachers towards learners with specific learning difficulties and the community at large.
- The findings will enable the regular primary school teachers to fully include learners with specific learning difficulties.

CONCEPTUAL FRAMEWORK

study was built on a conceptual frame work developed by researchers to explain the relationship existing between independent variable and dependent variables.

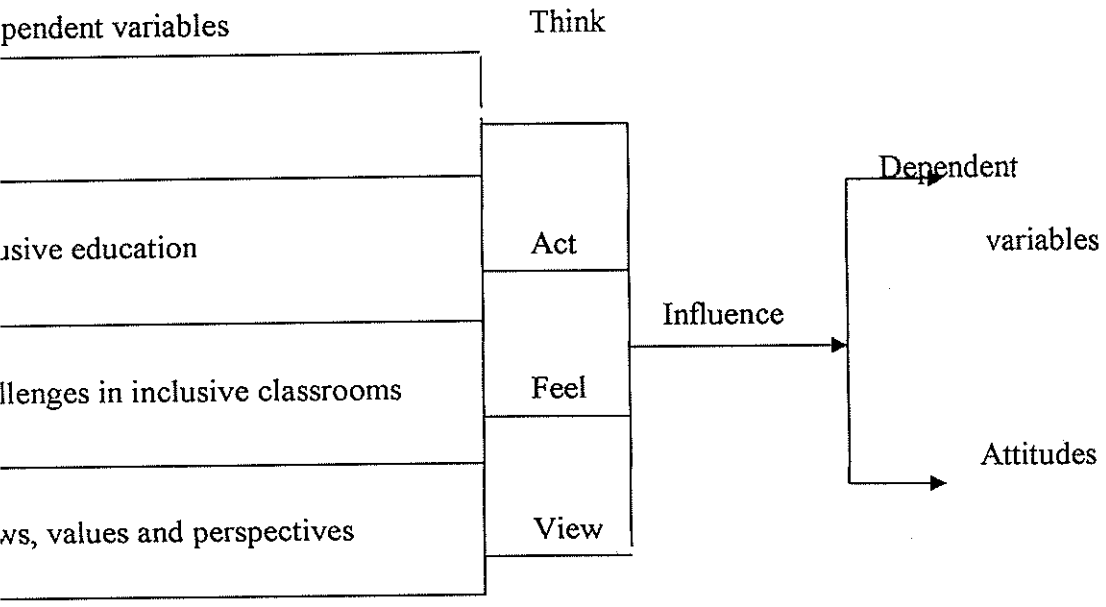


Figure 1.1

The figure above depicts that the success of inclusion will be determined by attitudes and several other factors. This indicates that for teachers to effectively include learners with specific learning difficulties there is every need to equip them with knowledge and skills pertaining to special needs education, and inclusion in particular however basic they may be. There is also a need to identify challenges faced by teachers and lay strategies to curb them. The values and perspectives of teachers towards learners with S.L.D go along way to determine their success or failure at school and life after in general.

CHAPTER TWO

LITERATURE REVIEW

INTRODUCTION

Specific learning difficulties are a dynamic and expanding field. Learners with specific learning difficulties are found across all ages, social economic levels and races. Their problems range from mild to severe. According to learner (1986) children with learning difficulties are found in every typical classroom. These learners are destined to become educational discard unless their problems are recognized and alleviated.

Teachers cannot alleviate the problems of these learners if they are not aware of the existence of such learners and that specific learning difficulties is a special need in education. (Smith and Smith, 1983) note that the most integrated placement for the child with specific learning difficulties is the regular class. This is so because the learner spends most of the day with his/her classmates.

This study therefore focuses on the regular class teacher as the key to success for learners with specific learning difficulties is of paramount importance.

ATTITUDES

According to Rajecki, (1982), the study of attitudes is important because there is a general belief that human behaviour and actions are influenced by attitudes. In this case, attitudes are seen as the cause and behaviour as the consequences. He further states that attitudes include desire, convictions, feelings, views, opinions, beliefs, hopes, judgment and sentiments. Triandis (1971) quoted by Mwaura (2001) defined attitude as an idea charged with emotion which predisposes a class of actions to a particular class of social situations. Webster's third new international dictionary defines attitude as a behaviour representative of feeling or conviction, a disposition which is primarily grounded in affect and emotion, and is expressive of opinions rather than belief.

This study views attitude and will use it to imply the way people think and behave towards persons with disabilities.

According to Triandis (1971) in Mwaura (2001) attitude has three interrelated components; cognitive, affective and behavioural. Cognitive component of attitude contains the idea thought or belief. Affective component of attitude consists of feelings, moods and emotions that people experience in relation to the attitude object.

Behavioural component of attitude is a predisposition to act in certain ways towards the object of the attitude. In this case attitude guides behaviour Randiki, (2008) concurs that it is our attitude that makes us believe that learners with special needs cannot learn comfortably in a regular classroom.

2.2.1 Cultural beliefs

Culture according to Randiki (2002) refers to people's way of life including beliefs about various issues in their communities. Some communities have special beliefs about persons with disabilities and this becomes evident in the way they behave towards persons with disabilities. Specific learning difficulties have often been linked with mental retardation in many communities. It is widely believed that it runs in some families. This therefore causes segregation among the society of such families. Most imbedded is the belief that those with learning difficulties are lazy and have no place in a society that emphasizes so much on academic achievements. According to Shaduma, (2003) cultural practices influence the way people with disabilities may be included in the community.

Mwaura (2001), conducted a study on teachers' attitude on teaching the hearing impaired with the hearing. It is from this study that he asserted that attitudes could be the greatest barrier or

greatest assistance to the development of integrated schools. If the education for all (EFA) is to be achieved, it has to start with change of attitudes.

2.3 KNOWLEDGE AND SKILLS

The mere act of placing children with or without disabilities together in a classroom does not ensure inclusion. Teachers must take that responsibility. Particular knowledge is needed to facilitate successful interaction and learning. Many of these stem from knowledge of child development acquired in teachers' colleges. According to Billingsley, (2005) all teachers need meaningful learning experiences and opportunities to obtain more knowledge about effective practices. He further asserts that effective teachers have certain characteristics that distinguish them from less effective ones. They are more experienced, academically able and have better preparation. Teachers who are knowledgeable about their content area, pedagogical practices, and students tend to achieve the strongest student achievement gains. Studies have demonstrated that subject matter knowledge is not the only important characteristic of an effective teacher. It is noted that effective teachers know how to put their content knowledge into practice. They understand the difficulties students might encounter in learning a subject and how curricular materials and instructional strategies might be useful in responding to those difficulties. Effective teachers not only know a lot, they also understand what to do with their knowledge in a classroom.

Teachers should not blame students and their parents for poor achievement gains particularly among students who are culturally diverse and those who live in poverty. They should instead ask themselves what they can do to help their students learn more. Williams, (1998) observes that students with learning disabilities need teachers who are flexible, understanding, creative and persevering. Teachers need to be organized and to teach students how to also be organized. They need to make accommodations so that they can complete activities without their disability

ering. She asserts that regular educators often are not familiar with the various disabilities learning needs of special education students. This makes the regular education population uncomfortable or afraid of interacting with the learners with special educational needs. It is this intent that the researcher seek to provide some of this knowledge on specific learning culties. The researcher is of the feeling that teachers require a comprehensive and structured agement programme to be put in place. This will enable them efficiently handle learners 1 specific learning difficulties

.1 Historical background of education for learners with specific learning difficulties

the diverse nature of what is today called specific learning difficulties and the confusion that y arise makes it needful to understand its historic roots to the present day programmes of clusion. According to Smith et al, (1983) the study of what is today called specific learning difficulties or disabilities had its origin in the 1800's in a variety of diverse areas of interest. The ceptance of the term learning disabilities came as recently as the mid 1960's. Wielderholt, (1974) in smith et al, (1983) divides the history of specific learning difficulties into three distinct eriods of developments. These are:

The foundation phase.

The transitional and the integrative phase.

The foundation phase began in the 1800. Medical practitioners and researchers developed theories of brain function and dysfunction based on their observations of brain injured adults. They inferred the cause of learning difficulties to brain damage. Dyslexia which means severe eading difficulty was first described by James Hinshelwood in 1917.

transition phase on the other hand began from 1920. Psychologists and educators in this phase shifted their emphasis from causes of learning difficulties to the development of remedial intervention.

The integrative phase began from 1963, to the present. In this phase many different approaches are being used and evaluated in order to determine their effectiveness. The phase is characterized by rapid expansion in the field of specific learning difficulties.

According to Randi integration is the provision of educational services to children with special needs within the regular class room. It is a philosophy, which comes from the principles of normalization. It is sometimes referred to as mainstreaming. It involves the movement of children with disabilities from special classes to regular classes. It may take many forms but in some cases children are still seen as disabled which discriminates them within the same school. The best integrated placement for the child with specific learning difficulties is the regular class. This is so because the learner spends most of the day with his/her age mates Smith et al, (1983). Smith (1998) also asserts that learners with hidden disabilities such as learning disabilities are more difficult to integrate than those with visible disabilities such as cerebral palsy or autism syndrome.

Development of specific learning difficulties

The field of specific learning disabilities has major controversies over definitions (Hallahan & Vanman, 1991) quotes the definition by the American Federal Register (1977) as the most widely accepted today.

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or using language spoken or

written which may manifest itself in an imperfect ability to listen, think, speak, read, write or spell.

use of the concept of learning difficulty has become more prominent over the concept of learning disability. Learning difficulties is a broad concept. The term covers various learning difficulties which affect a child's ability to acquire new skills in his environment. In this study the term learning disabled is used to mean all general problems of learning learners may have. The term specific learning difficulties will be used to include learners with mild emotional and behavioural difficulties, under achievers, slow learners and attention and its related difficulties. This study therefore, views specific learning difficulties from an educational and inclusive standpoint. It adopts the following:

Specific learning difficulties refer to specific difficulties that learners may have in one or more content areas of the curriculum. This includes reading, writing, spelling, spoken language and mathematics despite the learner having average or above average intelligence.

According to Carr A, (2002) a child with a specific learning difficulty is as able as any other child, except in one or two areas of their learning. For instance, they may find it difficult to recognize letters, or to cope with numbers or reading. There are many different types of specific learning disability, but the best known is probably dyslexia. In dyslexia, the child has difficulty with written symbols. Although these children are generally intelligent, they have difficulty with reading and spelling. It may be difficult for parents and teachers to realize that a child has this sort of problem, especially if their development has appeared quite normal in the early years. Often, the child will appear to understand, have good ideas, and join in story telling and other activities as well as other children and better than some. Sometimes it can take years for adults to realize that a child has a specific learning difficulty.

3 Effects of specific learning difficulties

ville, (1992), states that, Specific difficulties can make lessons hard for a child to understand. y will have a hard time keeping up with classmates, and may come to see themselves as id or no good. They find it hard to concentrate on lessons and, because they cannot follow n properly, they find lessons 'boring'. The child will often search for other ways to pass the e and to succeed. They may try to avoid doing school work because they find it impossible to it well. Doing badly in school can undermine their self confidence. This can make it harder the child to get along with other children and to keep friends. They may become the clown of class because it is better than being 'stupid'. Children with specific reading difficulties often come angry and frustrated. Behavioural problems are common. If they don't get suitable help, problems may get worse. Older children may drop out, fail national examinations or get into ious trouble both at school and outside. Ndurumo (1993) concurs and states that a learner h specific learning difficulties if not supported adequately and in good time will continue ling. Continuous failure leads to secondary emotional problems like: learned helplessness, w self esteem and poor motivation. It is imperative to understand the problems of learners th SLD in order to appreciate their plight.

3.4 General intervention strategies for learners with specific learning difficulties

ercher, (1987) states that educators must approach each learner with specific learning difficulties with the view point that each learner has unique needs. This implies that educational d behavioural interventions must be tailored to individual need. On the other hand the searcher is of the view that teachers in inclusive classrooms should take swift measures to eviate specific learning difficulties. This is so because the difficulties being primarily nsidered an academic learning problem are not detected until the child formal academic struction (Heward & Orlansky 1984) assert that public schools should offer the entire range of rvices delivery and placement options. Such would include resource rooms, special needs

ion teachers and other necessary resources. One of the major causes of specific learning difficulties is the use of poor teaching methods. The teacher in the inclusive class should always use a variety of teaching methods. The tasks should also be varied from time to time so as to include the various learners' diversities. Carr, (2000) posits that remedial education is a special programme where the child's difficulties are taken into account. This helps a great deal. A child with learning difficulties should have their needs properly assessed by their teachers or other professionals in their school. Carr (2000) further asserts that if the learning problem seems to be associated with hyperactivity, behavioural problems or problems with co-ordination, extra support may be needed. A detailed assessment of the child's difficulties should be made if they are struggling more than normal with school work. After the assessment the teacher should foster positive social interaction and shared decision making with the parent and other stake holders

4 INCLUSIVE EDUCATION

UNESCO Salamanca Statement and frame work for action

In 1994, UNESCO, the UN's education agency published the Salamanca statement, a declaration on the education of disabled children, which called for inclusion to be the norm. Representatives of 92 governments and 25 international organizations agreed on it. It called upon all governments and urged them to adopt as a matter of law or policy the principle of inclusive education. This entailed enrolling all children in regular schools unless there are compelling reasons for doing otherwise. The statement reaffirmed the right to education to every individual as enshrined in 1948 universal declaration of human rights (Mithu 2002)

Inclusive education

Inclusive of persons with disabilities especially inclusive education, is a concept that is gaining ground all around the world. According to Mithu (2002) inclusive education implies schools which have been organized to meet the educational needs of all children with special educational needs have access to the curriculum in such schools. Teaching is therefore organized to meet the

reased range of learners needs. On the other hand curriculum flexibility, school and classroom organization allow adaptation to meet diverse learners needs. He further outlines enabling conditions for inclusive education which are: common administrative structure for special and regular education.

source support to meet special educational needs.

adaptation of curriculum, teaching and assessment to needs of all children including those with special educational needs.

Conclusion

According to Williams, (1998) inclusion means developing supportive schools where students would normally attend if they were not disabled. It provides them with appropriate educational programs to meet their various needs. She further states that unlike mainstreaming efforts of the past, inclusion does not presuppose academic readiness but provides accommodations and supports to meet the diverse learners' needs in the regular education classroom. She asserts that while physical integration is easy to achieve by simply placing children in the same classroom, true inclusion is an attitude that must pervade an entire school in order to be successful. On the other hand Mithu (2002) states that inclusion does not only refer to children with disabilities, but includes all those who face some kind of barrier to learning. It has a larger philosophy in the acceptance of diversity and how we deal with different children and their needs in the regular classroom. This implies teaching all children to understand and accept differences. Inclusion according to (Allen&Swartz,2002) has the following benefits:

More stimulating, varied and responsive experiences than special classrooms composed of children with limited skills.

A full curriculum model where major emphasis is on targeting a child's areas of need

Opportunities to observe, interact with, and imitate children who have acquired higher level motor, social, language and cognitive skills

implicit motivation to try a little harder

opportunities to learn directly from other children

According to Randiki,(2002) inclusion refers to adjusting the home, the school and the society at so that all individuals can have the feeling of belonging and develop in accordance with potentials and difficulties within their natural environment.

My study adopts the above statement of inclusion by Randiki (2002). To him, inclusive education is slowly taking root in Kenya.

The rapid increase of children with special needs in education due to free primary education have made special schools too limited to absorb them. Teachers will no doubt have to include school learners in the regular classroom.

Attitudes towards inclusive education

According to Mithu (2002) although there has been a change of attitude towards inclusive education, backed by legislation inclusion has not been completely successful or fully accomplished. Progress has been uneven. This is partly due to the difficulties in bringing about a system's change. Quoting a research study that indicates attitudinal factors being major barriers to inclusion. These could be attitudes of teachers, peer groups and parents themselves.

Inclusion practices in other countries

South Africa

South Africa has been isolated for close to three centuries states Randiki, (2002). When independence was won in 1994, the spirit of the nation to disentangle itself and seek ways that would disenfranchise any section of her people was quiet strong. The practice of inclusive education emerged as a very forceful new trend for learners with special needs.

The desire to have a unitary education system where all forms of discrimination and isolation would be condemned made the concept of inclusive education fit quite neatly. Inclusive education availed to the government a perfect opportunity to transform its society means

izing individual differences there by enabling those individuals obtain a good quality of their natural environment.

CHALLENGES FACED BY TEACHERS IN INCLUSIVE CLASSROOMS

Teachers are faced by many many challenges that have placed demand on them thus hindering effectiveness in meeting the needs of every learner with special educational needs and in the classroom. Research carried out by various studies highlights curriculum, reforms, rigid assessment examination regime, limited resources, crowded classes, support both material and financial perspectives of the users of the system as some of the daunting challenges.

Curriculum:

Sharma (2002) observes that the curriculum is basically textbooks driven. Curriculum reforms have always sidestepped the need for adaptations for special educational needs. Similarly training programmes for teachers includes little on the adaptation of instructional materials and methods for special needs. Sutaria, (1985) echoes the same sentiments. He states that when curriculum becomes the central issue to be analyzed, other kinds of questions arise which deal with the content or tasks that the learning disabled is expected to learn or perform. By focusing on the curriculum to be learned, the emphasis shifts to skill training on the one hand and content teaching on the other. This leaves the teacher with limited time to discover the child's abilities and disabilities and also his/her needs in areas other than the academic such as emotional and social. Allen et al, (2005) concurs by saying that curriculum must be reflective of the need to incorporate unique individuals into a community of learners. Teachers need to understand the strengths and needs of each learner and to develop learning opportunities that build on individual strengths. They should also encourage learners to push themselves to new limits. To her, differentiated instructions provide among other things multiple entry points; varied assignments, varying questions and flexible grouping.

igid assessment and examination regime

ie assessment and evaluation system are examination oriented and rigid. The yearly class stem of curriculum coverage and promotion is made to apply to children with special ucational needs as is done for all children. Their diverse needs are not taken into consideration. mithu, (2002) .

imited resources

ver the years, the number of learners with learning problems have increased well beyond the sources available to help them. Not only are resources limited but crowded classes are a major allenge. With the introduction of free primary education (F.P.E) large numbers of learners ve found their way into some public schools. This leaves the teacher in a dilemma on what to .

ie other factor is that of lack of support. This implies material, financial and moral. According Mithu (2002) support for the process of inclusion comes from the whole school, community d can be of benefit to many pupils. All the stake holders should join together in pooling their ergies and resources in order to create schools that can educate all pupils effectively.

Vearmouth and Stoughton, 2000) note that the major challenge facing those charged with sponsibilities of coordinating special educational provisions in schools, as that of engaging ith the perspectives of the users of the system. This includes pupils, parents and care givers in positive and meaningful way. At times teachers are faced with society’s most difficult oblems. These are illiteracy, delinquency, poverty, religious and cultural beliefs. There are ildren who are adamant and do not want to be helped at all. Sutaria, (1985) cites family titudes as a challenge. He observes that parents exert academic pressure on teachers and the arner with specific learning difficulties. In other words they get overly concerned like the arents of normal children over school progress.

learning environment is also a challenge. This is because it focuses on the conditions
nal to the child's learning. Many schools are also still reluctant to accept the fact that there
students with learning difficulties in any normal group, which means in every school.
ntha, at al, (2003)The level of education in many third world countries and more so Kenya
s from family to family. According to Shaduma (2003) it is easier for a parent who is
ated to seek early information on special needs from professionals and take it more seriously
one who is not educated. Knowledgeable parents work alongside the teachers.

VALUES AND PERSPECTIVES

n et al, (2001) states that inclusion is a right not a privilege for a select few. To her inclusion
ot a set of strategies or a placement issue. It is all about belonging to a community. The
e sentiments are echoed by Allen et al, (2005) who asserts that one of the most important
cerns of the inclusive classroom should focus on creating a community in which all students
that they belong.

bster's third new international dictionary define value as that quality of a thing according to
ch it is thought of a being more, less desirable, useful, estimable, important, worth or the
gree of worth. Perspective on the other hand is the inter-relation in which parts of a subject
mentally viewed; the aspect of an object of thought from a particular stand point .Allen at al
001), further elucidates that beliefs and values that every family brings to inclusion reflect the
que history, culture influence, and relationship of that family. Shaduma, (2003) on the other
nd, states that it is difficult for parents to accept that their child has a disability. This makes
e difficult for them because they may not have the necessary assistance to help them adjust to
e situation. Unless somebody comforts the family and reassures them that this can happen to
ybody they may experience difficulties accepting the child. Acceptance gives the child

ings of security and stability which in turn help to meet any difficulties in life. He explains reasons for parental reaction to disability as:

Disappointment when their expectations and dreams about the child are not met

Deep concern the child's future

Negative comments from the community

Additional demands on the family due to the economic, social and other related services necessary to support the child with a disability

Lack of information and ideas on how to raise a child with special needs

Some of the parents may have held negative views towards persons with disabilities

atives may also harbor negative feeling towards a learning disabled child and extend the same to the parents. This may result in promoting negative talk in the community thus stigmatizing the child and the parents alike. One major way of acquiring values is through socialization.

Teachers, parents and care takers should make special efforts to organize socialization of the child with specific learning difficulties. This can also enhance the learning outcomes Shaduma,

2003) echoes that every child has a right to protection from the family to the national level.

Learning disabled children are vulnerable to abuse at the family level, in school and at the national level. At the family level the children need protection from child labour at the expense of education.

SUMMARY OF LITERATURE REVIEW

Throughout the literature review, the importance of inclusion has been stressed as has been the awareness on specific learning difficulties. Inclusive education is the most effective means of combating discriminatory attitudes and building an inclusive society. Barriers to learning for disabled students may be attitudinal, organizational or practical. The classroom teacher was therefore given a lot of attention as the key to success of learners with specific learning

ilities. Their attitudes go along way into making accommodations and providing support to
t the diverse students' needs in the regular education classroom.

following chapter gives a description of the methodology that was used in conducting the
y.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

In this chapter the researcher has given a description of the methodology that was used in conducting the study. This includes research design, sampling procedure, sample population, sample size, instruments for data collection, procedure of the study, and data analysis. The study was based on the themes based on the research questions in chapter one.

Knowledge and skills teachers have to enable them meet the individual needs of learners with specific learning difficulties in inclusive classrooms.

Knowledge understanding and feeling of teachers in regard to inclusion and inclusive education.

Challenges encountered by teachers in the inclusive classrooms.

Prevailing views, values and perspectives of regular primary school teachers towards the inclusion of learners with specific learning difficulties.

RESEARCH DESIGN

The study adopted survey design. The approach was found appropriate because it helped the researcher gather information based on opinions, attitudes, values, perceptions and preferences of regular primary school teachers towards the difficulties. It also enabled the researcher collect information in a standardized form by use of questionnaires.

SAMPLING PROCEDURE

The researcher used simple sampling method. This gave the schools an equal chance for being sampled out. The method also gave the schools a wide covering on the generalization of the study. The respondents were sampled out using simple stratified random sampling method. This enabled the researcher draw the responds based on particular characteristics such as gender,

teaching experience and subjects they taught Teachers from both lower and upper primary schools were also accorded equal opportunities.

3.3 SAMPLE POPULATION

The study was carried out in Muteitei zone, Tindiret district. An education zone is made up of schools under the jurisdiction of a quality assurance and standards officer. Muteitei zone has fourteen schools. The sample population was made up of the regular primary school teachers in the zone.

3.4 SAMPLE SIZE

The study concentrated on a small sample to represent the big population of regular primary school teachers in Muteitei zone. The researcher made sure that the sample size covered the population. The study was thus centered on six schools from which respondents were drawn from each school using stratified random sampling method. Three teachers were from lower primary and the other two from upper primary. In total the researcher had a sample size of thirty teachers who participated in the study.

3.5 INSTRUMENTS FOR DATA COLLECTION

The study focused on the use of primary data which was collected by administering questionnaires to the sample population. The reason for use of questionnaires is because they are reliable. They were structured in such a way that they had five sections. Each section had likert type responses as well as both open and close ended responses which sought to draw as much information from the respondents as possible. There was also the use of secondary data which was sought from education officers.

3.6 PROCEDURE OF THE STUDY

The study took nine months to complete- The researcher started by carrying out a pilot study. The proposal was prepared which entailed a thorough literature review. This was got from books by various authors especially on special needs education. Journals and magazine came in handy

the internet. Having reviewed the literature, the researcher prepared the instruments for collection as well as seeking for official permission to conduct the study. The proposal was presented to the supervisor for approval. It was from this that the researcher went out into the field to collect raw data by use of questionnaires. This took approximately two weeks. Data analysis was critically done using statistical techniques such as tables, frequencies, percentages, pie charts and a bar graph. After this appropriate interpretations were made, findings and recommendations done. The report writing was done in the ninth month as was the compiling. Finally the report was ready for submission to the supervisor for corrections and to the academic board of Kampala International University.

DATA ANALYSIS

Data collected was analyzed using statistical techniques such as tables, frequencies, percentages, pie chart and a bar graph. The techniques mentioned above were found appropriate in testing the hypothesis posed for the study. The choice of the technique used was based on the nature and scope of the question posed. After this it was easy to make interpretations and conclusions.

8 LIBRARY RESEARCH

The researcher carried out through reading from works done by different authors, journals, magazines and also browsed the internet. Other unpublished works like dissertations also used.

9 REVIEW OF RESEARCH METHODOLOGY

In this chapter the researcher discussed the methodology used in designing the research, the sampling procedure and how the sample was arrived at, the choice of instruments for data collection, their efficiency and reliability. It provided a detailed study of how the study was conducted from start to finish and the techniques used in data analysis. The next chapter presents the findings of the study.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION OF FINDINGS

INTRODUCTION

This chapter has the analysis of data that was collected from the field. The data is presented in the form of tables, frequencies, percentages, and graphs. This was later interpreted and presentation of findings made known. The source of the information in this chapter is from field data and the rest of the information is based on the research questions as stated in chapter one.

To assess knowledge and skills of regular primary school teachers in regard to specific learning difficulties as a field in special needs education

To find out what teachers understand, think and feel about inclusive education.

To identify the challenges faced by teachers in inclusive classrooms

To assess the prevailing views, values and perspectives of the regular primary school teachers towards inclusion of learners with specific learning difficulties.

BACKGROUND INFORMATION

Table 4.1 Gender

Gender	Frequency	Percentage
Female	12	60
Male	8	40
Total	20	100

Source: Field data 2009

The data shows that 60% of the respondents were female while 40% were male. This implies that

the male gender was out numbered although the representation was good.

4.2 Age of respondents

years	Frequency	Percentage
	2	10
	12	60
	4	20
50	2	20
	20	100

Source: Field data 2009

The data shows that most of the respondents were in the

bracket of 31-40 years which was 60%. This indicated that majority were at their prime age.

4.3 Professional qualifications

Professional qualification	Frequency	Percentage
Primary certificate holders	12	60
Diploma	3	15
Secondary certificate holders	3	15
Graduate	2	10
	20	100

Source: Field data 2009

The data shows that 60% of the respondents were primary certificate holders referred to as P1

teachers, 15% were diploma and P2 teachers respectively. 10% were graduates. The attitudes

are generally shaped by the majority who were primary certificate holders.

Table 4.4 Teaching experience in years

Years of service	Frequency	Percentage
6-10	8	40
11-15	8	40
More than 15	4	20
Total	20	100

Source: Field data 2009

The data above shows 40% of the respondents having a teaching experience of between six to ten

years and eleven to fifteen years respectively. 20% of the respondents have an experience span

more than fifteen years.

KNOWLEDGE AND SKILLS

4.5 Knowledge and understanding of S.L.D

Responses	Frequency	Percentage
	18	90
	2	10
	20	100

Source: Field data 2009

Data above depicts 90% of the respondents having knowledge and some understanding of specific learning difficulties as a special need in education. 20% of them do not however understand what it is all about.

4.6 Output of special needs education teachers

Output of S.N.E teachers	Frequency	Percentage
Response in numbers	8	40
	9	45
	6	30
	2	10
Total	3	15
	20	100

Source: Field data 2009

Data above shows that in 45% of the schools there are at least a range of one to two teachers employed in Special Needs Education.

4.7 Sensitization on special needs education

Have you ever been enlightened on special needs education or attended a forum on the same?	Response	Frequency	Percentage
	Yes	16	80
	No	4	20
Total		20	100

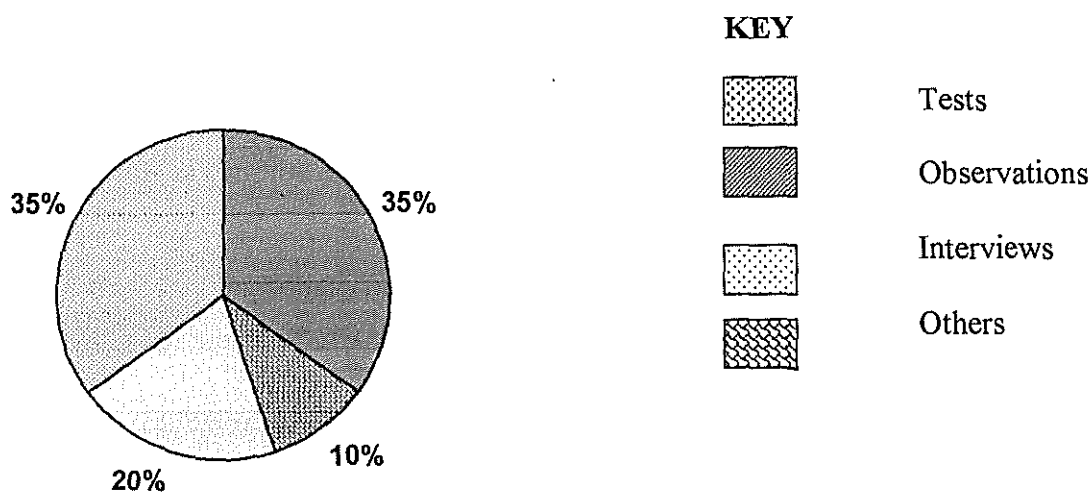
Source: Field data 2009

80% of the respondents have been to a forum where special needs education was discussed. This shows high levels of awareness. Only 20% were from schools where there were no teachers employed in S.N.E.

4.8 Assessment skills

Method	Frequency	Percentage
Tests	7	35
Observations	7	35
Interviews	2	20
Others	1	10

Figure 4.8 illustrating methods of assessing specific learning difficulties



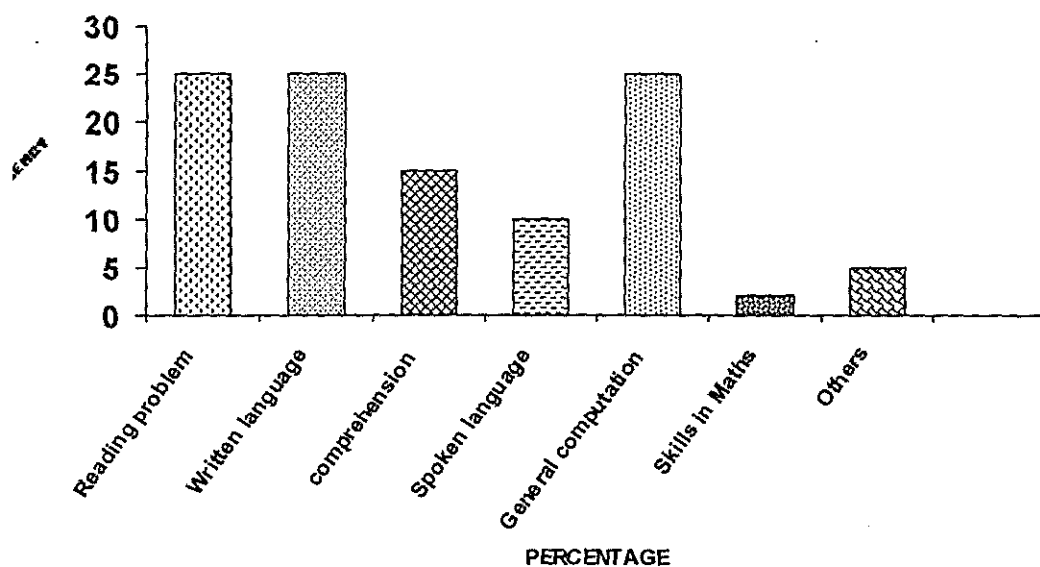
4.9 Assessment skills

Source: Field data 2009

The data above depicts the use of tests 35% and observation 35% as the most commonly used methods for assessment of specific learning difficulties by teachers others are interview at 20% rating scales take 10% respectively.

Table 4.9 Indicators of specific learning difficulties

Indicator	Frequency	Percentage
Reading problems	10	25
Written language	10	25
Comprehension	6	15
Spoken language	4	10
General computational	10	25
Skills in mathematics	20	100
Others	2	5



data above portrays reading problems, written language, a general computational problems mathematics as the lead indicators of specific learning difficulties. The other are comprehension and spoken language difficulties.

INCLUSIVE EDUCATION

Table 4.10 Intervention strategies

Intervention Strategy	Frequency	Percentage
Remedial instruction	55	55
Assigning simpler tasks	45	45
Use of peer tutoring	40	40
Motivation	20	20

Source: Field data 2009

According to the data 55% of the respondents cited the use of remedial instruction as an intervention strategy they use to meet the individual needs of learners with specific learning difficulties 45% cited assigning of simple tasks, 40% used peer tutoring approach while 20% cited that they use motivation.

Table 4.11 Understanding and awareness

Response	Frequency	Percentage
Yes	19	95
No	1	5
Total	20	100

Source: Field data 2009

The data shows that 95% of the respondents were aware of inclusive education while 5% were not.

Table 4.12 Description and understanding of inclusive education

Statement	Agree	Not sure	disagree
Attending to individual learners need within the mainstream using all the available resources by adjusting the school and home environment	70%	25	5%
Involving parents in the education of their children	30%	5%	65%
Separating learners depending on their needs into different classes	40%	10%	50%
Including learners with special needs in every activity being done by other learners	80	15%	5%

Source: Field data 2009

The data above depicts the teacher's understanding of inclusive education. Most of the respondents understand inclusive education as is shown by 80% and 70% on statements on inclusive.

Table 4.13 Placement options

Response	Frequency	Percentage
Inclusive class	12	55
In a special unit	9	45
Total	20	100

Source: Field data 2009

According to the data above 55% thought that an inclusive setting was the best placement option for the learning disabled child. Only 45% were for the special class or unit.

Table 4.14 Repeating of classes

Response	Frequency	Percentage
	12	60
	8	40
Total	20	100

Source: Field data 2009

The data reflects 55% of the respondents opinions that they would support the idea of making learners with specific learning difficulties repeat classes. 45% of the respondents do not ever.

CHALLENGES IN INCLUSIVE SETTINGS

Table 4.15 Challenges faced by teachers in inclusive classrooms challenges

Challenges	Frequency	Percentage
Overcrowding	17	85
Old curriculum	15	75
Limited resources	15	75
Limited time	14	70
Lack of knowledge and skill on I.E	14	70
Pressure from parents	9	45
Pressure from education officers	8	40
Hostile environment and learners	4	20

Source: Field data 2009

The above data highlights the challenges faced by teacher in the course of duty in inclusive settings.

Table 4.16 Methods of coping with learning difficulties

Response	Frequency	Percentage
Using behaviour modification methods	12	60
Modification of the environment	5	25
Monitoring the behavior	2	20
Others	1	5
Total	20	100

Source: Field data 2009

From the data the most commonly used method of coping with learning difficulties like distractibility, excess movement and poor attention. Span is by use of behaviour modification

ods. 25% modify the learning environment, 10% ignore the behaviour while 5% use
shments.

Table 4.17 Parental support and assistance

Response	Frequency	Percentage
Negative and unsupportive	11	55
Positive and supportive	9	45
Total	20	100





Source: Field data 2009

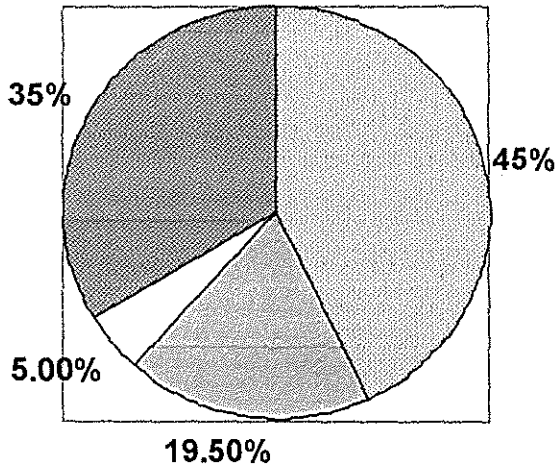
55% of the teachers felt that parents are negative and unsupportive towards them while 45% felt
parent are positive and supportive. This implies exertion of pressure.

Table 4.18 Rating of assistance given by Quality Assurance officers

Response	Frequency	Percentage
Poor	9	45
Average	7	35
Good	3	19.5
Very good	0.5	0.5

BY

-  Poor
-  Average
-  Good
-  Very good



Source: Field data 2009

From the data above, 40% of the respondents rated the assistance they received from education
officers on matter pertaining management of specific learning difficulties very poor 35% of it
rated it average, 9.5% good while a mere 0.5% rated it very good.

IEWS, VALUES AND PERSPECTIVES

Attitudes of teachers towards learners with specific learning difficulties

opinion	Frequency	Percentage
lazy and adamant	13	55
try always but fail	4	20
passive	3	15
Total	20	100

Source: Field data 2009

The data above showed that 55% teachers viewed the learning disabled as lazy and adamant.

10% thought that they try but fail while 15% were of the feeling that they are passive.

Table 4:20 Teachers opinions on learners with specific learning difficulties

Opinions	Frequency	Percentage
should be loved and cared for	17	85
should be given a lot of support in their academic endeavours	17	85
should be given the same opportunities as other children	15	75
should be taught manual skills	14	70
should be segregated into special classes	12	60
are not capable of achieving like other children.	9	45
Some are very good in other fields	9	45
lazy and adamant	8	40
problem shooters	7	35
lack of discipline	4	20

Source: Field data 2009

The data above reflects most of the respondents having positive attitudes on learners with specific learning difficulties. This could have stemmed from both sympathy and empathy. Other

respondents however harbor negative attitudes.

Attitudes of parents and the school community on learners with specific learning

difficulties.

Response	Frequency	Percentage
Positive and supportive	10	55
Negative and unsupportive	9	45
Total	20	100

Source: Field data 2009

The data above depicts 55% of the respondents as those that feel that parents and the school community attitudes towards learners with specific learning difficulties being negative. 45% on the other hand felt that they harboured positive attitudes.

Table 4.22 Perspectives on the future of learners with specific learning difficulties

Response	Frequency	Percentage
Disagree	11	55
Agree	6	30
Not sure	3	15
Total	20	100

Source: Field data 2009

According to the data 55% of the respondents' harbour positive perspectives on specific learning difficulties. 30% held negative perspectives while 15% were not decided.

CHAPTER FIVE

SUMMARY OF MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

INTRODUCTION

This chapter presents a summary of research findings and conclusions. The study focused on the attitudes of regular primary school teachers towards inclusion of learners with specific learning difficulties. The chapter also gives recommendations that may be of interest to government officials, educators, and the general public at large. It also contains the researcher's suggestions for further studies.

The findings done focusing on the research results from the research questions described in chapter 4 were as follows;

1. The knowledge and skills teachers have to enable them meet the individual needs of learners with specific learning difficulties

2. The knowledge, understanding and feelings of teaching in regard to inclusion and inclusive education

3. The challenges encountered by teachers in inclusive classrooms

4. The prevailing views, values and perspectives of regular primary school teachers towards inclusion of learners with specific learning difficulties

SUMMARY OF MAJOR FINDINGS

Based upon the information gathered throughout the study, in the matter of interpreting the findings, the researcher found out that:

1. Regular primary school teachers have positive attitudes towards learners with specific learning difficulties. This largely stems from sympathy rather than empathy.

Research question one: What knowledge and skills do teachers have to enable them meet the individual needs of learners with specific learning difficulties?

The researcher posed some questions to investigate knowledge and skills. In regard to knowledge and understanding of specific learning difficulties, the responses showed that teachers are aware of the existence of learners with specific learning difficulties as a special need in education. This knowledge stems from the fact that they have attended forums where awareness on special needs was created. It is also evident that in 80% of sample schools are teachers trained in special needs education. The out put however does vary from school to school. Teachers are knowledgeable on the indicators of specific learning difficulties in both languages and mathematics. This stems from their teaching experience. It was evident that most of the teachers use tests, observation and interviews in assessing whether a learner in question has a special need in education. It was however noted with deep concern that most of them rely on examination results as an assessment tool. Teachers should be inducted on ways of assessing specific learning difficulties. Teachers should carry out the assessment in the course of the lesson rather than waiting until the end of term examination results. Appertaining to intervention strategies, teachers cited remedial instruction as the method most commonly used to cater for learners individual needs.

Research question two: What do teachers understand, think and feel about inclusion and inclusive education?

To answer the above question the researcher posed some questions to investigate this. The responses showed there was a high rate of understanding of the terms inclusive education. This could be largely attributed to the output of special needs education teachers in the sample schools though at a small scale. It was however interesting that when asked to describe what they understood by inclusive education, 80% stated that it meant including learners with special needs in every activity being carried out by other learners. This was not the expected outcome.

sence they interpreted it from the face value rather than what it stands for, that is attending individual learners needs within the mainstream using all the available resources by adjusting school and home environment. The other interesting thing was that on views on inclusion, researcher found that 55% of the teachers felt that the best placement option for learners with specific learning difficulties was in the regular class while 45% felt that the best placement option for learners with specific learning difficulties was in the regular class while 45% felt they would be better off segregated in a special unit. This was very close. All in all, majority had positive attitudes towards inclusion. When about the idea of making learners with specific learning difficulties repeat classes majority supported it. This implies that they are not wholeheartedly willing to include the learners in their classes.

researcher concluded that the teachers support inclusion only because there is no other alternative. Given an option like a special class they would willingly give up the learners from regular classes. All the same, going by statistics they embrace inclusion to some extent. The researcher does concur with them as according to Williams (1998) true inclusion is an attitude that must pervade an entire school in order to be successful. While physical integration is easy to achieve by simply placing learners in the same class, inclusion efforts must be carefully planned and implemented. Advance and ongoing training of the entire school community, students, teachers, administrators, support service providers and parents will help facilitate understanding and acceptance of inclusion.

Research question three: What challenges do teachers encounter in the event of handling learners in inclusive classrooms?

The rationale of this question was to identify the barriers to learning. The regular primary school teachers cited many of these challenges which were summarized in order from highest frequency to the lowest. The researcher also sought to identify methods used by teachers in dealing with learning disabilities such as distractibility, excess movement and poor attention span. The teachers cited the use of behaviour modification method. It was important to note that parents and education officers are a challenge to the teachers. This was evident from most of the responses. 55% cited assistance and level of support negative and unsupportive for the parents rated poorly that of the quality assurance officers. From the information gathered from this research question it is evident that inclusion has many challenges. It is regrettable that the provision of free primary education is accountable for some of these challenges like overcrowding. Something ought to be done to address the challenges by increasing the output of teachers both for special needs and regular.

Parents and quality assurance officers should be cautioned against exerting undue pressure on the teachers. They should in a matter of fact work and assist the teachers where need be. They should also be sensitized on the plight of learners with specific difficulties. There is every reason to step up and meet the challenges facing teachers in inclusive classrooms. This will go a long way in making inclusion a reality and not a dream in the pipeline. The researcher is of the feeling that there is an urgent need to join together, pool energies and resources, in order to create schools that can educate all pupils effectively.

Question four: What are the prevailing views, values and perspectives of teachers towards learners with specific learning difficulties?

The rationale of the question was to assess the teachers' attitudes towards learners with specific learning difficulties and hence their inclusion. The researcher posed some questions to assess their views, values and perspectives. According to the findings, there are those whose views of learners with specific learning difficulties are negative. They view them as lazy and adamant. The major finding, however, as indicated from the teachers' personal opinions, was positive. The majority, that is 17 out of 20 teachers, felt that the learners should be supported fully, loved and cared for, and accorded the same opportunities as the other children. These are strong positive sentiments and coming from the majority of the teachers over-rides those with very negative sentiments. There were those who thought that they should be taught manual skills, meaning that they do not see them excelling in academics. There were also others whose opinions were that they be segregated into special units. According to them, the learners are better off not included in the same class with other learners. There were others who felt that they could defend them from the negative and unsupportive attitudes of their parents and the general school community at large.

The teachers also harbour positive perspectives pertaining the future prospects of learners with specific learning difficulties. 45% however harbour negative attitudes. This was quoted at a close margin. Nevertheless, the major finding of the question was that the teachers' views, values and perspectives were positive.

CONCLUSION

Based upon the information gathered throughout the study, in the matter of interpreting the findings the researcher was able to draw the following conclusions

Major findings was that regular primary school teachers harbour positive attitudes towards inclusion of learners with specific learning difficulties. This came albeit a hotly contested where a draw of 50% to 50% was inevitable. According to Cave and Madison (1978)

and (2002). Unfavourable teachers' attitudes towards accepting children with special needs classes may stem from insecurity, ignorance, lack of knowledge and awareness of the nature of disability and also experience with children with a particular disability. Appertaining to

causes of the negative attitudes harboured by some teachers, the study found they emanated from a lack of knowledge and skills. The more education one has the better their perceptions and

This implies that for teachers to fully embrace inclusion there should be a thorough lack of awareness on special needs and specific learning difficulties in particular age also play a role in shaping the teacher's attitudes. The older the teacher the negative their ideas

the reverse was true of younger teachers. This can be attributed to the fact that many young teachers are likely to seek new information from mass media and even the internet much more readily and synthesize it quickly than the latter. They also embrace changes quickly and are not

The researcher suggests that a lot of sensitization be carried out, all and sundry to bridge the gap. The sensitization can also be carried out through public barazas for parents and the wider community at large.

In conclusion, the major finding was that teachers had some understanding about it. They were more willing to try it if a policy framework was put in place and clear guidelines set. So

that the teachers have is normative ideas about the inclusion but the reality of a fully inclusive school is yet to be realized. This is one area where administrators, policy makers and teachers need to work extremely hard if we are to reap the benefits of inclusive schools.

the years, we have seen the number of students increase well beyond the resources available to help them. The advent of free primary education (FPE) has come with many challenges. Some of the challenges cited by teachers include; a rigid curriculum, which is examined, resources, crowded classes, understaffing, inadequate furniture, lack of financial support and pressure from parents and educational administrators. The researcher calls upon the government to look into these challenges and lay strategies into curbing them.

RECOMMENDATIONS

In the light of this study, the researcher has deduced various recommendations that may be of use to the educators, policy makers, and the general public at large. These include:

1. A learner's success depends largely on the teacher's knowledge and skills. The teacher must therefore be highly qualified in providing the unique methods and materials necessary to help the learner perform better.

Knowledge and skills

It is of paramount importance to equip regular teachers with the relevant knowledge and skills to enable them overcome the barriers to learning of their students. Provision of knowledge and skills can be done by offering refresher courses and also opening various avenues where teachers can advance in knowledge and skills. Upon the completion of such courses the teachers should be rewarded with promotions. Further a field monitoring should be done and those found to be working diligently by upholding the ideals of inclusive education promoted.

Sensitization programmes

Teachers, parents, and the various stakeholders should be sensitized on special needs education and more so specific learning difficulties. This would help those with negative attitudes change them and instead work towards alleviating the barriers to learning. Sensitization would stop parents and education officers from exerting pressure on the teachers.

out of special needs education teachers

advent of free primary education (F.P.E) has seen increased enrolments as has the number of learners with special needs in the schools. This calls for training of more special needs education teachers. Those already in practice should have their duties reviewed and given charge over special educational needs in schools.

Curriculum reforms

The current school curriculum needs reforms because it is basically text book driven. It should include information on the adaptation of instructional materials and methods for teaching learners with special needs. The assessment and evaluation systems are examination oriented and rigid. The system should be enhanced to cater for the diverse needs of learners with special educational needs. The yearly class system of curriculum coverage should not be made to apply to learners with special educational needs.

Provision of resources

The government should provide the teachers with the resources needed to enable them meet the individual needs of learners with specific learning difficulties. Funds should also be set aside to cater for cost effective ones in accordance to the needs of the learners.

More schools and teachers

Due to the large number of learners who have enrolled at schools, more schools and classrooms should be built. This calls for more teachers to improve on the teacher pupil ratio. It is difficult for a teacher no matter how well their training is to meet the individual needs of their learners in a crowded class.

Quality assurance

Monitoring of achievement is critical to the learning process. Competent and adequate personnel should therefore be made available at the divisional, zonal and school level on special needs education.

ort services

ers and parents alike should be sensitized on support services such as guidance and eling. Interventions to enhance parent involvement in schooling should be put in place. ols should strive to create a setting where parents, staff and students are able to inter act each other.

SUGGESTIONS FOR FURTHER STUDIES

lings from this study show that the success of inclusion depends on the teachers' attitudes. teachers' attitudes are shaped by knowledge and skills as well as high levels of awareness. ough the study finds the teacher's attitude towards inclusion positive, inclusion has not been npletely successful or fully accomplished. Its progress has been uneven. This is partly due to difficulties in bringing about a systems change. The researcher suggests that further findings factors hindering the full implementation of inclusive education is of essence.

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APPENDIX I

QUESTIONNAIRE

Dear Teacher,

This questionnaire is designed for research. The researcher is a student at Kampala International University and is carrying out the research purely on academic grounds.

Please answer the questions as instructed. Your response will be treated with confidence and will only be used for the purpose of the research.

Children with specific learning difficulties (slow learners) experience difficulties in academic subjects like mathematics and English. They are not the mentally retarded.

SECTION A: PRELIMINARIES

1. Gender:

Male

Female

2. Age:

20-30 years

31-41 years

41-50 years

Over 50 years

3. Professional qualification

P1

ATS IV

Diploma

Graduate

4. Teaching Experience

1-5 Years

11-15 years

6-19 years

over 16 years

SECTION B: KNOWLEDGE AND SKILLS

Have you ever heard of the term specific learning difficulties and are you aware that it's a special need in education?

Yes

No

How many teachers in your school are trained in special needs in education?

.....

Have you ever been enlightened on special needs education or attended a forum where the above was discussed?

Yes

No

What method do you use to assess learners with specific learning difficulties?

a) Tests

b) Observations

c) Interviews

d) Rating scales

6 From your experience as a regular classroom teacher what problems in either English or Mathematics acts as indicators that learners have specific learning difficulties?

English

.....

Mathematics.....

.....

How do you assist learners with specific learning difficulties during the lesson?

.....
.....

SECTION C: INCLUSIVE EDUCATION

Is the term inclusive education new to you?

Yes

No

What do you understand by the term inclusive education?

	Agree	Disagree	Not sure
a) Attending to individual learners needs within the mainstream using all the available resources by adjusting the school, home environment			
b) Involving parents in the education of their children.			
c) Separating learners depending on their needs into different classes.			

According to you which is the best place to educate learners with specific learning difficulties.

Pick one

In a special unit

In a separate class of their own

Any other specify

SECTION D: CHALLENGES IN INCLUSIVE CLASSROOMS

What challenges do you encounter while teaching learners with specific learning difficulties in inclusive classrooms?

.....
.....

How do you deal with learners with excess movement, poor attention span and distractibility?

.....

Do you support the idea of making learners with specific learning difficulties repeat classes?

.....

How do you rate parents in as far as their assistance is concerned?

Positive and supportive

Negative and supportive

Other specify.....

How would you describe education officers as far as assisting you with information on how to assist the learners is concerned

.....

SECTION E: ATTITUDES AND PERSPECTIVES

How would you describe learners with specific difficulties as far as class work is concerned?

Lazy Very good
Average

Which of the statement below describes your views on learners with specific learning difficulties?

Lazy and dynamic Try but fail
Passive

What are your personal opinions on learners with specific learning difficulties?

.....
.....
.....

What is the general attitude of parents and the school community on learners with specific learning difficulties?

Positive and supportive
Negative and unsupportive

Do you think learners with specific learning difficulties can end up being high rated professional if assisted to overcome their problems?

Agree Disagree Not sure