

**DETERMINANTS OF ACADEMIC PERFORMANCE
AMONG CHILDREN WITH LEARNING
DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN
BAUCHI STATE, NIGERIA**

BY

AUWAL MUHAMMAD TUGGAR

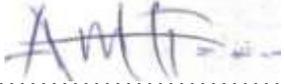
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JANUARY, 2019

DECLARATION

I declare that this research thesis is my original work and has not been presented in any other institution for consideration of any certification.

Signature.......... Date.....

Auwal Muhammad Tuggar

E83F/29136/2014

SUPERVISORS: This thesis has been submitted for appraisal with our approval as University Supervisors.

Signature..... Date.....

Dr Mary Runo

Department of Special Needs Education,
Kenyatta University

Signature..... Date.....

Dr Jessina Muthee

Department of Special Needs Education,
Kenyatta University

DEDICATION

I dedicated this work to my parents, brothers, sisters and our entire family. I appreciate the role my late father played in my educational life. I appreciate my family for bearing with me during the many times I have been away not being able to give them the attention they deserve. Lastly I appreciate the financial and moral support of Bauchi State University Gadau given to me during my studies, may Allah reward you abundantly.

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ABBREVIATIONS AND ACRONYMS

AC	:	Academic Performance
ASAC	:	African and South African Countries
BSME	:	Bauchi State Ministry of Education
DV	:	Dependent Variables
EFA	:	Education for All
IDEA	:	Individuals with Disabilities Education Act.
IV	:	Independent Variable
LD	:	Learning Disability
MOEO	:	Ministry of Education Ontario
NCE	:	National Certificate in Education
ND	:	National Diploma
NPE	:	National Policy on Education
OECD	:	Organisation for Economic Coporation and Development
PRR	:	Policy Research Report
SCT	:	Social Cognitive Theory
SNC	:	Special Needs Children
SSSC	:	Senior Secondary School Certificate
U.S.A	:	United State of America
UAE	:	United Arab Emirates
UN	:	United Nation
USAID	:	United States Agency for International Development
WHO	:	World Health Organisation

ABSTRACT

The study assessed the Determinants of academic performance among children with learning disabilities in primary schools in Bauchi state, Nigeria. Specifically, the study examined the effects of teachers' perception, parents' perception, teachers' motivation and teachers-parents' collaboration on the academic performance of children with learning disabilities. The study employed Social Cognitive Theory of Bandura of (1986), descriptive survey design was adopted. The study used purposive sample and simple random sampling techniques with the sample size of 873 teachers and 20 parents. The study used a checklist, profile records, questionnaire and interview schedule to collect data from the respondents. The study used descriptive statistics to analyze the data through the application of Statistical Package for Social Science Research (SPSS) where figures and percentages were presented in the study findings while the qualitative data were analyzed based on the study objective and the result were presented in a form of narrative based. The findings established that most of the teachers perceived children with learning disability as other students though they required special attention while parent perceived it as their teachers fault or childrens lack of concentration in class. The study found out that teachers lack support from stakeholders to uphold the performance of children with learning disabilities. The study also found that if the teacher and parent work together children condition would be improved, the study established lack of contact among parents and the teachers. In conclusion, teachers perceived children with learning disabilities as generic predicament, due to children being lazy or lack the needed motivation to work hard, parents fault for being too busy with their personal issues while the parents blamed teachers for not playing their role as teachers and the government who contributed to such circumstances due to inadequate teachers welfare required by the law. The study recommended that teachers need to acquire more training and the government should support them in funding, provision of resources, materials and staff development. The study also recommend for adequate motivation to the teachers required by law, parents should improve their relationships with teachers for the sake of their children and further studies in the area should be undertaken in other Northern states in Nigeria.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction

This chapter focused on the background to the study, statement of the problem, purpose of the study, objectives, research question, and significance of the study. The chapter further highlighted limitation and delimitation of study, theoretical and conceptual framework and operational definition of terms.

1.1 Background to the Study

Learning disability signifies difficulties and abnormalities faced by children in schools in the area of reading, writing, and arithmetic or to grasp and comprehend what is being taught to them by their teachers, and inability to process information within short period of time. According to IDEA (2014) disorder in one is more of psychological processes which involved lack of understanding or using language, spoken or written. It is a disorder that manifests itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (IDEA, 2014)

Ontario Ministry of Education Canada (2014) defines Learning disability as one of the neurodevelopment disorders that persistently affects the ability to learn and use academic achievement and other skills. It affects the ability to perceive or process information, result in academic underachievement that is inconsistent with the intellectual abilities of the student. It also results to difficulties in development and use of skills in one or more area of reading, writing, mathematics, affects work habits and learning skills, associated with difficulties in phonological processes and social interaction.

British Columbia Ministry of Education (2011) indicates that Arithmetic disorder is characterized by difficulty in learning and comprehending in mathematics. Children experience problems in organizing, keeping number line up, confusing in calculation signs and operations. While writing disorder is characterized by distorted writing in spite of thorough instruction, the students experience inconsistency and illegible writing. It consists of mixing print and cursive, upper and lower case, irregular sizes, shapes or slant of letters, and fine motor difficulty. Furthermore, reading disorder is characterized by difficulty in alphabet, word recognition, decoding, spelling and comprehension. Learning disabilities in children includes social cue disorder where by childrens experience difficulties in logical reasoning and actions, inappropriate to be accepted socially and low frustration tolerance, Auditory and processing disorder in which children are unable to process information and understand what is said, unable to listen and recall what they are taught, visual and processing problem, sensory processing and organizational disorder problems which were all experienced by children as indicated by British Ministry of Education.

A study was carried out by Saludes and Dante (2008) in the region of Philippines, New York and United State on parents' perception towards children learning disabilities. The findings indicated that parents in the region of Philippines have little knowledge on the children while teachers have partial knowledge. Parents in New York and United States of America have partial knowledge while teachers have moderate knowledge and awareness on the children. The both regions expressed their strong agreement on the remediation programs and treatment

services for children with learning disabilities. Kataoko, Kraayenour, and Elkins (2004) investigated teachers perception on children with learning disabilities in Japan, the results indicated inadequate parental and family support, lack of awareness by the parents, teachers inadequate knowledge to support children with learning disabilities, and the government curriculum guidelines are too difficult and do not regard basic academic skills as important. In addition, teachers are too busy and have too much pressure on them; they hardly find time for individual student.

Singh (2004) examined parents' perception on children with learning disabilities among Asian- Indian and Caucasian cultural perspectives. The Asian Indian places a negative social stigma attached to having children with learning disability, they were less knowledgeable about learning disabilities. The Caucasian parents had positive perception towards the children with learning disabilities. And they were more knowledgeable in identifying such children and they seek for assessment and diagnoses to intervention (Singh, 2004). Bano, Dogar, and Azeem (2012) investigated general and special teacher perception on children with learning disabilities in Pakistan. Their findings revealed that the special education teachers understand children with learning disability in a better way than general education teachers. Both indicated the need for proper training for general education teachers, and the need for special education materials to aid teachers toward meeting the need of childrens with learning disabilities in both primary and secondary schools.

Similarly, Lopes, Monteiro, Sil, Rutherford and Quinn (2004), investigated general and special education teachers' perception on children with learning disabilities in Portugal. Eighty percent of the general and special education teachers indicate that resources are limited for them to teach these students, and more than ninety percent of the teachers indicate that inclusive education is a set of services and not a specific place. They suggested that even with collaboration with special education teachers, general education teachers do not see much improvement in the academic performance of the children. Stone, Bradley, and Klemmer (2002) pointed out that parents of children with learning disabilities attribute the children's success to luck and their failure to low ability. They treat these children more negatively than the normal children.

Runo (2010) researched on reading disabilities among children in standard five in Kenya. The study indicated that teachers term these children as lazy, tensed up, dull, slow readers, cannot read fluently, lack interest, depressed, shy and withdrawn. Chireshe (2011) revealed that in Zimbabwe, teachers believed that the present curriculum cannot meet the need of special need children, inclusion affects the teaching method one uses, regular class teachers have problems adapting the programme of accommodating special need children. Similarly Swain (2014) investigated teachers' perception on children with special needs in Cameroon secondary schools. Findings reveal that majority of the teachers were willing to teach these children but lacked the needed skills, knowledge to support the children.

Similarly, Ocloo and Subbeya (2008) carried out research study on the placement of children with disabilities in general education classroom in Ghana. The result indicated that teachers have the will to provide for the children with disabilities, but inadequate resources were the challenge to implement the inclusion properly.

In Nigeria, National Policy on Education (NPE) is a policy introduced in the year 1977 to cater for the need of all children irrespective of their category including special need children. In pursuance of this objective, the state governments, at the intermediate level, have ministries in all the State of the federation while in the local level units and sub department of social welfare are established to take care of children with special needs. This policy of equalization of educational access was revised in 1981, 1998 and 2004 but children's with special needs have been left behind all through. Most of the children in the public primary schools have poor writing skills, unable to read fluently and compute arithmetically which lead them to poor academic performance. The children usually finish primary school without basic skills of literacy and numeracy as confirmed by Obani (2006) that the population of children with learning disabilities is at 50% of the total number of children with special needs in Nigeria. This had been earlier claimed by Education for All (2000) who asserted that 40% of children are unable to copy a single word or pronounce a mark correctly from a five line passage.

Oluko and Eke (2015) examined the management of children with learning disabilities in classroom in Nigeria. The findings revealed that handling or dealing with the differences in the classroom forms the biggest challenge within school classrooms. The teachers dealt with larger diversity within the class and had to

adapt or prepare the curriculum in such a way that the needs of all children with learning disabilities are sufficiently met. So also, Oluko and Okorie (2014) investigated teacher's perception towards children with learning disabilities. The study found that the teachers had negative feelings over the children due to the fact that they were difficult to manage.

1.2 Statement of the Problem

Despite the introduction of National Policy on Education NPE in (1977) by the government of Nigeria which is expected to provide the need of children with special needs. These children are still not adequately provided for. Obani (2006) confirmed that in Nigeria, the population of children with learning disabilities is at 50% of the total number of children with special needs. This had been earlier claimed by Education for All (2000) who pointed out that 40% of the children were unable to copy a single word or pronounce a mark correctly from a five line passage. Furthermore, in the whole northern part of the country (Bayero University Kano & University of Jos) are the only Universities that offer special needs education as course of study. They train teachers more in the area of visually impaired and hearing impaired despite the fact that children with learning disability were also among the category of children with special needs. In 2013, Bauchi State Ministry of Education confirmed that twenty eight percent of children had learning disabilities in the public primary schools. This had been earlier found by USAID (2009) that in Bauchi State, after years of primary instruction, only 6 % of the children were able to read simple narrative text. The cause of non- reading stands as a phenomena and remains a mystery for the

education system in the country. Most of the studies in Nigeria focused on Innovative strategies for improving special needs for students with learning disabilities in Nigerian schools, managing of children with learning disabilities in classrooms in Nigeria; the ones carried out are very limited when compared with the prevalence of the problem. Hence this research study investigated the determinants of academic performance among children with learning disabilities in public primary schools in Bauchi State, Nigeria.

1.3 Purpose of the study

The purpose of the study was to examine the determinants of academic performance among children with learning disabilities in public primary schools in Bauchi State, Nigeria.

1.4 Objectives of the Study

The objectives of the study were:

- 1) To investigate teachers' perception on children with learning disabilities in Bauchi State, Nigeria.
- 2) To determine parents' perceptions on their children with learning disabilities.
- 3) To investigate teachers' motivation when teaching children with learning disabilities
- 4) To establish the influence of teacher- parent collaboration in supporting children with learning disabilities.

1.5 Research Questions

- 1) What are the teachers' perceptions on children with learning disabilities in Bauchi State, Nigeria?
- 2) What are the parents' perceptions on the children with learning disabilities in Bauchi State, Nigeria?
- 3) What are the motivation given to the teachers when teaching children with learning disabilities in Bauchi State, Nigeria
- 4) What are the influences of teacher-parent collaborations as a means of supporting children with learning disabilities in Bauchi State, Nigeria?

1.6 Significance of the Study

This study investigated the determinants of academic performance among children with learning disabilities in public primary schools. The findings of this study explored a problem that would be communicated to both teachers and parents on the cause of the problems in order to prevent reoccurrence of the disabilities in children. The study would help educational administrators in ensuring measures towards providing necessary services for the children, curriculum development planners in making consideration when planning educational curriculum for all children and policy makers toward ensuring policy that would benefits the children in enhancing their life in their academic pursuance. The report would also serve as information that would be used in literature reviews on related studies in the State and local government libraries and the nation at large.

1.7 Limitations and Delimitations

1.7.1 Limitation of the Study

The data collected from the parents was done in Hausa language, their mother tongue, because not all parents attended formal schools and then translated into English; some teachers had to inquire very well before giving the needed information thinking that you would be paid for the study. And some of the parents thought the study wanted to expose their children with such disabilities to the public. The researcher faced difficulties where some parents after making an appointment they failed to keep time; this forced to fix another time for the interview reschedule to take place again.

1.7.2 Delimitation of the Study

Children with learning disabilities were found in all primary schools. But due to time and financial constraints, the study is delimited to involve only public primary schools in Bauchi State Nigeria. The state is subdivided into three geopolitical zones, each with its number of local government and primary schools. However, the study was restricted to public primary school teachers and parents in the area, selected to represent the entire state population under study in order to have proper accessibility, coverage and more reliable information.

1.8 Theoretical and Conceptual Framework

1.8.1 Theoretical Framework

The study was guided by Social Cognitive Theory (SCT) of Bandura (1986). The theory indicated that human behaviour is shaped and controlled by environmental

influences or by internal dispositions. The theory points out that interaction between the individual thought, point out their action, expectations, beliefs, self-perceptions, goals and intentions give shape and direction to behaviour. What people think, believe and feel affects how they perceive and behave. The theory is relevant to this study as it can be applied to generate the determinants of academic performance of children from both teachers and parents. Childrens with learning disabilities are across all individual families; lower, middle or upper class irrespective of one's cultural beliefs, customs and tradition in all societies. The next section presents the conceptual framework of the study.

1.8.2 Conceptual Framework

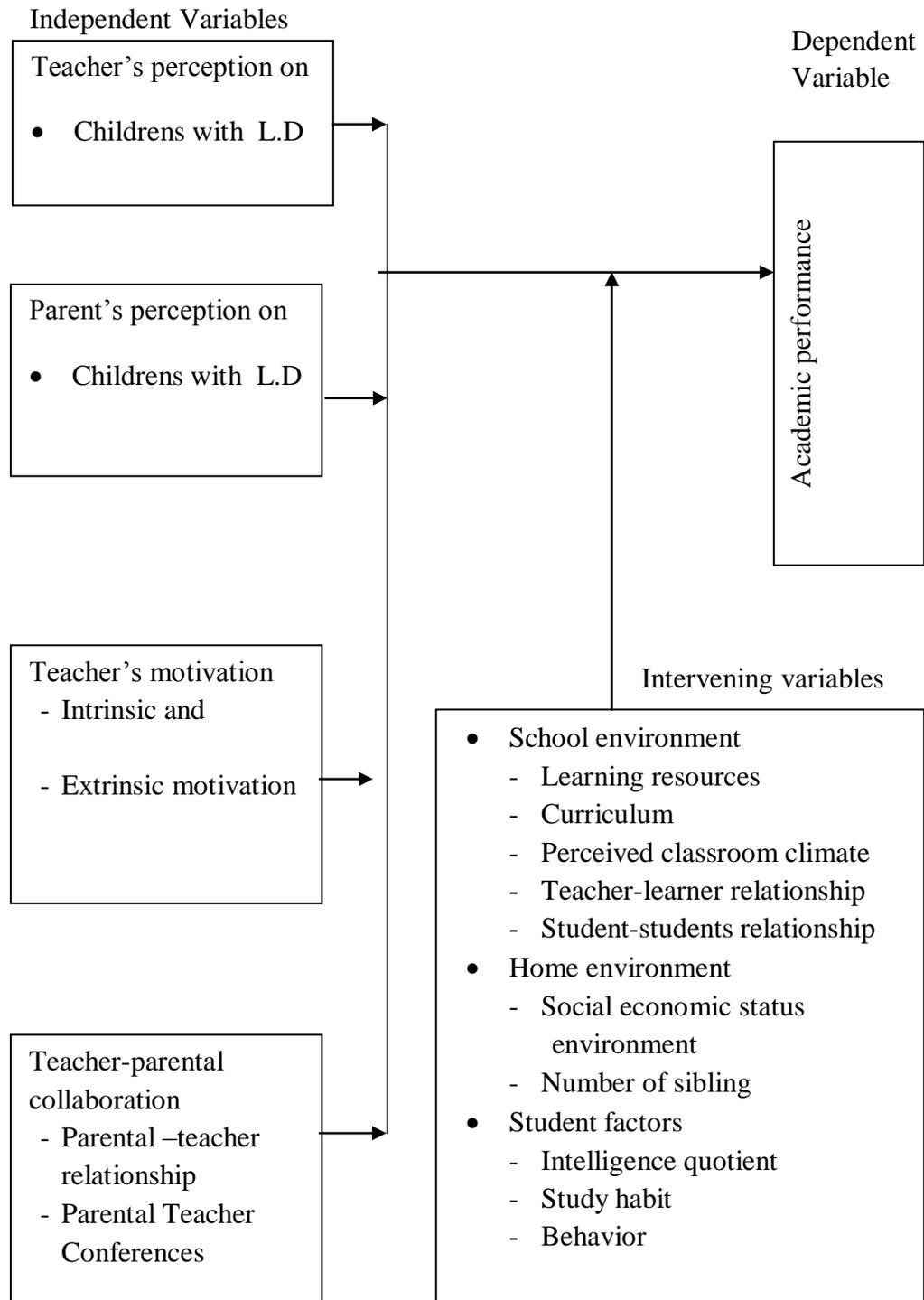


Figure 1.1 Conceptual Framework

Source; Researcher, 2016

1.9 Operational Definition of Key Terms

Academic performance (AC) is the extent to which student achieved their short or long- term educational goals (Wikipedia). Academic performance means the performance of children with learning disabilities in a given primary school. It is either the children perform well or not performing well when given an examination or test. Academic performance is also stands as the dependent variable of the study.

Attitudes Attitudes is a human expression that is made of three interrelated component. Beliefs, feelings, and behaviour and it manifest on individual when form an opinion about the attitudes objects (Ozaji, 2005). These are internally generated feelings and behaviour of teachers and parents over the children who experirnced certain difficulties in learning and the attachment they give to the certain behaviour best known to them.

Determinants An element that identifies or determines the nature of something or that fixes or conditions an outcome (Merriam Webster). It is also a factor which decisively affects the nature or outcome of some thing (Oxforddictionary). According to the this study determinants means an indicators or predictors that teachers and parents feeled or perceived as the reagent toward children academic performance or failure and more specifically children with learning disabilities.

Learning disability Learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia (IDEA, 2004 PL. 105-17). This is the inability of a child to perform a certain task in relation to reading, writing, spelling, spoken, listening, calculation and comprehension. Learning disability are the learning problems being experienced by the children in the course of their learning at primary school.

Parenting Is the process of developing and utilizing the knowledge and skills appropriate to planning and providing care for the offspring (Marrison, 1978). A parent in the study means persons whose care, responsibility and upbringing of these children lies on their hands. More specifically their educational career and any problem they may experience in their learning at school.

Perception perception is the set of process by which an individual becomes aware of and interprets information about the environment (Merriam- Webster). Perception in this study refers to the information, knowledge and opinions given by both parents and teachers on how to handled or deal with children with learning disability.

Special Need Child (SNC):Children with special needs are those generally referred to as exceptional persons and are comprised of children, youths and adults with one form of disability or learning difficulty or the other (Kanu, 2008). This refers to children who have sort of learning problems who deviate from the normal, either below or above to such an extent that Special Programme is necessary for them to benefits. Special needs child is a child that needs attention or to be taken careup as a result of some certain condition or situation encountered for adjustment to cope.

Teacher Teacher is an expert who is capable of imparting knowledge that helps learners to build, identity and to acquire skills that will be used to face the challenges in life. The teacher also provides the children knowledge, skills and values that enhance development (Senge, 2000). While

according to Mbise (2008) a teacher is a person who has knowledge, skills, and special trainings in teaching, explaining and educating. The teacher is the person who is capable of creating behavioural change in terms of cognitive, psychomotor as well as affective domain. Teacher in the study refers to the person who teaches the children with the problems of learning disability in the primary school.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.0 Introduction

The chapter reviewed the literature related to the objectives of the study which includes: Teachers perception on children with learning disabilities and performance, parents perception on children with learning disabilities on children's' academic performance, teachers motivation on children with learning disabilities, and the influence of teacher-parent collaboration as a means of supporting children with learning disabilities.

2.1 Teachers' Perception on Children with Learning Disabilities and Academic Performance

Teachers are responsible for teaching children with or without learning problem, their perception and understanding towards these children differ. Swain (2014) indicated that teachers cannot teach the children without acquiring proper training and knowledge, seventy five percent of teachers are willing to teach the children, but they lack the skills to provide for their need. Desimone and Parmar (2006) examined teachers' perceptions in teaching children with learning disabilities in inclusive settings. The majority of the general education teachers believe that they are primarily responsible for modifying the instruction for children with learning disabilities and for ensuring their success in general education settings. Fifty percent of these teachers indicated partially comfortable or not comfortable in adapting instruction to meet the needs of children with learning disabilities. They

suggest that although general teachers seem to be willing to take responsibility of providing instruction to childrens with learning disabilities in general education settings, they are less comfortable about their inability to meet childrens' needs. Additionally, Leser and Tappendorf (2001) examined teachers' perception towards the inclusion of children with disabilities into the general education classroom. They indicated teachers experience and experience of children with disabilities as very significant for one to teach in an inclusive class. General education teachers view special education childrens as inappropriately placed in the general education classroom (Carter, Prater & Dychers, 2009). Bunch and Finnegan (2000) believed that inclusive education contributes to the academic achievement of childrens with or without disabilities. Schulte, Osborne, and Erchul (1998) noted that teachers lack skills and time available for instructional planning and difficulty in implementing individualized and or small group instruction within a large group. These form the biggest problem when teaching children with learning difficulties in regular settings. Runo (2010) revealed that teachers view children with learning disabilities in regular classrooms as unteachable, hard to teach, lazy, slow learners, cannot read fluently, daydreamers, careless and stupid or foolish.

Bano, Dogar and Azeem (2012) confirmed that differences exist between general and special education teachers, the general teachers indicate inadequate training on how to support such childrens. And adequate materials to aid these children were a challenge. Similarly, in another study conducted in Japan by Kataoka et al

(2004) pointed out that teachers do not have awareness of children with learning disabilities, they have less knowledge and inadequate manpower to support the children, and the government curriculum guideline are too difficult for them.

Henriques (2013) investigated teachers' perception on assistive technology for childrens with learning disabilities in North Carolina. The results revealed that teachers understood the importance of using assistive technology but felt unprepared to effectively use devices because of lack of resources, limited time planning, inadequate technical support, disjointed professional development, uncertainty of how to use assistive technology within their content area, and poor infrastructure. Oluko and Eke (2015) study in Nigeria indicated that handling or dealing with the children differences form the biggest challenges faced by teachers in the classroom whereby teachers have to adapt or prepare a curriculum that will suit the needs of these children otherwise the person will end up wasting time with no achievement of the set goals.

Similarly in Nigeria, Oluko and Okorie (2014) indicated that most of the teachers hardly accept children with learning disabilities due to the fact that are difficult to manage them. The teachers believe that no matter the effort the pupils lack the ability and they would fail classroom activities. Chireshe (2011) in Zinbabwe found that both the male and female teachers viewed the curriculum used cannot meet the needs of special need children, the inclusion model affecting the teaching method they used and the teachers have problem of adapting and accommodating childrens with special learning needs. The review reveals that teacher's lack of adequate knowledge and skills, limited learning resource is the

main problem which hinders them from providing for the children with learning disabilities. This study would find out whether Nigeria is facing same problem being experienced by this countries or it varies. And then if varies what bring the difference, or what cause the difficulties among children.

2.2 Parents' Perception on the Children with Learning Disabilities and Academic Performance

Attitude and perception of parents towards children with learning disabilities may not be same to all parents. Parents of children with learning disabilities attributed their Children educational success to luck and child's failure to low ability (Stone, Bradley & Kleiner, 2002). They view and treat these children negatively than the parents of normally developing children. Taylor (2000) pointed out that parents were not accepting the problem because of fear of shame from community reactions, guilt, and self-blame wishing the child not born. Similarly, Harry (1992) indicated that parents of these children were not accepting the problems being experienced by their children.

Adachi and Geva (1999) examined immigrant parents of children with learning disabilities in Canada. The parents confirmed that the teachers who teach their children are to blame for not trying hard enough in teaching their children which result in their children inability to learn at school. Arasa (2004) study in Nairobi parents indicated that the cause of disabilities among children includes lack of reading materials, poverty, lack of pre-school education, lack of parental involvement and interest in children school work, lack of trained and qualified teachers. Similarly, Abasi (2007) carried out study in Botswana. The finding pointed out that poor school reforms, poor classroom management, and lack of qualified teachers in school, traditional beliefs, lac kof teaching materials,and lack of children's motivation contributed to the children learning disabilities.

Gallagher, Rhodes, and Darling (2004) concluded that parents expressed their worries regarding social isolation and negative peer attitudes which decreased self-confidence in children, poor quality teaching and inadequate teacher training and support for the children. Chadha (2001) noted that twenty percent of children learning disabilities have at least one parent who has that form of disability and about two to ten percent of learning disabilities among children were as a result of hereditary traits to the children (National Centre for Learning Disabilities, 2001). According to Paanannen, Aro, and Ahenon (2009) in Zambia that home environment plays role on childrens learning; it affects the children either positively or negatively. Parents' literacy level, poverty, lighting system, lack of parent's guidance and community support lead to difficulties in children learning in school. Ojanen (2007) noted that learning disabilities in children are due to inadequate teaching by the teachers and parental support for the children. Furthermore, Runo (2010) study in Kenya showed that learning disabilities among children were attributed to inability for the children to communicate in English, mother tongue interference, lack of parental support, parents' literacy level, and children being lazy. Frozen (1990) pointed out that in some communities in Kenya and Zimbabwe these children got less attention, less stimulation, less nourishment and fewer upbringings compared to the normal children. Most of the parents indicated that inadequate teaching, fear of community stigma; poverty and lack of proper support by the parents were the perception of parents towards children disabilities in school. In view of this, the study would investigate how the parents perceived learning disabilities among

their children, what do they think were behind the cause of the problem and to compare and contrast with the other findings been carried out globally.

2.3 Teachers Motivation and Children Academic Performance

The term “motivation” is a Latin word “movers” which means to move. Motivation means a process of arousing the interest of individual to take a move towards a certain goal. Ryan and Deci (2000) defined motivation as what drives people to take an action and is basically of two types: intrinsic and extrinsic motivation. Waitley (1998) sees motivation as the inner drive which prompts people to act in a certain way. Motivations in Education have several effects on how students learn and their behavior towards subject matter. Motivation of teachers in teaching and learning process have direct impact towards particular goals which leads to cognitive processing, increase initiation and persistence in activities, determine what consequences are reinforcing to improved performance. Motivation is of two types: intrinsic motivation and extrinsic motivation. Intrinsic motive refers to motivation which is driven by interest or enjoyment in task itself and exists in the individual rather than relying on pressures or desires. While extrinsic motivation comes from outside of the individual which are external forces. It includes rewards such as money or grades for showing desired behavior. Teacher motivation has to do with teacher’s attitude to work, teachers desire to participate in children processes within the school environment, and it has to do with teacher’s interest in childrens discipline and control particularly in classroom (Ofoegbu, 2004). Hayden and Stephanie (2011) examined teacher's motivation and children achievement in middle school in the United States. The findings indicated that motivation affected childrens’ achievement and it plays a role in childrens’ achievement. The research suggested that childrens’

achievement is linked to salaries increases; it motivates teachers to work, which lead to improved children academic achievement. Aacha (2010) investigated performance of primary school teachers in Uganda. The findings revealed that the performance of teachers was good despite the fact that their motivation was inadequate. A significant positive relationship between intrinsic motivation and performance of teachers was found to exist in primary schools. Furthermore, a positive relationship was revealed between extrinsic motivation and performance in Uganda. The study recommended increase of salary of primary school teachers, provision of accommodation, strengthening of supervision as well as instituting awards for good performance.

Mwanza (2010) examined teacher de-motivation in Zambia among school teachers. The findings indicated that teachers' de-motivation resulted to large absenteeism, indulgence in secondary employment, and transmission of negative ideas. Poor salaries, poor conditions of service demotivate teachers in performing their duties effectively. The research recommends teachers' salaries and condition of service to be significantly improved as a way of motivating teachers; their promotions should strictly be made on merit. Hardship and other allowances should be regularly paid and increased, teachers appointed as head and deputy heads should be trained in human relation.

Bennell and Akyeampong (2007) investigated twelve African and South Asia Countries (ASAC), the findings revealed that the commitment of teachers is one of the most important determinants of learning outcomes. In many developed countries high teacher's motivation leads to positive educational outcomes while

low teacher motivation leads to negative educational outcomes. Moreover, Bennell and Akyeampong (2007) further stated that low motivation resulted to absenteeism, underutilization of class time, professional misconduct, reliance on traditional teaching practices and poor preparation. Volunteer service overseas (VSO, 2002) examined teacher motivation in Zambia, Papua New Guinea, and Malawi, the findings revealed that low motivation of teachers is responsible for high attrition rates, lack of confidence, varying levels of professional commitment and feelings of helplessness to either improve children outcomes or teachers own situation.

Patrick (2012) examined motivational packages and its effects on performance of teachers in secondary schools in Ghana. The results indicated that job security, good working conditions and authority and independence are strong motivational ways that affect teacher performance. However, lack of accommodation, inadequate teaching and learning materials, poor supervision by heads lead to poor performance of teachers. The study recommends that teachers should be given an opportunity to further their studies, promotions and accommodation in order to enhance performance and increase productivity. Bennell (2004) examined Sub-Saharan African teachers, the result indicated that teachers were not given incentive which affects their job performance.

Wanyama, Nassiuma and Zakayo (2014) investigated the impact of motivation bundle on the performance of teachers in public school in Bungoma Kenya. The findings indicated that motivation as bundles positively and significantly improved teacher's performance in secondary schools. Similarly, Adeyinka, Asabi

and Adedotun (2013) investigated teachers' motivation on children performance in mathematics in Nigeria. The findings showed that conditions of service of teachers increase children academic performance in mathematics, teachers' Fringe benefit has influence on childrens' academic performance in mathematics and also teachers 'promotion of in-service training has direct impact on the academic performance of childrens in mathematics as indicated by Adeyinka et al (2013).

The review on teachers motivation indicated that teachers sense of job satisfaction, provision of basic necessities of life and other allowances, learning materials, teacher training motivate them to work effectively. This study filled the gaps by investigating the ways and how teachers in Bauchi State are being motivated. The study would also find out wether the type of motivation given were inline with the findings of previous studies carried out. Despite the time, location and belief practices were these studies conducted were not the same.

2.4 Teacher -Parent Collaboration on Children with Learning Disabilities and Academic Performance

There is no single profession that has all the knowledge and skills to meet the unique and complex needs of children with learning disability. The learning team of children, teacher, and parent is mostly effective with the school support; they foster cooperative problem solving (Deshler, Hock & Catts, 2006). They stated that collaboration beyond school level is recognized as important; the school alone cannot meet all the childrens' needs, particularly for children with learning disability who have social, emotional and mental health concerns. Parental participation in children education increase childrens success. The children with parental support earn higher grades, completed primary school successfully and move to secondary school irrespective of their socio-economic status. (USDE 2004).

Bryan and Burstein (2004) pointed out that parent involvement on children achievement studies from 1980 to 1990 lead to higher academic achievement, improved school attendance, increase cooperative behaviour and lowers dropout rates. Historical approaches to special education viewed teacher as expert and parent as a passive participant, Parent roles of education moves from passive recipient to knowledgeable consumer as indicated by Bryan and Burstein (2004). Christenson and Sheridan (2001) posited that teachers and parents partnership enhances children learning opportunities, promote educational progress and school academic success, social, emotional and behavioural domains. Similarly, positive relationships between parents, teachers and quality learning environment

have a positive contribution to children academic achievement. (Handerson, Mapp 2002, Esptein & Sheldon 2006).

Sandlers and Sheldon (2009), Stated that schools become successful when strong positive relationship between parents and teachers has been established and maintained. When parents and teachers co-operate, the childrens have more experience and academic success. (Mucott, Szezesiul, Berk, Staub, Hoover & Perry -Chisholn 2008). Relationship among teachers and parents, respect for one another, believes in the ability of other stakeholdres and willingness to fulfilled their responsibilities enhances children performance in school. Gutman and Mcloyd (2000) carried out research with the aim of ascertaining the parental behavior. They investigated two groups of children these were typical successful children and comparing them with children who were encountering behavioural and academic problems in United State. The findings indicated that parents of academically successful childrens used more specific ways in assisting the children with school work; they had more supportive communication with their children than the less academically successful children. They frequently checked children progress by contacting school, indicated positive contacts with school staff, whereas, the parents of less achieving children did not.

Rafiq, Fatima, Sohail, Saleem and Khan (2013) examined parental involvement in school activities in Pakistan. The study found that parents involvement have a significant effect on the academic performance of children. Obeidat and Al-Hassan (2009) confirmed that in Jordan parental involvement in children

education does not improve their academic performance alone but also improve children behavior and other social skills. Bennet and Hay (2007) identified the family characteristics that promote the development of social skills in children with disabilities in Australia. The results indicated that high levels of parental involvement provided a safe and sound foundation for children to explore their social environment. Al-Shamari (2000) investigated the degree to which parental involvement impacts students' levels in special education in Kuwait. The findings showed that parents of special needs children do involve in classroom activities and other school responsibilities. More than seventy percent of parents engaged themselves in children education which helps in developing children performance. Makgopa and Mokhele (2013) examined teacher's expectation of parental involvement in primary schools in South Africa. The result indicated that teachers need the assistance of parents to teach them well, and the parents are also keen to extend a helping hand for the betterment of their children. The findings also showed that the teachers and parents blame each other, when childrens do not perform well at the end of the year. The teachers blame parent for not helping the children with their homework, while the parents blame teachers for not doing their work effectively. Grace, Jethro, and Aina (2012) examined parental roles and children academic performance in primary schools in Nigeria. The result indicated that school work together with families to support learning; children tend to succeed not just in schools but throughout life. Parental involvement in children education has a positive impact on their educational attainment; the

research recommends that parents should serve as teachers, as supporters, advocates, and decision makers.

Similarly, in Nigeria Kutelu and Olowe (2012) examined levels of parental involvement in primary schools education. The result indicated that level of parental involvement in public primary school education in the areas of provision of instructional materials, curriculum implementation and administration is inadequate. The study recommends for government and other concerned organizations to organize training for head teachers, teachers, parents, and should be involved in primary education policies. Teacher-parent partnership towards children education enhances and ensures children academic performance and even other social skills have been pointed out in the literature. Therefore, the present study investigates the influence of the partnership between teachers and parents in the provision for the children with learning disabilities in Bauchi State, Nigeria. The study would know the parameters at which they collaborate, when and how such partnership is being done, who among contacts most or less and the influence they derived from taking parts in the collaboration processes when educating the children with learning disabilities.

2.5 Summary of the Literature Reviewed

The literature reviewed concerning teachers perception on children with learning problems revealed that children with learning disabilities are very difficult to teach, the teachers need proper and adequate training to support the children learning and the limited resource materials were a challenge. Studies also revealed

that parents pointed out children learning disabilities were due to genetic and inheritance, poverty, lack of adequate teaching by the teachers, limited resource materials, lack of parental support resulted to children disabilities.

The literature on teacher's motivation indicated several effects on how children learn and their behaviors' toward the subject matter. Teacher's motivation plays a significant role in ensuring children performance in school. The issue of teacher-parent collaboration pointed out in the literature showed that the partnership among teacher-parent ensures and promotes educational performance of children with learning disabilities. Looking at the literature reviewed, it is clear there is a dearth of literature in Nigeria in the area of children with learning disabilities with regard to their academic performance in public primary schools and particularly in Bauchi State. Most of the studies conducted are one sided research whereby only teachers or parents were the subject while this research study covers both the teachers and the parents, geographical location where these researches were conducted differ, cultural practices differs, beliefs were not the same, and people's status were not the same. In view of these diversities, hence the present study focuseed on the determinants of academic performance among children with learning disabilities in Bauchi State Public Primary Schools in Nigeria.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The chapter consists of research design, study variables, study location, target population, sampling techniques and sample size, research instruments, validity, reliability, data collection technique, data analysis and logical and ethical considerations.

3.1 Research Design

The study adopted descriptive survey research design and both quantitative and qualitative approaches were used. Descriptive research concerns about the phenomena in terms of conditions, beliefs practices, processes, relationships or trends (Best & Khan 2007). According to Aggarwal (2008) descriptive research entails gathering of information on prevailing conditions or situations for the purpose of description and interpretation. It does not simply involve tabulating facts but includes proper analysis, interpretation, comparison, identification of trends and relationships. The study used descriptive research to describe the feelings, aspirations utterances and opinion of both teachers and parents with regard to their perceptions on children with learning disabilities in school and home. The use of both quantitative and qualitative in combination provides a better understanding of the research problem and question than either method by itself or using single approach (Cresswell, 2011).

3.2 Study Variables

Variables are characteristics or attribution of an individual or an organization that the researcher measures or observes and varies among individuals or organizations studied. They are the key ideas that the researcher seeks to collect information to address the purpose of the study (Cresswell, 2012).

3.2.1 Independent Variable (IV)

Independent variable is an attribute or characteristic that influence or affect an outcome or dependent variable (Creswell, 2012). The independent variables of this study are teacher's perception on children with learning disability, parent perception on children with learning disability, teacher's motivation while teaching children with learning disability and teacher-parent collaboration.

3.2.2 Dependent Variable (DV)

Dependent variable is an attribute or characteristics that is dependent or influenced by the independent variable or consequence variable (Creswell, 2012).

The dependent variable of this study is academic performance.

3.3 Study Location

The research study was conducted in Bauchi State of Nigeria. Bauchi State is one of the thirty six States in Nigeria located in the North- eastern part of the country. It shares borders with Yobe State in the North West, Gombe State in the South West, Plateau State in the South East and Jigawa State in the North East. Bauchi State has three geo-political zones. It comprises of Bauchi North, Bauchi Central and Bauchi South each with local government area councils. The inhabitant people living in the state include both Muslims and Christians with different

ethnic and socioeconomic groups. The dominant languages are the Hausa, Fulfulde, and Kanuri. Agriculture, small scale business, fishery, hunting, animals rearing and civil service is the economic sources of the people in the State. The State was selected because there were a lot of complains from the government, parents and teachers about the rate of children failure in public primary school (Bauchi State Ministry of education, 2013). And the only way to know the actual prevalence of the problem is to venture in to research study to find out and come up with a workable and lasting solution.

3.4 Target Population

The target population of the study comprised 910 Schools, 8,747 teachers, and 103 parents.

3.5 Sampling Techniques and Sample size

3.5.1 Sampling Techniques

The study used purposive sampling and simple random technique.

3.5.2 Sample Size

The sample size for the study comprised 91 Schools, 873 teachers, and 20 parents from public primary Schools in Bauchi State, Nigeria. This was indicated in table 3.1 below which were sampled from the three geo-political zones that represent the entire population of the study.

Table 3.1 Indicating Target Schools, Teachers and their sample size

Number of Zones in Bauchi State	Target Schools	Sampled School	Target Teachers	Sampled Teachers
Katagun Zone				
Gamawa	64	6	608	61
Katagum	143	14	1221	122
Jama'are	37	4	484	48
Giade	35	4	492	49
Misau Zone				
Misau	72	7	702	70
Darazo	53	5	547	55
Ningi	64	6	614	61
Ganjuwa	36	4	550	55
Bauchi Zone				
Toro	105	11	703	70
Bauchi	182	18	1713	171
Alkaleri	61	6	609	61
Dass	55	6	504	50
Total	910	91	8747	873

3.5.3 Sampling of Schools

The schools were sampled based on 10% of the target population of both schools across the three selected zone which represent the entire population of the study. Names of all schools were written in a piece of paper folded and then put in a container, shake and then picked up to the required number of schools indicated in table 3.1.

3.5.4 Sampling of Teachers

The teachers were sampled using purposive sampling technique whereby each teacher has an equal chance of being included in the sample. Teachers were selected using 10% model used in chosen sample size from the target population.

This was also indicated in table 3.1 which showed the proposition of each teacher selected in each school in Katagun, Misau and Bauchi zone.

3.5.5 Sampling of Parents

The parents were sampled through an adopted checklist for identifying children with learning disabilities and supplement of their academic profiles records of three years class. The academic records of class 2- 4 and the current class on the following subject areas: English, Mathematics, Handwriting and social studies. The children were identified using the instrument mentioned above with the help of head teachers, teachers and the class coordinators in primary five in all the primary schools selected. Furthermore random table number was used, out of 103 children 5th number was being picked from the entire population which gives the total number of 20 children out of the target population. These children were chosen in order to get the parents who were targeted as the respondents of the study. The parents were of both gender, but only three females were included in the sample due to religion inclination where males were regarded as the only head of house and any information required comes from the father not the wife unless on certain condition with the consent of the father.

3.6 Research Instruments

The checklist used in the study was adopted from Chadha (2001). Questionnaires and interview schedule was adapted from Epstein (2001) and then modified based on the study objectives. The use of variety of instruments provide the opportunity to facilitate triangulation of data sources to enhance confidence in the

results of the study and for collecting comprehensive data (Altricher, Feldman, Posch & Somekh, 2008).

3.6.1 Checklist

The checklist was use in identifying children with learning disabilities in the various public primary schools. The checklist entails information that characterized an element or symptoms of how childrens with learning disabilities can be identified and fished out from their peers based on academic performance in the class room setting. It is adopted from Chadha (2001). See appendix (1)

3.6.2 Questionnaire for Teachers

The questionnaire for the teachers were organized based on the study objectives; they were designed in closed ended form with multiple options of likert scale format. It constituted the respondents bio-data, questions about teacher perceptions on children with learning disabilities, parent perceptions on the children with learning disabilities, teachers motivation, and lastly questions on the influence of teacher and parent collaborations in supporting children with learning disabilities which were adapted and modified from Okolo (2001), Aacha (2010) and Espteim (2001). See appendix (2)

3.6.3 Interview Schedule for Parents

The parents were interviewed in their various houses, while few among them were interviewed in schools. This arrangement was made with the parent's choice rather than the person conducting the study. The interview was conducted in Hausa local language because of the literacy level of some parents, not all of them

had the opportunity to attend school. The interview scheduled were an open-ended questions that comprised only eight questions. See appendix (3)

3.7 Piloting of the Instruments

The piloting was conducted in Udubo central primary school; teachers and the parents of children with learning disabilities were the respondents for the pilot study. It comprised of 25 teachers and 10 parents. This was done in two different time span with interval of twoweeks between the first test and the second test. The first test was identify with few ambiguities wthin the questionnaire which were simplified in a more understanding form for the teachers,and these give more clarity in the second test with out any problem being experienced by the respondent. Udubo central primary was chosen because they have required number of teachers and parents of children with the specific form of the disabilities for the study.

According to Amin (2005), a pre-test of the instruments should be carried out in order to identify any ambiguities, misunderstanding or inadequacies in the instruments. Piloting is also used in order to review and restructure the tools for the data collection in order to get information that channels on the research questions and to develop an in-depth understanding of the situation to be studied. Research must practice the tools for data collection that would be used in carrying out research before conducting the actual research to help the researcher acquainted with these tools before the research (Drew, Hardman & Hosp 2008).

3.8 Validity of instruments

Validity is the extent to which the instruments used measure the issues intended to measure (Amin, 2005). To ensure validity of the instruments, both the questionnaire and the interview schedule were adapted and the questions were set based on the objectives and the themes of the research study under the guidance of professional and experts in the area of learning disabilities in children. The experts examined and view the content and validated it for research to be carried out. These panels of experts were lectures in the Universities who are professional in the field of learning disabilities among children.

3.9 Reliability of the Instruments

According to Orodho (2009), reliability is the extent to which the questionnaire, test, observation or any other measurement produces the same results on repeated trials. To ensure reliability for the tools, the researcher used test and retest method which was administered to the sample subjects twice in different time span, and Correlation Coefficient of 0.8.26 was found which indicates reliability. Mugenda and Mugenda (2003) indicate that the time frame between the first test and the second test is two weeks. Pearson Product Moment Correlation Coefficient of 0.8 and above indicates a strong correlation between the measures.

3.10 Data Collection Technique

With the help of the research assistants, the research areas were visited to interact with the head teachers and teachers in the various primary schools. Arrangements were made to schedule the interview the parents, to administer the questionnaires to the teachers and when to collect back the questionnaires. The questionnaires for teachers was administered and collected within the period of three month from the 91 sampled public primary schools in Bauchi State, Nigeria, while the parents were interviewed within the period of two month across the entire sampled parents in Bauchi State, Nigeria. The questionnaires were distributed according the proposional number of the teachers assigned in each school, the same with the parents where they were interviewed in their various household while some in school compound. Parents information was taken in a note form and those who permitted their voice was being recorded which was later used in compiling the information.

3.11 Data Analysis

Both quantitative and qualitative techniques were used to analyze the data. Quantitative data was used in analyzing the questionnaire using Statistical Package for Social Science Research (SPSS) while the qualitative data were analyzed according to the study objectives in a form of percentages based on the parent responses.

3.12 Logistical and Ethical Considerations

3.12.1 Logistical Considerations

The researcher had gotten an approval letter from Graduate School of Kenyatta University, Kenya and wrote to Bauchi State Universal Basic Education Board to seek for permission to conduct the research study. This permission was granted from primary education board to carry out the study where the letters was distributed to all local education authorities in the State as evidence to conduct the study.

3.12.2 Ethical Considerations

The respondents confidentiality, privacy and consent were solicited and confirmed to them that the study would operate within the ethical consideration of research on human subjects which requires that informants be assured of the confidentiality of the information given to in the study. The study was purely for academic purposes which were explained to the respondents in order to remove fear that might arise during the exercise. Furthermore, efforts were made to ensure the provision of an environment that allow subjects to respond willingly and voluntarily without being threatened. The confidentiality of information provided when carrying out the research were protected and when the research was finalized, the findings were made available to the respondents as a way of giving them a feedback, to check whether it was in line with the information given. All these efforts were made in the study for the sake of adhering to the rule and the ethics of protecting the image and the dignity of the respondents who were included in the study.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

The chapter presents the findings of the study on the Determinants of academic performance among children with learning disabilities in public primary schools in Bauchi State, Nigeria. Data for this study were collected by the use of questionnaires for teachers and interview schedule for parents. The study used both quantitative and qualitative data. The summaries of these findings were presented in tables of frequencies and percentages, in narratives and interview transcripts as per the study objectives which were:

- i. To investigate teachers perception on children with learning disabilities in Bauchi State, Nigeria
- ii. To determine parents perceptions on their children with learning disabilities.
- iii. To investigate teachers motivation when teaching children with learning disabilities
- iv. To establish the influence of teacher- parent collaboration in supporting children with learning disabilities

The chapter is divided into two parts. The first part presents the demographic information of the respondents while the second part presents the findings of the research as per the objectives.

4.1 Rate of Returns on Research Instruments

The study sample size of 873 teachers who were 10% of the target population of the teachers and 20 parents were used for the study. The study recorded 100% response on all instruments indicating that the respondents were fully cooperative. According to Mugenda and Mugenda (2003), the percentage of subjects responded to questionnaires were adequate at 50%, good at 60% and very good at 70%.

4.2 Demographic Information

4.2.1 Gender for Teachers

The finding in the figure 4.1 showed the gender distribution of the teacher respondents who were involved in the study.

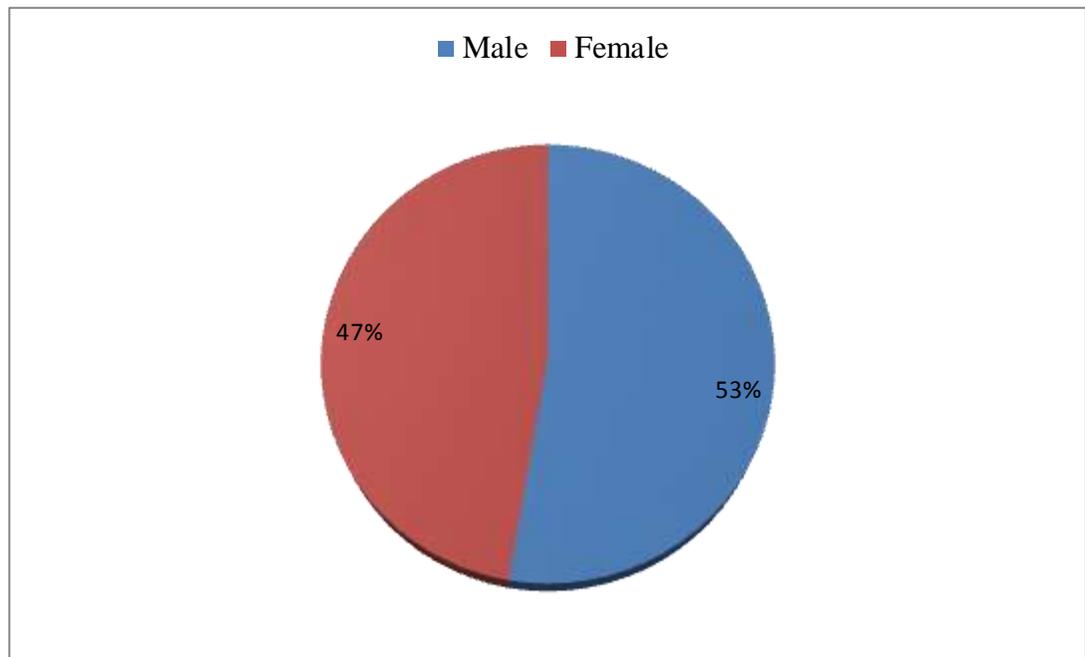


Figure 4.1: Gender

Source: Researcher (2016)

The findings in the figure 4.1 showed that slightly more than half (53 %) of the respondents were males while almost half (47 %) of the respondents were females. The findings on teacher's gender indicated that there were more male than female teachers who were involved in teaching childrens in Bauchi State public primary schools, Nigeria. This showed that male teachers were playing a greater role compared to the female teachers.

4.2.2 Age Group for the Teachers

The results in the table 4.1 showed the findings on different age groups of teacher who were involved in the study.

Table 4.1: Teachers Age Bracket

Years	Frequency	Percent
20-30	430	49.3
31-40	362	41.5
41-60	81	9.3
Total	873	100

Source: Researcher (2016)

From the findings in the table 4.1 of the study accounted that almost half (49.3 %) of the teachers were within the age bracket of 20-30 years, followed by less than half (41.5 %) of the teachers who were within the age bracket of 31-40 years and lastly a few (9.3 %) of the teachers were in the age bracket of 41-60 years. This indicated that most of the teachers were in their prime age and given the needed technology they would teach the children effectively.

4.2.3 Marital Status of Teachers

The findings in the figure 4.2 showed the distribution in the marital status of the respondents to the study.

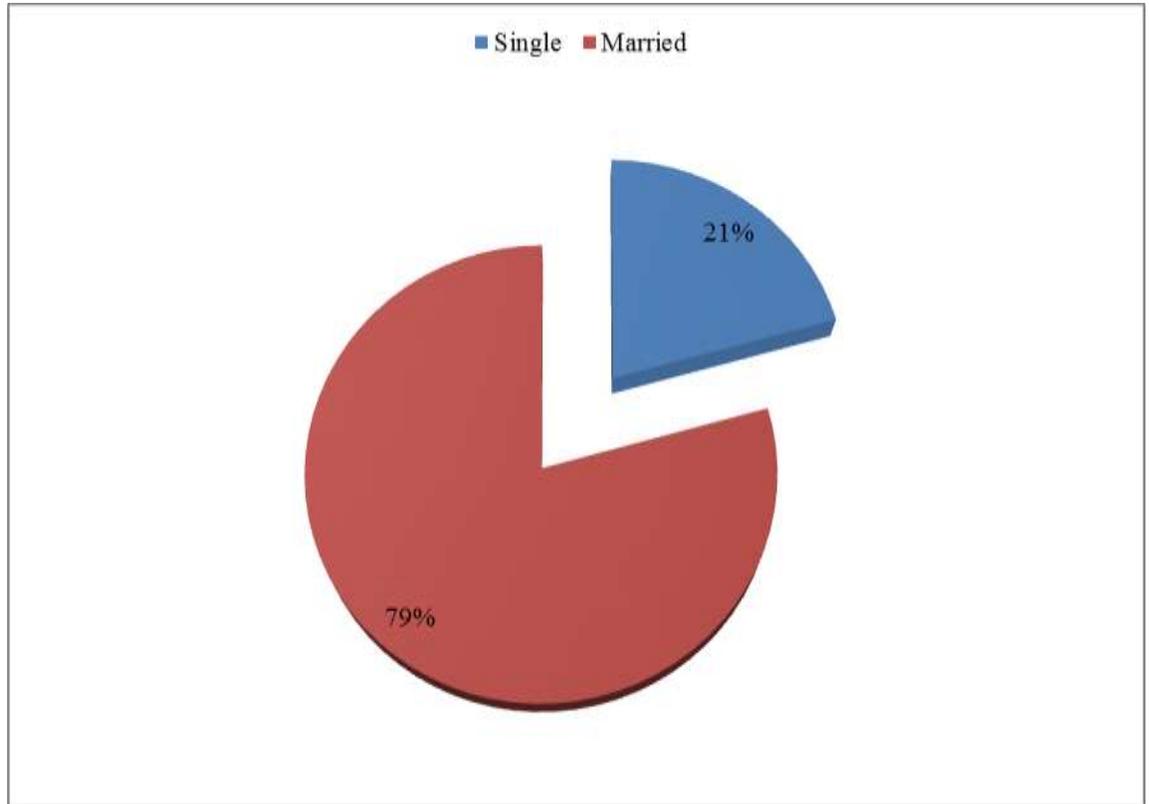


Figure 4.2: Marital status

Source: researcher (2016)

The analysis outcome from figure 4.2 which showed that more than three quarter (79 %) of the respondents were married while a few (21 %) of the respondents were single.

4.2.4 Educational Qualification of Teachers

The study findings in the table 4.2 showed the distribution of different categories of educational level attained by the respondents.

Table 4.2: Education Qualification

	Frequency	Percent
O level /SSSCE	132	15.1
NCE/ND	628	71.9
Bachelor is Degree	94	10.8
Masters	19	2.2
Total	873	100

Source: Researcher (2016)

Table 4.2 indicated that almost three quarter (71.9 %) of the respondents had attained NCE/ND level of education and a quarter of the respondents had attained O level/SSSCE level of education (15.1 %) and a few (10.8 %) of the respondents had a bachelor's degree and very few (2.2 %) of the respondents had attained a master's degree.

4.3 Teachers' Perception on Children with Learning Disabilities

Objective one of the study aimed at establishing teacher's perception on learners with learning disabilities in Bauchi state, Nigeria. 5 point likert scale was employed as a means in generating teacher's perception on children with learning disabilities in Bauchi state, Nigeria. Respondents feedback were coded and analyzed as presented in Table 4.3

Table 4.3: Teacher’s perception on children with learning disabilities

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I have knowledge and awareness of children with learning disabilities	53	6.1	248	28.4	24	2.7	438	50.2	110	12.6
Children with learning disabilities are not difficult to teach	169	19.0	173	19.6	72	8.2	438	50.2	21	3.0
The school have guidelines for identifying children with learning disabilities	138	15.8	89	10.2	61	7.0	511	58.5	74	8.5
Teachers are willing to teach these children, but they lack proper and adequate training	38	4.4	333	38.1	14	1.6	317	36.3	171	19.5
The children have interest and abilities to learn if teachers are committed towards them	26	3.0	130	14.9	27	3.1	496	56.8	194	22.2
There is need for special design curriculum for these children.	24	2.7	220	25.2	18	2.1	409	46.8	202	23.1
Government has interest in these children	52	6.0	179	20.5	99	11.3	448	51.3	95	10.9
Learning disabilities is caused by evil spirit and evil forces	142	16.3	394	45.1	110	12.6	194	22.2	33	3.8
Learning disability is not inherited from parent	42	4.8	325	37.2	96	11.0	330	37.8	80	9.1
Teachers lack proper teaching and learning experience made these children not to learn as expected	37	4.2	249	28.5	128	14.7	264	30.2	195	22.3

Source: Researcher (2016)

The results in the table 4.3 showed teachers perceptions on children with learning disabilities in Bauchi State, Nigeria. The study finding established that 50.2 % of the respondents agreed that they have knowledge and awareness on children with learning disabilities and were followed by 12.6 % of the respondents who strongly agreed. On the other hand, 28.4 % of the respondents disagreed and were followed by 6.1 % who also strongly disagreed and 2.7 % was undecided. These views was in disagreement with the study conducted by Kataoka et al in Japan (2004) who indicated that teachers had no awareness and knowledge on children with learning disabilities.

Furthermore 50.2 % of the respondents indicated that they agreed that children with learning disabilities were not difficult to teach and were followed by 3.0 % of the respondents whereas 19.6 % of the respondents disagreed and were followed by 19.0 % of the respondents who also strongly disagreed while 8.2 % of the respondents were neutral. The result here disagreed with the findings of Oluko and Okorie (2014), Oluko and Eke (2015) in Nigeria who indicated that supporting the children were a challenge to the teachers where they have to adapt and prepare a model that would accommodate the need of the learning disabled children.

The research also found out that 58.5 % of the respondents agreed that the schools had guidelines for identifying pupils with learning disabilities, were followed by 8.5 % of the respondents who strongly agreed, 10.2 % disagreed and 15.8 % of strongly disagreed while 7.0 % of the respondents were neutral.

The study found out that 38.1 % of the respondents disagreed that teachers were willing to teach these children but they lacked proper and adequate training and were followed by 4.4 % of respondents who also disagreed. Nevertheless, on the other hand 36.3 % of the respondents agreed to the statement and a very few 1.6 % of the respondents were not decided. 56.8 % of the respondents agreed that the children had interest and abilities to learn if teachers were committed towards them and were followed by 22.2 % of the respondents while below a quarter of the respondents disagreed and a very few were undecided.

46.8 % of the respondents agreed that there was need for special designed curriculum for these children and were followed by less than a quarter of the respondents who agreed while 25.2 % of the respondents disagreed and a very few remain neutral. This was inlinewith the findings of Chireshe (2011) in Zimbabwe who pointed out that the inclusion model affected the teaching method use by teachers in accommodating the children with special learning needs.

51.3 % of the respondents agreed that government have interest in these children. However they were objected by 20.5 % of the respondents who disagreed to that statement indicating that government had no interest in these children and a few were undecided. 45.1 % of the respondents disagreed that learning disabilities was not caused by evil spirit and evil forces and followed by 16.3 % who disagreed to the statement. While less than a quarter 22.2 % of the respondents agreed and a few were neutral.

The study found out that 37.8 % of the respondents agreed that Learning disability was not inherited from parent whereas, on the other hand, 37.2 % of the respondents disagreed while a few remain neutral. These contradicted with Chadha (2001) who notes that, twenty percent of children learning disabilities had at least one parent who has that form of disability. About 2 to 10 % of children learning disabilities were as a result of hereditary traits to the children (National Centre for Learning Disabilities, 2001).

Lastly 30.2 % of the respondents agreed that teacher's lacked of proper teaching and learning experience made these children not to learn as expected were followed by less than quarter of the respondents who agreed. On the other hand 28.5 % of the respondents disagreed about the statement and were followed by 4.2 % while below quarter remain neutral.

These findings were consistent with Henriques (2013) who investigated teacher's perception on assistive technology on children with learning disabilities in North Carolina. The results revealed that teachers understood the importance of using assistive technology but felt unprepared to effectively use devices because of lack of resources, limited time planning, inadequate technical support, disjointed professional development, uncertainty of how to use assistive technology within their content area, and poor infrastructure. Oluko and Eke (2015) indicated that the handling or dealing with the children differences form the biggest challenges faced by teachers in the classroom. Teachers have to adapt or prepare a curriculum that would suit the needs of these children; otherwise the person

would end up wasting time with no achievement of the goal. Similarly, Oluko and Okorie (2014) indicated that most of the teachers hardly accepted children with learning disabilities due to the fact that it was difficult to manage them. The teachers believed that no matter the amount of efforts the children lack the ability and they fail what is being taught to them by their teachers. Chireshe (2011) found that teachers view the curriculum used would meet the need of children with special need, the inclusion model affected the teaching method one uses, and the teachers have problems of adapting and accommodating children with special learning needs. Their view reveals that teacher's lacked of adequate knowledge and skills, and limited learning resources hinder them from providing for the children with learning disabilities. Despite the teachers' knowledge on the children, they were not comfortable with the inclusion model towards meeting the children needs. The inclusion affected them where by they had to prepare other means in order to accommodate the children which most of the teachers find it very difficult to cope with. These indicated the need for the government to equipped the teachers with the needed technology to impact more on the children with learning disabilities otherwise the children would still left behind.

4.4 Parents' Perceptions on their Children with Learning Disabilities

Objective two of the study aimed at establishing the parent perception on the children with learning disabilities. The goal of this objective was achieved by the use of an interview schedule to the parent in which their responses on each question was recorded transcribed, coded and presented in subject.

4.4.1 Parents Knowledge on Children with Learning Disabilities

The parent response on whether the parents had knowledge on their children with learning disabilities. Parent's views were presented in Hausa local Language and were translated in English.

Parent (1)

Amsa: To kamar yanda ka sani su yara masu matsala ta rubutu da karatu da abinda ya shafi danginsu sun kasu kashi- kashi wani za kaga ya iya rubutu amma karantawa zai masa wahala, wani kuma rubutun ne wahala, wani kuma fahintar gaba daya ma bai dashi ayi ayi amma jiya iyau kaga matsala ta samu wanda idan ba ayi masa ko mata da gaske ba sai su wuce da haka har gaba da sakandire ma.

Answer: Yes I have information over them; these are problems that some children experience in the course of learning where by you may find a child is good in writing but experiences disability in reading, or in arithmetic or both. So if care is not taken at the initial stage, they may continue up to secondary school with this form of disability.

Parent (2)

Amsa: E bil hakika inna da masaniya kan wadannan matsaloli, duk da yake nima inna kula da wata makaranta mai kama da haka zaka tarar mutum yakai matakin sakandire amma rubutunsa kamar na dan firamare ko kuma idan kasa ya karanta maka wani abu daga cikin abinda aka koyar dashi sai kaga ya gagareshi ko kuma lissafi na Tarawa da debewa ma na abu mai sauki sai kaga ba zai iya ba.

Answer : Quite alright am aware of these problems prevailing among children despite I managed a primary school as the head, you come across some

children in a secondary school with bad writing which can not be understood as if they are in primary one, and cannot able to read a sentence or in arithmetic they cannot compute simple arithmetic.

Parent (5)

Amsa: To kamar yanda ka bukata masaniyya kan wadannan yaran a gaskiya inna dashi kwarai domin kamar inde kana da yara dayawa zaka fahinci wasu daga cikin sukan nuna irin wannan matsala a dangane da matakin karatukan sun a abinda ya shafi rubutun kansa da karantawa da abinda ya shafi lissafin da dai sauran su.

Answer: Yes am aware of it, when you have children you get to know this problem in their performance and the ability to comprehend in terms of how they write, reading ability and how they respond to simple arithmetic and many more.

Parent (8)

Amsa: E ina da masaniya kwarai akan matsala irin ta nauyi na wadannan yara kwarai da aniya. Domin in har uba yana da kula akan yaran sa to hakan ba zayi masa wuyar ganewa ba, sai dai idan dama baya bincikar ko kuma sanin halin karatun yayansa ke ciki da akwai matsala ko babu, suna ci gaba kuma akasin haka.

Answer: Yes I have knowledge on these children quite alright. In this sense this problem among children cannot be hiding if a child is suffering unless the parents are not overlooking what the child is doing at school in order to know how the child is actually performing.

Parent (12)

Amsa: E inna da ita dai dai gwargwado wajen fahintar yanda suke. Domin ai shi yaro mai matsala kamar haka ai baya buya koda kuwa yana cikin yawan yaro da zarar an duba su akan iya gane hakan.

Answer: Yes I have knowledge over these children base on my level despite the fact that once if a child has this type of problem definitely it will show and one can fish out the child among the group, based on the way he will perform when given an assignment to do that involves reading, writing or arithmetic.

Parent (15)

Amsa: Ai wannan matsala ce da yaro suke cin karo da ita a karatunsu wanda ya hada da rubutu da karatu da muamalar yaran, kuma abinda ya shafi rashin iya Tarawa da ebewa da kuma idan an raba kazoto nawa zai bayar duk wannan matsala ce da takan haifu a tsakanin su.

Answer: Yes these are problems that children come across in their studies, it has to do with the difficulties in the way they interact with their peers, their reading and writing abilities and problem of inability to compute simple arithmetic or they even find it very difficult to differentiate the symbol of the either addition, multiplication or subtraction.

Parent (20)

Amsa: E inna da masaniya akan su domin nima malami ne ada chan baya, ai wannan matsala ta kaga cewa yaro idan yayi rubutu bai karantuwa, ko asashi ya karanta abu kaga ware kalmomin da kuma furta yanda ya kamata sunai masa wuya da kuma wanin ma bai iya ware abunda ya shafi Tarawa da ebewa da kuma

rabawa ta bangaren lissafi sai kaga yana masa wuya shima dai sauran yanayi na rashin shiga cikin abokanai dama dai sauransu.

Answer: Yes I have information on these learners because I was once a teacher, this is a problem where by when child writes notes you can not even understand what was written. They also experience problems in reading ability and difficulties in identifying mathematical signs such as addition, subtraction or division. They find it very difficult to associate with their peers either at home or school which is also an element of learning disability in that child.

These views were shared among most of the parents where majority indicated that they were really informed and they had knowledge on these particular children due to the fact that some of them attended Quranic schools, they had some experience about the difficulties, some of them had been in the teaching profession some years back. This study disagree with findings of Taylor (2000) who found that the common reactions of parents to their children with disabilities included not accepting the problem and depending on excuses for Childs behavior, rejecting of a problem, fear of shame from community reactions, guilt, and self-blame wishing the child was not born. Similarly, Harry (1992) indicates that parents of these children reject labels for their children problems; they do not accept the Childs classification of having a learning disability or attention deficit hyperactive disorder. While on the other hand some few among them indicated that they had no idea or knowledge with regard to children with learning disabilities. This is because some parents had been in the teaching profession and

those who indicated not having idea was due to their literacy level. Here were some the parent's voices.

Parent (3)

Amsa: To a gaskiya bani da masaniyya akan abinda ya shafi wadannan yara domin kuwa kamar sabon abune a wajena hakika.

Answer: Well actually I don't have knowledge on these children you are asking me about, is just like something new to me.

Parent (10)

Amsa: To halal hakika bani da masaniya kan wannan matsala ta bangaren karatu na boko, to amma tunda nayi karatun muhammadiya zan iya cewa akan samu ire iren wadannan yara da ka ambata kwarai da aniya.

Answer: Actually I do not have knowledge about these learners and the problems they experienced. I did not attend school but I do believe there are such kinds of children in the school quite alright.

Parent (16)

Amsa: Gaskiya bani da masaniya akan abinda ya shafi matsala irin ta wadannan yara da ka ambata min.

Answer: To the best of my knowledge I don't have an idea on this type of problem being experienced by the children.

4.4.2 Parents Response on how to Identify Children with Learning

Disabilities

Most of the parents indicated that they had the knowledge on how to identify such children only that might not be necessarily in the manner in which the professionals do pointed out. These were some of the parent's views reported in Hausa local language and translated in English language.

Parent (1)

Amsa: E mukan gane yaro yana da matsala ta hanyar idan sun dawo daga makaranta ko sau daya a sati mukan karbi littattafan yaro domin muga me ake koyar dashi, yaya yana fahintar karatun ko baya yi, yaya rubuntunsa yake da kuma yi masa tambayoyi kan abinda aka koyar dashi idan yana da fahintar abinda ake koyar dashi mukan iya ganewa ko akasin haka.

Answer: Well, we identify a child with learning disability through the means of checking the child note books to look at what they are being taught, to see the level of writing eligibility and performance. We do also ask a lot of questions that involve learning in some subject areas to know whether the children are learning or not.

Parent (3)

Amsa : To kamar yanda na fada maka tunda ka gani ba karatun zamani nayi ba kaga babu yanda zan iya gane cewa yarinya ta nada wannan matsala ta fahintar karatu ko rubutu ko kuma abinda ya shafi lissafi da makamantan su.

Answer: As I told you, I don't have western education I can understand that my daughter has problem of learning disability like reading, wrtting or arithmetic.

Parent (5)

Amsa: To muna da hanyoyi da muke bi kamar haka na farko idan sun dawo daga makaranta na kan karbi littafan su domin naga me ake koyarwa dasu, harma inyi masu wasu tambayoyi domin samun amsa daga gare su wanda yin hakan zai tabbatar min da shaydar cewa suna ganewa ko akasin haka. Sannan kuma idan an basu aiki wanda zasuyi a gida na tabbatar cewa sun aiwatar da aikin.

Answer: I do notice that through checking their note books, their report card which showed how they perform in every subject, I do ask them a lot of question when they return from school to know their ability level to know more on their weaknesses.

Parent (9)

Amsa: Toh mafi akasari hanyar da nake bi in gane hakan bai shige idan yarana duk sun dawo daga makaranta nakan tara su bayan sunci abinci sun huta sai nace kowa yazo, bayan sunzo nakan dan yi masu tambayoyi cikin hikima wane yay au me akayi dan karanta min inji daya bayan daya, sannan in duba littafan su daga nan kuma sai bada nawa aiki inga yaya ci gaban karatun waye a baya ko kuma yake da dan matsala wanda ya shafi karatu ne ko rubutu ne, ko kuma lissafi da makamantan su.

Answer: Well, I have to say that I have attended school, so whenever they came back from school together with the rest of the children I did assemble them after they had lunch. I inquire about how their studies are going on, and how they also perform in the entire subject.

Parent (13)

Amsa: Hanyar dai shine mukan duba littafan su idan sun dawo daga makaranta, sannan munayi masu yan tambayiyi kan abubuwan da sukayi a makaranta mu gwada su ta hanyar dan yi min kaza ko rubutamin kaza in gani ko kuma na basu aiki namu domin su aiwatar muyi makin.

Answer: There are ways that I use in identifying that where I do ask the child some questions on what he is being taught in school as a way of testing his capability, I also do look at his note books to see how his writing ability, I also do look at his note books to see how his writing ability, read some passages which are in his text book to know more about his reading abilities, multiplication and simple subtraction there and then I mark.

Parent (18)

Amsa: To hanyoyin de bai wuce lura da yanayin yanda karatun nasu yake gudana ta hanyar duba littafan yaro da zarar ya dawo daga makaranta yaya rubutunsa yake, yaya yakan iya karatu kuma ya furta su dai dai ko da matsala, sannan nakan bashi wasu aiki na kwafan wasu labari sannan da karanta wasu labarai wanda zai tabbatarmin da cewa yana da irin wannan matsala tare dashi ko babu da dai sauran yan dabaru nawa domin sanin abubuwa da dama

Answer: Well the ways through which I sense that is nothing more than to check out what they are doing at school. How their writing looks like, to test them how far they are in reading ability to see if they have difficulties over it. And I also give an assignment that involves reading, arithmetic

and passage to write down for me to see it, in this sense I assess some of the problems they are experiencing in the course of their learning.

The study established that most of the parents had an idea on how children with learning difficulties were identified, but might not be same to those who were professionals in the area due to some of them are not educated or their level of schooling is not higher. These findings were in disagreement with Taylor (2000) who pointed out that the common reactions of parents to their children with disabilities include not accepting the problem and depending on excuses for Child's behavior, rejecting of a problem believing that it will just go away, fear of shame from community reactions, guilt, and self-blame wishing the child not to have been born. Similarly, Harry (1992) indicated that parents of these children reject labels for the children problems; they do not accept the Children classified having a learning disability or attention deficit hyperactive disorder.

The parents pointed out some ways through which they use in identifying such children. These involve checking the children note books when they return from school, by giving them home work that involved reading, writing and arithmetic, through their contact and relationships with their peers, and also by seeing their report cards at the end of every term. The few among the parents indicated not having an idea about how these children were being identified, these are some of views they shared.

Parent (4)

Amsa: gaskiya tunda ni banyi karatun boko ba bani da hanyar da zan gane cewa yaro nan na dauke da wannan matsalar.

Answer: Sincerely I did not attend formal western education school, and I don't have any means through which I can identify the problem.

Parent (17)

Amsa: Malam bani da masaniya akan su, kaga abu ne mai wuya har na iya sanin yanda zan gane cewa yarinya ko yaro nama na tare da wannan matsala a wajen karatun sa. Ai kaga hakan sai dai kamar wanda suka je makarantar boko sune zasu fahinci hakan tare da yara.

Answer: As I told you I don't have any idea about them like- wise I don't have any means through which I might know how these problems are being identified. By the way I do not have western education; those who attended school were the ones to point out them.

Parent (19)

Amsa: Gaskiya kamar yanda ka tambayeni sani kansu nace maka bani dashi haka kuma yanda zan tabbatar da matsala ma garesu bani da masaniyar yin hakan a tare dani shine iyaka abinda zan iya sanar da kai abu na zahiri ba wai na boye maka gaskiyar lamari ba.

Answer: The same thing I don't know how they were being identified as well.

4.4.3 Causes of Learning Disabilities as Reported by Parents

The study found out that most of the parents were not certain on the causes of children learning disabilities. Details were presented.

Parent (1)

Amsa: To wannan matsala a ganina wata haliitace wadda wasu yaran akan haifesu dashi, sannan kuma har wayau yakan samo asali ta bangaren su kansu yaran sabila da rashin zuwa makarantar ako da yaushe da kuma mayar da hankali kan abinda ake koyar dasu, da kuma su kansu kwarewa da da sanin makamar aiki ta bangaren malaman kansu, da kuma kula ta yawancin iyaye wajen yaran nan ma akwai matsala domin wasu iyayen basu damu da yanda yayansu ke ciki ba ta bangaren karatun yaron ko suna karatun ko basa yi ba damuwarsu bane suna can suna hidimar kasuwancinsu ko aiki na daban.

Answer: Well, to my on opinion children are born naturally with this form of disability, absentism in school and lack of concentration. There is also the problem of lack of skilled and trained teachers to handle the children, inappropriate care on children's learning by most parents can also result to disabilities in children.

Parent (3)

Amsa :Alal hakika kamar yanda na dan fahinci yaran da kuke tambaya akai kuma dangane da yarinyata zan iya cewa akwai dalilai kamar haka: na farko rashin koyarwa nagartacce daga malaman yaran, rashin kulawa da malaman daga bangaren gwamnati, da sakacin iyayen yaran ma kansu wajen basu kulawa ta musamman, sannan kuma wasu akan haife su da wata halitta ta rashin fahinta daga Allah.

Answer: Certainly, based on my own little understanding, I think I can point out some of the causes of these disabilities among the children: first, it could be lack of proper teaching by the teachers to these young children. Then lack of teachers' motivation by the government can equally result to this disability. There is a problem of inappropriate care by the parents on children learning, and lastly some children are naturally born with this form of disability and no one can change them except the creator.

Parent (4)

Amsa: gaskiya aganina idan aka tara maka yara tun daga karaminsa wani yaron daga an koyar dashi zai dauka wani kuwa ka koya masa kamar bashi ake koyawa ba. Kuma ni na dauki wannan matsala ta samo asali ne daga mahalicci wanda shi ya kadarta masu hakan wani yana da fahinta wani kuma akasin hakan. Kuma sannan kuma ta bangaren koyaswa ta malamai da kuma abinda ya shafi kulawa ta su iyayen yaran baki daya,

Answer: Well the cause of this disability involve genetic inborn tendency by some of the children who experience it, then there is lack of adequate skills and knowledge by most of the teachers who handle the children at various schools, then the way some of the parents do care for the childrens learning might also be a factor in causing the disability among the children.

Parent (8)

Amsa: To ni inaga ya hada da dabarun koyarwar na maluma yana daya daga cikin abinda ke haifar da wannan matsala na rashin kwarewa a harkar koyarwa, sannan kuma su kansu yaran suna jawa kansu saboda rashin

mayar da hankali wajen abinda ake koyarwa a garesu, har ila yau kuma akwai rashin mayar da hankali na su kansu maluma da uwa uba harda su kansu iyayen yaran suma suna da nasu matsalar wajen haifar ma yara ire iren wannan matsaloli saboda rashin mayarda hankali don sanin abinda yaran suke ciki.

Answer: In my own point of view, I think, it has to do with the methods of teaching used by the teachers while teaching the children precisely for not taking the children on their own phase to learn. Then, the children also contribute to that for not paying attention to the studies, and also the negligence of the teachers might lead to that. The parents too are not making proper care for ensuring that the children succeed in their academics.

Parent (10)

Amsa: To yaro ai kasan shi kan sa koyarwar ana bukata a samu malami mai ilimi da kuma kwarewa kaga matsala daya ke nan, sannan har yanzu su yaran sukansa wasanni, basu mayarda hankali kan karatun to ai kaga shima matsala babba, sannan kuma halin ko in kula da iyaye sukan nuna wajen karatun yaran shima zai sa hakan ya kasan ce a tsakankanin yaran, sannan kuma akan haifi yaro haka kuma duk yanda ka kai ga nuna masa ba zai gane shih aka nan Allah yayi shi.

Answer: Well my son, (interviewer) in the teaching profession there is the need for knowledgeable and qualified teachers which is one of the problems then, most children do not pay much attention on their studies instead they pay more on playing with peers, issue of neglecting the children by the parents, and some other children are being born with

disabilities and in that respect no matter how teacher dedicates to them is just a waste.

Parent (12)

Amsa: To abubuwa ne kamar haka: na farko rashin lafiya na kansu su yaran, akwai abinda ya shafi rashin kulawa na iyayen yaran domin karatun su wanda ya shafi basu abinci, kayana sawa na makaranta da kuma sauran abubuwan da ya kamata abasu domin zuwa makaranta, akawai kuma rashin kwarewa na daga maluman yaran ta bangaren koyarwan da kuma sanin yanda ya kamata ake sun kula da irin wadannan yaran shima yakan kara haifar da matsalar ga yaran.

Answer: Well, there are so many things that result to learning disabilities. Firstly, sickness among children can lead to learning disability. It also involves lack of good love, care for the child education by the parents necessary in terms of given adequate food, uniform and other things that are needed for learning to take place. Then, there is a problem of inexperienced teachers who are in the teaching process; they lack teaching models to teach the children to understand in a better way, and so many of them lack the needed skills and the knowledge for the entire teaching and learning processes that needs to be thoroughly checked by those in the position to do that.

Parent (15)

Amsa: Magana na gaskiya wannan matsala ta kan iya faruwa saboda abu kamar haka: akwai rashin kulawa da kuma mayarda hankali ta bangaren yaran a makarantu, rashin zuwan yara makaranta akoda yaushe, zaka yau

yaro yaje gobe ya tsallake ko kuma ma ya shafe satiu guda ba tare da ya halarci makaranta ba, sannan akwai abinda ya kunshi isashen ilimi da kuma kwarewa na kan harkar koyarda yaran, wasun su basu da horan koyarwan sun samu kansu acikin aikin kawai, sannan kuma da halin ko inkula da iyayen yara keyi na abinda ya shafi karatun yaran su basu ma damu su san me suke ciki ba, ko kuma yaya akwai cigaba a karatun ko babu, sannan kuma inna ga wasun halittace kawai suka samu kansu ciki.

Answer: The truth of the matter is that the causes of these problems are many and if I can mention few I have to point out that there is a problem among the children themselves for not fully concentrating on the studies. The children absent in school can result to learning disability. There are also problem of qualified and trained teachers who deliver the needed service that the children required. There are lacks of care by the parents, and some problems were due to inborn disabilities and no amount of effort can improve the situation.

Parent (17)

Amsa: Duk da cewa banyi karatun boko ba amma a fahinta ta abubuwan da ka iya jawo yawa yawan ire iren wannan matsala a yara sun shafi: wasu haka Allah ya haliccesu, wasu kuma akwai rashin zuwan yaran makaranta akoda yausha da rashin mayarda hankali, akwai sakaci na iyayen yaran wajen samar masu da abubuwan da ya kamata wajen karatun su, da kuma karanci na maluman makaranta, da kuma rashin sanin makamar aiki daga bangaren maluman, da kuma rashin kulawa mai kyau ga maluman kansu.

Answer: Well, one of the causes may include: some children are born genetically with this type of disorder. Then, some are associated with irregular attendance of school all the time by the children and concentration in the class room. There is also a problem of negligence by the parents toward providing the necessary learning materials and other support. There is a problem of shortage of man power in various primary schools, and lastly some of the teachers lack the needed skills and knowledge to teach as well as negligence to duty. and negligence of duty.

Parent (20)

Amsa: Abubuwan da kan iya jawo haka ma yara sun kunshi: rashin kulawar da ya kamata daga bangaren maluma, sannan kan kuma haifi wasu yaran haka nan daga mahalicci, sannan kuma akwai rashin kauna da kuma kulawar da ya kamata ta wajen iyayen su yaran, akwai kuma yanayi na rashi da talauci na iyayen wanda hakan bai basu damar sanin yaya karatun yaran nasu yake ciki ba, sannan da rashin zuwa yaran makaranta akoda yaushe da kuma rashin mayarda hankali kuma du daga yaran.

Answer: Most of the things that are associated with these problems are: Lack of proper care by most of the teachers, some children happened to be born with it. Another issue is lack of love, care and concern about the children by the parents, and absent of the children from going to the school. There is also lack of adequate knowledge and method to teach the children by the teachers.

From the parents view above it is evident that learning difficulties among primary school children are due to so many factors. The study provides factors connected

to children such as lack of concentrations and absentism in going to the school which are great obstacles to learning. There is a biological factor where children are naturally born with sort of forms of disabilities. In addition lack of trained and qualified teachers to care for the children, lack of appropriate teaching methodologies, negligence and lack of proper care from the parents, government inefficiency in taking good care of the teachers and inadequate manpower.

The findings was inline with the findings of Arasa (2004) who indicated that one of the causes of learning disabilities in children includes; lack of parental involvement and interest in children studies and unqualified and incompetent teachers. Similarly Abosi (2007) who confirmed that lack of class room management, inadequate trained teachers in school and negative attitudes among teachers and lack of childrens motivation leads to these disabilities in children and Runo (2010) showed that lack of parental support, parent's illiteracy and children laziness were among the causes of learning disabilities.

Furthermore the study is also inline with the findings of Chadha (2001) who indicated that about 2 to 10 % of learning disabilities among children were due to hereditary traits which they inherited from their parents. Panannen and Ahonen (2009) established that home environment plays role on children learning; it affects the children either positively or negatively, parent's literacy level, lack of parental guaidance and community support lead to difficulties in children learning in school. And according to Ojanen (2007) opined that learning disabilities among children were due to inadequate teaching by the teachers, and lack of parental support towards the children.

From the findings, there was no specific cause of learning disabilities among children rather a multidimensional factor that involves inadequate parental support towards the children, lack of trained and knowledgeable teachers to train the children, parent's literacy level and hereditary traits are also involved in children learning disabilities.

4.5 Teachers' Motivation when teaching Children with Learning Disabilities

The third objective of the study aimed at establishing teachers' motivation when teaching children with learning difficulties. To achieve this objective the study used a 5 point likert scale to find out the factors that motivated teachers when teaching children with learning disabilities. This finding was indicated in table 4.3.

Table 4.3: Teachers' Motivation when teaching Children with Learning Disabilities

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Lack of adequate teaching and learning resources affect the entire learning process	36	4.1	39	4.5	82	9.3	471	54.0	245	28.1
Inadequate parental care and concern made these children unable to learn	29	3.3	89	10.2	61	7.0	514	58.9	180	20.6
Teaching gives me a great sense of job satisfaction	129	14.8	149	17.1	83	9.5	403	46.1	109	12.5
The challenging nature of teaching kept me in the profession	131	15.0	231	26.5	44	5.0	405	46.4	62	7.1
Teaching children in primary school gives me recognition and respect in the community I live	50	5.7	213	24.4	56	6.4	423	48.5	131	15.0
Teaching children with and without learning disabilities are one of my goals in life.	58	6.6	128	14.7	69	7.9	469	53.7	149	17.1
I am more useful in the community being a teacher than any other profession	51	5.8	226	25.9	28	3.2	384	44.0	184	21.1
I would not leave teaching in primary school to join another even if I get the opportunity.	126	14.4	135	15.5	132	15.1	399	45.8	80	9.2
The level of training I received is efficiently enough to teach these children.	104	11.9	322	36.9	68	7.8	258	29.5	121	13.9
Teachers were given opportunities to further their studies	78	8.9	186	21.3	42	4.8	426	48.8	141	16.2
Seminars and workshop are organized for the teachers by the school management.	65	7.4	142	16.2	26	3.0	471	54.0	169	19.4
Teachers who are dedicated and committed to their work are given some allowances.	106	12.1	364	41.7	61	7.0	220	25.2	122	14.0
Teachers were promoted based on merit and on due course.	527	60.3	108	12.4	14	1.6	130	14.9	94	10.8

Source: Researcher (2016)

The study found out that teachers were motivated when teaching children with learning disabilities. They indicated lack of adequate teaching and learning resources affects the entire learning process as most teachers were not motivated to do their work. These were agreed upon by 54.0% of the respondents and were followed by 28.1% of the respondents who strongly agreed, 4.5% disagreed, 4.1% strongly disagreed and 9.3 of the respondents remained neutral.

58.9% of the respondents indicated that inadequate parental care and concern made these children unable to learn and were followed by less than quarter 20.6% of the respondents who strongly agreed that parents contributed toward children learning disabilities, 10.2% disagreed, 3.3 % strongly disagreed and few of them 7.0% were undecided.

The finding indicated that less than half 46.1% of the respondents agreed that teaching gives them a great sense of job satisfaction and were followed by 12.6% of the respondents who strongly agreed, then 17.1% of the respondents disagreed, were followed by 14.8% who were strongly disagreed and 9.5% remained neutral.

Less than half 46.2% of the respondents agreed that the challenging nature of teaching kept them in the profession however a quarter 26.5% of the respondents disagreed, followed by 15.0% and a few 5.0% were neutral.

Less than half of the respondents 48.5% agreed that teaching children in primary schools gives them recognition and respect in the community where they live, followed by 15.0 %. These were disagreed by almost a quarter 24.4% of the respondents, were followed by 5.7%, who strongly disagreed while a few (56) 6.4% were undecided.

Slightly above half 53.7 % agreed that teaching children with and without learning disabilities is one of their goal in life, and were followed by below a quarter 17.1%, and 14.7 % disagreed that is not their goal, they were followed by (58) 6.6 % and a few 7.9% were neutral. While less than half 44.0 % of the respondents indicated that they agreed that they are more useful in the community being a teacher than any other profession and were followed by less than quarter 21.1 % of the respondents who strongly agreed, while a quarter 25.9 % disagreed and were followed by 5.8 %, while a very few 3.2 % were neutral.

Furthermore, the study found out that less than half 45.8 % of the respondents indicated that they agreed that they would not leave teaching in primary school to join another job even if they got the opportunity. They were followed by 9.2 % of the respondents who agreed, 15.5 % of the respondents disagreed, they were followed by 14.4 % who strongly disagreed and 15.1 % of the respondents were neutral.

However, a quarter 36.9 % of the respondents indicated that they disagreed that the level of training they received is not sufficient enough for them to teach these children. They were followed by 11.9 % of the respondents who disagreed. On the other hand, 29.5 % of the respondents agreed, they were followed by 13.9 % of the respondents who also agreed with the statement while few 7.8% were undecided.

The study established that 48.8 % of the teachers agreed that the teachers were given opportunities to further their studies and were followed by 16.2 %, 21.3 % of the respondents disagreed and were followed by 8.9 % while 4.8 % remained neutral. Then, 36.9 % of the respondent's disagreed that the level of training they received is not efficient enough for them to teach the children and was followed by 11.9 % and 29.5 % of the respondents agreed and were followed by 13.9 % while 7.8% were remained neutral.

The study found out that slightly above half 54.0 % of the respondents indicated that they agreed that Seminars and workshop were organized for the teachers by the school management, and were followed by below quarter 19.4 % of the respondents who indicated that they strongly agreed, 16.3 % objected and disagreed, they were followed by 7.4 % and also few 3.0 % of the respondents were undecided.

Moreover, below half 41.7 % of the respondents indicated that they disagreed that teachers who are dedicated and committed to their work are receiving some incentives, they were followed by a few 12.1 % who strongly agreed, a quarter

25.2 % objected and agreed that teachers who were dedicated and committed to their work are receiving some incentives, they were followed by 14.0 % of the respondents and 7.0 % were neutral.

Lastly, more than half 60.3 % of the respondents in the study indicated that they disagreed that teachers were not promoted based on merit and on due course. They were followed by 12.4 % of the respondents who disagreed. Then, 14.9 % agreed and were followed by 10.8 % and a very few 1.6 % of the respondents were undecided.

The findings of the study were in agreement with the findings of Bennel and Akyeampong (2007) who pointed out that teacher commitment was one of the most important determinants of learning outcomes which leads to positive educational outcomes. In the same study, they indicated that when teachers were not motivated it resulted to absent in work, underutilization of class time, professional misconduct, reliance on traditional teaching practices and poor preparation. Patrick (2012) indicated that job security, good working conditions, authority and independence were strong motivational ways that affect teacher performance and lack of accommodation, inadequate teaching and learning materials, poor supervision by the heads cause poor performance of teachers. Furthermore Adeyinka, Asabi and Adedotun (2013) found out that there were significant effect on teachers condition of service on children academic performance, teachers fringe benefit influence children academic performance, as well as teachers promotion and in-service training had direct influence on the

academic performance on children learning. Most of findings in the study indicated that teachers were the building block towards providing for children. They need to be adequately motivated in terms of adequate teaching and learning materials, full support from the parents, to be rewarded when due, given adequate training they required and be promoted to the next level on due time. Failure to comply with these may led the teachers feel demotivated and not to work as expected.

4.5.1 Parents Report on Teachers Motivation

The study sought to establish whether teachers who take care of these children were giving necessary support and motivation they required, the parents views were reported.

Parent (1)

Amsa: Wai ai wannan tambaya ai ka tabo waje mai mahimmanci. A halin da ake ciki yanzu malaman primary sun samu kansu a wani hali na ko inkula da ake masu, malami ne zai wayi gari a gidansa bashi da abinda zaa ci, kuma a hakan yaya kake tunani har yaje ya koyar da yara. Sobada abinda ake basu bai wadatar dasu ta yanyar bukatunsu nay au da kullum kaga dole ya tafi inda zai samo wani abu da zai kaima iyalansa, kuma har wayau bayan baa basu albashin isasshe gashi kuma ba akan lokaci ba ake basu. Sannan gashi dayawa daga cikin malaman basu da kwarewa ta koyarwa, karanci kayan aiki ta bangaren littafa da makamantansu, da kuma shi kansa yanayi na jin dadin kansa koyarwar.

Answer: You ask very important question, at present teachers in primary school are being neglected by the government, you would find out that a teacher with no food to eat in his house and you expect that teacher to go and teach, I think this is not possible. They are being given insufficient salary that would not even cater for their basic needs, and most of the teachers lack adequate skills and knowledge to handle the children. There is inadequate teaching and learning materials for both the teachers and the learners and the working environment is not encouraging and favourable.

Parent (2)

Amsa: Shi koyar da kaga ni idan akace malamai basu da kulawa na abinda ya shafi kayan aiki, basu dama ta hanyar karo karatu domin su kwarai wajen kayarwan kansa da kuma abinda ya shafi albashin su Magana ta gaskiya makarantun gwamnati aibashin yayi masu karanci bai biya masu bukatunsu na hidimar sun a yau da kullum. Sanan kuma shi yasa zakaga cewa daya daga cikin malaman sun samu kansu ne cikin koyar war sabila da basu da abinyi daga zarar sun samu wani aikin sai su kara gaba dama chan a rashin uwa ne yasa su zaman firamare kaga wannan yana da kai hukuma ta san wanda zata dauka shin yana da raayin koyar war ko akasin haka ne domin rashin aikin yi wanda baa kulawa dashi.

Answer: Well, this has brought so many issues in the community. The truth is that teachers in the primary schools lack support from the government in terms of shortage of teaching and learning materials. There is also the issue of insufficient salary received by the teachers from the government where by even the basic needs cannot be met out of the amount they received. That is why most of the teachers leave for other

jobs. Then, the teachers lack respect for the service they deliver and even community members do not respect them. There is also the issue of delay in their promotion and the condition of service is not favourable at all.

Parent (6)

Amsa: To a gaskiya a wannan lokaci maluman furamere sun samu kansu cikin rashin kula daga hukuma na abinda ya shabi rashin samun albashin su akan lokaci, su kansu ma basu samu nutsuwa ba ballantana ma su koyar. Wannan yana daga cikin abinda ya jawo maluma suka cire shaawar su dama koyarwar baki daya, zaka tarar a wata makarantarma maluman basu wadata ba, kusan sai kaga malami daya shi zai shiga azuzuwa daya, sannan akwai rashin isaasun aji-aji na yara, da kuma karantarwa a yanayi marar kyau duk shi ke kawo tazgaro na haifar da matsololi irin wannan a yara.

Answer: On a serious note at this time, teachers in primary schools find themselves in critical conditions which involve the non-payment of monthly salary, they are full of stress then how are they going to teach. These made the teachers to loose hope in teaching and it is even better for them to look for another job or other means of survival. The learning condition for the children is not encouraging at all and for the teachers too the learning is not possible.

Parent (9)

Amsa: Yaro in fada maka lamari na gaskiya maluman furamare suna cikin tsaka mai wuya na rashin tabbas a kan koyarwar baki daya domin kwata-kwata gwamnati bata kulawa dasu na abinda ya shafi hakkokin sun a albashi wanda bai kai ya wadatar dasu akan bukatun sub a sai sun hada da

wani aikin na daban, furomoshan nasu bai tafiya yanda ya kamata, akwai matsala na rashin basu horo na musamman domin sanin makamar aiki da kuma koro ilimin kansa, da kuma yanayin karantarwar shi kansa da matsala gas u kansu maluman.

Answer: My son (researcher) the truth of the matter, teachers in public primary school were seriously in problems regarding the issue of support from the government. The government does not look in to their entitlements as workers their salary is not being paid promptly; and it may take two to three month. Their promotion is given on due time, there is also a problem of training and the condition of service is also unfavourable for the teachers.

Parent (12)

Amsa: Gaskiyar lamari maluma baa basu kulawar da ya kamata domin aiwatar da aikin su na koyarwa da kula da yaran, na abinda ya shafi hakkokin sun a albashi da furomoshan da makamantan su, sannan kuma akwai rashin kayan aiki domin koyarwar da kuma karancin azuzuwan koyarwan ma zaka kaga da matsala yara na koyon karatu a kasan bishiya ko kuma rubabban azuzuwa, da kuma rashin karfafa gwiwa ga maluma masu hazaka.

Answer: Truly, teachers were not given enough support they require to do the work of teaching the children in various primary schools, their entitlement were not being given and even the payment of salary is a problem. Their promotion is not moving the way it should be done.

Further more they lack teaching and learning materials in the school for them to teach well. There is also a problem of accommodation for childrens to receive classes where some of the children were under the shed or tree and the teachers who sacrifice more in dedicating themselves toward the work were not rewarded.

Parent (15)

Amsa: To kulawa dasu dai baayi yanda ya kamata wanda ya hada da nutsuwarsu da ji dadin aiki babu shi, baa biyansu albashi akan lokaci da zarar wata ya cika sais u shafe wata uku hudu ba tareda an biyasu ba, akwai abinda ya shafi samar da kayan aiki wadatacce shima babu, da abinda ya shafi furomoshan nasu shima baa masu a lokacin da mutum ya kamata ayi masa, sannan kuma har ila yau akwai rashin wadatuwar azuzuwan koyarwa da yaran wasu duk sun daye wasu kuma sun rushe baa gyarasu ba da dai sauransu.

Answer: Actually, teachers were not given the needed motivation for them to do the teaching effectively. Every worker expects something at the end of every month but teachers take two to three month without earning their salary. There were also problem of the adequate teaching and learning materials, their promotion as workers were not moving at a point in time they are due for it. The working environments are not favourable and some of the infrastructural facilities are not in place. The combination of all these can't allow them to work in peace something has to be done otherwise public primary schools would be no more.

Parent (17)

Amsa: Magana mai inganci shine bisa ga fahinta na maluman basu samun kulawar da ya kamata a gwamnati ta basu akwai sakaci, idan ka duba halin da suke ciki basu da albashi mai kyawu kuma sannan baya iya biya masu bukatun su dana iyalan su ai kaga wannan matsala ne babba. Da dai matsaloli na rashin basu furomoshan da yanayi mai kyawu na shi koyarwan da dai sauransu.

Answer: The truth of the matter is that the governments do not provide the teachers with the expected motivation for them to work and even to care for the children's need. If you look at it critically the amount of salary they earn at the end of month is not sufficient for their basic needs. So this is a big problem, and there are problem with their promotion and the working environment is not conducive for them to work.

Parent (20)

Amsa: Uhum kulawa da malaman makaranta ya samu nakasu kwarai saboda in ka duba zaka fahinci cewa basu samun albashi wadatacce kuma sannan ba akan lokaci ba, sannan baa daraja su a matsayinsu na malamai da bangaren gwamnati da kuma alumma baki daya, babu yanayi mai kyau kusan duk wanda yake aiki tare da hukumar furamare bashi da wani aiki ne amma da zarar ya samu aiki zai kara gaba.

Answer: Well, the way teachers were being supported to do their work as supposed to be is totally not there. Teachers were maltreated with inadequate salary that would at least cater for their basic necessities of life. They lack respect from both the government and even the community members, their working condition is not favourable at all. No adequate

teaching and learning materials and prompt promotion. That is why most of the teachers look for other jobs.

The study established that majority of the parents indicated that the teachers were not adequately provided with the motivation they required when teaching the children. They pointed out that teachers lacked skills, knowledge, and training to support the children, learning materials were not adequately provided; the salary received was not enough to cater for their basic needs and delays in the payment of salaries. There were problem of promotion on time, lack of respects from the community members.

These findings were inline with the study of Hayden and Stephanie (2011) that teachers motivation affected children achievement and that achievement is linked to salaries increase, it motivates teachers to work which improved childrens academic outcome. Inline with the study of Aacha (2010) who investigated performance of primary school teachers and confirmed that the teachers were not adequately motivated to do their work, and the study recommended for increase in teacher's salary, provision of accommodation, strengthening supervision and instituting award for good performance. Furthermore Patrick (2012) confirmed that job security, good working condition, authority and independence were strong motivational ways that motivate teacher performance. However, where accommodation were lacking; inadequate teaching and learning materials, poor supervision by the heads results to poor teacher performance. Bennell and Akyeampong (2007) pointed out that, teacher commitments were the most important determinants of learning outcomes and high teacher motivation leads to

positive educational outcome while low teacher motivation leads to negative educational outcomes. In view of these if teachers were motivated, equipped with all the necessary resources they required, they work to their fullest but when lack in training, teaching and learning materials, inadequate salary and delay in promotion, teachers feel demotivated to do their work effectively.

4.5.2 Parents Report on Demotivation

The study established parent's views on what discouraged teachers in teaching children with learning disabilities; these were reported in Hausa local language and translated in English.

Parent (1)

Amsa: kamar yanda na ambata daga baya abubuwa ne kamar haka: na farko shine rashin daraja malaman yana matukar ci masu tuwo a kwarya, sannan kuma albashin da ake basu bai biya masu bukatunsu na yau da kullum, sannan akwai matsala ta kayan aiki abinda ya shafi littafa da makamantansu, akwai kuma abinda ya shafi rashin kwarewa ta musamman domin kuwala ta musamman ga nauin wadanan yaran.

Answer: They lost respect and honor from both the government and the community members. The remuneration at the end of the month is not providing for their basic needs. Then, lack of needed teaching and learning materials also make them feel discourage and the lack of adequate skills and the needed knowledge for them to handle the children.

Parent (2)

Amsa: Wai ai wannan tambaya tana da mahimmaci sosai da aniya domin kuwa abu na farko dake sa malamai ja bawa wajen kulawa da yaran ya shafi rashin kulawa da gwamnati take yiwa malamai ta bangaren albashin su bai kai ya kawo ba sannan kuma ga ba biyansu kan lokaci sai kaga sunyi wata uku zuwa hudu kafin ace an basu wata daya ku biyu, kuma akwai rashin kwarewa ta muluntar kanta daga da yawa daga cikin malaman, sannan kuma su kansu alumma basu dauki malaman firamare da daraja ba, sannan haka iyayen yara basu bada tasu gudumar wajen kulawa da karatun yaran nasu sun barwa malamai idan sun kula oho wanda hakan yana cimma malantar kanta tuwo a kwarya, daga karshe kayan aiki yakanyi ma maluma karanci.

Answer: This is a very important question because the first thing that discourages teachers in teaching is negligence and the lack of motivation by the government. Teacher's salary takes three to four month before they were being paid. The teachers need to be given adequate training to handle the children, the parent of the children were not caring or supporting their children which is painful to the teachers.

Parent (3)

Ams: gaskiya gwamnati ne bata kulawa dasu na basu hakkokin sun a abinda ya shafi albashin su wanda a gaskiya bai wadatar dasu, gashi ba biya kan lokaci, da rashin furomoshan akan lokaci, da kuma kansa yanayin koyarwar kansa da matsala domin kusan duk wanda kaganshi yana koyarwa a furamare kawai yana yine saboda rashin wani aikin amma da zarar ya samu wani zaiyi gaba ne kawai.

Answer: The truth is that the governments do not give teachers their entitlement for the work they do. Let me tell you that the salary is not enough for them to teach well, and is not paid on time. Their promotion is not moving on due time, and the condition of the service is not favourable. That is why any one you see teaching in public primary school have no any other option but when ever giving another job they quit.

Parent (5)

Amsa: ai kamar yanda na fadi maka amsar ai day ace rashin kulawa da ake masu ai dole su ja baya su kuma washi koyarwar ma baki daya tun bai rufa masu asiri sannan kuma baa daraja su ballantana a lura da hakkokin su. Sannan da kuma rashin taimakawa dga iyaye shima yana kara ci masu tuwo a kwarya.

Answer: The answer is due to the lack of proper care given to them by the government. They earn an amount that will not even satisfy for their basic needs. Then how do you expect them to care for the children. And then, lack of parental cooperation also discourages the teachers.

Parent (7)

Amsa: ai dole maluma suja baya, bama suba koda ma wadanda basu da matsala ma ai dole suyi watsi dasu saboda iirn ukuba da rashin daraja su da kuma toye masu hakkokin su na albashin da baima biya masu buka tun sun na yau da kullum. Suma mutane ne kamar kowa suna da iyalai suna da yara kuma suma suna da bukatun sun a yau da kullum to idan har wannan bai samu ba to ta halin kaka su zasu koyar a yanayi na rashin tabbas da aikin ma da suke.

Answer: It is true that they have to be discouraged to take care of these children. The teachers were denied the right they should be given as teachers, then as government workers. The salary they receive is not

enough and not sufficient for their basic needs. Their promotion from one level to another is a problem, no adequate learning materials and unfavourable atmosphere for the work and for the students to learn.

Parent (11)

Amsa: Ai malam abubuwan de a zayyane suke wanda muddin idan aka ce malami ba albashinsa ba zai biya masa bukata ai kasan dole koyarwar ga yara ma zai zama rabi da rabi ne, sannan kuma yanayin wanda wasu daga cikin makarantun yaran babu gyara, matsalar kayan aiki da kuma rashin daraja shi kan shi maluntar furamaren yakan sa maluman mayarda hankali kan aikin su domin suma baa kula dasu ba.

Answer: For sure they are human beings with all sorts of needs and wants like any other person if they do that they are right. Then, members of the community also have problem of disrespecting them, taking them as no one despite they take the responsibility of taking care of their children wellbeing, yet they have no honor which is very annoying and that contribute for such behavior towards the learners. So also a lot of teachers remain in teaching in primary school level pending to get another better job.

Parent (13)

Amsa: Ai malam wannan ai bayyane suka kowa ya sani, domin baiyuwa ace malami baa daraja shi kuma sannan ya samu zarafin yin aikin yanda ya kamata, sannan ga rashin basu hakkinsu kan lokaci kuma idan an byarma bai wadatar dasu kan bukatun su, babu kayan aiki na koyarwa dasu kansu yaran, azuzuwan koyarwan babu abun zama da shi kansa ajin babu yanayi mai kyau na yaro ya koyi karatu, da kuma su kansu maluman

matsala tayi masu yawanda yaran ma basa gaban sun a abinda zasu cima yana masu wuya kaga ai dole su rika ja baya baya da aikin ma baki daya bai rufa masu asirin kawinansu ba. Ga kuma su kansu yaran in har basa maida hankali shima zai karasa su washi koyarwan.

Answer: This is something that almost every one knew about that, a teacher who were not being recognized as important, who spend up to three month without being paid, who were not enjoying the work he does, whose basic needs were not met even if the salary is given, why would they not be discouraged with the job and even forget about the children. The teachers also feel discourage due to the lack of concentration by the children.

Parent (15)

Amsa: To kamar yanda na fada maka wajen kulawa dasu haka ma dai abubuwan dake sawa suna ja baya daga aikin koyarwan dama kula da karatun yaran bai wuce nasaba da wadannan abubuwa da na zayyana maka kamar: rashin albashi wadatacce ga maluman, rashin biyansu kan lokaci sai sun kai wata uku ko fiye da haka, rashin yanayi mai kyawu domin shi kansa koyarwan, rashin kayan aiki da kuma koyan kansa, rashin kula daga bangaren iyayen yaran da kuma ta bangaren gwamnati. Kusan a gani na suke sa maluman ja baya.

Answer: As I said it before to you, what can motivate them to do their work is also the same that would equally make them to be demotivated with the work entirely. As I mention the issue of nonpayment of their salary, promotion not on bases, lack of pleasant environment for them to

work, lack of contribution from the parent with regard to their situation and from government as well were all behind why the teachers lost hope in the teaching career.

Parent (17)

Amsa: Toh kai yaya kagani wanda baka bashi kulawar da ya kamta ba kuma idan ance yana ja baya wajen koyar da yara da kuma kansa koyarwan ai baa bun mamaki bane. Ai wannan rashin yanayi mai kyawu na koyarwan da albashin da baya isammasu da kuma yanayi na koyarda su yaran bisa ga irin matsala nasu ba kowane malami ne zai bata lokacin sa akan yaro ba, domin shima baa kula dashi yanda ya kamata kaga shima zaiyi koyarwan ne bisa ga irin kulawar da ake masa kawai.

Answer: How do you see in a situation where teachers can not cater for their needs and what do you expect? When they draw back from their duty whose fault? The work was boring, their salaries do not satisfy their basic necessities of life, and no prompt payment at the end of every month, and it is not every teacher would tolerate or having that zeal of doing the work even with the critical situation suffering from one problem to the other and you expect them to teach on that note.

Parent (19)

Asmsa: To malam ko kaine ake maka rikon sakainar kasha ai dole kai kaja baya daga yaran har da aikin baki daya ko, maluma nada matsaloli na rashin cin yau dana gobe tare da iyalan su to aikaga koda ma suna so suyi koyarwan yanda yakamat bai yiwa garesu sabila da halin da suka tsinci kan ciki na albashi bai isa, ba fuomashan cikin lokaci ga kuma rashin

samun albashin kan lokaci ga kuma bai wadatar dasu to yausha zasu damu da bukatar yara masu matsala na karatu da rubutu dama dai makamantansu su basu lokacin da zasu fahinci karatu yanda ya kamata. Marar matsalama ai yayi ta kansa balle kulawa da wanda sai ka bata lokaci kansa kafin ya fahinta.

Answer: Even If you were in their position you would feel discouraged in taking care of the children. You imagine teachers who were full of stress where by the salary they earn were not giving them comfort together with their families. No progress in the service they do, and even the salary may took two to three month before they would be given. Then, do you want them to die? They have to go and look for another way out to earn a living since the work they do cannot provide what they required and with this hardship how are they going to teach and you expect the children to learn which is not possible to me.

The study established that parents were of the view that teachers tended to be discouraged due to so many reasons: the parents indicated that the teachers lacked support from the government in terms of insufficient salary, inadequate teaching and learning materials, the teachers lacked training to care for the children with special needs where they had to employ another means in educating the children that took much of their time, their promotion was not moving when the teachers were due and the working condition was not favourable as confirmed by the majority of the parents.

Furthermore the parents indicated that teachers felt discouraged as a result of community members attitudes of disrespecting them and not acknowledging the

service they render to their children, the parents also mentioned that the children too discourages the teachers due to lack of concentration towards the teaching and learning processes where most of the children were not learning at a time which made the teachers feel disturbed. Lastly, the parents also showed lack of concern and parental compliance in supporting children learning which also accounted for the reason why most teachers' felt demotivated in teaching.

The study support Mwanza (2010) who found that teachers demotivation result to large absenteeism, transmitting of negative ideas towards teaching and misconduct, and poor salaries and condition of service resulted in such aspects. Bennel and Akyeampong (2007) indicated that demotivation leads to underutilization of class time, professional misconduct, reliance on traditional teaching practices and poor preparation. Similarly Wanyama et all, (2014), and Adeyinka et all, (2013) confirmed that teachers motivation positively improved teachers performance, and teachers promotion and inservice training has a direct impact on academic performance of the children. From indication given teachers were demotivated not to work as expected due to the lack of needed motivation they required. But once teachers were satisfied with the condition of service, well supported from both government and community memebers there are every tendency of higher productivity output on teacher performance and that would have effect on children educational performance output.

4.5.3 Parental Response on the Type of Support given to the Children

The findings on the feedback given by the parents interviewed on the types of support they give to their children's and how such support were given. The responses were reported in Hausa local language and translated in English.

Parent (2)

Amsa: toh gaskiya kulawa dasu abu ne mai matukar wahala. E mukan kula dasu ta hanyar duba me aka koyar dasu da zarar sun dawo da makaranta, idan an basu aiki mu tabbatar mun dan agaza masu domin su samu su aiwatar dashi sannan kuma mukan dan basu aiki a matakin iyaye muga ko zasu iyayi ko kuma ta hanyar samo masu wani na musamman da zai rika bibiyar abubuwan da ake koyar dasu a makaranta amma fa yawancin hakan sune sukafi kadan wajen aiwatar da hakan. Domin wasu naga ai makaranta ne ya kamata su rika wannan aikin.

Answer: Infact, they were very difficult to manage, we do help them toward checking what they normally do at school. If they were given assignment we help them in doing the work, and we provide a teacher who give them extra lesson for more understanding.

Parent (5)

Amsa: Dangane da abinda ya shafi wannan tambaya taku e mukan kirasu idan sun dawo daga makaranta mu bincika domin sanin me aka koyar dasu, wanda har mukan dan gwada misali dan karanta min nan inji ko kuma rubutamin kaza da dai makamantan su. Kuma sannan muna karfafa masu gwiwa domin su kara hazaka wajen mayar da hankali kan karatun. Harma da alkawarin basu dan wani abu na musamman don mayar da hankali.

Answer: The first thing we encourage the child to concentrate on studies, and then do monitor the child every day in order to know what they do in school in terms of checking note books, giving some kind of test to know their ability to write, read or understanding. If even promise to give some token materials when the children perform well and other form of motivation.

Parent (8)

Amsa: To taimakon de bai wuce mu kara sa ido akansu wajen tabbatar gani mun taimaka masu domin ciyar dasu gaba da kuma karfafa masu gwiwa cewa suma zasu kai ga gacci amma sai sun dage da kuma sasu gaba wajen kara nusar dasu kan abubuwan da suka koya a makaranta domin kara yi masu bita a hankali domin su kara Fahintar abun wanda hakan za kara masu karfin gwiwar koyaan da kuma shawo kan matsalar da suke fama dashi.

Answer: The help I normally give to this type of child is putting more effort to encourage him on the studies at school, so that he can perform better, I also do help the child in doing assignment given, and I give him more training in arithmetic, how to write well and even to make some meaning out of what he wrote so as to make him cope with the difficulties.

Parent (11)

Amsa: Alal hakika taimako da nake baiwa yarinyata shine tunda har na fahinci cewa tana da matsala kamar haka sai nakan mayarda hakanli domin naga na taimake ta hanyar idan ta dawo makaranta nakan bada lokaci nag are ta na kara mata bita kan dukkan abubuwan da akyi mata a makaranta a wannan rana sai kuma gobe shima haka.

Answer: We try to encourage him, telling him to understand that the problem would not be permanent. Let her note that and make possible effort to pay more attention on what she would be taught in the school and she would make it surely with time. They are also being supported by their brothers through a kind of extra lesson after school hours.

Parent (13)

Amsa: Kulawan na farko shine mukanyi kokarin cewa basu da yinwa a tare dasu, mu samar masu da dukkan abubuwa na rubutu da kuma karatun kansa, sannan mu basu kwarin gwiwar karatun domin su mayar da hankali idan sunje makaranta da kuma kokarin bibyar abubuwan da sukayi da kuma taimaka masu ta yin wasu aikan da aka basu suyi a gida domin gwada masu ida sun kasa ko kuma taimaka masu domin yin hakan.

Answer: All the necessary things that they may require should be set in place. We also give them moral support to concentrate more on their studies. And when they come back from school we give them extra lesson to drill more on what they did at school.

Parent (14)

Amsa: To muna iya bakin kokarinmu wajen ganin cewa mun kula da abinda ya shafi bukatansu na abubuwan karatu, sannan kuma muna karfafa masu gwiwa da cewa idan akayi kokari sosai akwai kyauta na musamman da zaa bayar na abinda ya shafi kayan sawa ko na wasanni wanda zai bugesu da dai makamantansu. Da kuma nema masu malami na musamman da zai rika ya masu darasi a gida.

Answer: We do our best to ensure that we provide all they require for their learning process. I mean all the materials they want for reading, writing, and arithmetic. Then, we also encourage the children by getting another teacher at home for extra lesson to do so as to reduce the problem to a certain level.

Parent (16)

Amsa: To alal hakika taimakon dai bai wace gargadi na yaro ya tabbatar ya kula ya kuma mayar da hankali kan karatun da da ake koyar dashi a makaranta, idan ya dawo kuma gida in an bashi aiki ya tabbatar yayi.

Answer: The kind of help I do give is nothing more than to put the child on the right path to concentrate more in the studies and give some extra lessons.

Parent (17)

Amsa: Yaro ai babban taimakon da muke basu shine addua Allah ya yaye masu wannan matsalar da suke fama da ita, sannan kuma su rika mayarda da hankali kan karatunsu idan sunje makaranta, sannan idan basu san abuba su rika tambaya wajen malumansu da abokanan su domin su fahintar dasu shi zai taimaka masu kwarai wajen ficewa daga wannan matsalar da suke ciki.

Answer: These types of children, the best you can offer is prayers to seek for God mercy to be with the child on the problem. Then, we also encourage the child to concentrate on the studies and be patient, and whatever is not clear he should not be shy to refer to either one of his friend or his teachers for better understanding. This can also improve his level of understanding more with regard to his problem.

Parent (19)

Amsa: Alal hakika taimako dai a matsayina na mahaifi bai wuce na kara mata kwarin gwiwa domin ta mayar da hankali kan karatu, domin karatu sai an dage akoye shi, kuma sai an jajirce kansa saboda haka idan an dage wata rana zai wuce kamar abayi ba.

Answer: Well, as a parent, the only support I can give is to encourage the child to concentrate more on the studies, because learning does not come in an easy way one has to work hard toward that, and then at the end success would surely come.

Parent (20)

Amsa: Muna basu kulawa ta bangaran samar masu da abubuwan da zai taimakesu wajen karatu da kuma kula da me suke ciki na abinda ya shafi karatun su da samar masu yanayi mai kyau don daukan karatu da kuma samar masu da malami domin darasi idan sun tashi makaranta domin kara nuna masu abubuwan da basu fahinta ba a makaranta domin ganar dasu hakan.

Answer: We do care about this type of child toward ensuring the provision of learning needs that involve materials for reading, writing and good living for learning to take place. After school hours we offer an extra lesson where by a teacher is being paid for that service.

These findings indicated that the parents with children who suffer from learning difficulties were doing their best to ensure the good progress of their children academically. they supported the children by checking their note books to confirm what they do at school, they give them some assignment to drill on reading,

writing and some calculations. Parents also arrange for extra lessons by getting teachers who teaches them at home or their brothers, sisters or by themselves in order to make the children adjust to their situation. As parents we pray for the children to seek for God intervention to aid the children to get out over the difficulties like any other normal children. These statements were evidently reported by most parents interviewed.

4.6 Influence of Teacher- Parent Collaboration

The last objective of the study aimed at establishing the influence of teacher-parent collaboration as a determinant on academic performance of children with learning disabilities. The parent responses and the findings were presented in table 4.5

Table 4.4: Report on the Influence of Teacher- Parent Collaboration

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
The coming together of both teachers and parents play important role to child education	24	2.7	58	6.6	63	7.2	511	58.5	217	24.9
The school contacts parents when they see any problem concerning their children	37	4.2	154	17.6	27	3.1	529	60.6	126	14.4
The parents respond immediately when reported a problem from the school.	81	9.3	83	9.5	37	4.2	581	66.6	91	10.4
Meeting is held with every parent at least once a year	72	8.2	100	11.5	76	8.7	544	62.3	81	9.3
folders of children work are sent home for review and comments.	103	11.8	147	16.8	22	2.5	503	57.6	98	11.2
Parent's pickup report card on annual meeting on how to improve grade.	86	9.9	158	18.1	43	4.9	445	51.0	141	16.1
There is clear information on school programs, reforms and transitions.	52	6.0	210	24.1	93	10.6	396	45.3	122	14
The school Parent Teachers Association is actively doing well.	42	4.8	186	21.3	141	16.2	426	48.8	78	8.9
Parents monitor their children academic progress.	61	7.0	132	15.1	95	10.9	507	58.1	78	8.9
Parents help their children to do their homework effectively.	42	4.8	104	11.9	72	8.2	611	70.0	44	5.0
Teachers checked children homework whether it is done or not	20	2.3	98	11.2	26	3.0	564	64.6	165	18.9

Source: Researcher (2016)

The study findings in the table 4.4 shows that more than half 58.5 % of the respondents agreed that the coming together of both teachers and parents play

important role on children education and were followed by almost a quarter 24.9 % of the respondents who agreed, a few 6.6 % disagreed, followed by a very few 2.7 % who strongly disagreed while a few of the respondents 7.2 % were neutral.

The findings indicated that more than half 60.6 % of the respondents agreed that the school contacts parents when they see any problem concerning their children and were followed by 14.4 % of the respondents who agreed, below a quarter 17.6 % disagreed, followed by 4.2 % while 3.1 % of the respondents were neutral. Additionally, more than half 66.6 % of the respondents agreed that the parents respond immediately when reported a problem from the school and were followed by 10.4 % of the respondents who agreed, 9.5 % disagreed, followed by 9.3 % who also strongly disagreed, and a few 4.2 % of the respondents were undecided.

Furthermore, the study found out that above half 62.3 % of the respondents indicated that they agreed meeting were being held with every parent at least once a year and were followed by a few 9.3 % who shows that they agreed, a few 11.5 % of the respondents disagreed, followed by 8.2 % who also disagreed while a few 8.7 % of the respondents were undecided.

The study also found out that above half 57.6 % of the respondents indicated that they agreed that folders of children work were sent home for review and comments, and were followed by a few 11.2 % who agreed to the statement, below a quarter 16.8 % of the respondents disagreed, were followed by 11.8 % while a very few 2.5 % of the respondents were neutral.

Half 51.0 % of the respondents indicated that they agreed that Parent pickup report cards in annual meeting on how to improve grade and were followed by 16.1 % who agreed, below a quarter 18.1 % of the respondents disagreed, were followed by 9.9 % who also disagreed, while a very few 4.9 % were undecided.

Less than half 45.3 % of the respondents agreed that there were clear information on school programs, reforms and transitions and were followed by a few 14 % of the respondents who agreed, almost a quarter 24.1 % of the respondents disagreed, were followed by 6.0 % while 10.6 % were neutral.

Furthermore, the findings established that almost half 48.8 % of the respondents agreed that the school Parent Teachers Association were actively doing well, and were followed by 8.9 % of the respondents who agreed, below a quarter 21.3 % of the respondents disagreed and were followed by 4.8 % while 16.2 % were undecided.

Above half 58.1 % of the respondents indicated that they agreed that parents did monitor their children academic progress and were followed by a few 8.9 % of the respondents who agreed, 15.1 % disagreed and were followed by 7.0 % who also disagreed while 10.9% were neutral. More so more than half 70.0 % of the respondents indicated that they agreed that Parents do help their children to do their homework effectively and were followed by a very few 5.0 % of the respondents who agreed, a few 11.9 % who disagreed while few 8.2 % of the respondents were neutral. Lastly, the study found out that above half 64.6 % of the respondents indicated that teachers checked children's homework and were

followed by below a quarter 18.9 % of the respondents who agreed, a few 11.2 % of the respondents disagreed and a very few 3.0 % were undecided.

The findings of the study were in agreement with Bryan and Burstein, (2004) who pointed out that parent's involvement and children achievement in studies from 1980 to 1990 highlighted higher academic achievement, improved school attendance, increased cooperative behaviour and lowered dropout rates. Historical approaches to special education viewed teacher as expert and parent as a passive participant, Parent roles in education moves from passive recipient to knowledgeable consumer as indicated by Bryan and Burstein (2004). Christenson and Sheridan (2001) posited that teachers and parents partnership enhances learning opportunities, promote educational progress and school academic success, social, emotional and behavioural domains. Similarly, positive relationship between parents and teachers and quality learning environment at school had a positive contribution to children academic achievement (Handerson & Mapp 2002; Eptein & Sheldon 2006).

Furthermore, was in consistent with the study of Sandler and Sheldon (2009), who confirmed that schools become successful when strong positive relationship between parents and teachers has been established. When parents and teachers cooperate, the children had more experience and academic success (Mucott, Szeziesiul, Berk, Staub, Hoover & Perry –Chisholn 2008). Relationship among teachers and parents, respect for one another and believe in the ability of other person and willingness to fulfill their responsibilities enhance children

performance in school. Gutman and Mcloyd (2000) carried out research with the aim of ascertaining the parental behavior of typical successful children and comparing them with childrens who were encountering behavioural and academic problems in United State. The findings indicated that parents of academically successful childrens used more specific ways in assisting the children with school work. They have more supportive communication with their children than the less academically successful childrens. They frequently checked children progress by contacting school and indicated positive contacts with school staff as compared to the parents of less achieving children.

4.6.1 Parents Report on the Influence of Teacher-Parent Relationship

Parent (1)

Amsa: Kwarai da daske yana da hahimmanci domin ta wannan hanya kadai zamu san me karatun yaran mu yake ciki gaba daya dadin dadawa mu masu wadannan yaran ma mu yaka mata a samu dandantaka sosai da aniya.

Answer: It is very important because this can serve as a means of knowing the status and the progress of each child at various primary schools through that form of relationship among the teachers and the parent. In case when there is any problem, they can come together and sort it out.

Parent (3)

Amsa: Amfani sosai saboda na farko suke koyar da yaronka, kuma duk wanda zai koyar da yaronka ya samu ilimi kaga ya taimaka masa a cikin alamura na yayuwar sa har ya kai ga gacci ko maima ya zama kaga sune matakin farko kan assasa hakan. Kuma shi zai sa iyaye su san halin da kuma matakin karatun yaran su ko akwai ci gaba, suna fahinta ko basa yi, me ya kamata a kara azama domin kara masu kaimi na karatun da makamantansu.

Answer: It is very crucial since they are the ones teaching the children and any person who trains your children to acquire knowledge has done everything for you. This form of relationship would make both the two parties to be monitoring what the children were doing in school and whenever they notice something then they have to look for a solution.

Parent (5)

Amsa: yana da mahimmanci sosai ma kuwa, wannan alaka tasu shi yake sawa idan mulami yaga wani abu dangane da yaronka ko yaryinarka ba zaiji kunyar zuwa ya sameka ba domin ya sanar da kai halin da yaronka yake ciki haka kuma suma iyayen baza suji kunyar aiwatar da yin hakam ba.

Answer: It is very essential because is going to create a medium where by both the teachers and the parents can channel any issue regarding the children ability and progress and it would bring out a way for sorting the

matters affecting the children learning without any feeling in mind to confront each other.

Parent (7)

Amsa: yana da mahimmacin kwarai da aniya sosai domin kai uba idan ka kai yaro makaranta ka kaishi ne domin ya samu ilimi, wanda samuwar hakan akwai bukatar kusan juna domin koda da wasu yan shawar wari da suka ya dace mu baka game da yaronka ko yarinyar ka kaga ai wannan dangantaka tayi rana kwarai da aniya. Kuma kaima uba ko mahaifi da zar kaga wani yanayi wanda kake ga da bukatar ayi maka bayani dangan e da yaronka kaga hakan ba zai maka wahala ba wajen tuntubar malaman domin samun bayani mai gamsarwa.

Answer: Well, very important, because who ever takes children to school, the main goal was to have knowledge and the means to acquire such both the two parties have to come together towards the attainment of that goal. Furthermore, whenever the parents notice something, let the teachers or school know about that issue, the same to the teachers. I believe this would lead to children success and better academic performance among the children.

Parent (11)

Amsa: malam wannan ai abu ne mai matukar mahimmanci kwarai da aniya, domin ai idan akce yau malami yana da alaka tsakaninsa da iyayen yara haka kuma iyaye suna da alaka kaga ai hanya ta samu na tattauna matsalar yara domin magan ce su idan har sun taso ta hanya mai sauki.

Answer: Teacher it is very much significant to me if I may say, when one takes a look at this relation, should be in place long before now in every primary school. This medium unite both the teachers and parents in paying more attention to the children progress and be giving feed back on all information and even problem that has to do with either one children or the other for urgent solution over the matter before it reaches to certain level.

Parent (13)

Amsa: E yana da mahimmancin gaske saboda idan aka ce yau akwai dangantaka a tsakanin malamia da iyayen su shi zai saka a rika samun taimakekeniya wajen sanar da juna halin da su yaran suke ciki ko na matsala ko na rashinta akan yaran, kuma zai kara nunawa su yaran cewa iyayen sufa suna sanin me suke hakan zai sa yaro ya mayar da hankali wajen karatu, da kuma zarar wani abu ya bullo kaga sai a sanar da juna domin daukan mataki.

Answer: of course yes, it is really important and paramount because it makes both the teachers and parents to come in, and know more about their children at school. It may also reduce complain between the parents and the teachers for the children performance at the end of the term since they take part in knowing how the children were doing in the school. This relationship help the children to pay attention since they knew the parents were up to date on their studies and any issue arise regarding the children may be easily tackled.

Parent (15)

Amsa: Kwarai yanada mahimmanci domin cigaban wadannan yaran sosai saboda zai saka iyaye da maluma haduwa da hada hankulansu guda wajen ganin sanin abinda yake tafiya kan karatun su kuma su basu gudumawa ta musamman wajen da ake da bukatarta cikin lokaci.

Answer: It is really paramount to not only the children alone. It creates a way where both the teachers and the parents would come together to contribute and inform one another on children situation at school as well as at home to care and deliver necessary assistance they need.

Parent (16)

Amsa: To malam wannan kan gaskiya bana sanar da hakan ga makaratar ko kuma ga maluman Magana na gaskiya ehe domin idan na fadi maka ma gaskiya nayi karya. Kuma sannan na tabbata mafi yawan mu bamu sanarwa ko kuma yin hakan domin samun bakin zaren sai dora ma maluma laifi kawai.

Answer: Why not, it is very important, if there is relation among the teachers and the parents both would make their contribution to the success of the children

Parent (17)

Amsa: Malam me zai hana ai abune mahimmi wanda zai kara jawo hankulan iyaye da kuma su kansu maluman waje guda. Sannan zai bada damar kowa ya taimaka domin ganin cewa yaran nan an ciyar dasu gaba ta hanyar kwalawa dasu da kuma bawa juna labari game da yanayin yanda yaran suke da kuma yanda ya kamata a bullo masu.

Answer: This is something that is good and would draw the attention of both the teachers and the parents in one place. And then it gives them the opportunity to care for their needs and their success in studies. It also helps one another with vital information on the children and to put heads together in solving the problems.

Parent (20)

Amsa: Wannan yana da mahimmanci kuma zai taimaka kwarai da aniya ta fannoni da dama wajen taimakawa yaran domin ci gaban karatun su da shawo kan duk wasu matsalar da zasu iya fuskanta na abinda ya kunshi karatun su.

Answer: It is really important and is going to help in many ways towards the children success and even to give room for facing the challenges experienced by the children in their learning process.

The findings showed that teachers and parents relationships were paramount towards understanding the problem and a means to minimize the reoccurrence of the disability among the children. This is confirmed by the majority of the parents where they all admit and acknowledge the importance of partnership among parents towards ensuring the children success academically in their studies. The study was in agreement with the study of Christenson and Sheridan (2001) who indicated that teachers and parents partnership enhances learning opportunities; promote educational progress and school academic success, social, emotional and behavioural domain. Similarly, positive relationship among parents and teachers

creates quality learning environment at school and has a positive contribution to children academic achievement (Handerson, Mapp 2002, and Eptein & Sheldon 2006). The findings was also in agreement with the study of USDE (2004) which stated that collaboration beyond school level is recognized as important, the school alone cannot meet all the children needs particularly childrens with learning disability with social, emotional and mental health concerns. Children with involved parents participation their the chances of success rate increased, earn higher grades, pass their class and be promoted and goes to other level of education irrespective of their socio-economic status. Bryan and Burstain, (2004) pointed out that parental involvement in children education improved school attendance, increased cooperative behaviour and lowered dropout rates. The teachers served as experts while the parents served as passive participants.

Similarly, the study was also support Saandlers and Sheldon (2009) who established that School becomes successful when strong and positive relationships prevailed among parents and teachers. When parents and teachers cooperate, the children had more experience and academic success. Obbeidat and Al-Hassan (2009) indicated that parental participation in Childrens School increases their academic performance and their social skills.

Precisely the coming together of both the two parties qurantees and ensures realization of academic achievement in children particularly those with learnig disabilities and perhaps, even the normal children can benefit from the partnership and should be encouraged among all parents irrespective of their socio-economic background.

4.6.2 Levels of Teacher-Parent Collaboration

Parents were requested to indicate if, they do contact teachers incase of any problems that affect the children learning. The parents responses were recoded and it was found that most of the parents do not communicate with their childrens teacher incase of any problem. Here were some of the reportsfrom the parents given in the local language which were translated in English.

Parent (3)

Amsa: Alal hakika daya daga cikin mu bama yi kuma ni kaina ma bana yi ai gaskiyar lamarin kenan, kuma su kansu malaman ma basa mana bayani kan abinda ya shafi ci gaban yaranmu duk da cewa ko taron da ya kamata ace mu iyayen yara mu rika haduwa muna sanin ya yaran nan karatun su yake ciki a gaskiya bama mayarda hankali kan wannan shaani wanda a matukar gaskiya hakan za iya shafar karatun yaran baki daya.

Answer: I do not go to her/his school to report any thing that involves problem being noticed with the child learning to the teachers. And I believe this is not my habit alone I think almost all parents have that weakness. I also must say that the teachers too are not feeding us with vital information whether our children experience such disabilities or not.

Parent (4)

Amsa: To alal hakika da baa samu wannan hadin gwiwa da ba haka ba domin kuwa alal hakika idan mun tura yaranmu makarantu bamu bibiya yaya karatun su yake ciki ko mun fahinci matsala ta hanyar zuwa mu

bincika ko makamantan sa gaskiya bamuyi. Kuma na tabbata abu ne mai amfani matuka domin muma muna da gudumawawr da zamu bayar don kawo gyara da ci gaban karatun su baki daya. Kuma bamu iyayen ba har su kansu maluman da makarantun suma hakan take basu sanar damu kan halin da yayan mu ko karatun su yake ciki har way au, kaga laifin namu ne baki daya wadda ya kamata duk mu lura mu gyara baki daya domin samun ci gaban karatun yaran domin dole mu shigo mu taimaka masu.

Answer: No, actually I don't do that, but one has to agree and admit the fact that it is important for us to be doing so; it might benefit the children in making them to adjust and cope with their situation. On the other hand the teachers or the schools management were not informing the parents on the children status and progress. So, we have to change and admit our weaknesses for the benefit of the children to perform better.

Parent (5)

Amsa: gaskiyar lamari bamu tuntubar makaranta ko su kansu maluman yaran mu domin sanin abinda yake gudana dangane da karatun su kuma wannan inna fada maka ne dayawa daga cikin mu iyayen haka muke duk wanda zai fada maka anayi gaskiya ya rufe maka ne. domin kawai abinda muka sa a gaba shi ne a gaban mu, kuma koda taro aka kira zaka ga mafi akasarin kadan ne suke halartar wannan tattaunawa, Munfi damuwa da kasuwancin mu da lamari abinda ya shafi ko wani abinda zamu samu kawai.

Answer: Actually, I do not contact or report any issue that involves my children learning at school, and am very sure most parent don't do that if they are to tell you the truth. We so much care for our daily struggle than

cares for the children schooling and even the annual meeting parents not always attend because of the tied activities for the daily living.

Parent (7)

Amsa: Kamar yanda ka bukaci amsar wannan tambaya taka a halin gaskiya mafi yawa daga cikin mu dani ma kaina da muke Magana da kai bamayi. Da zarar mun tura masu mukam mun gama namu idan sun koya daga maluma idan ma akasin haka chan dai daga gare su zamu ce in ma matsalace muna iya danganta ta shi da rashin koyarwa mai nagarta tare da muluman yaran kawai.

Answer: The reality is that I do not report such things, and to me if I took the children to the school I may expect the teachers were to offer all the children needs. Unless they seek our help to come in, if they failed the teachers were to blame for not teaching the children well.

Parent (9)

Amsa: Toh malam ai ka sake taba wani wuri kuma wanda amsar da zan baka bama ni kaina ba dayawa daga cikin mu abma yin hakan kuma duk da cewa mun san hakan nada mahimmanci kuma zai taimakawa maluman damu kan mu amma inyi maka ta mahaukaci gaskiya bama yi. Kuma suma maluman basa sanar damu idan har sun fahinci da kwai matsala irin wannan danga ne da yaro ko yarinya Magana ta gaskiya ke nan ehe.

Answer: You also asked a very paramount question; well, I knew my self and most parents we don't do that despite it is really important to the

children learning at school. Unfortunately, even the teachers themselves have problem, they were not reporting an issue that relate to our children.

Parent (11)

Amsa: Toh malam Magana na gaskiya ni kaina bana yin haka kuma sanan daya kuma daga mafi akasarin iyayen yara yanuwana basa yin hakan domin sanin me yaran su ciki to amma baza a rasa wadanda suke tuntubar ba amma dai ka sani sune kadan daga cikin mu.

Answer: The truth of the matter is very good, but I don't do that when I notice problem and Im telling you most of us were doing so. We all need to correct our selves in behaving in that way.

Parent (12)

Amsa: To Magana na tuntubar malamai ko makaranta domin yaro ko yarinya domin sanar dasu dan wani abu na matsala ne ko kuma wani abu da ya shafi karatun yaro gaskiyar lamari banayi saboda nafi mayarda hankali na kan lamura na kawai na aikina Magana ta gaskiya amma abu ne mai mahimmanci da zai taimaka sosai akan lamari na karatun yaran musamman ma yara irin namu masu yar matsala da shafi kulawa na musamman daga bangarenmu da su kansu maluman baki daya.kuma suma kansu maluman basa tuntubarmu kamar yanda muma bama yi masu hakan.

Answer: the issue of making contact with the teachers or school to notify them on what we notice pertaining children learning actually I don't do it. Every morning one has to go out to work in order to look for the family daily need that is the truth I may tell you my son. Well, it is a very formal

issue that can help both the teachers and the parents in ensuring success of our children especially those with the problems that we are discussing at this point; the teachers also do the same.

Parent (17)

Amsa: Wannan shaani gaskiya bama tuntubar makaranta ko maluman su domin sanar dasu ko kuma mu bincika yaya karatunsu yake banayi sai dai idan an kiramu taron iyaye shima kuma ban cika halarta ba saboda kullum muna tafiya neman abinda zaaci da iyalai a gida.

Answer: I do not contact either the school or the teachers for that, what I can only say some- times I do attend parents and teachers meeting but not always because we have to look for something for the family on daily basis.

The views indicated vary, most of the parents showed that their relationship with the teachers is not cordial since there is no constant follow-up on their children's academic and leaning progress at their school; very few among them do contact teachers or school with regard to their children studies. These findings support Makgopa (2013) who examined teacher's expectation of parental involvement in primary schools in South Africa. The result indicated that teachers need the assistance of parents to teach them well, and the parents also keen to extend a helping hand, since it is the future of their children which is at stake. Furthermore, the study was also inline with the findings of Bennet and Hay (2007) that high level of parental involvement provides a sound and safe foundation for children to explore their social environment. A-Shamari and Yawkey (2000) posited that

parent's participation in school activities and other responsibilities helped in developing children academic performance. Similarly, Jethro et. al (2012) confirmed that the school who work together with families or support learning, children tend to succeed not just in school but throughout life.

The findings also showed that the teachers and parents blame each other when children were not performing well. The teachers blame parents for not helping the children with their homework, and the parents blame teachers for not doing their work effectively. The following were parents views who contacted teachers or school management concerning the children. Here are some of the parent's views in local and English language.

Parent (1)

Amsa: E muna tuntubarsu da zarar mun fahimci da akwai matsala, amma fa gaskiya kusan akasari mu iyaye dayawa daga cikinmu bama yi. Saboda cikin wadanda sukayi karatun bokon ma ba dukkanmu ne ke zuwa makarantar yaronsa domin yaji shin meke faruwa wajen karatun yaro domin naga kamar da akwai matsala wannan kadan daga cikin ke aiwatar da haka, wannan ke nan sannan kuma su kansu malaman ma gaskiya ba cika samun masu tuntubar mu ba gameda rashin fahintar yaro ko makamantansu wnada kaga wannan babbar matsala ce wadda mu iyayaen yara da malaman gaba daya ya kamata mu gyara.

Sannan kuma ko taron P.T.A da akeyi gaskiya bamu dauke shi da mahimanci ba zakaga an kira taro amma sai kaga kadan ne daga cikin iyayen yara ke halarta.

Answer: Yes I do contact teachers in case I notice a problem with children, I believe most of the parents don't do that except very few

including the educated ones. Even to attend teacher parent meetin not all parent were attending, very few among us give their time to know what the teachers may need from parents, and likewise what we may need from them concerning our children.

Parent (20)

Amsa: E muna iya bakin kokarin mu wajen aiwatar da hakan domin nidai ban san wani a duk lokacin da fahinci yaro nada matsala makamanciyar haka ina sanar da hukumar makarantar ta hanyar maluman domin a dauki mataki na gaggawa kafin yafi karfi shawowa kai, Kuma suma kamar yanda nake hakan suma suna iya bakin kokarin su wajen su bani bayanai masu gamsarwa game da duk yarana da suke makarantu in hakan ya faru.

Answer: Yes I do my best toward informing the teachers and likewise the school. Whenever I noticed that, so that we know how we tackle the issues before it proceed to a certain level and teachers were giving me feedback the way I did.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

The chapter summarized the findings of the study. The summary was divided into parts addressing each objectives stated in chapter one. Summary was followed by conclusions based on the same objectives. Thereafter, recommendations on the determinants of academic performance among childrens with learning disabilities in public primary schools in Bauchi State, Nigeria were made. The study objectives investigated teacher's perception on children with learning disabilities in Bauchi State, Nigeria. Determined parents' perception on the children with learning disabilities, investigated teachers' motivation when supporting children with learning disabilities and established the influence of teacher- parent collaboration on academic performance of children with learning disabilities. Recommendations were made to the Ministry of education in providing the needed skills and technology to the teachers in order to meet the diverse learning needs of children with special need. Teachers and parents were also recommended to be involved in children education and recommends areas for further research.

5.1 Summary of the findings

Objective one of the study investigated teachers perception on children with learning disabilities in Bauchi State, Nigeria. The findings from the respondents of the study indicated that teachers had knowledge of the existence of children learning disability; teachers indicated they needed more training in the area in

order to do their work effectively and they requested the need for special designed curriculum for the children with learning disabilities. Furthermore, the research also indicated that learning disability were not due to inheritance from parents and is not caused by evil spirit and evil forces. The findings further indicated that teachers need for more government involvement in the learning process of children with learning disabilities and teachers inexperienced were attributed to the prevalence of children learning disabilities.

Objective two of the study investigated parent's perception on children with learning disabilities. The findings indicated that most of the parents had information about the existence of children learning difficulties. However, those who had the knowlegde indicated that their children were not concentrating well, consistent absent in going to school, lack of qualified teachers and learning materials, genetic and lack of support by most of the parents were identified among the causes of learning disabilities in children. The parents blamed the teachers for not playing their role effectively and the governments contributed greatly to these circumstances were they did not provide for teachers welfare required by law. This demotivated the teachers in doing their work effectively.

Objective three of the study investigated teachers motivation in teaching children with learning disabilities. Based on the questions raised, the respondent's responses were assessed. Findings indicated that teachers lacked adequate teaching and learning resources which affected the entire learning process as most teachers were not motivated to do their work. The study found out that parent lacked in supporting the children. This led to children inability to learn as

expected despite the teachers were given the opportunities to further their studies. On the other hand, the teachers admitted that seminar and workshops were organized by their schools management. The study indicated that teachers who were dedicated and committed to do their duties were not rewarded and their promotions were also delayed.

The last objective of the study investigated the influence of teacher-parent collaboration in supporting the children. The respondents' views were captured and presented. Consequently, the study found out that the collaboration between teachers and parents played an important role to the children education. These were admitted by the teachers, they further confirmed that school contacted parents when they noticed a problem within the children, the parents responded to the teachers report in time. An annual meeting among teachers and parents was held every year to discuss issues affecting the children. The teachers also indicated that the schools Parent Teachers Association was actively doing well. Furthermore, the findings indicated that parents did monitor their children academic progress and helped the children to did their homework effectively. Lastly the study indicated that teachers checked childrens homework to ensure that the assignment given was done.

5.2 Conclusions

The study used a sampled population of 873 teachers and 20 parents in the study on the titled determinants of academic performance among children with learning disabilities in Bauchi State public primary schools, Nigeria. The study established that teachers perceived learners with learning disabilities as genetic predicament

while others thought it was due to children problem of either being lazy or lack the motivation to work hard at school. The teachers thought as the parents fault for being too busy with their personal issues and not supporting the children as expected. The teachers were ready and willing to help in improving the academic standards of the children. Furthermore the study found out that lacked of proper and adequate training and the needed motivation were the key agents that resulted to inefficiency in job performance.

On the other hand, parents thought that learning disability was teacher inability to play role effectively. The study also found out that most of the parents had knowledge on the children and few of them indicated not having information about the existence of children learning disabilities. However, those who knew indicated that their children were very lazy, absent in going to school which led to children learning difficulties. The parents blamed teachers for not playing their role and to a large extent, the government contributed greatly to this circumstance due to inadequate teachers welfare required by the law. These demotivated the teachers in doing their job effectively.

5.3 Recommendations

Based on the findings of the study in chapter four the study made the following recommendations.

5.3.1 General Recommendation

On the general note, the three tiers of government, Federal, State and local government, parents as well as other non governmental organisations should

come together in ensuring both teachers and children needs were adequately provided. These stakeholders should acknowledge the importance of all parties towards the development of the society at large. Specifically, the following recommendations should be considered.

5.3.2 Ministry of Education

- i. The education ministry should ensure that teachers were provided with the necessary knowledge and skills in order to meet the diverse learning needs of children with special educational needs.
- ii. The Ministry of Education should make it mandatory for all teachers to undergo Continuing Professional Development (CPD). It is when the teachers had adequate skills and training they would be able to impact on the children learning needs.
- iii. The Ministry of Education should ensure adequate motivation for the teachers as required by law for effective delivery of job.
- iv. The Ministry of Education should ensure that those to be appointed as teachers were those with the spirit and the zeal in teaching these children rather than taking the appointment as the last alternative to work.
- v. The Nigerian Government has a blue print on education of the handicapped (FGN, 1983), which was revised in previous years. The blue print made recommendations on terminology, funding, provision of resources, equipment and materials, staff development and training, and legislation. These recommendations should be implemented at all levels of education, and there should be a special education law, a law that would incorporate

all aspects of the education (and possibly care) of any child who experiences a temporary or permanent difficulty in learning. In order to facilitate the translation of policy into practice the legislation should establish a code of practice for the management and administration of special education in Nigeria.

5.3.3 Parents and Teachers

- i. The parents and the teachers should inculcate the spirit of mutual understandings among them rather than putting blame on one another.
- ii. The parents should make sure that they shoulder their responsibilities belonging to them as parents likewise the teachers should do their roles as well.

5.4 Recommendations for further studies

- i. This study focused in one state in Nigeria and childrens with learning difficulties were everywhere not limited to only one state. The study recommends for other studies be undertaken to other parts of Nigeria on the same subject matter.
- ii. The same study should be conducted to address other specific objectives which were not being addressed by the study on same subject matter in Bauchi state.

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APPENDICES

Appendix I: checklist for identifying children with learning disabilities

	Yes	No
Is the child so destructively restless that he/she is unable to complete the task in the same time as his/her age peers?		
Is the child easily distracted by the irrelevant activities taking place at home/school?		
Does the child reverse letters or symbols too frequently as compared to his/her age peers while reading (example, b as d, saw as was)?		
Does the child show problems in following routines and directions?		
Does the child have problems with pronunciation, vocabulary and face trouble finding the right word?		
Does the child have problems in learning shapes, colors, days of the week, numbers and alphabets?		
Does the child lose place or repeat/insert/substitute/omit words too frequently while reading?		
Does the child reverse numbers too frequently while reading or writing (example 31 as 13, 6 as 9)?		
Does the child confuse arithmetic signs (+ and x, < and > P)		
Is the child excessively poor in calculations?		
Does the child have problems copying from other sources correctly (book/blackboard), even though he/she has normal vision?		
Does the child write letters or words too close or too far (spacing problems)?		
Does the child seem to understand everything that is taught, but he is not able to answer when questioned?		

Appendix II: teachers survey questionnaire

Bio data

- i. Name of school _____
- ii. Gender
 - a) Male
 - b) Female
- iii. Age
 - a) 20 – 30
 - b) 31-40
 - c) 51- 60
- iv. Marital status
 - a) Single
 - b) Married
- v. Educational qualification
 - a) O Levels / SSSCE
 - b) NCE/ND
 - c) Bachelor’s degree
 - d) Masters
 - e) Others specify _____

Please indicate by ticking the most correct response, the degree to which you agree with the statement listed below 1. Strongly disagree, 2. Disagree, 3. Neutral, 4. Agree, 5. Strongly agree

	SD	D A	N	A	SA
1. I have knowledge and awareness on children with learning disabilities					
2. I am comfortable in adapting instruction to meet the needs of children with learning disabilities					
3. Children with learning disabilities are not difficult to teach					
4. The school have guidelines for identifying childrens with learning disabilities					
5. Teachers are willing to teach these children but					

they lack proper and adequate training					
6. These children should not be placed in general education classrooms.					
7. The childrens have interest and abilities to learn if teachers are committed towards them.					
8. There is need for special design curriculum for these learners.					
9. Government has interest in these children					
10. Learning disabilities is caused by evil spirit and evil forces					
11. Learning disability is not inherited from parent					
12. Teachers lack of proper teaching and learning experience made these childrens not to learn as expected					
13. Lack of adequate teaching and learning resources affect the entire learning process					
14. Inadequate parental care and concern made these children unable to learn					
15. Teaching gives me a great sense of job satisfaction					
16. The challenging nature of teaching kept me in the profession					
17. Teaching learners in primary school gives me recognition and respect in the community I live					
18. Teaching learners with and without learning disabilities is one of my goals in life.					
19. Iam more useful in the community being a teacher than any other profession					
20. I will not leave teaching in primary school to join another even if I get the opportunity.					
21. Iam paid a salary that is enough to provide for my basic needs to take care of all learners category.					
22. The level of training I received is efficiently enough to teach these children.					
23. Teachers are given opportunities to further their studies.					
24. Seminars and workshop are organized for the teachers by the school management.					
25. Teachers who are dedicated and committed to their work are given some allowances.					

26. Teachers are promoted based on merit and on due course.					
27. The coming together of both teachers and parents play important role to child education.					
28. The school contacts parents when they see any problem concerning their children.					
29. The parents respond immediately when reported a problem from the school.					
30. Meeting is held with every parent at least once a year.					
31. Folders of student work are sent home for review and comments.					
32. Parents pickup report card on annual meeting on how to improve grade.					
33. There is clear information on all school programs, reforms and transitions.					
34. The school Parent Teachers Association is actively doing well.					
35. Parents monitor their children academic progress.					
36. Parents help their children to do their homework effectively.					
37. Teachers checked pupils homework whether it is done or not.					

Appendix III: Parent interview schedule

1. Do you have knowledge or information on children with learning disabilities?
2. How do you identify such children?
3. What do you think is behind the cause of these disabilities in children?
4. Do you think teachers are being given the needed support or motivation to support these learners?
5. What do you think discourage or demotivated teachers not to take care of these learners?
6. What type of support do you give to this children and how?
7. Do you think or consider teacher-parent relationship important to your child educational learning?
8. Do you contact teachers or school when you notice any problem that has to do with your child learning?

Self-constructed Interview schedule

Appendix IV: Map of Nigeria showing the 36 states and indicating Bauchi state



Source: Researcher (2016)

Appendix V: Map of Bauchi state, indicating the area of research study



Appendix VI: Teacher's perception on learners with learning disabilities

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
I have knowledge and awareness of children with learning disabilities	53	6.1	248	28.4	24	2.7	438	50.2	110	12.6
Childrens with learning disabilities are not difficult to teach	169	19.0	173	19.6	72	8.2	438	50.2	21	3.0
The school have guidelines for identifying children with learning disabilities	138	15.8	89	10.2	61	7.0	511	58.5	74	8.5
Teachers are willing to teach these children, but they lack proper and adequate training	38	4.4	333	38.1	14	1.6	317	36.3	171	19.5
The children have interest and abilities to learn if teachers are committed towards them	26	3.0	130	14.9	27	3.1	496	56.8	194	22.2
There is need for special design curriculum for these children.	24	2.7	220	25.2	18	2.1	409	46.8	202	23.1
Government has interest in these children	52	6.0	179	20.5	99	11.3	448	51.3	95	10.9
Learning disabilities is caused by evil spirit and evil forces	142	16.3	394	45.1	110	12.6	194	22.2	33	3.8
Learning disability is not inherited from parent	42	4.8	325	37.2	96	11.0	330	37.8	80	9.1
Teachers lack proper teaching and learning experience made these children not to learn as expected	37	4.2	249	28.5	128	14.7	264	30.2	195	22.3

Source: Researcher (2016)

Appendix VII: Teacher's Motivation when Teaching Children with Learning Disabilities

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
Lack of adequate teaching and learning resources affect the entire learning process	36	4.1	39	4.5	82	9.3	471	54.0	245	28.1
Inadequate parental care and concern made these children unable to learn	29	3.3	89	10.2	61	7.0	514	58.9	180	20.6
Teaching gives me a great sense of job satisfaction	129	14.8	149	17.1	83	9.5	403	46.1	109	12.5
The challenging nature of teaching kept me in the profession	131	15.0	231	26.5	44	5.0	405	46.4	62	7.1
Teaching children in primary school gives me recognition and respect in the community I live	50	5.7	213	24.4	56	6.4	423	48.5	131	15.0
Teaching learners with and without learning disabilities are one of my goals in life.	58	6.6	128	14.7	69	7.9	469	53.7	149	17.1
I am more useful in the community being a teacher than any other profession	51	5.8	226	25.9	28	3.2	384	44.0	184	21.1
I will not leave teaching in primary school to join another even if I get the opportunity.	126	14.4	135	15.5	132	15.1	399	45.8	80	9.2
The level of training I received is efficiently enough to teach these children.	104	11.9	322	36.9	68	7.8	258	29.5	121	13.9
Teachers are given opportunities to further their studies	78	8.9	186	21.3	42	4.8	426	48.8	141	16.2
Seminars and workshop are organized for the teachers by the school management.	65	7.4	142	16.2	26	3.0	471	54.0	169	19.4
Teachers who are dedicated and committed to their work are given some allowances.	106	12.1	364	41.7	61	7.0	220	25.2	122	14.0
Teachers were promoted based on merit and on due course.	527	60.3	108	12.4	14	1.6	130	14.9	94	10.8

Appendix VIII: Report on the Influence of Teacher- Parent Collaboration

	SD		D		N		A		SA	
	F	%	F	%	F	%	F	%	F	%
The coming together of both teachers and parents play important role to child education	24	2.7	58	6.6	63	7.2	511	58.5	217	24.9
The school contacts parents when they see any problem concerning their children	37	4.2	154	17.6	27	3.1	529	60.6	126	14.4
The parents respond immediately when reported a problem from the school.	81	9.3	83	9.5	37	4.2	581	66.6	91	10.4
Meeting is held with every parent at least once a year	72	8.2	100	11.5	76	8.7	544	62.3	81	9.3
Folders of student work are sent home for review and comments.	103	11.8	147	16.8	22	2.5	503	57.6	98	11.2
Parent's pickup report card on annual meeting on how to improve grade.	86	9.9	158	18.1	43	4.9	445	51.0	141	16.1
There is clear information on all school programs, reforms and transitions.	52	6.0	210	24.1	93	10.6	396	45.3	122	14
The school Parent Teachers Association is actively doing well.	42	4.8	186	21.3	141	16.2	426	48.8	78	8.9
Parents monitor their children	61	7.0	132	15.1	95	10.9	507	58.1	78	8.9

academic progress.										
Parents help their children to do their homework effectively.	42	4.8	104	11.9	72	8.2	611	70.0	44	5.0
Teachers checked children homework whether it is done or not	20	2.3	98	11.2	26	3.0	564	64.6	165	18.9

Source: Researcher (2016)

Appendix IX: Approval Letter for Data Collection


☎ 077-543554

BAUCHI STATE OF NIGERIA
STATE UNIVERSAL BASIC EDUCATION BOARD, BAUCHI



OFFICE,
Ran Road
Near Awalah Round-About
P.M.B 0109 Bauchi
E-mail: basubeb2007@yahoo.com
Website: www.basubeb.com

BA/SUBEB/S/GEN/7

Date 02-03-2016

The Dean,
Graduate School,
Kenyatta University Graduate School,
Nairobi,
Kenya.

ACCEPTANCE LETTER IN RESPECT OF
Auwal Muhammad Tuggar
REG No. E83F/29136/2014

I am directed to refer to your letter requesting for **Research Study** in respect of the above named student and convey approval accordingly, please.


Muhammed S. Musa
For: Executive Chairman

Appendix X: Approval of Research Proposal from Kenyatta University



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext.4150

Internal Memo

FROM: Dean, Graduate School

DATE: 24th February, 2016

TO: Auwal Muhammad Tuggar
C/o Special Needs Education
Dept.

REF: E83F/29136/2014

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
=====

We acknowledge receipt of your revised Research Proposal as per our recommendations raised by the Graduate School Board of 27th January, 2016.

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the registrar (Academic) is hereby requested to grant you Substantive registration for your Ph.D studies.

Thank you.

**EDWIN OBUNGU
FOR: DEAN, GRADUATE SCHOOL**

c.c. Chairman, Department of Special Needs Education

Registrar Academic – Att: J. Likam

Supervisors:

1. Dr. Mary Runo
C/o Department of Special Needs Education
Kenyatta University
2. Dr. Jessina Muthee
C/o Department of Special Needs Education
Kenyatta University

EO/rwm

Appendix XI: Research Authorization from Kenyatta University



**KENYATTA UNIVERSITY
GRADUATE SCHOOL**

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 4150

Our Ref: E83F/29136/2014

DATE: 24th February, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

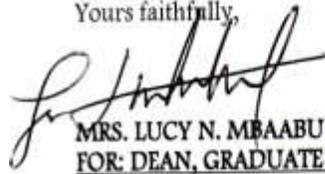
**RE: RESEARCH AUTHORIZATION AUWAL MUHAMMAD TUGGAR - REG.
NO.E83F/29136/2014**

I write to introduce **Mr. Auwal Muhammad Tuggar** who is a Postgraduate Student of this University. He is registered for Ph.D degree programme in the **Department of Special Needs Education**.

Mr. Tuggar intends to conduct research for a Ph.D Proposal entitled, **"Assessment of Indicators of Academic Performance among Learners with Learning Disabilities in Primary Schools in Bauchi State, Nigeria."**

Any assistance given will be highly appreciated.

Yours faithfully,


**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**

EO/rwm