The Relationship between Teacher Perception and Support and Academic Achievement of Slow Learners in Secondary Schools in Kakamega County, Kenya

Abstract.

Learning difficulties encompass a wide range of learning problems including slow learning. Slow learners have mild intellectual disability and acquire skills at a slower rate compared to the normal student. Slow learners need more explanation and demonstration to grasp concepts. However, majority of teachers tend to be frustrated by the child's inability to work at the pace of classmates. The purpose of this study was to establish the relationship between teacher perception and support, and academic achievement of slow learners in Kakamega County. Descriptive survey and correlational research designs were used. The target population was 73,985 form three and four students, 1,288 form three and four class teachers, and 12 sub-county Education Directors. Stratified random, purposive, and saturated sampling techniques were used. Fisher's formula was used to determine slow learners sample size. Questionnaires, interview schedules, and focus group discussion guides were used to collect data. The reliability coefficient index for data collection instruments was $\geq$ .60. Data were analyzed using percentages, means, standard deviation, Pearson's correlation and linear regression. Findings indicated statistically significant relationship between teacher perception and support and academic achievement of slow learners in secondary schools in Kakamega County; r= 0.296. This meant that a unit improvement in teacher perception and support would result in an improvement in academic achievement of slow learners in secondary schools in Kakamega County by 29.6%. It is recommended that teachers cultivate positive perception of slow learners and accord them extra support.

Authors:

Wafula N. K. , Bota K. N. , Kabuka E. K.