INFLUENCE OF INDIVIDUALIZED EDUCATIONAL PROGRAM ON LEARNERS WITH LEARNING DIFFICULTIES IN PUBLIC PRIMARY SCHOOLS IN MWINGI DISTRICT, KITUI COUNTY, KENYA

BY
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DECLARATION

This research project is my original work and has not been presented for award of degree or any other study programme in any university.

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This work is dedicated to all the principals who endeavour to provide good Education to the learners with learning difficulties.
ACKNOWLEDGEMENT

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Lastly, I will not forget to thank God for giving me good health and protection during my studies.
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### ABBREVIATIONS AND ACRONYMS

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<th>Abbreviation</th>
<th>Full Form</th>
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<tr>
<td>EO</td>
<td>Education Officer</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized Educational Programme</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NGOs</td>
<td>Non-Governmental Organizations</td>
</tr>
<tr>
<td>SNE</td>
<td>Special Needs Education</td>
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<tr>
<td>SMASE</td>
<td>Strengthening Mathematics and Science Education</td>
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<td>SBTD</td>
<td>School Based Teacher Development</td>
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ABSTRACT

The central problem of this study was that despite applying several teaching/learning strategies to facilitate teaching/learning processes, the performance of learners with learning difficulties is quite dismal. To this end the purpose of this study was to determine the influence of individualized educational programme in assisting learners with learning difficulties so as to improve their academic performance in the selected primary schools in Nuu Division, Mwingi District. The objectives of this study were to establish the nature or categories of learning difficulties of the learners in public primary schools in Nuu Division. To find out how the administrative structure was put in place to implement the individualized educational program in terms of resources, equipment and the teachers capacity in public primary schools in Nuu Division. To find out the issues and challenges which the teachers were facing in implementing individualized educational program in Nuu Division. To establish the measures which had been put in place by administrative structure to meet the issues and challenges facing teachers in implementing individualized educational program in Nuu Division. To establish the influence of individualized educational program on academic performance of learners with learning difficulties through the teaching, monitoring and evaluation processes. Survey design was used to collect information on the influence of individualized educational program through administering special needs education questionnaires to a sample of teachers and also by the use of special needs education interview schedule for head teachers and area education officer. The target population included 10 schools in Nuu Division, 35 teachers, 10 head teachers and 1 area education officer. The sample size was 46 respondents. The sampling technique used to select the anticipated sample included purposive sampling technique. To pilot the research instruments, the constructed research instruments were pre-tested to a selected sample, which was similar to the actual sample used in the study. Research instruments included special needs education questionnaires which were administered to the teachers and special needs education interview schedule were administered to head teachers and Area education officer. To validate the research instruments, a panel of three teachers who were practicing individualized educational program in their schools were requested to assess the relevance of the content used in the research instruments developed. A test-retest was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the research instruments. The data collection instruments included special needs education questionnaires prepared for teachers selected for the study while interview schedule were developed for the head teachers and Area education officer. The data collected were edited and initial analysis was done. Descriptive statistics were used to analyze the data collected. The study revealed that the use of IEP and use of other strategies were effective in enhancing the learners with learning difficulties. However from the study it was concluded that there were no adequate resources to handle the learners with learning difficulties. The individualized educational program greatly enhanced the performance of learners with learning difficulties. Hence it was recommended that the teachers to attend more refresher courses in order to be competent in handling learners with learning difficulties. The teachers to use more varied methods to identify learners with learning difficulties under their care.
CHAPTER ONE

INTRODUCTION

The chapter highlights the contextual background of the study to show the influence of individualized educational programme on learners with learning difficulties and the necessity to carry out the study. Main items include the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, theoretical framework, conceptual framework and operational definitions of terms.

1.1 Background to the Study

Before the 17th century, people with disabilities all over the world were considered socially and physically less capable. Hence they were not easily accepted and regarded as part and parcel of the family and community. Many people with disabilities suffered neglect and rejection. This was because families and communities were isolated and their needs were not adequately provided for by families and communities. Some great philosophers as Plato and Socrates condemned people with disability as not capable of reasoning therefore could not learn (Fish, 1995). This strengthened exclusion of people with disability. The negative attitudes of the society towards persons with disabilities have persisted throughout the history of special needs at family level whereby a residential facility was put in place to house children with varied special needs to protect them from neglect. Sessional paper No. 5 of 1968, focused on care and rehabilitation of children with special needs. In the early 20th century up to 1960’s it was realized that children with special needs in education. Could not learn alongside the non-disabled children due to their special educational needs. As a result, they were segregated and placed in special programmes but the services which were being provided did not meet their educational
needs. The regular education initiative philosophy was introduced in 1968 in the United States by Madeleine Will which states that general education rather than special education should be primarily responsible for the education of students with disabilities. At this level provision of education was at integration level whereby children with special needs had to pass a test so as to qualify for integration. The environment in which integration was practiced was not accommodative to children with special needs. Reading materials, curriculum content, instruction strategies and examination adaptations were never put in place for modification (Kirk and Gallagher, 2003).

Special needs education in Kenya started during the Second World War to rehabilitate army officers who returned from Second World War in 1945 with injuries. Services were developed to rehabilitate those with physical, visual impairments and brain damage. People who came from the war with serious injuries could not fit into the society so they lived in set up homes. It was out of these homes that earliest special schools grew to cater for the learners who were visually impaired, physically handicapped, mentally handicapped and hearing impaired. The disability movements formed by parents and friends of persons with disability started raising awareness on disability as a human rights issue and that all disabled people have a right to participate equally in the society (Ysseidyke and Algozzine, 1995). People with special needs have in the recent past insisted on the slogan “nothing for us without us” to mean you must include them in all aspects that will affect them during the decision making process. Some organizations, societies and support groups formed in Kenya to advocate and lobby for the rights of persons with disabilities as well as offering support services to them. The government put in place programmes to support the children with special needs in education. The programmes included administrative section which dealt with all administrative issues on special needs education, inspectorate department which supervised special institutions, to
ensure that standards were maintained and improved and curriculum development department which developed, adopted specialized and specialist curriculum as well as related needs in education (Maritim, 1983).

There were policies that governed special needs in Kenya with specific reference to education commissions, committees and related sessional papers, Children’s Act and the disability bill. Committee on Care and Rehabilitation of the Disabled of 1964 in their recommendation put emphasis on care and rehabilitation of persons with disabilities. This considered persons with disabilities as a social affair. The terms of reference of this committee were to assess the number and type of disabled persons in Kenya, to find out existing facilities for education, training, settlement and employment of the disabled, formulate a wide programme for training and placing the disabled under community care. The work of this committee resulted in sessional paper No. 5 of 1968 which formed the framework for government policy on persons with disabilities. Out of this sessional paper several rehabilitation centres were built and were tailored to meet special needs of persons with disabilities. Production oriented education for self-reliance was the hallmark of this sessional paper. Kenya Educational Commission of 1964 noted that many children with mild handicap were learning in regular schools and recommended that they should continue to learn in regular schools. The commission called for all trained teachers to be given skills which would enable them teach such children in regular schools. It suggested that the training colleges should accept responsibility for acquainting students on the techniques for teaching children with special needs in regular schools (Kenya Government, 1968). The National Educational committee on educational objectives and policies of 1976 put great emphasis on the importance of improving education and other relevant services to persons with disabilities both in the school and community. It was out of this commission that the need for coordinated assessment and Resource Services were

Presidential Working Party on Education and Training for the next decade and Beyond 1988 was the first report that went to special institutions and interviewed many stakeholders on special needs in education. They investigated specific categories of learners with special needs in education. This commission made specific recommendations which were relevant to special education. Among the recommendations was that necessary facilities and equipment be provided for learners with special needs in education in integrated programmes and appropriate curriculum be developed for children with various special learning needs among other recommendations (Kenya Government, 1988). Totally Integrated Quality Education and Training of 1999 made some positive recommendations in relation to education and training for persons with special needs. Some of these recommendations included that the Kenya Institute of Education developed learning and instructional materials for learners with special needs including those who were gifted and talented, emotionally and behaviourally disordered, communication difficulties, specific learning difficulties among others.

Children’s Act of 2001 embraced the principle of “best interest” which stated that all decision affecting a child was made in the best interest of the child. The major commitments contained in the Act included to establish, promote and co-ordinate services and facilities within the community designed to advance the well being of children with special needs in education, revoke practices that intended to label the child and exclude him/her from his/her natural community and the quality of education and the facilities to access the same must be similar to those of the child’s peers among other recommendations.
The individualized educational program was a requirement of the Federal Education of All Handicapped Children Act (2001) which mandated that every handicapped student must have an individually planned and implemented educational programme. The individualized educational program was aimed at accommodating individual differences so as to meet learners where they were. The individualized educational program was concerned with the narrow range of differences accounted for in classroom and the desire to improve the situation. The individualized educational program enabled students to proceed at their own rate and allowed for major differences in what and how much was to be learned at a given time and in what standards were used in judging quality of performance. Individualized educational program was an essential tool for countering learning problems. The individualized educational program served as an evaluation device for use in determining the extent of the child’s progress towards meeting the projected outcomes (Fish, 1995).

The individualized educational program outlined the goals of each student’s program and showed where the student was “situated in the scope and sequence of the general curriculum” (Njuki and Ogonda, 2001). The individualized educational program was geared towards helping learners with learning difficulties to achieve important educational outcomes. Professionals and Laymen have for many years been concerned with the plight of children who evidence academic and social problems even though they were not necessarily less intelligent than their “normal” counterparts. Physicians described and worked with children with average intelligent and good visual acquaint who were unable to read using ordinary instructional methods. Professionals had found that many of these children could learn using special remedial approaches. Because many of those children did not appear to be mentally retarded, emotionally disadvantaged or sensorial handicapped, they were not eligible for the more traditional special educational
programmes. These children were labelled as hyperactive, neurotically impaired, brain injured, dyslexic, perceptually handicapped, and so on and so forth (University of Kansas, 1990).

The introduction of Free Primary Education in Kenya in 2003 led to the increased workload to teachers and thus individual attention to learners and especially those with learning difficulties was a challenge to them. The rate of poor performances continued to go high and their performance deteriorated. In some cases, performance of such learners after a test they were excluded from merit lists to avoid lowering the mean score. In recent years, educators realized that problems in education could be corrected through education programs designed to ensure educational success for learners with learning difficulties. The program was designed to improve educational outcomes for those learners. The current trend in education was to make special program available to learners with learning difficulties after serious learning deficiencies were identified. The individualized educational program acknowledged each child’s needs for a specifically designed program. The world around us is a rapid and continuous state of change. It was therefore important that the schools prepared students to identify, analyze, and solve problems as they arose; to increase their ability to respond and cope in a flexible manner with change; to develop character, which served as the firm basis for sound judgement and considered decision making; and to enter the community as informed and educated citizens who were capable of living and working as independent and productive adults (Gearheart, 1995).

Given the foregoing there was need for this study in Nuu Division in Mwingi District so as to establish the influence of individualized educational program in schools in relation to the performance of learners with learning difficulties.
1.2 Statement of the Problem

The goal for Special Education states that there should be a program (through all means and media available) designed to educate and inform the public of all need and problems of the various handicaps. Leadership in planning and implementing individualized educational program is extremely important. Since the focus is the regular school, the head teacher is the educational leader who must provide the necessary guidance and direction. In addition, teacher training is the key to the ultimate success or failure of the implementation of individualized educational program. Teachers must be prepared attitudinally and provide the relevant knowledge and skills to maintain children with/without handicap (Cruickshark, 1974). It has been observed that 10% to 20% of the total enrolment of learners in most primary schools in Mwingi District has mild or moderate learning and behaviour difficulties which interfere with their educational progress. The performance of learners with learning difficulties is very poor and in most cases these learners with learning difficult drops out of school due to stigmatization and poor peer relations in schools (Mwingi Educational Assessment Resource Centre, 2010). It is from this background that the researcher investigated the influence of individualized educational program on learners with learning difficulties in regular primary schools in Mwingi District.

1.3 The Purpose of the Study

The purpose of the study was to investigate the influence of individualized educational program on learners with learning difficult in relation to their academic performance.

1.4 Objectives of the study

i. To find out the influence of individualized educational program on academic performance of learners with learning difficulties in Mwingi District.
i. To determine the ways of handling different categories of learners with learning difficulties.

ii. To investigate the administrative structure put in place to implement individualized educational program in terms of resources, equipment and teachers’ capacity or qualifications in Mwingi District.

iii. To determine the issues and challenges encountered by the teachers in formulating and implementing individualized educational program in Mwingi District.

1.5 Research questions

i. Which are the ways of handling different categories of learners with learning difficulties?

ii. What is the administrative structure put in place to implement individualized educational program in terms of resources, equipment and teacher’s capacity or qualifications in Mwingi District?

iii. Which are the other strategies apart from IEP that are effective in handling learners with learning difficulties?

iv. What is the influence of individualized educational program on academic performance of learners with learning difficulties in Mwingi District?

v. Which are the issues and challenges encountered by the teachers in formulating and implementing individualized educational program in Mwingi District?

vi. What are the major solutions to the issues and challenges encountered by the teachers in formulating and implementing IEP?

1.6 Significance of the study

The study findings will be of great importance to the learners, teachers, education officers, government and the non-governmental organizations, churches and charitable organizations. The teachers will be aware of the need to use individualized educational
program in helping learners with learning difficulties to achieve important educational outcomes. This is because the individualized educational program will guide teachers on how to help the learners with learning difficulty to proceed at their own rate and also to allow for major differences in what and how much is to be learned at a given time and in what standards are used in judging quality of performance. The peers will in turn create conducive environment in schools for the learners with learning difficulty and a better understanding of such learners. The parents will be aware of the needs of learners with learning difficulty and a better understanding of such learners. The parents will be aware of the needs of learners with learning difficulty so as to accommodate them the way they are and assist them to improve in their academic grades. The peers will also be aware of the needs of the learners with learning difficulties and may in turn act as peer tutors and interact positively with those learners with learning difficulties to lessen their helplessness. The study findings will help the education officers to look for ways and means of reinforcing the existing support services to these learners with learning difficulty. The curriculum developers would consider revising and designing teaching/learning materials which are at the level of learners with learning difficulty and which are friendly to the needs of such learners. The study findings would help the government to revise and formulate policies which will allow a flexible curriculum that will cater for the needs of learners with learning difficulty. The Kenya National Examination Council (KNEC) will revise on the examinations and offer examinations which would cater for individual needs rather than the standardized tests only suitable to average learners. Other stakeholders like non-governmental organizations would realize the need to assist learners with learning difficulties either through financial, material or moral support.
1.7 Assumptions of the Study

The study was based on the following assumptions:

i. All respondents were to be cooperative and provide reliable responses.

ii. The individualized educational program targets the learners with learning difficulty in the selected district.

iii. All the learners selected for the study had gone through the same level of tuition in terms of teaching time and covered the same syllabus.

iv. All the students in public primary schools in Mwingi District were aware of learners with learning difficulty and are familiar with and use individualized educational program and had therefore been exposed to all activities in the individualized educational program.

v. Individualized educational program was undertaken in all public primary schools in the selected district.

vi. All teachers in public primary schools in Mwingi District were able to identify learners with learning difficulty and in turn may use individualized educational program to help these learners to improve their academic performance.

1.8 Limitations of the Study

The following were the limitations of the study:

i. The study limited itself to only one division in Mwingi District. For a more conclusive result, all divisions in Mwingi District should have been studied. However, this is not possible due to financial and other logistic constraints such as terrain and inaccessibility.

ii. In this study, the researcher used a survey research design. The limitations of this method include dependence on the cooperation of respondents.
iii. It was not possible to cover the opinions of all teachers, learners, parents and other stakeholders in the division because reaching them required considerable time, resources and other logistics.

1.9 Delimitations of the Study

The following were the delimitations of the proposed study:

i. The proposed study confined itself to regular primary schools practicing individualized educational program in Mwingi District.

ii. Although individualized educational program need to be formulated and implemented in all schools, the learners, teachers, area education officer and other stakeholders to be involved will be from only Nuu Division of wider Mwingi District.

iii. The learners, teachers and other stakeholders included in the sample were those situated in areas with good terrain and accessible, affordable in terms of finance and time by the time of study. Those in areas with poor terrain and inaccessible were not included in the sample even though they would have had interesting inputs.

1.10 Theoretical Framework

Maslow’s theory of motivation (1970) is divided into two groups: higher needs and lower needs. The theory revolves around the assumption that lower needs are predominant and should be satisfied first before a person is able to move to higher needs. The goal of each learner is to perform well in one level and be promoted to the next level at the right time. To enable each learner to perform according to one’s intellectual ability, individualized educational programme need to be put in place so as to ensure good performance of each and every individual learner. The learner needs to be developed from the lower levels by identifying the learner’s educational needs and attending to these needs so that he/she is relieved these pressing needs and be able to think about other needs and activities at the
next level of learning (Ngugi, 2002). Examined from the title of study angle, Maslow’s theory states that safety needs of a learner includes structure and orderliness in the immediate environment so that such a learner is able to predict the consequences from one level to the next. In a classroom situation, structure and orderliness involves fixedness and awareness of the next assignment or task which prepares the learner to move from one level to the next. For a teacher to prepare a learner with learning difficulty to improve on his/her performance and move to the next level of learning, individualized educational programme needed to be put in place which will ensure that the learners needs are met individually. The teacher needs to organize the teaching/learning resources, teaching strategies, teaching/learning activities so as to reach each and every individual learner according to individual educational needs so as to enable each and every learner to occupy a certain position in the class which will make him/her feel he/she belongs somewhere in the school thus fulfilling the love and belongings needs according to Maslow’s theory. Through the use of individualized educational programme both the teacher and the learner have confidence that there will be improvement of the learners performance and hence the learner at the end of one level will be able to get better grades which will enable him/her to be promoted to the next level of learning. Here the learner perceives himself as important and believes that others see him as important too. The esteem needs of the learner will be met and perceives other learners and school community at large as accepting and accommodating. The learner is then able to focus his/her mind and energy to creative and productive ideas so as to produce good academic results for the benefit of self and the society. Once the learner realizes that he/she is improving his/her performance, he/she will aim at maximizing his potential in order to become what he is capable of becoming. The learner will seek to self-actualize himself and thus he will then strive to attain his maximum potential, to improve himself and society. The learner will also have stable and consistent self-concepts on his academics (Ndurumo, 2002).
According to Maslow’s theory, the educational needs of a learner needs to be satisfied in a hierarchical order whereby the learner needs to be assisted to perform academically in one level according to individual’s potential and then be promoted to the next level of learning. Individualized educational programme approach acts as an intrinsic motivated approach both to the teacher and the learner for it helps them to work harder and longer on tasks from one level of learning to the other.

1.11 Conceptual Framework: influence of individualized educational program on learners with learning difficulties

Source: (Researcher)
The consideration of the relationship between administration and management, teachers’ qualification, teaching/learning resources, teacher/pupil ratio, suitable curriculum, methods of instruction, support services, learning environment and teaching/learning activities were the composite variables identified in this study to have an influence on impact of individualized educational programme on learners with learning difficulty in regular primary schools. The above stated variables influence the teaching and learning process of a learner with learning difficulty.

In addition, administration and management input towards teaching and learning process is very vital because teachers require some teaching/learning materials which should be provided by the school management for effective formulation and implementation of individualized educational programme. Teachers qualifications also determines how effective the teacher can prepare and implement individualized educational programme on learners with learning difficulties. Availability and adequacy of teaching and learning resources determines how effectively the individualized educational programme is formulated and implemented to the learners. Teacher-pupil ratio has an effect on formulation and implementation of individualized educational programme. For individualized educational to be effective the teacher-pupil ratio needs to be considered because the fewer the learners per teacher, the more effective the teacher can be in handling them and vice versa. The curriculum and methods of instruction chosen for the learners should be based on the learners’ educational needs. Support services like remedial instructions and protection of learners from discriminative practices by their peers need to be practiced and the learning environment need to be conducive so as to enable the learners with learning difficulties acquire the relevant skills. Teaching and learning activities included in the individualized educational programme need to be selected putting into consideration the learners educational needs. At every stage of the teaching/learning
process, assessment of performance is done and the analysis of feedback is carried out to
determine the impact of individualized educational programme on learners with learning
difficulties in regular primary schools.

1.12 Operational Definitions of Terms

Learning difficulties: refers to various learning needs which affect primary school child’s
ability to acquire new skills in his/her environment, especially in the primary school.

An Individualized Educational Programme (IEP): is a written progress towards
specific education goals and objectives. The purpose of individualized educational
program is to organize and integrate the total education program in order to maximize
instructional benefits for the learner.

Special Needs Education (SNE): is an education that provides appropriate modifications
in the curriculum, teaching methods, educational resources and learning environment to
meet the needs of learners with special needs.

Learned helplessness: refers to a feeling of helplessness and discouragement when one
comes to learning task of which he/she is not sure.

Influence: it is the ability to make the learners cope with the items of the individualized
educational program according to the learners’ intellectual level.

Regular school: refers to the mainstream school which follows the curriculum that is
prepared for average ability learners.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews related literature on the influence of individualized educational program on performance of learners with learning difficulties. It also includes ways of handling different categories of learners with learning difficulties and the summary of the literature review.

2.2 Influence of Individualized Educational Program in Assisting Learners with Learning Difficulties
United Nations General Assembly (1948) adopted and proclaims a resolution called Universal Declaration of Human rights. It was meant to make all nations to treat their citizens equally and with dignity. Among the Human Rights was the right to education. Education was considered a human right. Universal Declaration of Human Rights (1948) pointed out that education shall be free to all and children should be allowed to learn in regular schools and their needs to be met individually. The human rights declaration also pointed out that education should be directed to the full development of the human personality and should strengthen respect for human rights and fundamental freedoms. The human rights declaration also pointed out that some practices in education like curriculum, teaching methods, educational resources, communication and school environment should be designed bearing in mind learners with special needs so as to meet them. World Programme of Action (1983) aimed at promoting effective measures for persons with disabilities. It addressed issues like realization of full participation by disabled persons in social life, development and education.
World Conference on Education for All (1990) held in Jomtien, Thailand affirmed the principles that every child has a right to education. The concern of Education for All was guaranteeing every child including those with special needs access to qualify educational opportunities. The standard rule on the Equalization of opportunities for persons with disabilities (1994) consists of rules governing all aspects of persons with disability rights. Rule 6 focuses on education and agrees with World Conference on Education for all that persons with disability should be educated as an integral part of the mainstream.

World Conference on Special Needs Education (1994) held in Salamanca Spain affirmed the doctrine of Education for All. The Salamanca Conference made some key observations on education for persons with disability. Among the observations was that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning; every child has unique characteristics, interests, abilities and learning needs; education systems should be designed and programmes (educational programmes) be implemented to take into account the wide diversity of these characteristics and needs and children with special needs must have access to regular schools which should accommodate them within the child centred-pedagogy capable of meeting their needs. The Salamanca conference clearly noted that children with special needs can be educated in regular schools and only educational programmes like individualized educational program are embraced in regular schools. However, there is need for the teachers to prepare and use IEP while handling learners with learning difficulties so as to enable them to learn effectively and perform according to their intellectual abilities. Convention on the Rights of the child (1989) emphasized four basic rights of the child and among them included the right to education. The convention stressed on access to education and stated that the child with special needs should receive education and related services and education should make the child achieve fullest
possible social integration, and individual development. Thus teachers should embrace the teaching and learning strategies which can accommodate learners with learning difficulties in the teaching – learning processes. UN Standard Rules on Equalization of opportunities For Persons with Disabilities (1994), the standard Rule No. 6 stated that countries were responsible for the education of persons with disabilities. This was to be done through principles of equality, provision of support systems, adequate accessibility and giving special attention to all learners with disabilities. The rule also suggested to countries that for them to accommodate educational provisions for persons with disabilities in the mainstream, they should allow for curriculum flexibility and adaptation and provide for quality materials, ongoing teacher training and support teachers.

2.3 Ways of Handling Different Categories of Learners with Learning Difficulties
Ngugi (2002) observed that the curriculum framework for the regular schools aims at reaching the average learners. This indicates that learners with learning difficulties are not catered for in the curriculum and in turn ends up performing poorly in their academics. Gearheart (1995) pointed out that special compensatory and remedial education programmes should be designed to ensure educational success for the learners with learning difficulties. He also noted special programming is required for the provision of services to all students who need individualized assistance in education. Gearheart also pointed out that these learners with learning difficulties to be integrated with their counterparts who are “normal” in the regular schools and teachers to embrace a teaching strategy which will meet their educational needs at the individual level and the strategy which was highly recommended was the use of individualized educational programme (IEP). However, the curriculum framework and the teaching – learning strategies used in regular schools should be able to meet the educational needs of all learners regardless of their disabilities. Hegarty (1982) pointed out that provision of any form of education at all
times is a dynamic process and should be offered through a differentiated approach so as to meet the wide range of learners. Several studies by MOEST (2001) and Ndurumo (2002) outlined various influence of individualized educational program on learners with learning difficulties. Among the influence was that individualized educational program enables teachers to provide a sequential and hierarchical arrangement of learning experiences which suits learners with learning difficulties for each learner is handled as a unique individualized learner. Today technologies and societal realities requires schools (educators) to prepare all learners to identify, analyze and resolve problems as they arise; to increase their ability to respond and cope in a flexible manner with change; to develop character which serves as the firm basis for sound judgement and considered decision making; and to enter the community as informed and educated citizens who are capable of living and working as independent and productive adults. All the above can be achieved through the teachers embracing individualized educational programme so as to meet learners where they are academically (Fish, 1995). It is the high time the education providers come out of the cocoon of the fear of the unknown and human conservativeness and embrace liberal education. Thus every learner should be treated as a unique individual who has his/her own needs which are different from one another and should be assisted to maximize his/her potentials.

Studies by MOEST (2001) pointed out that the current practice in education is to make special programs like individualized educational program available to children and youth with learning difficulties after serious learning deficiencies are identified. Individualized educational program will guide the learning institutions to have appropriate professional and other resources for delivering effective, co-ordinated, comprehensive services for all students based on individual education needs rather than eligibility for special programs. Meeting the educational needs of all students is becoming more difficult, because there
has been a dramatic increase in the number of learners who are unable to learn adequately in the general education system. The numbers argue for new strategies in teaching/learning processes to increase the educational success of these learners. If allowed to fail in large numbers, these learners as adults will represent an enormous pull of unused, marginally productive manpower. The individualized educational program in this case need to be embraced by the teachers as one of the effective teaching/learning strategy of meeting educational needs of all learners at the individual level. The special programs like individualized educational program is aimed at assisting the learners on individual educational needs and the program can only be effective after the learning deficiencies of each individual learner are identified.

Ndurumo (2002) pointed out that the educational programs to be designed with the best of motivations to make achievement and academic growth possible for the learners with learning difficulties. He also observed that there is the stigmatization of learners who have been placed in special institutions which segregate them from their peers and from regular schools’ activities. Often the results are lowered academic and social expectations on the part of the students themselves as well as their peers and their teachers and this leads to poor performance and an inability to learn effectively. According to the writer, the solution to this problem was to integrate learners with learning difficulties with their counterparts who are “normal” and teachers to use individualized educational program which will enable them to reach each individual learner effectively. Gearheart (1995) noted that teachers are guided by the individualized educational program in assessing each learners strengths and weakness for instructional planning purposes rather than emphasizing categorization or labelling. In class with individualized educational program, momentary learning difficulties are not viewed as failures but rather as opportunities for further instruction. In such educational environments, children with special learning needs
should be able to receive instructions tailored to their specific and individual needs without suffering the negative effects of social stigma. All the above can be achieved through teachers embracing individualized educational program in schools.

2.4 Summary of the Literature Review

Education is a human right and all the learners in regular schools should be treated equally and with dignity regardless of their learning difficulties. Education practices like curriculum, teaching methods, educational resources and school environment should be friendly to all learners. Disabled persons should be allowed to fully participate in social life, development and education. Educational programmes and systems should be designed and implemented while considering the wide diversity of the characteristics and needs of the learners with learning difficulties. The regular schools should accommodate learners with learning difficulties and be able to meet their educational needs. To ensure educational success of learners with learning difficulties, special compensatory and remedial education programmes should be designed and put in practice. Provision of education is a dynamic process and should be offered through different approaches so as to meet the diversified needs of the learners. Teachers should embrace I.E.P while handling learners with learning difficulties for each learner is a unique individual.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology. It consisted of research design, study area, target population, sampling technique, research instruments that were used, and validity of the instruments, reliability, and piloting of the instruments, data collection and the data analysis technique.

3.2 Research Methodology

In this study, survey design was employed. The researcher seek to obtain information that described the existing phenomena such as the factors that contributed to appropriate implementation of individualized educational programme in regular primary schools in the selected district. The researcher asked the respondents about their perceptions, attitudes, or values. Survey research design was therefore relevant to this study because it was exemplified as a descriptive research. A survey research design helped the researcher in exploring the existing status of variables at a given point of time such as qualification of teachers, teaching methods used availability and adequacy of teaching and learning resources. In addition, survey enabled the researcher to collect data for the purpose of describing a population which was too large to observe directly and subsequently a better way for the measurement of characteristics of large population for instance regular primary schools in Mwingi District (Orodho, 2008).

3.3 Locale of the Study

The study was carried out in ten sampled schools among the forty eight primary schools in Nuu Division which are spread in an area more than three hundred square kilometers. The researcher chose the mentioned locale because it was affordable in terms of time available, financial factor and it was easily accessible.
3.4 Target Population

3.4.1 Schools

There are 48 primary schools in Nuu division. Out of the 48 schools, there were 2 boarding primary schools and 46 day primary schools. The researcher carried out the research on the 2 boarding primary schools and 8 day primary schools to make a total number of schools in the selected division.

3.4.2 Respondents

- Teachers

Nuu division had 224 teachers who were distributed among the 48 regular primary schools both in boarding and day schools. The researcher carried out the research on 35 classroom teachers and 10 head teachers making a total number of 45 teachers which was equivalent to 20% of the number of teachers in the selected division.

- Area Education Officer

Nuu division had only one area education officer. The only one area education officer was involved for the study.

3.5 Sample and Sampling design

3.5.1 Schools

Purposive sampling was used for sampling the schools for the study. The purposive sampling design was more effective for the researcher to collect the data from the schools which were situated far distances from one another. In Nuu division, there were only two boarding schools of which the schools were sampled for the study to represent mixed boarding primary schools in the division and eight day primary schools to represent day mixed schools for the study. The eight schools were able to provide data required by the
researcher and also the schools were located at far distances which was very expensive for the researcher to manage to reach.

3.5.2 Respondents

The population for the study was sampled using purposive sampling procedure. This procedure ensured that samples were selected from mixed day and mixed boarding primary schools in Nuu division. Two head teachers and nine classroom teachers were sampled from the mixed boarding primary schools representing 20% of the total number of head teachers and 20% of the total number of classroom teachers. Eight head teachers and twenty six teachers were sampled from mixed day primary schools to get the total number of ten head teachers and thirty five classroom teachers for the study. One area education officer in the selected division was included in the study. Among the sample, there were seven male headteachers and three female headteachers whereas there were nineteen male classroom teachers and sixteen female classroom teachers. The researcher used 20% of the sample for it was easier to manipulate this sample size and get the effective information required for the study and also to minimize the sampling error.

3.6 Research Instruments

3.6.1 Special Needs Education Questionnaire for Teachers

The questionnaires were divided into two sections. Section one intended to collect information on the teacher's personal profile and section two intended to collect information on teaching and learning equipment and resources, the problems and possible solutions to problems encountered by teachers in the process of implementing individualized educational programme in regular boarding and day mixed primary schools and any other relevant information on individualized educational programme in the selected district.
3.6.2 An Interview Schedule for area Education Officer and Head Teachers

The area education officer and head teachers were expected to orally respond to the interview schedule which was drawn differently from each other. The items for the interview schedule sought to find out their attitudes, feelings, knowledge and skills about the formulation and implementation of individualized educational programme in the regular primary schools in the selected division. The interview schedule further sought to draw attention of the area education officer and head teachers on the following variables: teacher’s qualifications, teaching/learning resources, physical facilities, content and methods of instruction, time allocation to content delivery, support services like the government’s contribution in general and how they contributed in regular primary schools.

3.7 Document Analysis

Document analysis entailed the report on the learner’s academic performance before the implementation of individualized educational program and after the implementation of individualized education program. The report was tabulated and analyzed so as to determine the influence of individualized educational program, on academic performance of learners with learning difficulties.

3.8 Piloting of Instruments

Once the research instruments were constructed, they were tried out in the field. The research instruments were piloted to a selected sample which is similar (identical) to the actual sample used on the study. The procedures used in piloting the research instruments were identical to those that were used during the actual study. The number in the piloting was small about 1% of the entire sample size. It was important to pilot the research instruments so that deficiencies like unclear directions, clustered questions and wrong phrasing of questions could be detected and corrected. Piloting also enabled the research
to determine the validity and reliability of the research instruments. For piloting the researcher gave the research instruments to the respondents personally and collected the data and analyzed it.

3.9 Validity of the Instruments

Validity was concerned with establishing whether the questionnaire and interview schedule content was measuring what they were supposed to measure. A panel of three teachers competent in the formulation and implementation of individualized educational programme were requested to assess the relevance of the content used in the interview schedule and questionnaire developed. They examined the interview schedule and questionnaire individually and provide feedback to the researcher. Their recommendations were incorporated in the final interview schedule and questionnaire.

3.10 Reliability of the Research Instruments

Reliability concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials. A test-retest method was used to estimate the degree to which the same results could be obtained with a repeated measure of accuracy of the same concept in order to determine the reliability of the instrument. A test – retest involved administering the same instruments twice to the same group of subjects but with a time lapse in between. In this case, a two weeks time difference was preferred. The developed questionnaires were given to the respondents. Completed questionnaires were analyzed manually. The same questionnaires were given to these same respondents the second time and scored. A comparison of the response of the first and second time results were computed using Spearman Rank Order Correlation. A correlation coefficient which showed consistency of the questionnaire in eliciting same results was computed and a reliability coefficient of 0.75 was obtained. According to Orodho (2003), a correlation
coefficient (r) of 0.75 should be considered high enough to judge the reliability of the instrument.

3.11 Data Collection Techniques

The data collection instruments included special needs education questionnaires prepared for the teachers selected for the study, while interview schedule were developed for the area education officer and head teachers. Special needs education questionnaires were considered ideal for collecting data from the teachers in regular primary schools because they individually recorded and interpreted these instruments. The special needs education questionnaires were used to collect information on the influence of individualized educational programme on learners with learning difficulties. The interview schedule was used to obtain in depth information from area education officer and head teachers regarding their opinion on formulation and implementation of individualized educational programme in regular primary schools in their perspective areas.

3.12 Data Analysis Technique and Presentation

The study utilized descriptive statistics for analysis. The study was a survey and analysis was done using frequencies and percentages. Closed ended items in the questionnaires were edited and coded manually. The open-ended items were extracted, summarized and then coded. The codes were then made amendable to quantitative analysis. This was done by keying the codes into the computer and processing them using the Statistical Package for Social Sciences (SPSS) Program. The use of the SPSS yielded frequencies and percentages. Data obtained from the interviews was used to back-up the data from the questionnaires. The analysed data therefore formed the basis for the research findings, conclusions and recommendations for the study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The study sought to investigate the influence of individualized educational program on learners with learning difficulties in public primary schools in Mwingi District of Kitui County. The objectives of the study were:

- To find out the ways of handling different categories of learners with learning difficulties.
- To find out the administrative structure put in place to implement individualized educational program in terms of resources, equipment and teachers’ capacity or qualifications in Mwingi District.
- To find out the issues and challenges encountered by the teachers in formulating and implementing individualized educational program in Mwingi District.

The study was conducted in two boarding primary schools and eight day primary schools. The study subjects included thirty five classroom teachers and ten head teachers making a total number of forty five teachers and one area education officer. The study used questionnaires as the main research instrument. The respondents were asked questions on the individualized education program effectiveness in handling learners with difficulties in their schools. Most of the respondents answered questions promptly, however some respondents left some questions unanswered and were considered as non-respondent. A total number of ten headteachers, one area education officer and thirty two classroom teachers from the selected schools took part in this study. Three of the classroom teachers did not respond. Data was analyzed using descriptive statistics techniques.
4.2 Demographic Profile of the Teachers

Several demographic factors were considered which were important in interpretation of the responses given. The factors included; gender of the teachers, the name of the school where the teachers were from, age group, teaching experience, the level of education and the professional training.

4.2.1 Gender of Teachers

This questionnaire item sought to establish the teachers gender from the study schools. Table 4.1 Displays the results obtained for gender of teachers

Table 4.1: Gender of Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>19</td>
<td>54.3</td>
</tr>
<tr>
<td>Female</td>
<td>16</td>
<td>45.7</td>
</tr>
</tbody>
</table>

According to table 4.1, majority 19(54.3%) of the respondents were male while 16(45.7%) were female. This clearly showed that there were more male than female teachers in regular primary schools in Nuu Division of Mwingi District.

4.2.2 Teacher’s Age Groups

The teachers’ age groups and teaching experience were studied and the results were presented. The teacher’s age and teaching experience can determine the teachers effectiveness in the teaching process.
Table 4.2: Age Group of the Respondents

<table>
<thead>
<tr>
<th>Age group (years)</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>31-40</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>41-50</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Above 50</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td>Non Respondent</td>
<td>2</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Table 4.2 reveals that majority 15(42.9%) were between 31-40 years, followed by those 10(28.6%) who were between 20-30 years, 7(20%) were between 41-50 years, 1(2.9%) were above 50 years while 2(5.7%) did not respond to the question. Those who had 20 years and above of experience were very few 1 (2.9%), majority 13(37.1%) had 6-10 years of experience, 4(11.4%) had 11-15 years of experience, 10(28.6%) had only 1-5 years while 7(20%) had experiences of between 16-20 years. This clearly showed that majority of the teachers were of middle age and had experience of work. This implies that these middle aged teachers are more energetic to carry out their duties effectively and since majority of the teachers have a long period experience of work, good results can be obtained from the regular schools in Mwingi District.

### 4.3 Teachers Qualification and how it affects Performance

Teacher’s qualifications and their professional background were looked into to evaluate how it affects performance. This was also to point out whether the teachers had specific knowledge in handling learners with learning difficulties.

The study thus sought to determine the level of education of the teachers. Table 4.3 presents the results.
Table 4.3: Highest Level of education of the teachers

<table>
<thead>
<tr>
<th>Level of education</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 4</td>
<td>20</td>
<td>57.1</td>
</tr>
<tr>
<td>Form 6</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>Graduate</td>
<td>9</td>
<td>25.8</td>
</tr>
</tbody>
</table>

Table 4.3 shows that 20 (57.1%) were form 4 leavers, 6 (17.1%) had studied up to form 6 while 9 (25.8%) were graduates. The findings depicted that majority of the teachers are form four leavers followed by graduates. It indicates that these teachers have the potential to further their studies and gain more knowledge of handling learners with learning difficulties.

4.3.1 Professional training of the teachers

The study further sought to determine the level of professional training of the teachers under study. This was done to establish whether the teachers in regular primary schools are professionally qualified to handle learners with learning difficulties effectively.

Table 4.4: Level of professional training of the teachers

<table>
<thead>
<tr>
<th>Professional training</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>S1</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Diploma</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Bachelors of Education</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>
The study shows that 11(31.4%) had professionally studied up to P1, 3(8.6%) had done S1, 14(40%) had done diplomas while 7(20%) had done Bachelors of Education. This shows that majority of teachers are professionally qualified to handle learners with learning difficulties effectively.

4.3.2 Training to handle learners with learning difficulties

The study further sought to determine the level of training the teachers have undergone to handle the learners with difficulties and whether further training was necessary. To handle learners with learning difficulties calls for the teacher to be acquainted with the necessary knowledge so as to be able to address the diversified needs of the learners. The results are presented in the table 4.5.

Table 4.5: Level of training of teachers to handle learners with difficulties

<table>
<thead>
<tr>
<th>Level of training</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short courses attendance</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>18</td>
<td>51.4</td>
</tr>
<tr>
<td>Degree</td>
<td>11</td>
<td>31.5</td>
</tr>
</tbody>
</table>

All 35(100%) of the respondents according to table 4.5 indicates that they had training in handling learners with learning difficulties. 6(17.1%) stated that they had done short courses whereas 18(51.4%) had done diplomas and the remaining 11(31.5%) had done a degree. This indicates that the teachers are able to use the current and more effective teaching and learning strategies while handling the learners with learning difficulties and are able to accommodate them well in the teaching – learning processes.
4.3.3 Level of training adequate to handle the learners with learning difficulties

The level of training of the teacher determines how effective the teacher is in delivering the services to the learners. New teaching and learning strategies in education are emerging every now and then and thus teachers need to frequently be attending trainings so as to be updated on these new teaching – learning strategies.

The study sought to determine further training that could be useful to the teachers in handling learners with learning difficulties. The results are represented in Table 4.6

Table 4.6: Further training that could be useful in handling learners with learning difficulties

<table>
<thead>
<tr>
<th>Further training</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum development</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Refresher courses</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Non Respondent</td>
<td>7</td>
<td>20</td>
</tr>
</tbody>
</table>

The study sought to determine what further training could be useful and 15(42.9%) indicated that curriculum development was useful, 13(37.1%) indicated the usefulness of refresher courses. 7(20%) however did not respond to the question. This implies that further training for the teachers handling learners with learning difficulties is important for the teachers will be gaining more knowledge on how to handle learners with learning difficulties.

4.3.4 Ratio between a teacher and a learner with learning difficulties

The study sought to determine the ratio between a teacher and a learner with learning difficulties. Table 4.7 displays the results
Table 4.7: Number of learners with difficulties the teachers are handling

<table>
<thead>
<tr>
<th>Number of learners per teacher</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>21</td>
<td>60</td>
</tr>
<tr>
<td>11-20</td>
<td>14</td>
<td>40</td>
</tr>
</tbody>
</table>

To determine the number of learners with learning difficulties who were under the care of each teacher the study was done, 21(60%) of the teachers indicated that they had 1-10 such learners under their care, 14(40%) indicated that they had 11-20 such learners.

4.4 Categories of learners with learning difficulties

The types of learners with learning difficulties were also considered in the study. Figure 4.1 has the results of what was obtained.

Figure 4.1: Category of learners with learning difficulties
From the figure 4.1 it is clearly depicted that 3(8.6%) had simple arithmetic problems, 4(11.4%) had communication problems, 1(2.9%) had reading problems, 3(8.6%) had number concept problems 3(8.6%) had listening problems while 21(60%) which was the majority was indicated to have all the above mentioned challenges. According to the study it thus shows that teachers must have a hard task in enhancing the program since most of the learners seem to have all the types of learning difficulties. The teachers need to be effectively trained in handling learners with diversified needs. The teaching - learning strategies used need to be able to accommodate all the learners in the classroom regardless of their diversified needs for each learner is a unique individual with different educational needs.

4.5 Identifying learners with learning difficulties

The study further sought to determine how the above challenges were qualified and Figure 4.2 shows the results obtained.

![Pie chart showing how each of the mentioned categories is identified]

Figure 4.2: How each of the mentioned categories is identified
From the results obtained majority 17(48.6%) of those who responded qualified the learners to their areas of difficulties through observation, 16(45.7%) could administer testing tools to be able to categorize their learners into the various groups while some 2(5.7%) relied on the reports from professionals to categorize the learners. In order to qualify learners to their areas of difficulties, different types of methods needs to be applied so as to be able to identify clearly the category for each learner and also be conversant with such method. Different methods require knowledge and experiences for the one using the method so as to come out with the correct results. Teachers and other professionals need to be trained well so as to be able to qualify the learners according to their educational needs.

4.6 Handling learners with learning difficulties

The study sought to determine how the teacher prepared to handle those learners with learning challenges, to determine whether there were adequate teaching equipments to cater for such learners and if they were not adequate then how they handled them. Table 4.8 displays the results obtained.

### Table 4.8: Preparing oneself to handle learners with learning difficulties

<table>
<thead>
<tr>
<th>Type of the preparation</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing an IEP for each learner</td>
<td>26</td>
<td>74.3</td>
</tr>
<tr>
<td>Soliciting relevant resources</td>
<td>9</td>
<td>25.7</td>
</tr>
</tbody>
</table>

Majority 26(74.3%) of those handling the learners with difficulties could prepare an IEP for each learner while the rest 9(25.7%) solicited relevant resources as a way of preparation to handle the learners with learning difficulties.
The study sought to determine other ways of ensuring that the resources were adequate to handle learners with learning difficulties. As shown in Table 4.9, 26(74.3%) indicated that they improvised materials to suit the needs of those learners, 6(17.1%) prepared remedial classes that could help them have extra time with the learners and 3(8.6%) did not respond to the question.

### 4.7 Challenges faced in the implementation of IEP in regular schools

In order to determine the challenges that the teachers faced while implementing IEP in the schools, studies were carried out among the head teachers and teachers. Table 4.10 displays the results obtained.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate resources</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Lack of enough time</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

From Table 4.10 Teachers in regular schools trying to implement the IEP program face challenges, 6(60%) according to the head teachers and teachers they have inadequate resources, 1(10%) are faced with a heavy workload while 3(30%) have limited time to
administer the program. This indicates that to implement IEP in regular schools it requires more teaching – learning resources and more teachers to be trained on SNE so as to increase the number of teachers to reduce the heavy workload on teachers. More time need to be allocated to enable the teachers to effectively prepare themselves and ensure that there is effective teaching – learning process in regular primary schools.

4.8 Professional assistance received in schools to help the learners with learning difficulties

The study sought to determine whether there was any professional assistance that the teachers received related to the problem that they faced. Table 4.11 displays the results.

Table 4.11: Source of assistance received

<table>
<thead>
<tr>
<th>Source of assistance received</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special needs education teachers</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>EARC and KIE</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Non Respondent</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

The source of assistance as shown in Table 4.11 indicates that 6(60%) is from special needs education teachers and 3(30%) indicates that they received their assistance from EARC and KIE. 1(10%) did not respond. This indicates that more assistance is required to enable the teachers to be able to reach the diversified educational needs of the learners under their care.

4.9 Teachers Effectiveness in Implementing IEP

The head teachers were further asked to state how effective they felt that those teachers were in terms of implementation of the IEP. Table 4.12 displays the results.
Table 4.12: Level of teacher’s effectiveness in implementing IEP

<table>
<thead>
<tr>
<th>Teachers effectiveness</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Effective</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Slightly below average</td>
<td>3</td>
<td>30</td>
</tr>
</tbody>
</table>

Table 4.12 shows that 3(30%) of the teachers were said to be fair, 4(40%) were said to be effective while 3(30%) were said to be slightly effective. This indicates that teachers need to attend refresher courses and further training in their area of operation so as to be effective in delivering their services.

4.10  Government’s role in implementing the IEP

The study sought to define the roles the government had played in promoting the implementation of the IEP. Table 4.13 shows the results

Table 4.13: Government’s role in implementing the IEP

<table>
<thead>
<tr>
<th>Government’s role</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training special needs education teachers</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Providing training materials and organizing SMASE and SBTD</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Curriculum development</td>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

According to the respondents the government had different roles that it played in promoting the implementation of the IEP. 4(40%) indicated that the government assisted in training special needs education teachers, 5(50%) indicated that the government was involved in providing training materials and organizing SMASE and
SBTD, while 1(10%) stated that the government was involved in curriculum development.

From the Area Education Officer the level at which the learners with learning difficulties in Nuu division were at was determined and it was clear that they were at their middle classes. He further noted that the support services that were given to teachers who handled learners with learning difficulties included refresher courses, remedial instructions, and provision of advocacy programs and protection of learners from discriminative practices by the society. The teachers in Nuu division can reinforce the existing support services to better the provision of IEP in the schools through creating awareness to their fellow colleagues, using of relevant strategies, having positive acknowledgement of the learners abilities and differences by the society, merging of remedial instruction with the teaching and support to all learners and support for the learners to be individualized so as to address their unique needs (Mwingi Educational Assessment Resource Centre, 2010).

4.11 Type of Curriculum Used

The study was conducted in order to know the type of curriculum that the different schools interviewed used and the results obtained were as follows:

It was quite evident from the study results that 35(100%) of the respondents used the adapted curriculum and not the adopted curriculum at Nuu division in handling learners with learning difficulties (Teachers from the study schools).
4.12 Other Strategies apart from IEP that are effective in handling learners with learning difficulties

The study further sought to determine how the content of IEP was suitable to improve the academic performance of learners with learning difficulties, it also sought to determine the other strategies apart from IEP that were effective in handling learners with learning difficulties. Table 4.14 indicates the results obtained.

Table 4.14: Other learning strategies apart from IEP that are suitable in handling learners with difficulties

<table>
<thead>
<tr>
<th>Strategy</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holistic approach</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Networking</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Task Analysis</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Field trips</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Projects</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Diagnostic Prescriptive</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Thematic Tutoring</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Peer tutoring</td>
<td>2</td>
<td>5.7</td>
</tr>
</tbody>
</table>

From the study, it was evident that there were other strategies apart from the IEP that seemed appropriate in handling learners with learning difficulties but different respondents had different approaches on them. 11(31.4%) of the respondents were for the holistic approach, task analysis was suitable, 2 (5.7%) were for field trips, 3 (8.6%) were for the projects, 7(20%) were positive on diagnostic prescriptive strategy, 3(8.6%) were for thematic teaching while 2(5.7%) were for peer tutoring.
4.13 Influence of IEP to the academic performance of learners with difficulties

The extent to which the IEP influenced the academic performance of learners with learning difficulties was done. Individual learners from each school were thus subjected to this program and the results were obtained as is displayed in Figure 4.3.

As shown in Figure 4.3, (8.6%) of the respondents did not respond, it was clear from the results that 32(91.4%) indicates that there was a great improvement in academic performance of learners with learning difficulties after the implementation of the IEP and this indicates a positive achievements which was very commendable.

KEY

NR – Non Response

Figure 4.3: The Influence of IEP
4.14 The Impact of IEP

To determine the impact of the IEP to the learners with learning difficulties was also important and a study in relation to some objectives was carried out. Table 4.15 shows the results.

Table 4.15: The impact of the IEP

<table>
<thead>
<tr>
<th>Impact after the implementation of the IEP</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lot of improvement in learning process</td>
<td>31</td>
<td>88.6</td>
</tr>
<tr>
<td>Learning was slow</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>A lot of improvement in learners performance</td>
<td>33</td>
<td>94.3</td>
</tr>
<tr>
<td>Sometimes the targeted results may not be achieved</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>A lot of improvement in learners socialization</td>
<td>26</td>
<td>74.3</td>
</tr>
<tr>
<td>Learners improvement in self esteem</td>
<td>9</td>
<td>25.7</td>
</tr>
</tbody>
</table>

The IEP was not only important in learning but also in socialization. 26(74.3%) of the teachers reported that learners who were subjected to IEP had a lot of improvement as far as socialization was concerned. Only 4(11.4%) implied that learning was slow when learners were subjected to IEP due to increased time that the program consumed in order to be effective, however its advantages outweighed the disadvantages. 33(94.3%) stated that in terms of learners achievement there was a lot of improvement however 2(5.7%) stated that the targeted results were at times not achieved.

4.15 Problems encountered while implementing the IEP

There are various problems that are encountered by the teachers while implementing the IEP in relation to the named factors. Table 4.16 displays the results obtained.
Table 4.16: Problems encountered while implementing the IEP

<table>
<thead>
<tr>
<th>Problems encountered while implementing</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources are limited</td>
<td>35</td>
<td>100</td>
</tr>
<tr>
<td>Teaching many students</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td>Limited time to go through each learners work Limited</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Limited time to cover the content</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Inadequate content mastering</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>Too many learners to assess</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>Learners are barred by the language</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>Wide variety of testing methods are required</td>
<td>28</td>
<td>80</td>
</tr>
<tr>
<td>Most learners are anti-social</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Social barriers due to varied programs</td>
<td>20</td>
<td>57.1</td>
</tr>
</tbody>
</table>

There were certain problems that the implementers had while implementing the IEP in relation to the resources available. 35 (100%) of the respondents stated that the resources were not enough and thus it affected the implementation of the program negatively. Ngugi (2002) observed that the curriculum framework for the regular schools aims at reaching the average learners. This indicates that learners with learning difficulties are not catered for in the curriculum and in turn ends up performing poorly in their academics. In relation to teaching it was evident that according to 28 (80%) of the teachers that the learners were too many and this was a problem since an excess number of learners being handled by an individual teacher would not be effective, 7 (20%) stated that they did not have enough time.

In relation to learning, the program was not effective according to the results obtained since 15 (42.9%) stated that time was too short to cover the content, 10 (28.6%) stated that
there was inadequate content mastery and 10 (28.6%) stated that there were too many learners thus leading to problems in implementing the program. In relation to assessment the IEP encountered problems of implementation in that 7(20%) were said to be barred by the language, while 28 (80%) stated that there were variety of testing methods required that were not available. In relation to the pupils socialization 15(42.9%) indicated that the pupils were anti social and 20(57.1%) indicated that the pupils had social barriers due to the varied programs available.

4.16 Possible Solutions to the Problems

The study sought to find the solutions for the problems discussed. Table 4.17 displays the results.

**Table 4.17: Possible solutions to the problems**

<table>
<thead>
<tr>
<th>Possible solutions to the problems mentioned</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance of refresher courses</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Provision of many resources</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>Ensuring that teaching/learning resources are adequate.</td>
<td>12</td>
<td>34.3</td>
</tr>
</tbody>
</table>

Possible solutions for the problems indicated above had to be identified, 11(31.4%) stated that attending refresher courses could act as a solution, 12(34.3%) indicated that they needed to provide more resources and 12(34.3%) stated that they should ensure that teaching/learning resources were adequate. Gearheart (1995) pointed out that special compensatory and remedial education programmes should be designed to ensure educational success for the learners with learning difficulties.
4.17 The Way forward after the implementation of the IEP

The study sought to determine the way forward after the implementation of the IEP. Table 4.18 displays the results.

Table 4.18: The way forward after the implementation of the program

<table>
<thead>
<tr>
<th>The way forward after implementation of this program in the schools</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many teachers to be employed</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>Formulation of policies to accommodate special education</td>
<td>14</td>
<td>40</td>
</tr>
<tr>
<td>Anticipating better performance</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Follow up activities</td>
<td>4</td>
<td>11.4</td>
</tr>
</tbody>
</table>

The way forward after the implementation of the IEP was important and 12(34.3%) of the respondents indicated that more teachers needed to be employed, 14(40%) indicated that the way forward was formulation of policies to accommodate special education, 5(14.3%) indicated that anticipating better performance was a way forward and 4(11.4%) indicated that there should be follow up activities as a way forward.

4.18 Discussion of findings

Demographic factors of the teachers are also important in providing explanations to the observations in the study. The attributes of the teachers such as age and experience of the teachers may directly affect the performance of the students. Studies by (Obiero 2010) have revealed that the professionalism of teacher’s behaviour and management affects the performance of the pupils. The teachers of the schools under study seem to be middle aged and have worked for a couple of years. It is therefore expected that the schools had the right staff to ensure performance. This is however coupled with other factors like teachers...
qualifications and professional training of the teachers. Teachers qualifications and professional training is vital in providing a clear explanation to the results of the study. The performance of the learners may directly be affected by the qualifications and professional training of the teachers. For the teachers to be able to handle learners with learning difficulties effectively need to be trained and teachers of the schools under study had gone through different levels of training and professional training which qualifies them to handle learners with learning difficulties effectively through application of differentiated approaches in teaching. This implies that the learners educational needs are met individually and their performances is being improved.

Studies by Hegarty (1982) pointed out that provision of any form of education at all times is a dynamic process and should be offered through a differentiated approach so as to meet the wide range of learners. The study indicates that teachers of the schools under study are handling a large number of learners with learning difficulties in their classes and teachers may not be able to meet the learners where they are according to the learners needs. This indicates that more teachers need to be posted to the schools to reduce the teacher – learner ratio so as to enable the teacher to have a number of learners which can be managed effectively ensuring better performance of the learners.

Studies by Federal Education of All Handicapped Children Act (2001) mandated that every handicapped student must have an individually planned and implemented educational programme. The individualized educational program was aimed at accommodating individual differences so as to meet learners where they were.

From the results of the study, it shows that the schools under study have several categories of learners with learning difficulties. Teachers from the schools under study seem to have a great task in providing necessary facilities and equipment for these learners with
diversified needs. Studies by Presidential Working Party on Education and Training for the next decade and Beyond 1988 investigated specific categories of learners with special needs in education and this commission made specific recommendations which were relevant to special education. Among the recommendations was that necessary facilities and equipment be provided for learners with special needs in education in integrated programmes. For learners with learning difficulties to perform well academically, all stakeholders should ensure that relevant teaching – learning materials are adequate to meet the diversified needs of the learners effectively. According to the study, the government had different roles that it played in promoting the implementation of the I.E.P. The government assisted in training special needs education teachers and providing training materials and organizing for SMASE and SBTD. The government was also involved in curriculum development.

Studies by UN Standard Rules on Equalization of opportunities for Persons With Disabilities (1994), the Standard Rule No. 6 states that countries are responsible for the education of persons with disabilities. It also states that for the countries to accommodate educational provisions for persons with disabilities in the mainstream, they should allow for curriculum flexibility and adaption and provide for quality materials, ongoing teacher training and support teachers. The government however have to chip in in order that learners with disabilities get their rights to learn. The government should train more teachers on the area of SNE and ensure adequate teaching – learning resources are provided to the schools at the right time to ensure smooth and effective learning of the learners with learning difficulties in regular schools. The study indicates that after the implementation of the I.E.P, positive achievements are realized. However, as a result of meeting the diversified educational needs of learners individually, a lot of improvement in learning process is experienced and socialization among learners and self esteem is
achieved. Several studies by MOEST (2001) and Ndurumo (2002) outlined various influence of individualized educational program on learners with learning difficulties. Among the influence was that individualized educational program enables teachers to provide a sequential and hierarchical arrangement of learning experiences which suits learners with learning difficulties for each learner is handled as a unique individualized learner.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter comprises of the summary, conclusions, recommendations and suggestions for further study.

5.2 Summary
The summary of the findings of the present research are centered around the major research objectives directing the study. The study endeavored to find out the influence of individualized educational program on academic performance of learners with learning difficulties in regular primary schools. After the implementation of individualized educational program, the respondents show that there were a lot of improvements in learning process, learner’s performance, learner’s socialization as well as self-esteem. This study finding supports the World Conference on Special Needs Education (1994) held in Salamanca Spain which observed that every child has unique characteristics, interest, abilities and learning needs. Education systems should be designed and educational programs be implemented taking into account the wide diversity of these learner’s needs. Several studies by MOEST (2001) and Ndurumo (2002) observed that IEP enables teachers to provide a sequential and hierarchical arrangement of learning experiences which suits learners with learning difficulties for each learner is handled as a unique individualized learner. This shows that every learner is reached academically. In order to handle learners with learning difficulties effectively, teachers prepared themselves in different ways. Among 35 teachers, 26 teachers could prepare an IEP for each learner while 9 teachers solicited relevant resources as a way of preparation to handle the learners with learning difficulties. This result finding agrees with Gearheart (1995) who pointed out that these learners with learning difficulties to be integrated with their counterparts.
who are “normal” in the regular schools and teachers to embrace a teaching strategy which will meet their educational needs at the individual level and the strategy which was highly recommended was the use of individualized educational program. Other strategies include holistic approach, networking, projects, task analysis, diagnostic prescriptive approach, thematic teaching, peer tutoring and field trips.

The resources and equipment available in the schools under study were not appropriate to meet the needs of the learners with learning difficulties. The teachers ended up improvising materials and resources to suit with the needs of the learners. The findings goes in line with Children’s Act (2001) study which observed that facilities within the school to be designed to advance the well being of children with special needs in education. Majority of the teachers from the schools under study have a teaching experience of between 6 – 10 years with majority having acquired diplomas as their highest level of professional training and a few of teachers having acquired degrees. The issues and challenges faced by the teachers in implementing I.E.P include limited resources, high teacher – learner ratio, limited time to go through each learners work, limited time to cover the content, inadequate content mastering, learners are barred by language, wide variety of testing methods are required, most learners being anti-social and social barriers due to the varied programs. Major solutions to these challenges and issues were for the teachers to attend refresher courses so as to be equipped with relevant skills of handling learners with learning difficulties. There was also suggestions by many teachers for the provision of adequate teaching / learning resources in regular schools for serving learners with learning difficulties.
5.3 Conclusions

Based on the findings of the study, the following are the conclusions. Ways of handling learners with learning difficulties include preparation of IEP’s for each learner by the teachers and also soliciting of relevant teaching/learning resources as per the learners educational needs. There are no adequate resources to handle the learners with learning difficulties. The teachers entirely depend on improvisation of materials. The teachers are however qualified to handle learners with learning difficulties. The other teaching / learning strategies which would complement the individualized educational program in addressing the academic performance of learners with learning difficulties are holistic approach, networking, task analysis, field trips, projects, diagnostic prescriptive, thematic teaching and peer tutoring.

The individualized educational program greatly enhances the performance of learners with learning difficulties. The individualized approach faces many problems in its formulation and implementation. The challenges include large number of students compared to resources, limited time to cover content and requirement of wide variety of testing methods. The major solutions to the challenges facing teachers in formulating and implementing IEP include teachers to attend refresher courses and provision of adequate teaching/learning resources in regular schools.

5.4 Recommendations

Based on the findings, the following are the recommendations for the study. The government and other stakeholders should help acquire adequate resources for the learners with learning difficulties. The government and other stakeholders should develop and improve the curriculum to ensure that it caters for the special needs program. The government should consider employing more teachers in order to reduce the workload of
the teachers. This will help reduce the number of learners per teacher. The teachers should use more varied methods to identify learners with learning difficulties under their care. The teachers should attend more refresher courses in order to be competent in handling learners with learning difficulties.

5.5 Suggestions for Further Study

The findings discussed in this report are just suggestive of the situation we have in our regular primary schools but not conclusive because they are based on the data the researcher had collected. It is therefore important for an in-depth research on each of the factors discussed and more studies in other areas for comparison purposes.
REFERENCES


APPENDICES

APPENDIX A: Special Needs Education Questionnaire for Teachers

Purpose:
I am a student at Kenyatta University Pursuing master of education. I am conducting a study on the influence of individualized educational program in assisting learners with learning difficulties in regular primary schools in Mwingi District.
The respondents’ contributions to the study will be highly appreciated. All information collected will be for the purpose of the study and will be treated as confidential. Please give your response according to your experience, giving details where necessary.

Section 1

b) Instructions
1. Please respond to all the questions.
2. Tick and give appropriate and correct response according to your experience.
3. Some items may be having more than one response
4. Your responses will be treated with confidentiality.

c) Personal profile

1. Name of institution/school

____________________________________________________________________

2. Gender
   Male □    Female □

3. What is your age group?
   20-30 yrs □  31-40 yrs □  41-50 yrs □  above 50 yrs □

4. Teaching experience
   1-5 yrs □  6-10 yrs □  11-15 yrs □  16-20 yrs □  above 20 yrs □
5. Level of education

Form 2  [ ]  Form 4  [ ]  Form 5  [ ]  Graduate  [ ]  Other (specify) [ ]

6. Professional training

P3  [ ]  P2  [ ]  P1  [ ]  S1  [ ]  Diploma  [ ]  Bed  [ ]

Other (specify) [ ]

7. (a) Have you got any training in handling learners with learning difficulties?

Yes  [ ]  No  [ ]

(b) If yes, what level of training?

i) Short courses attendance (seminars or workshops)  [ ]

ii) Certificates (3 months or more training)  [ ]

iii) Diploma  [ ]

iv) Degree  [ ]

8. Do you consider your current level of training adequate to handle learners with learning difficulties?

Yes  [ ]  No  [ ]

9. What further training could be useful?

_____________________________________________________________________
_____________________________________________________________________

10. What is the approximate number of pupils with learning difficulties are under your care?

_____________________________________________________________________

_____________________________________________________________________
Section 2

1. a) what are the types/ categories of learners with learning difficulties in your school?
   i) ........................................................................................................
   ii) ........................................................................................................
   iii) ........................................................................................................
   iv) ........................................................................................................
   v) ........................................................................................................
   vi) ........................................................................................................
   b) How do you qualify each of the mentioned categories above?
   ........................................................................................................
   ........................................................................................................

2. As a teacher, how do you prepare yourself to handle learners with learning difficulties in your school?
   ........................................................................................................
   ........................................................................................................

3. Are there adequate and suitable teaching/learning equipment and resources to cater for the learners with learning difficulties?
   Yes [ ] No [ ]
   If no, how do you handle the learners with learning difficulties?
   ........................................................................................................
   ........................................................................................................

4. What are some of the instructional objectives do you set to determine the strengths and challenges of learners with learning difficulties?
   ........................................................................................................
   ........................................................................................................
5. a) Which among the below types of curriculum do you use in your school?

- Adapted curriculum
- Adopted curriculum

b) In the case of adapted curriculum, what range of percentage do you adapt?

- Less than 20%
- 21-30%
- 31-40%
- 41-50%
- above 50%

6. How do you ensure that the content of the individualized educational program is suitable to improve the academic performance of learners with learning difficulties in your school?

_____________________________________________________________________
_____________________________________________________________________

7. Apart from the individualized educational program, which among the below teaching/learning strategy or strategies do you find effective for handling learners with learning difficulties in your school?

Tick the appropriate strategy/strategies.

a) Holistic approach
b) Networking
c) Task analysis
d) Thematic teaching
e) Peer tutoring
f) Field trips
g) Projects
h) Diagnostic prescriptive approach

8. When do you find it appropriate to carry out an assessment on academic performance of learners with learning difficulties in your school?

a) At the end of every lesson
b) After every topic covered

   □

c) At the end of every given unit

   □

   Other (specify)

   ____________________________

9. Which type of questions do you find appropriate for the learners with learning difficulties when evaluating them in your school?

   Open ended

   □

   Closed ended

   □

10. How do you evaluate the learning process of a learner with learning difficulties in order to establish the learner’s academic performance in your school?

   ___________________________________________________________

   ___________________________________________________________

11. To what extent does the individualized educational program influence academic performance of learners with learning difficulties?
Use the tables below

a) Report on learner’s academic performance before implementation of individualized educational program.

PUPIL NAME________________________________________________________

CLASS TEACHER _______________ STD ___________ YEAR____________

<table>
<thead>
<tr>
<th>Subject</th>
<th>First term</th>
<th></th>
<th></th>
<th></th>
<th>Second term</th>
<th></th>
<th></th>
<th></th>
<th>Third term</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st test %</td>
<td>2nd test %</td>
<td>3rd test %</td>
<td>Ave age</td>
<td>1st test %</td>
<td>2nd test %</td>
<td>3rd test %</td>
<td>Ave age</td>
<td>1st test %</td>
<td>2nd test %</td>
<td>3rd test %</td>
<td>Ave age</td>
</tr>
<tr>
<td>English language</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>English composition</td>
<td></td>
<td></td>
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<tr>
<td>Reading</td>
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<td>Dictation</td>
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</tr>
<tr>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Insha ya Kiswahili</td>
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<td></td>
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</tbody>
</table>
b) Report on learner’s academic performance after implementation of individualized educational program.

Pupil Name________________________________________________________

Class Teacher_______________________ Std___________ Year_________

<table>
<thead>
<tr>
<th>Subject</th>
<th>First term</th>
<th>Second term</th>
<th>Third term</th>
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<tbody>
<tr>
<td></td>
<td>1st test %</td>
<td>2nd test %</td>
<td>3rd test %</td>
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<td>English language</td>
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<td>English composition</td>
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<td>Insha ya Kiswahili</td>
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<td>Mathematics</td>
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<td>Ability</td>
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</tbody>
</table>
12. Which other remedial strategies do you use/recommend to improve the academic achievement of the learners with learning difficulties while addressing their individual differences?

___________________________________________________________________
___________________________________________________________________

13. What impact do the individualized educational program method have to the learners with learning difficulties in your school in relation to:

a) Learning process

___________________________________________________________________
___________________________________________________________________

b) Learners achievement

___________________________________________________________________
___________________________________________________________________

b) Socialization

___________________________________________________________________
___________________________________________________________________

14. a) what problems do you encounter in implementing individualized educational program in your school in relation to:

i. Resources

___________________________________________________________________
___________________________________________________________________

ii. Teaching

___________________________________________________________________
iii. Learning

________________________________________________________________________

________________________________________________________________________

iv. Assessment

________________________________________________________________________

________________________________________________________________________

v. Pupils socialization

________________________________________________________________________

________________________________________________________________________

b) What are the possible solutions to the problems mentioned in (a) above?

________________________________________________________________________

________________________________________________________________________

15. What is the way forward after the implementation of individualized educational program in your school?

________________________________________________________________________

________________________________________________________________________
APPENDIX B: Interview schedule for the Head teachers

1.a) What is the class enrolment according to gender?

<table>
<thead>
<tr>
<th>Classes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
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<td>Gender</td>
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<td>Enrolment</td>
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</tbody>
</table>

b) Do you have learners with learning difficulties in your school?

Yes    No

2. What is your opinion about the implementation of individualized educational program in the regular primary schools?

________________________________________________________________________________________

________________________________________________________________________________________

3. Are the physical facilities and equipment in the school adequate to cater for the learners with learning difficulties?

Yes    No

4. How many (in numbers) specially trained teachers in the field of special needs education (who would act as key resource persons in the implementation of individualized program) are in the school?
5. Do the teachers appreciate the learners with learning difficulties under their care?

Yes ☐ No ☐

6. a) How often are the teachers in-service?

___________________________

___________________________

c) How effective are those in-service courses?

___________________________

___________________________

7. How effective are the teachers in terms of their participation in the implementation process of individualized educational program in your school?

___________________________

___________________________

8. What problems do you consider that teachers face when implementing individualized educational program in the regular primary school?

___________________________

___________________________

9. Do you receive any professional support and advice on implementation of individualized educational program in your school?

Yes ☐ no ☐

If yes, state the source____________________________________________________________

10. What roles does the government play in promoting the education for learners with learning difficulties in education in your school?

___________________________

___________________________
APPENDIX C: Interview Schedule for Area Education Officer

1. Have you heard about individualized educational program?
   Yes          No

If yes, where did you learn about it?
   a) Seminars
   b) Workshops
   c) Training
   d) Other (specify)

2. How many (in numbers) specially trained teachers in the field of special needs education (who would act as key resource persons in the implementation of individualized educational program) are there in Nuu Division?

3. a) Do you carry out an assessment to ensure that the individualized educational program is being effectively implemented in regular primary schools in Nuu Division?
   Yes          No

b) If yes, how often do you carry out the assessment
   i. Termly
   ii. Quarterly
   iii. Annually

4. Which level has more of the learners with learning difficulties in Nuu Division?
   a) Lower classes
   b) Middles classes
   c) Upper classes
5. What support services do you give to teachers who handle learners with learning difficulties in the schools?

___________________________________________________________________________

___________________________________________________________________________

6. How can the teachers in Nuu Division reinforce the existing support services to better the provision of individualized educational program in the schools?

___________________________________________________________________________

___________________________________________________________________________

7. To what extent does the individualized educational program assist teachers to handle learners with learning difficulties as far as their academic performance is concerned?

___________________________________________________________________________

___________________________________________________________________________

8. How could the educational program assist the teachers to monitor and assess the academic progress of learners with learning difficulties in the schools?

___________________________________________________________________________

___________________________________________________________________________
## APPENDIX D: Research Work Plan / Time Schedule

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>YEAR</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Feasibility study for the research proposal</td>
<td>2011</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt; – March 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>2. Writing research proposal</td>
<td>2011</td>
<td>March 15&lt;sup&gt;th&lt;/sup&gt; – April 30&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>3. Proof reading of the research proposal</td>
<td>2011</td>
<td>May 1&lt;sup&gt;st&lt;/sup&gt; – 12&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>4. Typing, photocopying and binding of the research proposal</td>
<td>2011</td>
<td>May 13&lt;sup&gt;th&lt;/sup&gt; – 19&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>5. Submission of the research proposal to the University Supervisors for approval</td>
<td>2011</td>
<td>May 20&lt;sup&gt;th&lt;/sup&gt; – Dec. 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>6. Piloting the research instruments</td>
<td>2011/2012</td>
<td>Jan. 1&lt;sup&gt;st&lt;/sup&gt; – Jan. 14&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>7. Final construction of research instruments</td>
<td>2012</td>
<td>Jan. 15&lt;sup&gt;th&lt;/sup&gt; – 21&lt;sup&gt;st&lt;/sup&gt;</td>
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<tr>
<td>8. Data collection</td>
<td></td>
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<tr>
<td>a. Booking appointments e.g. with DEO, H/Ts, SMCs</td>
<td>2012</td>
<td>Jan. 21&lt;sup&gt;st&lt;/sup&gt; – Feb. 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>b. Administering questionnaires</td>
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<tr>
<td>c. Interviewing</td>
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<td></td>
</tr>
<tr>
<td>9. Data Analysis</td>
<td>2012</td>
<td>Feb. 6&lt;sup&gt;th&lt;/sup&gt; – Feb 26&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>10. Drafting Research Report</td>
<td>2012</td>
<td>Feb. 27&lt;sup&gt;th&lt;/sup&gt; – Mar. 18&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>11. Writing the Final Research Report</td>
<td>2012</td>
<td>Mar. 19&lt;sup&gt;th&lt;/sup&gt; – Mar. 31&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>12 Typing, photocopying and binding of the Research Report</td>
<td>2012</td>
<td>April 1&lt;sup&gt;st&lt;/sup&gt; – 30&lt;sup&gt;th&lt;/sup&gt;</td>
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</table>
APPENDIX E. Research Budget

The following are the cost estimates for the Research Proposal and Research Project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Approximate Costs (Kshs)</th>
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</thead>
<tbody>
<tr>
<td>1. Stationery (writing materials for the research proposal, data collection instruments and the research project):</td>
<td></td>
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<tr>
<td>2 ream foolscaps @ 600/-</td>
<td>1,200.00</td>
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<tr>
<td>2 Diaries @ 400/-</td>
<td>800.00</td>
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<tr>
<td>Other (pens, pencils, e.t.c @ 700/-</td>
<td>700.00</td>
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<tr>
<td>2. Traveling costs</td>
<td>22,000.00</td>
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<td>3. Subsistence allowance</td>
<td>18,000.00</td>
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<tr>
<td>4. Pilot Study</td>
<td>7,000.00</td>
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<tr>
<td>5. Proposal writing (typing, photocopying and binding</td>
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<tr>
<td>i. Typing…………………</td>
<td>7,000.00</td>
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<td>ii. Photocopying…………………</td>
<td>5,000.00</td>
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<tr>
<td>iii. Binding…………………</td>
<td>2,000.00</td>
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<tr>
<td>6. Research project writing</td>
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<tr>
<td>i. Data analysis…………………</td>
<td>8,000.00</td>
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<tr>
<td>ii. Typing…………………</td>
<td>4,000.00</td>
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<td>iii. Photocopying…………………</td>
<td>3,500.00</td>
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<tr>
<td>iv. Binding…………………</td>
<td>3,500.00</td>
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<tr>
<td>7. Miscellaneous</td>
<td>9,000.00</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>91,700.00</strong></td>
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</tbody>
</table>
APPENDIX F. Research Permit

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Felistus Ndanu David
of (Address) Kenyatta University
P.O.Box 43844-00100, Nairobi

has been permitted to conduct research in

Location
Mwingi
District
Eastern
Province

on the topic: Influence of individualized educational program on learners with learning difficulties in public primary schools in Mwingi District, Kitui County.

for a period ending: 30th June, 2012.

Research Permit No. NCST/RCD/14/012/300
Date of issue 28th March 2012
Fee received KSH.1,000

Applicant’s Signature

Secretary
National Council for Science & Technology
NCST/RCD/14/012/300

Felistus Ndanu David
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Influence of individualized educational program on learners with learning difficulties in public primary schools in Mwingi District, Kitui County,” I am pleased to inform you that you have been authorized to undertake research in Mwingi District for a period ending 30th June, 2012.

You are advised to report to The District Commissioner and the District Education Officer, Mwingi District before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD HSc.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mwingi District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."