FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF PUPILS WITH LEARNING DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN KOIBATEK SUB COUNTY, BARINGO COUNTY, KENYA

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DECLARATION

I declare that this document and the research it describes are my original work and that they have not been presented in any other university for academic work

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This research was conducted under our supervision and is submitted with our approval as University supervisors

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DEDICATION

I dedicate this thesis to my husband Julius Ng'otie who assisted me financially and our son Kelvin and daughter Jackline who helped me type the work and were of great encouragement in the entire process.

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First of all, I have special thanks to God for His powerful grace and my family who unconditionally supported me throughout my years of study. It would have been impossible for me to carry out this study without consistent assistance from my family. I am deeply indebted to my supervisor Professor Bantu who supported and guided me from initial stages to date. Great appreciation goes to my head teacher Lazarus Kipsang who accorded me time to finish my work. Colleagues' and friends' efforts are recognized because they contributed immensely during the entire period. Taking this program and writing master thesis has expounded my experience and has totally changed my views and attitude towards special needs education

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ABSTRACT

Special needs education globally has not received the required attention from the all avenues of education to see learners with disabilities access the desired academic achievement compared to their peers without issues of their kind. The purpose of the study was to evaluate the influence of teachers' motivation, teachers' self-efficacy, learners' self-esteem and school environment on academic achievement of pupils with learning disabilities (LD) in Koibatek Sub-county, Baringo County. The study was guided by Social cognitive theory by Bandura (1977) on self-efficacy which stresses that it is the role of a teacher to belief in self capabilities to be able take learners through a learning process and make them excel academically. Descriptive survey research design was used in the study to collect detailed data from the respondents. The target population of the study was 140 teachers, 7 head teachers and 200 class eight pupils from 7 special unit schools. The sample size consisted of 103 teachers, 7 head teachers and 200 pupils. Content validity of research instruments was ascertained through pilot testing and review by a panel of University lecturers. Teachers' questionnaires had Cronbach alpha coefficients reliability of over 0.70 and hence suitable for the study. Descriptive and inferential statistics were used to analyze the data. Qualitative data was arranged thematically in line with research objectives. The researcher analyzed quantitative data using descriptive statistics and presented it in the form of frequency, percentages, means and standard deviations. Multiple regression analysis was used to test the four null hypotheses of the study. The study results revealed that there was a statistically significant linear relationship between teachers' motivation and pupils with LD academic achievement ($p < 0.05$). There was also a statistically significant linear relationship between self-efficacy of teachers and pupils with LD academic achievement ($p < 0.05$) and that there was a statistically significant linear relationship between self-esteem of LD learners and academic achievement ($p < 0.05$). The study concluded that teacher motivation led to job satisfaction and neutral attitudes that enhance teachers in using the skills they had to promote academic achievement of learners with disabilities. Availability of teaching and learning resources towards the promotion of academic achievement of learners with disabilities in primary schools enhance curriculum delivery, meets the needs of learners with special needs and enhance pupils' enrolment and retention in schools. The study recommended that special motivational strategies that target academic achievement of learners with disabilities should be implemented; a policy of motivating teachers who teach in learners with disabilities setting should be written and implemented in all primary schools and that the government should increase funds for special needs education to necessitate purchase of learning resources.

LIST OF ABBREVIATIONS AND ACRONYMS

CATS	Continuous Assessment Tests
DEEWR	Department of Education Employment and Workplace Relations
EFA	Education for All
IEP	Individualized Education Programme
KCPE	Kenya Certificate of Primary Education
LD	Learning Disabilities
MDG	Millennium Development Goals
NACOSTI	National Council for Science, Technology and Innovation
NCPD	National Council for Persons with Disabilities
SPSS	Statistical Package for Social Sciences
SNE	Special needs Education
TMQ	Teacher Motivation Questionnaire
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

OPERATIONAL DEFINITION OF TERMS

Disabilities: This is a restriction of learners' ability to perform activities expected at his/her age and level.

Examination: This involves a test given to a pupil to show the knowledge and ability on content already instructed.

Extrinsic motivation: For the purpose of this research this is defined as the ability the teachers to perform tasks properly with the influence of external rewards.

Inclusive education: For study purpose of this study, this refers to an education where all children irrespective of their diverse needs are taught together and experience barriers of learning and doing the planned activities together.

Individualized Education programme: It is a design prepared by a teacher to help learners with learning disabilities grasp content instructed

Intrinsic motivation: This refers to the inner the ability of teachers to carry out tasks without the expectation of being recognized

Learner achievement: For the aim of this study, it is defined as how a learner grasps content delivered and being able to tasks given or elicits a change of behavior. The achievement was measured by determining the mean performance in three end term examinations.

Self-efficacy: This is operationally defined as pupils' belief on their abilities and capabilities in completing tasks assigned

Teacher motivation: It involves the initiatives that teachers possess which is either intrinsic or extrinsic for better or greater excellent performance thus attains expected goals.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter covers the background of the study, statement of the problem, purpose of the study, research objectives, hypothesis of the study, and significance of the study, scope, and delimitation of the study, limitations, theoretical framework and conceptual framework.

1.2 Background of the Study

According to the United States global report (Harvey, Yessel, Bauserman, &Merbler, 2010) approximately 15% of the world's population which is around 1 billion people had diverse forms of disabilities translating to the global key minority which incorporated students. The World Report on Disability (2011) by the World Health Organization (WHO) and the World Bank estimates that about 15% of the world's population lives with some type of disability. This further indicates that around 13 million or about 0.7% of the world's children are severely disabled. The report revealed the effects caused by disability on children and in particular those from low returns countries. The report further showed that learners without disability start and finish school earlier than their peers with disability.

According to UNICEF (2010) Universal education cannot be achieved without including children with disabilities. It further advocated that these learners should not be discriminated on basis of equity and available opportunities the report reveals that 5% LD learners worldwide complete primary education which is half of 10% during enrollment. It is a matter of grave concern that children with disabilities in the African continent face

barriers in the education system for a multitude of reasons (ACPF, 2011). This has resulted in a massive exclusion of disabled children from education. Despite the development of an inclusive education policy to address this exclusion, one of the issues that hamper progress is the lack of teacher skills in adapting the curriculum to meet a range of learning needs (Chataika, Mckenzie, Swart & Lyner-Cleophas, 2012). This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs. Universal Design for Learning (UDL) is one such framework that conceptualizes and addresses the need for a more flexible curriculum designed to lower the barriers and to enable learners with a lot of varying needs to be included in the learning process (Brand, Favazza & Dalton, 2012). Brand et al., further found out that training programme were of great help though insufficient because they were geared towards developing a small fraction of skills.

The right to education is currently acknowledged as an essential human right for every individual and vital developments have taken place which aim at addressing the educational needs of persons with disabilities. Ali, Jusof, Moktar and Salmat (2009) assert that learners' academic achievement plays a primary role in producing competent and resourceful leaders for a country. Education is a gateway to a variety of opportunities for career enhancement and meaningful employment and a prospect for a noble life for people living with disability. Access to education for learners with disability paves way for them to integrate into society and be able to sustain themselves monetarily and with dignified future.

Site Allocation Development Plan Document (SADPD, 2012) recent studies have revealed that learners with learning disabilities (LD) can learn effectively in a mainstreamed setting especially in a class with an adequate number of learners compared

with their peers without disabilities. The purpose was to evaluate the impact of inclusive education on academic achievement of these learners in different surroundings. Myers & Bagree (2011) argued that inclusive education covered a wide range of educational aspects and not a unique project to be attended by certain skilled persons. In that case every teacher had to work towards making learning more inclusive by involving all the learners in different activities irrespective of their disabilities. Incorporating different approaches and activities motivate learners hence meet their needs translating to high performance (Myers & Bagree, 2011). They insisted that competent inclusive teacher can interact easily with learners hence can easily identify their specific needs without much consultation from specialists.

Khayat (2013) in Iraq Ministry of Education came up with courses for teachers employed by the government. In-service teachers were taken through inclusive education in their training content so as to enable them support learners with special needs in learning institutions. The courses had been boosted by testimony shared by adults who had auditory and poor sight therefore making participants appreciate the role played by inclusive education. Adults who had hearing impairments had been taken through sign language session with the use words of to be learnt and engaging in visual story narration (Khayat, 2013).

Frankel, Gold &Ajodhia-Andrews (2010) emphasized that instructors required adequate training, support and positive attitudes to realize full implementation of inclusive education. They added that teachers' attitudes and competence play a great role in discharging duties in issues of time management, utilization of resources and effective delivery of content intended. In South Africa, teacher contemporary education trains teachers through training on different ways of handling learners with diverse needs in a

mainstream classroom (Oswald & Swart, 2011). They assert that the perception of disability is not individual based problem but as a societal on economic, political and cultural system that has not been able to address diverse their needs. The social model goes hand in ha with the human rights advocating for inclusion and reduction of constraints that interfere with full involvement of learners with disabilities. Attitudes on the separation of learners with disabilities in South Africa had rapidly developed in education culture (Ntombela, 2011).

According to South Africa basic education report (2015) there was tremendous increase in enrolment of learners with disabilities from 82.1% to 92.5 in the year 2011-2013 in primary schools. The report showed that despite the rise in enrollment, the special needs schools were few. The report uncovered extreme poor hostel conditions, high rate of abuse of deaf learners, poor accessibility to facilities, lack of safety making the environment unfriendly and poor supervision .Due to low teacher pupil ratio of 1: 25 these learners registered low scores.

The Salamanca Statement which was made in June 1994 by 92 governments and 25 international organizations formed by the world conference on special needs education held in Salamanca, Spain stipulated the right to education for all and demanded all states to prioritize inclusive education and called for countries to come up with mechanisms and strategies of monitoring and evaluation the programs (UNESCO, 1994)

Universal Primary Education is one of the goals of Millennium Developmental Goals (MDGS) which is geared to ensure that education is accessed by all. Its prospect was that by 2015 all member states guarantee universal education for all. Since these governments made it realty, there was a rapid increase in enrollment rate from74.5% to 80.3% in

Kenya .Due to increased enrolment, some challenges were realized. They included inadequate teachers thus created disparity in teacher pupil ratio which greatly affected academic achievement on many schools. On the other hand physical facilities and learning resources were overstretched making the environment unfriendly to learners with special needs.

Kenya has approximately 1.7 million persons living with disability. Kenya National Survey for Persons with Disabilities (2008) asserts that 39% of this population enrolled in a mainstream primary school. Special needs education has been made accessible through special schools, integrated units, inclusive and regular schools settings. However, most of learners with disabilities are not in these schools. A report by MoE (2009) showed that in 1999 22,000 LD learners were enrolled and later increased to 26, 885 in 2003.Despite the increment the percentage was still low compared to their regular peers. According to the Basic Education Act Kenya (2013) children with disabilities included those who are intellectually or mentally challenged, physically impaired, emotionally challenged, hearing impairment visual impairments, multiple disabilities and those who gifted and talented. The act states the rights of special need learners which included stamping out discrimination, protection of the marginalized, and persons with special needs. The act further affirms the regulations for the establishment and management of special schools and other institutions offering special needs education to LD pupils.

Baringo County has six Sub Counties with 356 public primary schools both in urban and rural areas. It has 20 public primary schools with special units. The current study was carried out in Koibatek Sub County which has seven schools with special units. Education for learners with disabilities is not given much attention since disability still is stereotyped to mean there was a curse in the family of a given learner with a disability

(MOE, 2017). These learners are neglected by parents, community and teachers in some situations. However these special units have encouraged a number of LD learners to enroll in larger numbers therefore is responding appropriately to the Kenyan education policy of free and compulsory education to all school-age going learners.

Mweri (2014) observes that Koibatek Sub County special unit schools encounter several challenges and constraints such as unfriendly classrooms, inadequate teaching and learning resources, inadequate teachers trained to handle the LD learners. Mweri further observes that the available teachers understand very little in regard to different learners' needs and are not motivated to give their extra time to the slow learners. Teaching in special units also encounter challenges due to the fact that learners have mixed abilities and different ages due to class repetitions (Mweri, 2014). Subsequently, learners register low scores in Continuous Assessment Tests (CATS) and in Kenya Certificate of Primary Education (KCPE) examinations as shown in Table 1.1.

Table 1.1: Koibatek Sub County Special Schools CATS AND KCPE Mean Scores

School	**2014**		**2015**		**2016**	
	CATS	**KCPE**	**CATS**	**KCPE**	**CATS**	**KCPE**
St Patrick's Shimoni	246.92	219.70	230.44	229.98	215.87	225.50
Kamelilo	253.49	247.98	258.06	237.98	239.15	230.79
Koibatek	241.86	248.74	227.39	232.70	224.37	229.26
Sogonin	246.92	243.16	245.81	239.67	233.27	231.72
Benonin	254.64	251.11	244.31	236.17	238.77	235.47
Maji Mazuri Forest	266.79	257.46	235.27	241.06	215.80	237.21
St Joseph Andama	239.98	246.99	242.14	241.14	215.33	233.19

Source: MOEST 2017

It is evident that the pupils mean scores in both CATS and KCPE were below half (250) of the maximum attainable mark of 500. To this end, the study embarked on examining the factors influencing academic achievement of learners with disabilities in Koibatek Sub County, Baringo County, Kenya.

1.3 Statement of the Problem

The philosophy of education in Kenya is that every child should access education and learn consistently throughout the course of study. Inclusive education has made it possible for all learners to be reached out. This is evident in Article 53(b) of the Kenyan constitution 2010 which guarantees free and compulsory education for all learners. Despite the government efforts in ensuring that all learners access basic education., motivation and self-efficacy of teachers have an impact on achievement of LD learners .On the other hand these learners experience low self-esteem compared to their peers without any disability. Learners with disabilities learners require a friendly learning environment to be able to register better scores. This fact however is supported by a study done by Johnson (2014) which revealed that learners with disabilities experience challenges in their learning environment which affect their academic achievement and added that there was need to be addressed. In Koibatek Sub County, the academic achievement of LD learners is low despite taking longer years in primary compared to their peers in CATS and in Kenya Certificate of Primary Examinations. Therefore, the researcher examined the factors that influence a good academic achievement of LD learners in primary schools in Koibatek Sub-county, Baringo County.

1.4 Purpose of the Study

The purpose of the study was to examine the factors influencing academic achievement of learners with disabilities in public primary schools in Koibatek Sub County

1.5 Objectives of the Study

The following objectives guided the study

(a) To assess the influence of teachers' motivation on academic achievement of learners with disabilities in primary schools in Koibatek Sub-county, Baringo county

(b) To examine the influence of teachers' self-efficacy on academic achievement of learners with disabilities in primary schools in Koibatek Sub-county, Baringo county

(c) To establish the influence of self-esteem of learners with disabilities on their academic achievement in primary schools in Koibatek Sub-county, Baringo county

(d) To assess the influence of the school environment on academic achievement of learners with disabilities in primary schools in Koibatek Sub-county, Baringo county

1.6 Hypothesis (Null)

The following null hypotheses guided the study

HO1: Teachers motivation has no statistically significant influence academic achievement of learners with disabilities in Primary schools in Koibatek Sub County, Baringo County

HO2: Teachers' self- efficacy has no statistically significant influence on academic achievement of learners with disabilities in Primary schools in Koibatek Sub County, Baringo County

HO3: Learners self-esteem has no statistically significant influence on academic achievement of learners with disabilities Primary schools in Koibatek Sub County, Baringo County

HO4: School environment has no statistically significant influence on academic achievement of learners with disabilities in Primary schools in Koibatek Sub County, Baringo County

1.7 Significance of the Study

Significance of a study shows how the research benefits or impacts others in part or whole (Simon & Goes, 2013). The findings of the study are hoped to provide recommendations on teachers' incentives and motivation and a framework for organizing and conducting research related to teachers 'motivation in public primary schools. It may direct the administrators in the government to be aware of the importance of motivation to teachers, conducive learning environment in improving the quality of education in schools. It may also provide knowledge to parents and the stakeholders on the needs of motivating teachers handling their children. Moreover, it may equip the policy makers with current information on the importance of teacher motivation and learner achievement.

1.8 Scope of the Study

Marylin and Goes (2013) proffer that the scope of the study delineates the geographical and methodology boundaries. This study was carried out in Koibatek Sub County, Baringo County. It borders Nakuru, Elgeyo and Kericho counties. It has 95 public primary schools both ordinary and those with special units. Majority of the schools are in the rural area and a few are urban located. The schools are further put in zones. This

study therefore covered primary schools with special needs units in the different zones. There are seven special units' schools two located in the urban and five in the rural.

1.9 Delimitation of the Study

Simon and Goes (2013) point out that study delimitations are those features which arise from limitations of the study as well as the sensible exclusionary and inclusionary choices made during the development of the research plan. Delimitations are within the researcher's control. Though there might be many factors that influence academic achievement of learners with disabilities in public primary schools in Koibatek Sub County, the current study was delimited to teachers' motivation, teachers' self-efficacy, self-esteem of learners and the school environment.

1.10 Limitations of the Study

Limitations describe issues and incidents that may crop up in an investigation that are beyond investigator's control. They restrict extensity of an inquiry and may influence the final findings and conclusions (Simon, 2011). The study was conducted in only special schools and respondents might have been tempted to present the ideal scenario. To mitigate against such eventualities, the researcher assured the researchers that, the collected data was purely for academic purpose only.

1.11 Assumptions of the Study

Simon (2011) explicates that assumptions are underlying ideologies that the researcher trusts or admits but that are difficult to attest in any actual way. In other words, assumptions are realistic expectations believed to be true facts necessary for the relevance of the study as they provide the basis of the development and implementation of the research. The study assumed that most of the learners' disabilities were not severe and

that they could prepare and sit for examination with a considerable measure of ease. It was also assumed that most of the teachers had interacted with pupils with disabilities for a considerable length of time in class or in the field. This interaction would enable them to offer credible information. Finally, the study assumed that all teachers had some training in special needs in colleges or through in service courses.

1.12 Theoretical Framework

A theoretical framework is a set of interconnected ideas based on theories. It comprises set of prepositions supported by evidence. Theoretical framework enables the researcher to conceptualize the topic being studied as a result of the larger group. Kombo and Tromp (2006), argued that theoretical framework enables the researcher to recognize the problem from a broader viewpoint and not from a constricted egotism and prejudiced approach hence observing objectivity.

The study was guided by social cognitive theory by Bandura (1977) Self-efficacy beliefs are significant element of an individual motivation and influences the actions that can affect one's life. Regarding self-efficacy, Bandura (1977) explains that self-efficacy are beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations. The basic idea at the back the Self-efficacy is that performance and motivation determine how effective people can be proactive.

Bandura singled out four sources of information that people utilize to evaluate their efficacy as performance outcomes, vicarious experiences, verbal persuasion and physiological feedback. These elements assist people to establish if they trust that they possess the capability to complete given tasks. According to Bandura, performance outcomes are the most vital source of self-efficacy. Positive and negative experiences

can manipulate the ability of an individual to carry out a specific task. If the performance of a previous task is good, the individual is likely to develop confidence and competently perform well given a similar task. This therefore implies that if a teacher performs well in a certain task, he/she will be competent to perform better in future tasks assigned.

The individual's self-efficacy will have been elevated that particular time, and since self-efficacy has also been raised, the individual is likely to try harder and complete the task with much better results. If an individual experiences a failure, he or she is most likely to experience a reduction in self-efficacy. However, if the failures are later on surmounted by conviction, it can lead to enhanced self-motivated persistence when the state is perceived as an attainable challenge. Mastery experiences are mainly influential basis of efficacy information for the reason that it offers the most valid proof of whether one can master whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established Albert Bandura (1997). Concerning Vicarious Experiences Bundura argued that people can develop high or low self-efficacy vicariously through other people's performances. A person can watch someone in a similar position perform, and then compare his own competence with the other individual's competence (Bandura, 1977). If a person sees someone similar to them succeed, it can increase their self-efficacy. However, the opposite is also true; seeing someone similar fail can lower self-efficacy.

Increase in self-efficacy is like mentoring programs whereby an individual is paired with a successful person in a similar career hence raise the individual's self-efficacy beliefs. This can be enhanced further if they both possess comparable skills and interest since he becomes a valid role model and may be encouraged to realize expected goal or targets in

life. Decrease in self-efficacy for instance is like when individuals observe several people who failed and resolved to quit hence are concerned about their own probability of being successful. A good example like teacher who introduces Individualized Education programme for a weak learner and does not attain the results they were expecting after the programme. This then leads to low self-efficacy.

Finally on Physiological Feedback, Bandura insisted that individuals' sensations and perceptions of emotional arousals influence their beliefs of self-efficacy (Bandura, 1977). For instance sitting for an exam after several attempts and not attaining the pass mark. Although this source is not influential like the other three, it is vital to realize that an individual is confident with a task assigned if he/she believes is more competent and has higher beliefs of self-efficacy. Efficacy beliefs can be manipulated, based on a given situation, the activity or an individual's past experience (Bandura, 1977).He added that employees with high in self-efficacy are considered to be more confident thus will would persist in their hard work despite the task being new and challenging.

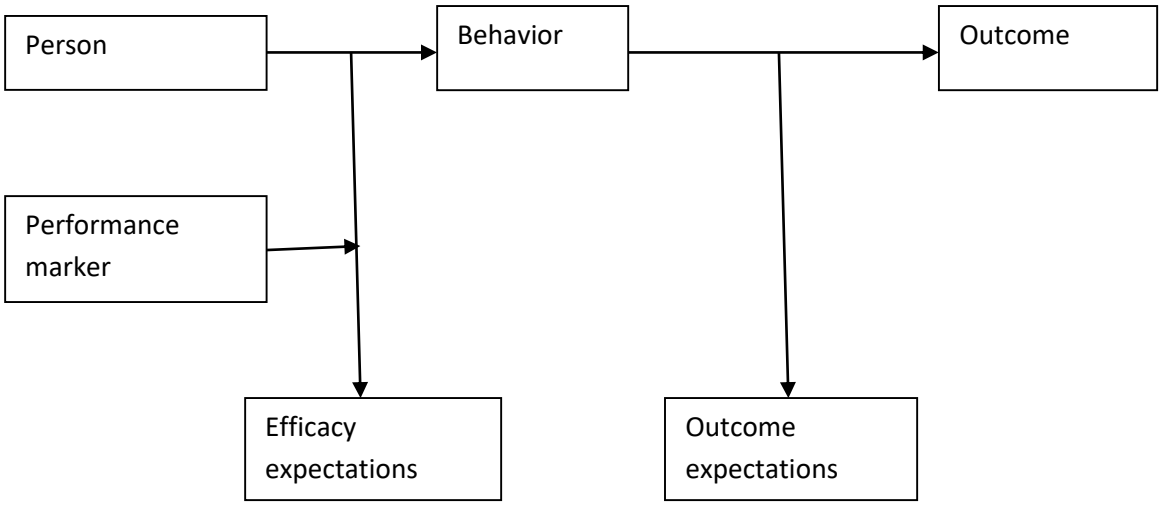


Figure 1.1: Bandura (1997) Model for Efficacy Belief and Outcome Expectations with Performance Attachment Added.

Social Cognitive theory was found appropriate for this study since most of the independent variables examined were inclined to the fact that for a learner to do well academically the teacher needs to believe in his or her capabilities' in order to instruct ,motivate and enhance the learners' potential.

1.13 Conceptual Framework

Conceptual framework is a research instrument intended to aid a researcher to develop understanding of the situation under study (Babbie, 2014). He further contends that when clearly stated, a conceptual framework has prospective usefulness in assisting a researcher to make meaning of subsequent findings. A conceptual framework can also be viewed as a model of presentation where a researcher represents the relationship between variables in the study and shows the relationship graphically (Orodho, 2012). Figure 1.2 depicts the envisaged conceptual framework.

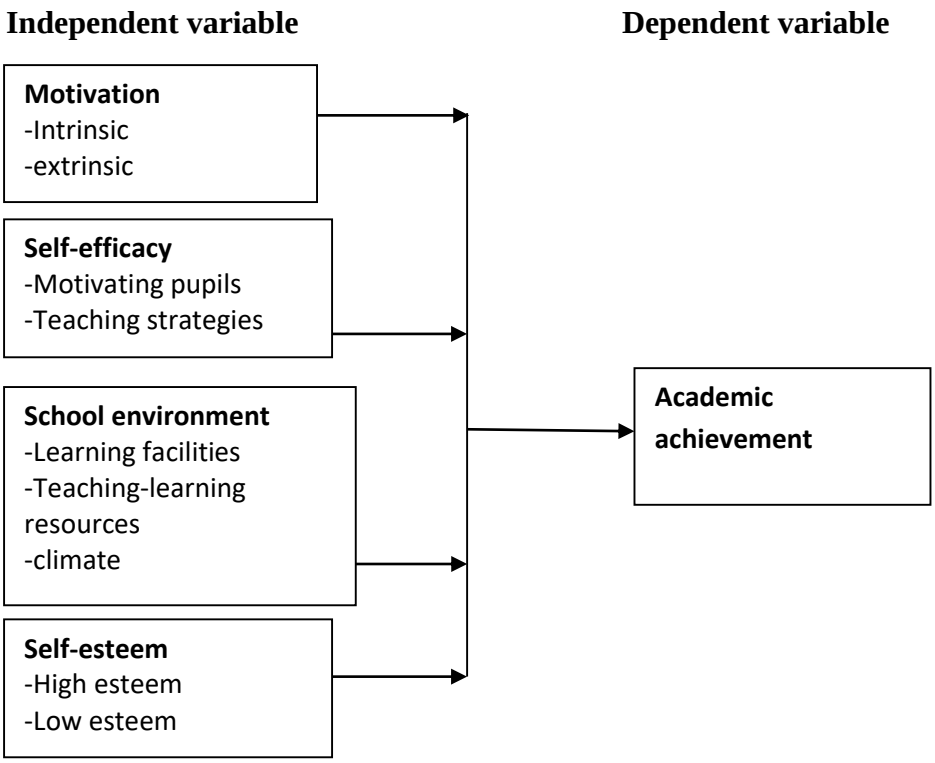


Figure 1.2: Conceptual Framework showing the Factors that Influence Academic Achievement of learners with disabilities

As illustrated in Figure 1.2, learners academic achievement is influenced by teachers motivation and self – efficacy, self – esteem of learners and the school environment. The teacher is the key person in any learning institution and therefore influences how a learner works. A learner's self-esteem and the school environment play a role in academic achievement because a learner's positive believe in self, boosts performance while a friendly school environment also contributes to better outcomes since learners are motivated to grasp and internalize facts and concepts.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study reviewed related literature on the following variables; motivation, self-efficacy, self-esteem and school environment on academic achievement of learners with disabilities.

2.2 Motivation and Academic Achievement

Intrinsic motivation refers to an internal drive derived from within an individual that propels him or her to perform without being coerced hence positive perception towards a task at hand (Ryan &, 2011). Orsiniet al., (2015) described intrinsic motivation as a drive to pursue an activity for the pleasure or the satisfaction derived from. It is categorized as the most self-determination of a behavior. In their study, they observed that job satisfaction, enjoyment of teaching, recognition, and career development propelled teachers 'initiative. Motivation energizes a teacher to teach and impart knowledge and skills effectively to a learner hence promote academic achievement (Baker, 2009).This contribution was supported study done by Aacha (2011) which showed that 58% of the respondents in her study possessed internal self-drive. However, she insisted that there was a great relationship between intrinsic motivation and the quality production meaning that the intrinsic motivation affected teacher performance and therefore insisted that teachers need to be recognized for better production. Aacha (2011) added that these teachers came to school early, attended staff meetings regularly and tested learners regularly.

According to Dan Pink (2012) people have intrinsic or internal capacity of the unleashing power to affect organizations, society nation and even the globe. He believes that man has the ability of generating products and varied services at unimaginable levels. Due to compensation, training and education, fulfilling an organizational goals and objectives have resulted in low production or no outcome at all. Dan Pink (2012) came up with three elements which are: autonomy, mastery and purpose. He argued that they be utilized to maximize employee's enjoyment and productivity. In autonomy he explained that the employees be allowed to direct themselves where time frames are not utilized making them report to work as they like so long as they attain the target of the intended work.

He added that autonomy influenced an individual's perception towards work and determined the level of performance. In this case therefore does not mean that accountability is compromised. Daniel Pink asserted that mastery began with flow of experiences where challenges faced were matched with abilities. He believed that mastery abided by three particular rules which include mindset which requires one to see his/her abilities as improvable, he argued that mastery is pain that call for efforts and deliberate practice and mastery as an asymptote meaning thus making it frustrating and alluring. In motivation, pink stressed that purpose maximization goes hand in hand with Another study done by Situma (2015) showed that job satisfaction and promotion were enough to make teachers perform their tasks effectively without being coerced or supervised. Yuan et al. (2012) added that teachers' morale was not boosted by performance appraisal's pay mechanism per individual officer. They studied the effect of Vroom's Valency Instrumental Expectancy theory on teachers' intrinsic and extrinsic motivation in relation to how they work and behave with the notion of accessing bonus on learner academic performance. The study showed that about ninety percent of the

teachers of were not for the idea that the student performance outcomes be used to determine teachers' motivation strategy. This study concluded that teachers should not be paid on the basis of learner performance and achievement and therefore asserted from their findings that it was not in order to pay individual teachers based on the achievement of the pupils because that would affect teacher efficiency and motivation hence minimal enhancement of pupils' academic performance

Research studies also indicate that compensation and the mechanism in which workers are appreciated affected the quality of their production (Barford & Hester, 2011; Tang et al. 2012). The studies showed how different groups of employees determined compensation and how each faction would like to be reinforced. Forsyth (2006) on the other hand argued that teachers preferred to be appreciated and be recognized for good performance. Further added that school management should device strategies on how to compensate each teacher to elevate morale for any task performed.

According Agezo (2010) teacher motivation goes hand in hand with student academic outcomes. He added that countries which registered low motivation history clearly showed low teacher commitment hence poor academic outcome. Agezo (2010) further observed that teachers in Switzerland earned four times than Korean teachers which is 78% of the country's wage and that teachers in USA are paid 48% of their state wage. These variations were seen to affect performance in the education fraternity. Dolton (2011) supports Agezo's contribution that absence of external rewards to teachers led to low pupils academic achievement because the teachers' commitment is not evident. He discovered in his study that better and attractive remuneration elevated teachers' morale in many countries of Africa. He also observed that other professions like accounting and Engineering especially in Senegal and Malawi received high salaries compared to

teachers who were the lowest paid. He asserted that job evaluation be exercised to determine the weight of the responsibilities then allocate salary accordingly.

Zakela (2010) asserted that external motivation contributed a great deal in job commitment and therefore insisted that teachers should be awarded for tasks and duties assigned. Another study done by Kipkirui (2014) established that schools in Chepalungu which did not motivate their teachers experienced a lot of challenges in relation to student academic achievements due to teachers' low performance.

Ondingo (2011) supported Kipkurui's contribution that working environment determined any worker's performance. He observed that there was low production than expected by workers in an unfriendly environment. Teachers in Kenya shot down performance contract and persistently urged the government to first improve the working environment before administering the performance contract issue (Nani, 2011). To this point teacher motivation calls for attention because this has significantly affected implementation of different education policies in Kenya. There is no study carried out to examine the effects of teacher motivation in the improvement of academic achievement of learners with disabilities in public primary school in Koibatek Sub County. There was no contribution advocating for improving teacher motivation geared to promotion of academic achievement of learners with disabilities. Wong (2007) believes that pupil performance is influenced by how well the procedures are laid out and taught to them..

2.3 Self-esteem and Academic Achievement

Self-esteem is defined as the set of positive or negative evaluations in an individual about their own self. Self-esteem constitute of two dimensions .The dimensions include cognitive and affective personality. In the United Arab Emirates, Afari (2012) evaluated

the affiliation between self-esteem and academic achievement in 225 students and unearthed an important positive relationship suggesting that high self-esteem is related with high academic achievement. This study was supported by the study done by Siwenkolo (2017) who found out that increased levels of self-esteem increased academic achievement and added that students who had low self-esteem did not possess self-determinant potential hence achieved low scores.

Lower self-esteem can result in indiscipline cases and to elevated behavioral disorder in some children (Guerra et al., 2011). The low self-esteem in many occasions is not experienced by all learners during adolescence because of different factors. Bullying is common in many schools and is seen to have contributed to the high decline of children's self-esteem (Cho, Hendrickson & Mock, 2009). Culprits of bullying are seen have high self-esteem and those with lower self-esteem get engaged in the act minimally but sometimes they are victims of bully (Cook et al. 2011). Guerra et al. (2011) also reported that hyperactive students may elicit low self-esteem. In some instances, they engage in bullying others as a way of venting their low self-esteem fact though not all bullies experience low self-esteem. This study concurs with study done by Maingi-lore (2016) who found out that learners with disabilities battled with low self- esteem in the learning environment. The study further found out that a learner in a inclusive setting gained good scores that those in a secluded institution.

Cho et al. (2009) insisted that a great percentage of learners with Behavioral Disorder (BD) are prone to bullying as they interact with peers in school. They also asserted that students with BD are not embraced by their peers thus the negative perception by others towards them and may trigger different modes of treatment. Reijntjes, Thomas, Boelen, Schoot, Castro &Telch (2011) in their study found out that LD learners disliked being

disapproved since that made them feel unappreciated, incompetent hence less industrious students with BD are not embraced by their peers thus the negative perception by others towards them and may trigger different mode of treatment.

2.4 Self efficacy and Learners' Academic Achievement

Self-efficacy refers to beliefs about an individual's ability to accomplish a specific task and influences the responsibilities chosen and the targets set (Lunenburg, 2011). He added that judgments of self-efficacy are generally measured based on three scales which are magnitude, strength and generality. Self-efficacy magnitude measures the difficulty level on how easy, moderate, and hard an individual perceives about carrying out a certain target. Self-efficacy strength refers to the measure of confidence an individual possesses regarding successful performance at different levels of complexities. Self-efficacy generality refers to the degree to which the expectation is generalized across situations (Lunenburg, 2011).

Self-efficacy has influence over individuals' capacity to gain knowledge, motivation and achievement as they try to learn and engage in particular tasks which they are sure would be successful (Lunenburg, 2011). Williams and Williams (2010) concur with Lunenburg's self-efficacy strength scale that individuals with high degree of self-efficacy take complex tasks as challenges to acquittal rather than as threats to be shun. He argued that members of staff need to be understood and kept motivated in order to elevate their self-efficacy levels which in return will yield higher productivity ratings. Aaronson and William (2009) posit that education of a teacher is significant since it enhances confidence and self-efficacy of an instructor. They added that a teacher needs to be updated on the current teaching strategies and get access to new information in order to

provide quality education. They contend that in service trainings ere very effective when based on pre-service education that had laid a baseline foundation.

Frankel, Gold and Ajodhia-Andrews (2010) on the other hand emphasized that instructors required adequate training, support and positive attitudes to realize full implementation of inclusive education, They added that teachers' attitudes and competence play a great role in discharging duties in issues of time management, utilization of resources and effective delivery of content intended. Beattie et al. (2015) posit that self-efficacy correlates to performance of an individual. They add that one should keep trying for some time to develop confidence hence become competent on tasks assigned. In South Africa, teacher contemporary education trains teachers through training on different ways of handling learners with diverse needs in a mainstream classroom (Oswald & Swart, 2011).

Post-secondary institutions came to learn the significance in training pre-service teachers in their institutions because it enabled them to handle learners with diverse needs because of inclusion factor (Ofoegbu, 2004). He asserted that the training was an important strategy in promoting high self- efficacy of teachers because that would instill confidence in them to be able to handle LD learners in an inclusive setting. Redmond (2010) also added that high self-efficacy individuals are generally more satisfied with their tasks and lives and are prone to setting higher targets for themselves, committed to their goals, generate more effective task strategies to facilitate goal attainment and respond more optimistically to negative feedback than low self-efficacy individuals.

Another detailed study carried by Njoka et al. (2012) showed that implementation of inclusion was embraced by the pre service teachers who demanded an inclusion training despite it adding little to their prior knowledge. They insisted that that pre-service

teachers needed different approaches and empowerment to carry out significant tasks rather than dwelling perception. A Study done in United States reported that 124 faculty members admitted that field experiences were appropriate in acquiring better skills and knowledge in inclusion course (Harvey, Yessel, Bauserman & Merbler, 2010). They stressed that competent teachers in inclusion training required one on one interaction with special needs learners. The enhancement of the human rights culture and the development of creative and innovative skills are significant in a sound inclusive setting (McDonnell at al. 2003). They insisted that inclusive education covers a wide range of educational aspect and not a unique project to be attended by certain skilled persons. For this reason, every teacher had to work towards making learning more inclusive by involving all the learners in different activities irrespective of their disabilities. Incorporating different approaches and activities motivate learners hence meet their needs translating to high academic achievement. They added that competent inclusive instructor can interact well with students thus can identify specific needs without much consultation from specialists. Wong (2007) also believes that pupil achievement is influenced by how well the procedures are laid out and taught to them by their instructors.

Cognate to this study Duflo, Dupas, and Kremer, (2011) argued that learners attained high test marks, better grades, better self-esteem, and elicit higher goals and motivation when assigned to competent professional teachers. On the other hand an international journal of inclusive education showed that competent teachers with special needs knowledge contributed a lot in an inclusive education classroom set up (Lynch & McCall, 2007). Painchaud (2014) in his study supported that teachers' skills and strategies assist a great deal in reducing feelings of shame, resentment, and frustration which might translate into anxiety making the learner focus on it and not the main trouble. He

therefore argued that these anxiety triggers need to be identified and addressed because they affected academic achievement. In this he added that for the learner to succeed he or she should identify own weakness, strengths, needs to be able to come up with mechanisms to curb it. Adeyemi (2010) found out that instructors' self-efficacy and academic qualifications were the principal predictors of learners' improved academic achievement.

2.5 School Environment and Learners' Achievement

School environment refers to the physical appearance and the feel of a school. It is also referred to as a school climate which influences successful learning. A school environment is said to be conducive if it complies with the standards formulated in the Basic education Act (2013). The act requires schools providing special education to establish mechanisms to ensure that they offer sufficient number of personnel, right curriculum, and infrastructure and learning facilities in regard to special needs education.

UNESCO (2013) outlines the struggle of all disabilities including physical, social/emotional, and behavioral and how each of these groups are categorized and treated among caregivers, school personnel, peers, and community members. Presently, general education classrooms creates small adjustments for individual characteristics of learners with learning disabilities. It appears that adding a number of adaptations for these learners is widely unworkable. A number of changes of restructuring and the functioning of classrooms call for attention. Remolding these classrooms on the other hand is not easy because it would be like involving a cultural shift (Garnett, 2010). Garmett insists that changes should be geared to establishing a healthier learning environment to create positive change in an efficient manner which would greatly assist the learners enrolled in the school. Further added that infrastructure of a school influences

the quality of education and that it is essential to provide basic teaching equipment and materials in school. Oyugi and Nyaga (2010) noted that teaching and learning resources include; peripatetic services, support staff (sign language interpreters and Braille transcribers), community involvement, regular and special teachers among others. Inadequate trained special education teachers and professional's acts as an obstacle to promotion of academic achievement of learners with disabilities. Cognate to Oyugi and Nyaga study, Owoko (2010) noted that the term resources referred to not only teaching approaches and teaching aids but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience. Teaching pupils with special needs in an inclusive set up requires deviation from the regular programme. Pupils with special needs may call for more teaching time, diverse learning strategies and advance professional knowledge and skills.

Assistive technology which refers to the devices and services used to enhance and improve the capabilities of pupils with disabilities (Dell, Newton & Petroff, 2012). Examples of assistive technology devices include pencil-grips which are molded plastic grips that slip over a pencil. Assistive technology helping learners with learning disabilities includes computer programs and tablet applications that provide text-to-speech, speech-to-text, word prediction capabilities and graphic organizers.

In comparison to diverse interventions, assistive technology may have a considerable effect in assisting students with disabilities attain their goals outlined on their Individual Education Plans (Watson, Ito, Smith, & Andersen, 2010). Assistive technology can help learners with disabilities to learn how to accomplish the tasks and it can aid to bypass an area of complexity. Assistive technology becomes effective when embedded within quality instruction. Devices like Laptop Computers and Computerized Devices are

significant to learners with learning difficulties because it enables the complete tasks given in organized manner. However, securing personal access to laptops and computerized devices does not guarantee to total engagement and improved academic success (Donovan, Green, & Hartley, 2010). They further posit that for many students, laptop computers and computerized devices can be distracting. Teachers and students need to be trained in how to importantly integrate technology into academic contexts to minimize the distraction which may be caused by devices during learning (Dell, Newton, & Petroff, 2012).

Assistive technology can also improve the writing skills of students with learning disabilities (Batorowicz, Missiuna, & Pollock, 2012). The technology on the other hand can enable learners to bypass the mechanical aspects of writing. Using spell check and grammar features pupils can focus on communication ideas and therefore can write confidently because they are sure they can make changes easily. Inclusive education is still far from being real in the in the entire countries of the word different due to constraints associated. Development of inclusive school remains is one of the biggest challenges facing education systems throughout the world. The Dakar Senegal World education conference established the millennium development goals which cater for all children despite their diverse needs. New Brunswick (2011) in association of community living came up with a school which accommodated all learners. The association empowered the school administrator so as to manage the institution by creating a conducive environment to accommodate learners with learning disabilities. The principal makes sure that the teachers access a training to enable them handle and cater for different needs and discourage stigmatization hence promote the learners' performance.

Meline and Milteniene (2010) studied on the various types of special needs education and realized that these learners in an inclusive setting received inadequate treatment from peripatetic teachers. Professionals contacted teachers but were not able accord relevant assistance to the learners of the Netherlands kingdom. They further explained that when a teacher in a mainstreaming school finds a learner with special need, he consults the parent and after that the parent fills a form in preparation for screening. It is at this point that the child receives some intervention measures. Another study by Fullerton et al. (2011) reported that collaboration skills were very vital in order to realize an effective inclusive education after evaluating a link between secondary and special education program. He added that collaboration should be taken as merger between special and ordinary learners.

The findings of the study showed that the special education trainers were working tirelessly in tutoring students in their colleagues on how to identify and handle learners with special needs in their classes. Fullerton et al. (2011) added that specialists had given their suggestions on strategies of assisting in different areas like review of syllabuses of different units and enhancement of other needs and adequate assessment of learners with special needs. The findings noted that the collaboration deterred a regular teacher from being active in context and consistence. This made a multi-tasking teacher utilize resources meant for helping SNE learners grasp content with much ease hence making the teacher an important channel of the planned content in schools.

Okongo, Ngao, Rop and Wesonga (2015) emphasize the call for providing rich learning environment with adequate teaching learning resources and of appropriate quality in order to help improve students' access and better academic achievement. Relevant and attractive learning resources cultivate learners curiosity and therefore less likely to be

absent from schools because they receive meaningful experiences. Series of studies have been carried out on the effect of learning resources on academic achievement. This is evident in a study by Momoh (2010) who examined the impact of teaching and learning resources on learners' academic achievement in West Africa School Certificate Examinations (WASCE). Along with other study findings, the achievements of learners inner WASCE were pegged on the resources available during instruction. Consequently they found out that the learning resources used had a significant impact on academic achievement since learning was made real instead of being abstract to the learners. Momoh (2010) further observed that inadequate teaching learning resources had negative effect on learners' performance hence low scores, inevitable number of drop outs, behaviors issues and reduced teacher motivation. Bose, Tsamaase and Seetso (2013) advocated for dire need for stimulating learners at different level by utilizing teaching and learning resources which enhance understanding of concept and facts, these resources arouse learners' curiosity senses and discovery skills.

In a study done by Korkmaz (2011) found out that solidarity played a great role in teacher improvement in terms making inclusive education a reality and especially when teachers cooperate when dealing with emerging issues affecting the entire school. He affirmed that when a regular teacher collaborates with a special education instructor, integration is enhanced. He therefore insisted that collaboration among teachers paved way to a meaningful implementation of inclusive education in schools. Studies in African countries about teachers' attitude towards inclusion such as in Nigeria showed that professionally qualified instructors had a tendency of embracing inclusion of special need learners than those who were not trained (Fakolade, Adenyi & Tella, 2011). In Nigeria, the study found out that teachers felt incompetent to work with learners with

special needs SNE in the mainstreaming schools. They also highlighted that female teachers had more positive attitude towards inclusion of children with SNE than were male teachers.

In Ghana, teachers who had practiced inclusion were flexible in embracing new and different ideas than those had no knowledge in SNE. They stressed that their pre-service teacher education curriculum did not have any content on different categories of disabilities and related academic needs. Researchers indicated that teachers' perception determined the success of inclusive education in any school (Das et al., 2013). They added that majority of the teachers did not embrace the move of accommodating learners with special needs in their classes. The same teachers did not welcome inclusive education because they were facing challenges in handling these children in their classrooms. In acquiring inclusive education experience, teachers understand the needs of learners hence guard them from being stigmatized (Cook et al. 2010). This called attention for students with learning difficulties to be highly valued across nations. Inclusion experience created a good teacher–pupil relationship. They asserted that teachers consistent hard work and strategies improved students' performance.

Quality instruction in the lower primary classes would be effective if 40 pupils learn in a single classroom or a stream (Babyegeya, 2007). The increase in enrolment called for an increase in resources and the number of teachers. Some schools had large classes ranging from 40 to 120 pupils in a classroom in Kenya due to the introduction of Free Primary education in Kenya. Brown et al. (2008) argued that the relationship between the teacher and the pupil was affected by a low teacher- student ratio hence reduced enthusiasm for instruction. He added that Negative attitudes among teachers translated to negative

teaching approaches thus frustrating the pace at which some children performed the tasks given.

At some scenarios teachers would physically punish a pupil with the notion that they are weak hence marginalized at school. Children with special needs should be understood by people around them (Conway, 2002). The lack of regular of screening or assessment tools has rendered many teachers ignorant of the diverse needs of the learners their classes. He insisted that this gap had made it difficult for teachers to identify appropriate programs to be utilized to attain or assess the quality of education intended. The ministry of education in Nepal advocated that special needs education curriculum be designed to pave way of accommodating all learners and to enable teachers' contribution in the inclusive education set up (UNICEF, 2010). The Ministry asked the national authorities to provide adequate learning resources to be used by learners with different impairments. According to UNESCO (2010) an estimate showed that financial support from donors was paramount in achieving Education for All. The funds would cater for resources expense and other the basic needs in education.

Societal commitment is the only way of ensuring that inclusive education is fully implemented. This could be realized by ensuring that the school environment is in good condition by availing adequate, appropriate facilities and equipment (UNESCO, 2010). Sanitation facilities like toilets should be designed to serve learners with diverse needs and be made easily accessible. To improve their mobility and access; sloppy ramps should be constructed near all the necessary facilities to curb the challenges encountered by the physically challenged learners. Kenya Institute of Special Needs Education (KISE) trains itinerant and vision support teachers who in turn work with assessment center

coordinators, medical doctors and psychologist at the different districts in the assessment of children with special needs (Lynch et al. 2011).

2.6. Summary of Reviewed Literature and Knowledge Gap

Literature reviewed has shown the influence of various factors on academic achievements of learners with disabilities in many countries. Dolton (2011), Agezo (2010) and Baker (2009) elaborated on the two types of motivation propelling teachers to work which are intrinsic and extrinsic and asserted that poor teacher motivation affected how a teacher works. Other studies by Guerra et al. (2011) and Siwenkolo (2017) focused on the influence of self-esteem on academic achievement. On the other hand Lunenburg (2010) and Garnett (2010) focused on the influence of self-efficacy and school environment respectively on academic achievement. However there is little done especially in Kenya regarding achievements of learners with disabilities in Baringo County. Secondly, most studies have done on motivational characteristics of teachers in secondary and colleges but not with learners with disabilities and therefore there was great need to carry out a study in this area. Thirdly, concerning self-efficacy characteristics have not been articulated adequately regarding achievement of learners with disabilities in Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the methods and techniques that were used while conducting the study. It entails the study design, population, sample size, sampling procedure, instruments, data collection, data analysis and ethical considerations sections.

3.2 Research Design

Descriptive research design refers to a research method describing characteristics of the phenomenon being studied. The research design was employed because it enabled the researcher to collect in-depth information from a large group of respondents through systematic collection of rich data from a large group using questionnaires (Orodho, 2009). This design enabled the researcher to assess the influence of motivation, self-efficacy, self-esteem and environment on academic achievement of LD learners.

3.3 Study Area

The study was carried in public primary schools with special needs units in Koibatek Sub-county, Baringo County. This Sub County was chosen because most LD learners register poor academic scores in Continuous Assessment Tests (CATS) and Kenya Certificate of Primary Education (KCPE) examinations hence affect their transition to secondary schools.

3.4 Target Population

According to Mugenda and Mugenda (2009) target population refers to entire population from which the sample is drawn and in which the findings of the study would be generalized. The target population of this study was 140 teachers, 7 head teachers and

200 class eight pupils from 7 public primary schools with special units in Koibatek Sub County.

Table 3.1: Target Population

Category	Target Population
Head Teachers	7
Teachers	140
Pupils	200
Total	**347**

Source; Koibatek Sub County Education Office, 2016

3.5 Sample size and Sampling Procedures

A sample is a small proportion of the population that is selected for observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn (Best & Kahn, 2006). To determine the sample size of the teachers, Krejcie and Morgan (1970) table was used (Appendix V). Using the table the study selected 103 teachers from the targeted 7 schools. Since there were only 7 head teachers, the researcher aimed at involving all of them. Further all the 200 pupils in class eight from the 7 schools were considered. Simple random sampling was used to draw 14 teachers per school. Table 3.2 depicts the study sample frame.

Table 3.2 Sample Frame

Category of Respondents	Population	Sample	Percentage	Sampling Procedures
Head Teachers	7	7	100.0	Census
Teachers	140	103	73.6%	Proportion/simple random
Pupils	200	200	100.0	Census
Total	**347**	**310**	**89.3**	

3.6 Data Collection instruments

The data for this study was obtained by utilizing teachers' questionnaires, head teachers interview schedules and pupils' assessment tests.

3.6.1 Teachers' Questionnaire

A questionnaire is a research tool with of a series of questions for the purpose of obtaining data from respondents. Orodho (2008) asserted that questions in the questionnaires should focus on the research specific objectives. This tool was used to collect data from the sampled teachers and pupils. The questionnaires consisted of sections ABCDE. Section A collected general information of the respondents, section B motivation of teachers, C self-efficacy of teachers, section D self-esteem of LD learners and section E school environment of LD learners. The use of questionnaires was mainly because the data was directly collected using the respondents' views, opinions, perception and feelings without manipulation.

3.6.2 Head Teachers' Interview Schedule

In order to get in depth information on the factors influencing pupils with learning disabilities achievement, the head teachers' interview schedule was used. According to Best and Khan (2001), interview method of collecting data is often seen as superior than other instruments in that it creates rapport between the respondent and the researcher. In addition, it guards against confusing the questions since the interviewer can clarify the questions thereby helping the respondent give relevant responses. The head teachers' interview guide was unstructured and sought to gather information in accordance to the study's four objectives (see Appendix III).

3.7 Pilot Testing

A pilot testing in a research study refers to a tryout administration of an instrument to ascertain errors. According to Cooper & Schindler (2008) a good measuring instrument should be a precise gauge of what the study intends to evaluate and be efficient to use. A pilot testing survey was carried out in the neighbouring Mogotio Sub County in order to identify and discover ambiguous questions and statements that would have made it difficult to understand or become irrelevant to the objectives of study. Twenty teachers and 2 head participated in the pilot testing. These participants were encouraged to give their comments so as to assist in the revision of the instrument before the main study.

3.8 Validity of Research Instruments

According to Mutai (2000) validity is the ability for the analyzed results to represent the problem being researched on. Concurring with Mutai, Mugenda (2009) asserted that validity is the authenticity of inferences in relation to research findings. Content validity was used because it measures what is meant to measure. This was made possible through

discussions with the university two supervisors. The instrument was deemed effective because it addressed the basic aspects and the objectives of the study.

3.9 Reliability of the Instrument

According to Mugenda (2009), a research instrument is considered reliable if it measures what is intended and produces consistent results despite repeated trials. The Cronbach Alpha (0.70) and test-retest was used to find out the reliability of the questionnaire. The questionnaires were administered twice within a period of two to three weeks to the teachers and pupils in other schools in Koibatek Sub County. The data collected helped the researcher review questionnaires ensuring that the objectives of the study were captured hence determined the coefficient reliability.

The results of the reliability test were as depicted in Table 3.3 next page.

Table 3.3: Reliability Results

Variable	alpha value	number of items
Motivation	0.732	8
Self-esteem	0.758	8
Self-efficacy	0.835	8
School environment	0.834	5

Source: Adapted from Pallant (2011)

The reliability results of the all the variables were above 0.70 meaning that all the variables were valid for analysis.

3.10 Data Collection Procedures

The researcher obtained a letter from the Department of Education, African Nazarene University to enable her to seek for a research permit from the National Council for

Science, Technology and Innovation (NACOSTI). The researcher therefore contacted the County Commissioner and County Education officer in Baringo. The researcher then proceeded to schools sampled in the study to seek consent from the head teachers to give out the tool to the teachers and the pupils. It is at this point that the researcher clarified to the respondents the intention of the study. The questionnaires were administered and collected as soon as they were filled in. The respondents were assured that the information was treated confidentially.

3.11 Data Processing and Analysis

Data analysis is the process of bringing order and the meaning of information collected (Kombo & Tromp, 2006). Raw data was edited to detect errors and omissions. The completed questionnaires were scrutinized to ensure that the data was accurate and consistent with other facts gathered and organized well to facilitate coding and tabulation. To facilitate the analysis, the Statistical Package for Social Sciences (SPSS) version 22 data analysis software was used.

The researcher ensured that response was put into a limited number of categories to minimize coding errors. The raw data was classified according to attributes. Simple tabulation was used to give information about one or more groups of independent questions. The data collected was analyzed with respect of the study objectives using both descriptive an inferential techniques. Descriptive statistics such as percentages, means and standard deviation were used while the study's four formulated hypothesis were tested by use of multiple regression analysis. The regression equation was in the form: $Y= \beta_0+ \beta_{1x1}+\beta_{2x2}+ \beta_{3x3}+ \beta_{4x4}+\varepsilon$ and where y = pupils' academic achievement, x_1= level of teachers' motivation, x_2= level of teachers' self-efficacy, x_3 = level of pupils' self-esteem, x_4 = school environment while ε is the error term. The dependent variable

was the class eight average mean mark attained for three consecutive term continuous assessment tests (CATS) (see Appendix III).

3.12 Legal and Ethical Consideration

Legal and ethical considerations form a key part in research since it helps to ensure that no one suffers harm or undesirable consequences as a result of the research activities. Due to the normally sensitive relationships between the researcher and the respondents, reasonable safeguards were built during the field work study that is based on appropriate ethical requirements and measures. The researcher got a letter of introduction from African Nazarene University. The letter assisted the researcher secure a research permit from National Council of Science, Technology and Innovation (NACOSTI). A preliminary visit was made to schools to inform the head teachers of the intended research. A date to administer the tools was arranged during these visits. This helped the researcher to establish a work plan. In order to avoid suspicion and scepticism the researcher assured the respondents of utmost confidentiality and that the information provided would be used for academic purposes only. Furthermore, while collecting data the researcher acknowledged all the sources of information collected from textbooks and other research materials.

CHAPTER FOUR

ANALYSIS AND RESULTS

4.1 Introduction

This chapter presents the results and analysis of the data collected in this study. The purpose of the study was to examine the factors influencing academic achievement of learners with disabilities in public primary schools in Koibatek Sub County. The study objectives were: to assess the influence of teachers' motivation on academic achievement of learners with disabilities; to examine the influence of teachers' self-efficacy on academic achievement of learners with disabilities; to establish the influence of self-esteem of learners with disabilities on their academic achievement and to assess the influence of the school environment on academic achievement of learners with disabilities in public primary schools in Koibatek Sub-County, Baringo County. Data were collected through the teachers' questionnaire, head teachers' interview schedule and pupils' continuous assessment tests. Both quantitative and qualitative data was collected. Data was analyzed as per the research objectives. The three null hypotheses of the study were tested using multiple regression analysis at a significance level of 0.05. Qualitative data from the head teachers' interviews were analyzed concurrently with the quantitative data.

4.2 Response Rate

The study sampled 103 teachers, 7 head teachers and 200 pupils. All the 7 head teachers were interviewed, 98 teachers filled the questionnaires while all students sat for the three CATS considered in the current study. Thus the response rate for head teachers was 100%, teachers' 95.1% and 100.0 % for pupils.

4.3 Demographic Information of the Respondents

The study sought to establish the general information of the respondents targeted for the study. Choosing the proper demographic questions truly gave actionable and meaningful results to assist in making better organizational decisions (O'Leary & Hunt, 2016). The study sought to find out the gender, level of education and years in school of the respondents. The findings were as analyzed in Table 4.1, 4.2 and 4.3.

Table 4.1: Teachers' Gender

Gender	Frequency	Percentage
Male	48	49.0%
Female	50	51.0%
Total	**98**	**100.0%**

The study findings on gender of the respondents indicated that 49.0% were male and 51.0% represented female respondents. The implication of the findings showed that both men and women were included in the sample to give their opinion concerning the study questions.

Table 4.2 Level of Education of the Respondents

Level of education	Frequency	percentage
University	6	6.1%
Secondary	24	24.5%
Primary	68	69.4%
Total	**98**	**100.0%**

Source: Field Data 2018

According to the findings on the education level of the respondents, results indicated that 6.1% of the respondents attained university level education, 24.5% of attained secondary

level, 69.4% attained primary level of education. This portrays that majority of the respondents were primary education level holders. This shows that the study was able to collect data from all levels of education backgrounds which were interpreted to mean that it represented the opinions of all respondents avoiding bias in terms of education levels meaning that it was a true representation of the happenings in the schools. This can be further interpreted to mean the respondents were understood the intention of the study and hence gave a true and fair view of the study questions.

Table 4.3 Years in School of Respondents

Years in school	Frequency	Percentage
1-5 years	33	33.7%
6-10 years	56	56.7%
11-15 years	9	9.2%
Total	**98**	**100.0%**

Source: Field Data (2018)

The study results on years in school of the respondents revealed that 33.7% had 1-5 years in school; 57.1% had years in school of between 6-10 years while 9.2% had 11-15 years in school. This gives the implication that majority of the respondents had 6-10 years in school. This shows that data was obtained from all years in school in terms of years of work duration. This was deemed to mean that the study was able to collect varied opinions from the respondents and the responses collected were a true representation of the happenings of the schools as well as learners with disabilities without effects resulting from being in the schools for too long or being relatively new in the primary schools. This further shows that the respondents have kept track of the changes in the learners with disabilities over the period they have been in the schools.

4.4 Teachers' Motivation and Academic Achievement

The study sought to establish how teachers' motivation affects academic achievement of learners with disabilities. Where SD-Strongly Disagree-Disagree-Not sure, SA-Strongly Agree. The study results were as tabulated in Table 4.4.

Table 4.4: Teachers' Motivation and Academic Achievement

Statements		SD	D	N	A	SA	Total	Mean	SD Dev
Teachers are given enough support that is enough to cater for their basic requirements	F	8	5	12	37	36	98	3.90	1.165
	%	8.2	5.1	12.2	37.8	36.7	100	78.0	
Extra teaching allowances paid by the school help teachers complete syllabus	F	13	14	38	26	7	98	3.00	0.275
	%	13.3	14.3	38.8	26.5	7.1	100	60.0	
Motivation determines which consequences are reinforcing and punishing	F	5	17	50	25	1	98	3.00	0.450
	%	5.1	17.3	51	25.5	1	100	60.0	
Motivated teachers promote autonomous motivation to pupils with disabilities	F	21	14	23	34	6	98	2.90	0.273
	%	21.4	14.3	23.5	34.7	6.1	100	58.0	
Motivation leads to increased efforts and energy to work better	F	17	18	18	33	12	98	3.05	0.236
	%	17.3	18.4	18.4	33.7	12.2	100	61.0	
Poor motivation makes them to lose morale when teaching learners with disabilities	F	W0	0	9	33	56	98	4.48	0.905
	%	0	0	9.2	33.7	57.1	100	89.6	
Teacher characteristics can also adversely impact on motivation level	F	0	0	8	33	57	98	4.50	0.936
	%	0	0	8.2	33.7	58.2	100	90.0	
As a teacher, I have a desire to be recognized as the best teacher	F	0	0	8	35	55	98	4.47	0.860
	%	0	0	8.2	35.7	56.1	100	89.4	

n = 98

The study findings on the effect of teachers' motivation on academic achievement revealed that 78.0% (mean=3.90) were of the view that teachers are given enough support

that is enough to cater for their basic requirements; 60.0% (mean=3.00) were of the view that extra teaching allowances paid by the school help teachers complete syllabus; 60.0% (mean=3.00) were of the view that motivation determines which consequences are reinforcing and punishing; 58.0% (mean=2.90) were of the view that motivated teachers promote autonomous motivation to pupils with disabilities; 98.0% (mean=3.05) were of the view that motivation leads to increased efforts and energy to work better ; 89.6% (mean=4.48) were of the view that poor motivation makes them to lose morale when teaching learners with disabilities; 90.0% (mean=4.50) were of the view that teacher characteristics can also adversely impact on motivation level while 89.4% (mean=4.47) were of the view that as teachers, they have a desire to be recognized as the best teachers.

The interviewed head teachers revealed the different ways I which they motivated their teachers. The following are some of their comments:

> We have created extra time by meeting our pupils at night for 2 hours. I normally solicit funds from well-wishers, corporate bodies such as banks and some NGOs to make sure that teachers are given a token after teaching. Most of the parents are needy and instead of putting levies, I just request some of the politicians from the region to contribute to a special kitty for teachers' and learners' motivation. (H4)

> As the head, I mainly target the teachers' intrinsic motivation. Teachers whose classes register improved results in KCPE and CATS are given recognition letters, and also make sure I recommend them for promotion. I wish the school had enough resources to also boost their extrinsic motivatrion. However, we provide tea and snacks for the teachers who report early for extra coaching. (H5)

4.5 Self-efficacy of Teachers and Academic Achievement

The study sought to establish to what extent self-efficacy of teachers affect academic achievement of learners with disabilities. Where SD-Strongly Disagree, D-Disagree-Not sure, SA-Strongly Agree. The study results were as presented in Table 4.5.

Table 4.5: Self-efficacy of Teachers and Academic Achievement

Statements		SD	D	U	A	SA	Total	Mean	SD Dev
I can keep LD pupils on task on challenging assignments	F	4	9	12	38	32	98	3.85	1.047
	%	4.9	9.8	13.1	39.3	32.8	100	77.0	
I can help LD pupils understand and remember what has been taught	F	4	7	11	38	35	98	3.93	1.074
	%	4.9	8.2	11.5	39.3	36.1	100	78.6	
I can motivate LD pupil who show little interest in school	F	0	5	15	61	20	98	3.95	0.342
	%	0	4.9	14.8	60.7	19.7	100	79.0	
I can make pupils work well together	F	4	7	12	31	42	98	3.98	0.346
	%	4.9	8.2	13.1	31.1	42.6	100	79.6	
I can help LD pupils overcome other challenges affecting academic achievement	F	1	0	15	43	42	98	4.21	0.591
	%	1.6	0	14.8	42.6	41	100	84.2	
I can encourage parents to make regular follow up on their pupils' academic performance	F	5	5	12	39	39	98	4.03	0.577
	%	4.9	4.9	11.5	39.3	39.3	100	80.6	
I can assist LD pupils believe that they can do well in their class work	F	0	7	13	53	31	98	4.05	0.404
	%	0	6.6	11.5	52.5	29.5	100	81.0	
I can complete the syllabus within the expected time	F	5	5	8	35	48	98	4.15	0.010
	%	4.9	4.9	8.2	34.4	47.5	100	83.0	

n = 98

The study findings indicate that 77.0% (mean=3.85) were of the view that they can keep LD pupils on task on challenging assignments; 78.6% (mean=3.93) were of the view that they can help LD pupils understand and remember what has been taught; 79.0% (mean=3.95) were of the view that they can motivate LD pupil who show little interest in school; 79.6% (mean=3.98) were of the view that they can make pupils work well

together; 84.2% (mean=4.21) were of the view that they can help LD pupils overcome other challenges affecting academic achievement; 80.6% (mean=4.03) were of the view that they can encourage parents to make regular follow up on their pupils' academic performance; 81.0% (mean=4.05) were of the view that they can assist LD pupils believe that they can do well in their class work while 83.0% (mean=4.15) were of the view that they can complete the syllabus within the expected time.

4.6 Self-esteem of LD learners and Academic Achievement

The study sought to establish how the self-esteem of LD learners affects academic achievement. Where SD-Strongly Disagree, D-Disagree, N-Not sure, SA-Strongly Agree. The study results were as analyzed in Table 4.6.

Table 4.6: Self-esteem of LD learners and Academic Achievement

Statements		SD	D	U	A	SA	Total	Mean	SD Dev
I always express my opinions in class without fear	F	0	0	16	67	16	98	4.00	1.187
	%	0	0	16.4	67.2	16.4	100	80.0	
I stand for myself when treated unfairly	F	4	9	15	62	12	98	3.70	0.969
	%	3.3	8.2	14.8	62.3	11.5	100	74.0	
I actively participate in school activities	F	4	8	15	62	12	98	3.71	0.764
	%	3.3	8.2	14.8	62.3	11.5	100	74.2	
I ask questions when an explanation is not clear	F	8	19	24	46	5	98	3.21	0.606
	%	8.2	18	23	45.9	4.9	100	64.2	
I work well with other pupils	F	8	0	24	20	49	98	3.10	1.446
	%	8.2	0	23	19.7	49.2	100	60.2	
I follow class rules	F	0	0	10	71	17	98	4.08	0.860
	%	0	0	9.8	72.1	18	100	81.6	
I complete my work on time	F	0	6	10	69	12	98	3.90	1.130
	%	0	6.6	9.8	70.5	13.1	100	78.0	

n = 98

The study results revealed that 80.0% (mean=4.00) were of the view that they always express my opinions in class without fear; 74.0% (mean=3.70) were of the view that they stand for myself when treated unfairly; 74.2% (mean=3.71) were of the view that that

they enjoy being in school; 64.2% (mean=3.21) were of the view that they actively participate in school activities; 62.0% (mean=3.10) were of the view that they ask questions when an explanation is not clear; 81.6% (mean=4.08) were of the view that they follow class rules; 81.4% (mean=4.07) were of the view that they work well with other pupils while 78.0% (mean=3.90) were of the view that they complete my work on time.

4.7 School Environment of LD learners and Academic Achievement

The research results on the extent to which the school environment influences LD learners' academic achievement Where SD-Strongly Disagree,D-Disagree-Notsure, SA-Strongly Agree. The study results were as presented in Table 4.7 below.

Table 4.7: School environment of LD learners and Academic Achievement

Statements		SD	D	U	A	SA	Total	Mean	SD Dev
There are enough resources and services provided to the LD learners	F	12	8	14	27	35	98	3.66	0.971
	%	13.1	8.2	14.8	27.9	36.1	100	73.2	
The school environment is safe and friendly for LD learners	F	12	18	41	23	1	98	2.83	0.439
	%	13.1	18	42.6	24.6	1.6	100	56.6	
Teachers who teach in this school understand individual LD learner's needs	F	6	16	51	22	1	98	2.96	0.546
	%	6.6	16.4	52.5	23	1.6	100	59.2	
The school makes sure the all facilities used by LD learners are in good condition	F	25	16	22	26	5	98	2.72	0.167
	%	26.2	16.4	23	27.9	6.6	100	54.4	
The school community is sensitized about LD learners needs	F	16	19	29	21	12	98	2.95	0.123
	%	16.4	19.7	29.5	21.3	13.1	100	59.0	

n = 98

The study results revealed that 73.2% (mean=3.66) were of the opinion that there are enough resources and services provided to the LD learners indicated the level of revenue

collected; 58.6% (mean=2.83) were of the opinion that the school environment is safe and friendly for LD learners indicated the level of revenue collected; 59.2% (mean=2.96) were of the opinion that the school makes sure the all facilities used by LD learners are in good condition; 54.4% (mean=2.72) were of the opinion that teachers who teach in this school understand individual LD learner's needs, whereas 59.0% (mean=2.95) were of the opinion that the school community is sensitized about LD learners needs.

4.8 Correlation Analysis

The study sought to establish the relationship between the study variables. The study results on the factors influencing academic achievement of learners with disabilities in primary schools were as presented in Table 4.8 below.

Table 4.8: Relationship between Study Variables

Correlations					
		Teacher Motivation	Self - efficacy	Self-esteem of LD learners	Academic achievement
Teacher Motivation	Pearson Correlation	1			
	Sig. (2-tailed)				
Self-efficacy of teachers	Pearson Correlation	.580**			
	Sig. (2-tailed)	0.000			
Self-esteem of LD learners	Pearson Correlation	0.407	0.104		
	Sig. (2-tailed)	0.642	0.306		
Academic achievement	Pearson Correlation	.679**	.618**	.413**	
	Sig. (2-tailed)	0.000	0.000	0.000	1
	N	98	98	98	98

**. Correlation is significant at the 0.01 level (2-tailed).

The study results indicated that there was a significant relationship between teachers' motivation and self-efficacy of teachers (r=0.580, p=0.000); there was a significant

relationship between teachers' motivation and academic achievement (r=0.679, p=0.000); there was a significant relationship between self-efficacy of teachers and academic achievement (r=0.618, p=0.000); there was a significant relationship between self-esteem of LD learners and academic achievement (r=0.413, p=0.000).

4.9 Multiple Regression Analysis

Through multiple regression analysis, the study aimed at ascertaining the magnitude of influence of each predictor (independent variables) and its significance influence on academic achievement of learners with disabilities. Additionally, the study aimed at determining the extent to which the combined factors influence academic achievement of learners with disabilities. To achieve that, the mean response values for each independent variable were regressed against the mean scores of learners from the corresponding school.

The regression model capturing the hypothesized relationship was given as: $Y= \beta_0+ \beta_1X_1+ \beta_2X_2+ \beta_3X_3 + \beta_4X_4 + \varepsilon$, where;

Y = pupils' academic achievement

X_1= level of teachers' motivation,

X_2= level of teachers' self-efficacy

X_3 = level of pupils' self-esteem

X_4 = school environment

e = the error term.

The dependent variable was the class eight average mean mark attained for three consecutive term continuous assessment tests (CATS) (see Appendix IV).

Tables 4.9, 4.10 and 4.11 depict the summary of multiple regression analysis.

Table 4.9: Multiple Regression Model Summary

Model	R	R^2	Adjusted R^2	Standard error of the estimate
1	0.839	0.701	0.692	0.27251

Predictors: (constant), teachers' motivation, teachers' self-efficacy, pupils' self-esteem, school environment
Dependent variable: Pupils' Academic Achievement

It was evident from Table 4.9 that there was a strong correlation between the observed values of dependent variable and the values of dependent variable predicted by the multiple regression model (R = 0.839). In other words, there was a strong correlation between the predicted and observed values of the pupils' academic performance. It can also be deduced from the value of R^2 that 70.1% of variance in the learners' academic achievement could be explained by the influence of teachers' motivation, teachers' self-efficacy, pupils' self-esteem and school environment. Table 4.10 shows the significance of the model.

Table 4.10: Multiple Regression Model Significance (ANOVA)

	Model	Sum of Squares	df*	Mean Square	*F*	Sig.
1	Regression	36.403	4	9.1001	121.173	0.017
	Residual	6.981	93	0.0751		
	Total	**23.383**	**97**			

df*- degrees of freedom.

In reference to Table 4.10, the *F*-ratio in the ANOVA table, has a value of 121.173 and a *p* value of 0.017. Since *p* was less than 0.05, it was deduced that the overall regression model was a good fit for the data. That is, the model, overall, resulted in a significantly good degree of prediction of the outcome variable. In other words, the joint independent

variables statistically significantly predicted the learners with disabilities academic achievement (F (4, 93) = 121.173, $p < 0.05$). Table 4.11 shows the multiple regression model coefficients.

Table 4.11: Summary of Multiple Regression Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		Beta	**Std. Error**	**Beta**	**t**	**Sig. value**
1	(Constant)	0.777	0.244		3.182	0.041
	Teachers' motivation	0.254	0.032	0.550	7.878	0.000
	Teachers' self-efficacy	0.197	0.054	0.256	3.647	0.000
	Pupils' self-esteem	0.320	0.044	0.413	7.216	0.000
	School environment	0.135	0.564	0.673	1.956	0.000

Dependent variable: Pupils' academic achievement

Table 4.11 reveals the relative contribution of the four independent variables to the dependent variable, expressed as beta weights. Assuming the error term ε to be zero and substituting the unstandardized coefficients β values, the estimated multiple regression equation becomes: $Y = 0.777 + 0.254\ X_1 + 0.197\ X_2 + 0.320\ X_3 + 0.135\ X_4$.

The β values indicate the individual contribution of each predictor to the model if the effects of all other predictors are held constant. Thus, when the teachers' motivation increases positively by one unit, pupils' academic achievement would increase by 0.254 units (β = 0.254) while holding the other factors constant. Similarly, when the teachers' self-efficacy increases by one unit, pupils' academic performance would increase by 0.197 units (β = 0.197) while holding the other factors constant and so on.

For direct comparison and better insight into the importance of predictors, the standardized β values that do not depend on the units of measurement of variables were used. The standardized beta values that give the number of standard deviation that pupils' academic achievement would change as a result of one standard deviation change in the predictor. Table 4.11 shows that supervision of preschool teachers' had the most significant relative contribution to the prediction of pupils' academic achievement (β = 0.673, $p < 0.05$), followed by the head teachers' motivation ($\beta = 0.550$, $p < 0.05$), pupil's self-esteem (β = 0.474), while teachers' self-efficacy parents' had the least but significant influence ($\beta = 0.256$, $p < 0.05$).

The four null hypotheses of the study, were tested by considering the *t* statistic (Table 4.11) that tests whether a β value is significantly different from zero (H_0: β =o). The hypotheses were tested at 95% confidence level.

HO_1: Teachers' motivation has no statistically significant influence on academic achievement of learners with disabilities in Primary schools in Koibatek Sub County, Baringo County

In reference to Table 4.11, the unstandardized beta value for preschool teachers professional development was found to be significantly greater than zero ($\beta = 0.254$, $t(97) = 7.878$, $p < 0.05$). Subsequently, the first null hypothesis was rejected. It was, therefore, deduced that teachers' motivation had a statistically significant influence on pupils' academic achievement in primary schools in Koibatek Sub County. This meant that primary schools in which teachers were well motivated guided pupils into high academic achievement.

HO_2: Teachers' self- efficacy has no statistically significant influence on academic achievement of learners with disabilities in primary schools in Koibatek Sub County, Baringo County.

Table 4.11 shows that the unstandardized beta value for preschool teachers professional development was significantly greater than zero (β = 0.197, t (97) = 3.647, $p < 0.05$). Subsequently, the second null hypothesis was rejected. It was, therefore, deduced that academic achievement of learners with disabilities in primary schools in Koibatek Sub County had a statistically significant influence on pupils' academic achievement.

HO_3: Learners self-esteem has no statistically significant influence on academic achievement of learners with disabilities primary schools in Koibatek Sub County, Baringo County

Referring to Table 4.11, the unstandardized beta value for learners' self-esteem was significantly greater than zero (β = 0.320, t (97) = 7216, $p > 0.05$). Thus, the null hypothesis **HO_3** was rejected. It was, therefore, deduced that the learners' self-esteem had statistically significant influence on pupils' academic achievement in primary schools in Koibatek Sub County, Baringo County. This meant that efforts to boost the learners' self-esteem would enhance their academic achievement.

HO_4: School environment has no statistically significant influence on academic achievement of learners with disabilities in Primary schools in Koibatek Sub County, Baringo County

In reference to Table 4.11, the unstandardized beta value for school environment learning was significantly greater than zero (β = 0.135, t (97) = 1.956, $p < 0.05$). The fourth null hypothesis was hence rejected. It was, therefore, deduced that the school environment had a statistically significant influence on pupils' academic achievement in primary

schools in Koibatek Sub County. This implied that learners in schools whose environment was enriched with appropriate assistive devices as well as conducive social environment were more likely to perform better in their examinations.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to examine the factors influencing academic achievement of learners with disabilities in public primary schools in Koibatek Sub-county, Baringo County, Kenya. This chapter presents the discussion of the results as per research objectives, summary of the findings, conclusion and recommendations of the study. The chapter finalizes with suggestions of areas of further study.

5.2 Discussion of the Findings

This section discusses the findings indicated in chapter four. The discussions of the findings are in line with the study objectives.

5.2.1 Demographic Characteristics

The study findings on gender of the respondents indicated that 49.0% were male and 51.0% represented female respondents. The implication of the findings showed that both men and women were included in the sample to give their opinion concerning the study questions. Majority of the respondents were primary education level holders. This shows that the study was able to collect data from all levels of education backgrounds which were interpreted to mean that it represented the opinions of all respondents avoiding bias in terms of education levels meaning that it was a true representation of the happenings in the schools. This can be further interpreted to mean that the respondents understood the intention of the study and hence gave a true and fair view of the study questions. Majority of the respondents had 6-10 years in school. This shows that data was obtained from all years in school in terms of years of work duration. This was deemed to mean that

the study was able to collect varied opinions from the respondents and the responses collected were a true representation of the happenings of the schools as well as learners with disabilities without effects resulting from being in the schools for too long or being relatively new in the primary schools. This further shows that the respondents have kept track of the changes in the learners with disabilities over the period they have been in the schools.

5.2.2 Influence of Teachers' Motivation on Pupils with LD Academic Achievement

In reference to table 4.4, the study findings indicated that majority of the respondents were of the view that poor motivation makes them to lose morale when teaching learners with disabilities. Lack of motivation can be a result of lack of morale and commitment among teachers. The findings are in line with Mauric (2012) who insisted that teachers should be given reasonable salaries to meet their needs hence commit themselves in their work and added that many Special Needs Education teachers have opted to work in private companies where they are paid more compared to the governments sector and thereby are more motivated for their jobs. William (2012) also concurs that when teachers are given incentives pupils' academic achievement realizes an upward index due increased commitment.

These findings were supported by Udoba (2014) on the challenges faced by teachers when teaching learners with developmental disabilities. The study revealed challenges that are quite universal for teaching learners with developmental disability. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government. Most teachers teaching pupils with developmental disability did not receive any special needs education training from the university, they feel that they are not qualified to teach the

pupils with developmental disability. This study revealed that the classrooms for pupils with developmental disability at large have poor learning environment to support the learners with developmental disability. The study reveals that collaboration between special needs education teachers and parents for pupils with developmental disability is necessary for the wellbeing of their pupils. Another study by Agezo (2010) also supports these findings that teacher motivation goes hand in hand with pupil performance outcomes. He added that countries which registered low motivation history clearly showed low teacher commitment hence poor academic outcome. Another contribution by (Baker, 2009) posits that motivation energizes a teacher to teach and impart knowledge and skills effectively to a learner hence promote academic achievement.

Agezo (2010) further observed that teachers in Switzerland earned four times than Korean teachers which is 78% of the country's wage and that teachers in USA are paid 48% of their state wage. These variations have seen to affect performance in the education fraternity. According to Dolton (2011) also concurred with Agezo that absence of external rewards on student academic performance records low achievement because the teachers' commitment is not evident. Better and attractive remuneration has elevated teachers' morale in countries of Africa. He observed that other professions like accounting and Engineering especially in Senegal and Malawi received high salaries compared to teachers who were the lowest paid. He asserted that job evaluation be exercised to determine the weight of the responsibilities then allocate salary accordingly.

The study is similar to Zakela (2010) who asserted that external motivation contributed a great deal in job commitment and therefore insisted that teachers should be awarded for tasks and duties assigned. It is also cognate to study done by Kipkirui (2014) established that schools in Chepalungu which did not motivate their teachers experienced a lot of

challenges in relation to student academic achievements due to teachers' low performance.

However the finding was contrary to Yuan et al. (2012) who insisted that teachers' morale was not boosted by performance appraisal's pay mechanism per individual officer. They studied the effect of Vroom's teachers with the notion that they would not access bonus on learner academic performance. They added that about ninety percent of the teachers of were not of the idea that the student performance outcomes be used to determine teachers' motivation strategy. This study concluded that teachers should not be paid on the basis of learner performance and achievement. They asserted from their findings that it was not in order to pay individual teachers basing on the performance of the pupils because that would affect teacher efficiency and motivation hence minimal enhancement of pupils' academic performance.

5.2.3 Influence of Teachers' Self-efficacy on Pupils with LD Academic Achievement

In reference to Table 4.5, the study findings indicated that majority of the respondents believed they could help LD pupils overcome other challenges affecting academic achievement. Pupils with learning disabilities are often served in regular classes by general education teachers with the support of a special educator. As with the education of any pupil with a disability, it is important that the general and special educators collaborate effectively to develop a set of teaching strategies for the pupil. The finding was in line with a study done in United States where 124 faculty members admitted that field experiences were appropriate in acquiring better skills and knowledge in inclusion course (Harvey, Yessel, Bauserman & Merbler, 2010). They stressed that competent teachers in inclusion training requires one to have one on one interaction with special needs learners. The enhancement of the human rights culture and the development of

creative and innovative skills are significant in a sound inclusive setting (McDonnell et al. 2003). They insisted that inclusive education covers a wide range educational aspect and not a unique project to be attended by certain skilled persons. For this reason, every teacher has to work towards making learning more inclusive by involving all the learners in different activities irrespective of their disabilities. Incorporating different approaches and activities motivate learners hence meet their needs translating to high performance. They added that competent inclusive instructor can interact well with students thus can identify specific needs without much consultation from specialists.

In a similar study, Redmond (2010) aver that high self-efficacy persons persisted longer in difficult situations and conditions and are very flexible in cases of failure. Further, Williams and Williams (2010) concur with Redmond that individuals with high degree of self-efficacy take complex tasks as challenges to acquit to rather than as threats to be shun. According to Redmond (2010), high self-efficacy individuals are generally more satisfied with their tasks and lives and are prone to setting higher targets for themselves, committed to their goals, generate more effective task strategies to facilitate goal attainment and respond more optimistically to negative feedback than low self-efficacy individuals.

Cognate to this study Duflo, Dupas, & Kremer, (2011) argued that learners attained high test marks, better grades, better self-esteem, and elicit higher goals and motivation when assigned to competent professional teachers. Similarly, an international journal of inclusive education showed that competent teachers with special needs knowledge contributed a lot in an inclusive education classroom set up (Lynch & McCall, 2007). Painchaud (2014) posit that teachers ‘skills and strategies assist a great deal in reducing feelings of shame, resentment, and frustration which might translate into anxiety making

the learner focus on it and not the main trouble. As cited by Redmond (2010) self-efficacy has been found to lead to higher performance and that individuals with high self-efficacy often succeed better than individuals with low self-efficacy

5.2.4 Influence of Self-esteem of LD learners on Academic Achievement

In reference to table 4.6, the study findings indicated that majority of the respondents were of the view that they follow class rules. This implies that there is proper class discipline hence pupils follow what they are taught and adhere to it. To instill class discipline, teachers introduce class rules early enough when the year is beginning and make sure they are understood by all pupils. The teacher is fair and impartial across all the pupils. In case of disruption within a lesson, the teacher deals with the interruption with as little distraction as possible. Teachers consider over planning as a recipe to avoid giving pupils free-time within the lesson. The teacher should be consistent because negative behavior cannot be ignored. These findings agree with findings by Kerr and Nelson (2002) who asserted that use of rules was very instrumental since it contributed to the component of organization classroom and the management plans. Rules are meant to assist in establishing the expected high standards of behaviors, what to be enhanced and the consequences for wrong behavior. Thus, emphasized on appropriate class discipline to curb indiscipline case in order to minimize classroom interruptions and disruptions.

Wong (2007) believes that pupil performance is influenced by how well the procedures are laid out and taught to them. This study was agrees Siwenkolo (2017) study who found out that increased levels of self-esteem increased academic achievement and added that students who had low self-esteem did not possess self- determinant potential hence achieved low scores. Similar to Reijntjes, Thomas, Boelen, Schoot, Castro & Telch (2011) who found out that LD learners disliked being disapproved since that made them

feel unappreciated, incompetent hence less industrious students with BD are not embraced by their peers thus the negative perception by others towards them and may trigger different mode of treatment

5.2.5 School Environment of LD learners and Academic Achievement

In reference to table 4.7, the study findings indicated that majority of the respondents were of the view that there are enough resources and services provided to the LD learners. Provisions of human and material resources are also important for promotion of special education needs. Provision of adequate resources, equipment, and teaching material for learners with diverse learning needs enhances their academic performance. These findings are similar with findings by Owoko (2010) who noted that the term resources refer not only to teaching methods and materials but also the time available for instruction, the knowledge and skills of teachers acquired through training and experience. Teaching pupils with special needs in the inclusive set up requires deviation from usual regular programme. Pupils with special needs may require more instruction time, other learning methods and professional knowledge. This can be achieved by an increase in resources or by re-arranging available resources.

Okongo, Ngao, Rop &Wesonga (2015) emphasize the call for providing rich learning environment with adequate teaching learning resources and of appropriate quality in order to help improve students' access and better academic achievement. Relevant and attractive learning resources cultivate learners curiosity and therefore less likely to be absent from schools because they receive meaningful experiences. Series of studies have been carried out on the effect of learning resources on academic achievement. This is evident in a study by Momoh (2010) who examined the impact of teaching and learning resources on learners' academic achievement in West Africa School Certificate

Examinations (WASCE). Assistive technology which refers to the devices and services used to enhance and improve the capabilities of a student with a disability (Dell, Newton & Petroff, 2012).They listed down some of the assistive technology devices which included pencil-grips which are molded plastic grips that slip over a pencil. Assistive technology helping learners with learning disabilities includes computer programs and tablet applications that provide text-to-speech, speech-to-text, word prediction capabilities and graphic organizers. Consequently they found out that the learning resources used had a significant impact on academic achievement since learning was made real instead of being abstract to the learners. Momoh (2010) further observed that inadequate teaching learning resources had negative effect on learners' performance hence low scores, inevitable number of drop outs, behaviors issues and reduced teacher motivation.

Bose, Tsamaase and Seetso (2013) advocated for dire need for stimulating learners at different level by utilizing teaching and learning resources which enhance understanding of concept and facts, these resources arouse learners' curiosity senses and discovery skills. Willis & Hymon-Parker (2010) posit that schools administrators together with parents can enhance effective teaching and curriculum implementation by availing most of the significant learning resources. They found out that the provision of crucial teaching and learning resources had a positive association with the learners' academic achievement at all levels.

Frankel, Gold & Ajodhia-Andrews (2010) emphasized that instructors required adequate training, support and positive attitudes to realize full implementation of inclusive education, They added that teachers' attitudes and competence play a great role in discharging duties in issues of time management, utilization of resources and effective

delivery of content intended. In South Africa, teacher contemporary education trains teachers through training on different ways of handling learners with diverse needs in a mainstream classroom (Oswald & Swart, 2011).

Oyugi and Nyaga (2010) noted that teaching and learning resources include; peripatetic services, support staff (sign language interpreters and Braille transcribers), community involvement, regular and special teachers among others. Inadequate trained special education teachers and professional's acts as an obstacle to promotion of academic achievement of learners with disabilities. Children with special needs are perceived negatively by society; in that, most learners do not enroll in school since they are neglected group whose value to economic development is minimal or not existing. Therefore, using resources on them is like doing a lot of wastage without the realization that "Disability is not inability". Several factors have been identified to affect the promotion of academic achievement of learners with disabilities in pre-school centers; these include limited resources and poor promotion strategies.

New Brunswick (2011) in association of community living came up with a school which accommodated all learners. The association empowered the school administrator so as to manage the institution by creating a conducive environment to accommodate learners with learning disabilities. The principal makes sure that the teachers access a training to enable them handle and cater for different needs and discourage stigmatization hence promote the learners' performance. Garnett (2012) agrees with the study findings that infrastructure of a school influences the quality of education and that it is essential to provide basic teaching equipment and materials in school. This is meant meet the classroom conditions rather than individual needs of all children. School management

and teachers should make efforts to identify and attend to learners with special learning needs for instance dietary needs especially pre-school.

Melinea and Milteniene (2010) studied on the various types of special needs education and realized that these learners in an inclusive setting received inadequate treatment from peripatetic teachers. Professionals contacted teachers but were not able accord relevant assistance to the learners of the Netherlands kingdom. They further explained that when a teacher in a mainstreaming school finds a learner with special need, he consults the parent and after that the parent fills a form in preparation for screening. It is at this point that the child receives some intervention measures. Another study by Fullerton et al. (2011) reported that collaboration skills were very vital in order to realize an effective inclusive education after evaluating a link between secondary and special education program. He added that collaboration should be taken as merger between special and ordinary learners.

The findings of the study showed that the special education trainers were working tirelessly in tutoring students in their colleagues on how to identify and handle learners with special needs in their classes. Fullerton et al. (2011) added that specialists had given their suggestions on strategies of assisting in different areas like review of syllabuses of different units and enhancement of other needs and adequate assessment of learners with special needs. The findings noted that the collaboration deterred a regular teacher from being active in context and consistence. This made a multi-tasking teacher utilize resources meant for helping SNE learners grasp content with much ease hence making the teacher an important channel of the planned content in schools.

Korkmaz (2011) found out that solidarity played a great role in teacher improvement in terms making inclusive education a reality and especially when teachers cooperate when dealing with emerging issues affecting the entire school. He affirmed that when a regular teacher collaborates with a special education instructor, integration is enhanced. Korkmaz further insisted that collaboration among teachers paved way to a meaningful implementation of inclusive education in schools. Studies in African countries about teachers' attitude towards inclusion such as in Nigeria showed that professionally qualified instructors had a tendency of embracing inclusion of special need learners than those who were not trained (Kaklade, Adenyi &Tella, 2009).

However, it was noted that the schools needed funding to sustain their resources. All the respondents supported education for Pupils with Disabilities. All the teachers showed willingness to have Pupils with Disabilities in their schools. The researcher wishes to recommend that; - the government should promote academic achievement of learners with disabilities in regular schools, as a means of ensuring access to education by Pupils with Disabilities. Mass sensitization should be done, and other factors portrayed in the study put in place. The government should continuously fund the process.

5.3 Summary of the Findings

Poor teacher' motivation in terms of low salaries, lack of professional development and poor conditions of service led to low job satisfaction and neutral attitudes that prevented teachers from using the skills they had to promote academic achievement of learners with disabilities. It was concluded that stakeholders in education should seriously address de-motivating factors to empower teachers promote academic achievement of learners with disabilities more effectively. Availability of teaching and learning resources towards the promotion of academic achievement of learners with disabilities in primary schools

enhance curriculum delivery, meets the needs of learners with special needs and enhance pupils' enrolment and retention in schools. The essential learning resources like Braille slates, large prints, audiotapes and loudspeakers, wheel chairs, crutches and sandpaper letters when made available lead to higher pupil enrolment and retention.

Children who are diagnosed with learning disabilities have likely been having difficulty in school for many years before the actual diagnosis. Because the diagnosis of a learning disability is often based on a discrepancy between a child's academic competence and their measured IQ score, it is more difficult to diagnose children before 1st or 2nd grade simply because expectations for academic achievement in those grades are not that high. Subsequently, children with learning disabilities may have endured many years of negatively comparing themselves to their peers and developing lowered self-esteem and self-worth before being formally diagnosed.

Teachers help LD pupils overcome other challenges affecting academic achievement. Pupils with learning disabilities are often served in regular classes by general education teachers with the support of a special educator. As with the education of any pupil with a disability, it is important that the general and special educators collaborate effectively to develop a set of teaching strategies for the pupil. Finally, find positive social support. Spend time around people who are positive and will build you up through verbal persuasion and stay clear of those who may want to bring you down (LeVan, 2010)**.**

5.4 Conclusion of the Study

Based on the summary of the findings it was found out that majority of teachers were for extrinsic rather than intrinsic motivation propel them to be more productive those who were poorly motivated recorded poor learners academic achievement. Self-efficacy of

teachers and self-esteem of according to the study affected academic achievement of the learners. Conducive environment with enough facilities, equipment and a good school's climate supported the academic achievement of the learners.

5.5 Recommendations of the Study

Based on the analysis of the study, the researcher wishes to make the following recommendations;

Teacher motivation is critical to the success on inclusion education. This because teachers are the most important implementers, since they interface with the learners who have special education needs. Based on the findings of the study, the following recommendations were suggested as possible means to enhance teacher motivation and enhancement of academic achievement of learners with disabilities. Special motivational strategies that target academic achievement of learners with disabilities should be implemented.

A policy of motivating teachers who teach in learners with disabilities setting should be written and implemented in all primary schools. Without a policy, school management may neglect this important issue. In order to improve the quality of education for learners with disabilities, there is a dire need to spend on teacher training in order to produce competent teachers. The government should increase funds to special needs education to necessitate purchase of learning resources, development of infrastructure, train and recruit adequate teachers and that there is need for collaboration and partnership between different departments and stakeholders to ensure the smooth learning of academic achievement of learners with disabilities.

Children with learning disabilities often need support in assimilating both positive and negative characteristics in to their self-image. While much time is spent helping children with learning disabilities master academic skills, teachers should work on improving self-esteem through recognition and appreciation of their areas of strength.

5.6 Suggestions for Further Research

The following areas suggested for further research. The study focused on factors influencing academic achievement of learners with disabilities in Koibatek Sub County, Baringo County.

a) The study recommends a study be done on the influence of parental factors on academic performance of LD learners.

b) Further the study recommends that a study to be carried out on factors affecting access of learners with disabilities

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.

APPENDICES

APPENDIX I: LETTER FOR INTRODUCTION

MARGARET TOROIITICH

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P.O.BOX 53067-00200

Nairobi.

Dear respondents,

RE: FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF LEARNERS WITH LEARNING DISABILITIES IN PUBLIC PRIMARY SCHOOLS, KOIBATEK SUB-CUNTY, BARINGO COUNTY

I am a postgraduate student pursuing a Master of Education Degree at Africa Nazarene University. My study is on the influence of selected factors on academic achievement of learners with disability in primary schools, Koibatek Sub-County, Baringo County.

Your school has been sampled to participate in this research, I humbly request you to honestly respond to the questionnaire items to the best of your knowledge. The questionnaire will assist the researcher collect information for the study. Note that the information given was treated confidentially and used for this research study only. Please do not write your name anywhere in the questionnaire.

MARGARET TOROITICH

Cellphone: 0720 299 909

APPENDIX II: QUESTIONNAIRES FOR TEACHERS

This questionnaire is meant to collect data on performance of learners with learning disabilities in schools. The information was confidential. Read the questions carefully and answer accordingly by ticking (✓) the appropriate one.

SECTION A: Demographic information

1. Please indicate your gender

Male [ ] Female [ ]

2. Please indicate your level of education?

University ( ) Secondary [ ] Primary [ ]

3. Please indicate your years in the school?

1-5 years [ ] 6-10 years [ ] 11-15 years [ ]

15-20 years [ ] above 20 years [ ]

4. Type of school

Community (b) public school (c) private school

SECTION B: Motivation of Teachers handling LD learners

Below are statements regarding how teachers' motivation influences performance of learners with disabilities. Please tick the appropriate Whereby 1-Strongly Agree (SA),

Teacher motivation	**Responses**				
	SA	A	N	D	SD
Teachers are given enough support that is enough to cater for their basic requirements					
Extra teaching allowances paid by the school help teachers complete syllabus					
Motivation determines which consequences are reinforcing and punishing					
Motivation leads to increased efforts and energy to work better					
Motivated teachers promote autonomous motivation to students with disabilities					
Poor motivation makes them to lose morale when teaching learners with disabilities.					
Teacher characteristics can also adversely impact on motivation level					
As a teacher, I have a desire to be recognized as the best teacher					

SECTION C: Self- efficacy of Teachers Handling LD Learners

Below are statements regarding the extent to which your self-efficacy influences academic performance of LD learners in your school. Please tick appropriately the level of agreement depending on your capabilities.

Whereby 1-Strongly Agree (SA) 2-Agree (A), 3-Neutral (N), 4-Disagree (D), 5-Strongly Disagree (SD)

Statements	SD	D	N	A	S
I can keep LD pupils on task on challenging assignments					
I can help LD pupils understand and remember what has been taught					
I can motivate LD pupil who show little interest in school					
I can make pupils work well together					
I can help LD pupils overcome other challenges affecting academic achievement					
I can encourage parents to make regular follow up on their pupils' academic performance					
I can assist LD pupils believe that they can do well in their class work					
I can complete the syllabus within the expected time					

SECTION D: Self-esteem of LD learners

Below are statements regarding the extent to which pupils' self-esteem influences your academic performance? Please tick appropriately the level of agreement depending on school.

Whereby 1-Strongly Agree (SA), 2-Agree (A), 3-Neutral (N), 4-Disagree (D), 5-Strongly Disagree (SD)

Statements	**Response**				
	SA	A	N	D	SD
Most of the pupils express their opinions in class without fear					
Most of the pupils air their views when treated unfairly					
Pupils actively participate in school activities					
Pupils ask questions when an explanation is not clear					
Pupils in my class work as a team					
Most pupils follow class rules					
Most pupils complete their work on time					
Most pupils seem to enjoy being in school					

SECTION E: LD Learners School Environment

Below are statements regarding the extent to which your school environment influences LD learners' academic achievement. Please tick appropriately the level of agreement depending on the conditions in your school.

Whereby 1-Strongly Agree (SA), 2-Agree (A), 3-Neutral (N), 4-Disagree (D), 5-Strongly Disagree (SD)

Statement	SA	A	N	D	SD
There are enough resources and services provided to the LD learners					
The school environment is safe and friendly for LD learners					
Teachers who teach in this school understand individual LD learner's needs					
The school makes sure the all facilities used by LD learners are in good condition					
The school community is sensitizedabout LD learners needs					

APPENDIX III: HEAD TEACHERS' INTERVIEW SCHEDULE

1. Pupils with learning difficulties require teachers who are patient and understanding. How do you motivate your teachers to ensure their consistency in giving learners individualized attention?

2. Pupils with learning difficulties most often requires more time in order to understand the concepts well. How do you create extra time for teachers and learners interaction in your school?

3. For teachers to achieve the set objectives especially when interacting with special needs learners, it is paramount to belief in their capability to teach and handle this category of learners. How would you describe your teachers' self-efficacy?

4. Learners' self-esteem is another crucial quality that pupils with LD especially may require in order to tackle KCPE successfully. How would you describe your pupils' level of self-esteem in regard to academic work?

5. How does your school environment enhance pupils with LD academic achievement?

6. How can your school environment be improved in order to promote pupils with LD academic achievement?

APPENDIX IV: CLASS EIGHT CATS MEAN MARKS 2017

S/N	Primary School	CAT 1Mean Mark	CAT 2 Mean Mark	CAT 3 Mean Mark	Overall Mean Mark
1.	St Patrick's Shimoni	235.0	242.0	220.0	232.0
2.	Kamelilo	280.0	282.0	275.0	279.0
3.	Koibatek	229.0	238.0	240.0	236.0
4.	Sogonin	256.0	285.0	270.0	270.0
5.	Benonin	248.0	256.0	269.0	258.0
6.	Maji Mazuri Forest	265.0	271.0	288.0	274.0
7.	St Joseph Andama	231.0	244.0	247.0	241.0

APPENDIX V: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	1500	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size, while "S" is sample size
Source: Krejcie and Morgan (1970)

APPENDIX VI: INTRODUCTION LETTER FROM ANU

AFRICA NAZARENE
UNIVERSITY

12th June, 2018

RE: TO WHOM IT MAY CONCERN

Margaret Toroitich 13S06CMED005 is a bonafide student at Africa Nazarene University. He/She has finished his/her course work and has defended his/her thesis proposal ***entitled "Factors Influencing Academic Achievement of Learners with Learning Disabilities in Public Schools in Koibatek Sub County, Kenya***

Any assistance accorded to him/her to facilitate data collection and finish his/her thesis is highly welcomed.

Prof. Rodney Reed
Deputy Vice Chancellor, Academic Affairs

P.O Box 53067 - 00200 Nairobi, Kenya ● Tel: 020 252 7170/1 - 5 ● Fax: 020 201 2233 ● Cell: 0733 874 111 ● Email: registrar@anu.ac.ke ● www.anu.ac.ke

APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM KOIBATEK SUB COUNTY EDUCATION OFFICE

MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

Email: deokoibatek@yahoo.com
deokoibatek16@gmail.com

SUB-COUNTY EDUCATION OFFICE
KOIBATEK SUB – COUNTY
P.O BOX 162
ELDAMA RAVINE

REF: KBK/ED/UM/19/VOL II/7 **DATE**: 9/8/2018

TO WHOM IT MAY CONCERN

RE: **AUTHORITY TO CONDUCT RESEARCH**
MARGARET TOROITICH

I have received your letter dated 12th June, 2018 requesting to be allowed to carry out research. The topic of the research is on "Factors Influencing Academic Achievement of Learners with learning Disabilities in Public Schools in Koibatek Sub County, Kenya."

The letter serves therefore to grant you permission to access relevant information for your study. You have been authorized to undertake the research.

After completing the study you will be requested to share and deposit with us the information collected.

HENRY K. CHEBOI
FOR: SUB-COUNTY DIRECTOR OF EDUCATION
KOIBATEK SUB- COUNTY

C.C
MARGARET TOROITICH

APPENDIX VIII: RESEARCH AUTHORIZATION FROM COUNTY COMMISSIONNER

THE PRESIDENCY

MINISTRY OF INTERIOR AND CORDINATION OF NATIONAL GOVERNMENT

Telegrams "DISTRICTER" Eldama Ravine
Email Address:dckoibatek@yahoo.com
dckoibatek@gmail.com
When replying please quote our ref and date.

DEPUTY COUNTY COMMISSIONER'S OFFICE,
KOIBATEK SUB COUNTY,
P.O. BOX 6- 20103,
ELDAMA RAVINE.

Ref: ADM.15/12 VOL. 1/169

26TH APRIL 2019

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – MARGARET TOROITICH

This is to confirm that Miss Margaret Toroitich of Africa Nazarene University conducted a research on the Topic **Factors Influencing Academic Achievement of learners with learning disabilities** in Public Primary Schools in Koibatek Sub County, Baringo County within the period ending 30th August 2018.

Kindly accord her the necessary assistance.

MARY MUCHENE
DEPUTY COUNTY COMMISSIONER
KOIBATEK SUB COUNTY

APPENDIX IX: RESEARCH PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MISS. MARGARET TOROITICH
of AFRICA NAZARENE UNIVERSITY 53-30400
BARINGO has been permitted to conduct
research in Koibatek sub county, Kenya.

Permit No : NACOSTI/P/17/34283/10285
Date Of Issue : 29th June , 2018
Fee Recieved :Ksh 1000

On the topic: *FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF LEARNERS WITH LEARNING DISABILITIES IN PUBLIC PRIMARY SCHOOLS KOIBATEK SUB COUNTY, BARINGO COUNTY,KENYA.*



for the period ending:
30 August, 2018

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

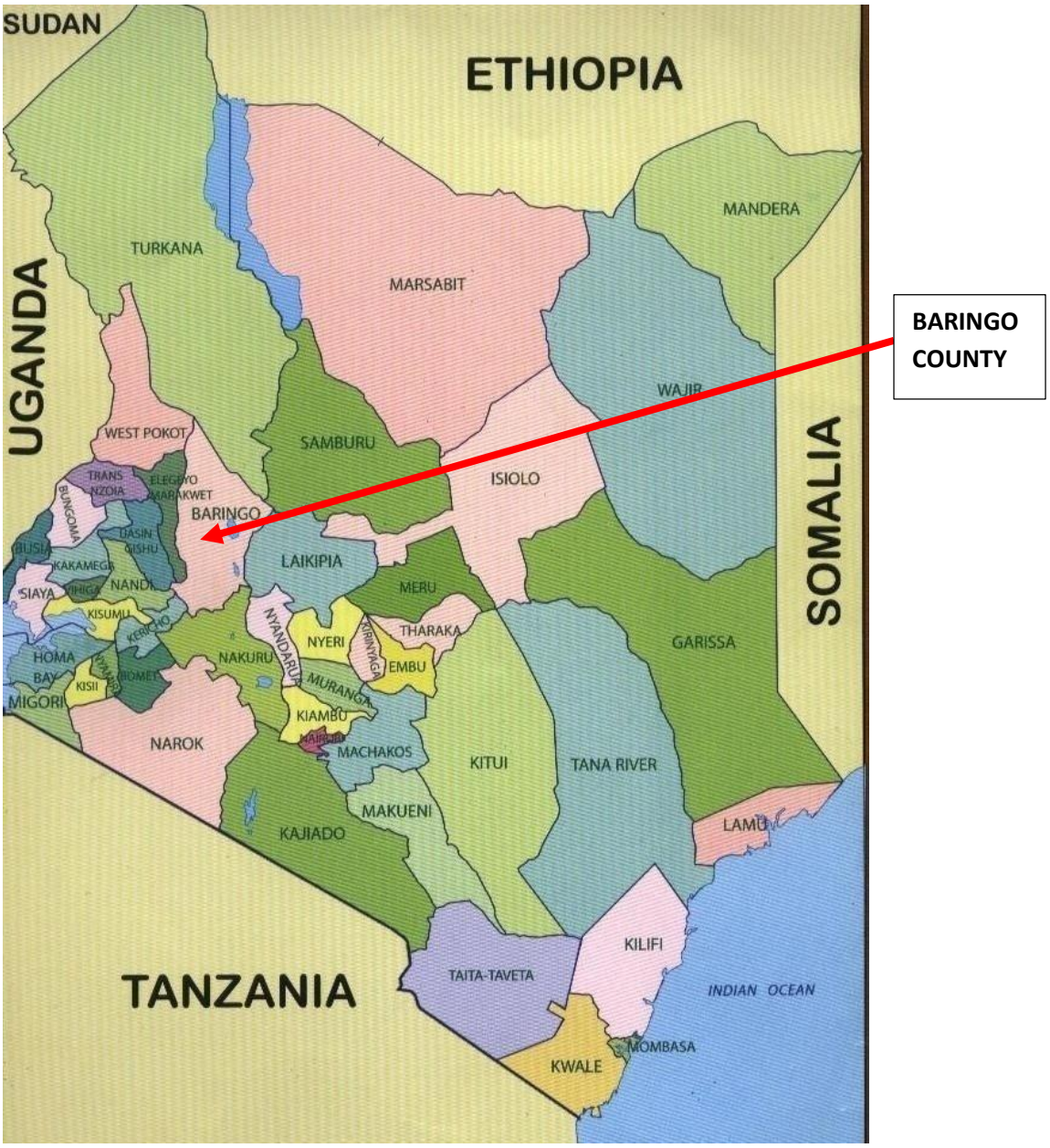
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 5575

CONDITIONS: see back page

APPENDIX X: MAP OF KENYA SHOWING BARINGO COUNTY



APPENDIX XI: MAP OF BARINGO COUNTY SHOWING KOIBATEK SUB-COUNTY

