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DECLARATION

I, MULONDA MUKUBONDA, declare that this dissertation represents my own work and that it has not been previously submitted at the University of Zambia or at any other University and that all published work or material incorporated in this report has been acknowledged and adequate reference is provided.

Signed.....

Date.....

THE UNIVERSITY OF ZAMBIA

APPROVAL

This dissertation of MULONDA MUKUBONDA has been accepted as fulfilling part of the requirements of the degree of Masters of Education in Special Education of the University of Zambia

Signed..... Date.....

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Dedication

To my wife Mizinga Chilombo Fundulu, my mother Albertina Pumulo and my late father Joseph Koyawa Mulonda in whom I derive happiness, inspiration and energy to go on life no matter what obstacles I face. They are the source to my joy

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Lastly but not the least, I would like to thank all my course mates for their constant guidance and invaluable support.

Abstract

The purpose of the study was to establish teachers' homework practices towards learners with reading difficulties in six ordinary primary schools of Sefula Zone, Mongu District.

The research design was a descriptive survey using both qualitative and quantitative methods. The study consisted of a total sample size consisted of 120 respondents of which 72 were teachers and 24 were parents of learners with reading difficulties, and 24 were learners with reading difficulties. Self-report questionnaires were administered to 72 teachers. In addition, data was collected from focus group discussion with teachers, learners and parents. Quantitative data was analysed thematically while Qualitative data was analysed using qualitative descriptive analysis (QDA) using SPSS database software version 20.

The findings were that teachers indicated that they either 'usually' or 'always' assigned homework to learners with reading difficulties on sensible and justifiable rationales. The findings further indicated that teachers did not constantly cater for learners with difficulties when assigning homework and those teachers did not constantly involve parents in the homework of their children with reading difficulties. Finally, it was discovered that most teachers either 'usually' or 'always' gave feedback to learners with reading difficulties that was more teacher centred than learner centred. Teachers' homework practices was attributed to over enrolment, huge number of children with reading difficulties, inadequate time, cheating by learners, illiterate parents and parents not staying with their children.

In conclusion, it can be concluded that teachers instituted sensible and good practices in terms of rationale for assigning homework to learners with reading difficulties. However, teachers did not cater for learners with reading difficulties by considering their interest, letting them read aloud in class, giving them learning materials and providing individual attention. Although most teachers and parents in the study agreed that parental involvement in homework was significant, parental involvement in homework in all the schools involved in the study was not good. In addition, teachers' feedback was more teacher - centred than learner - centred. As such it was not beneficial and not constructive to learners with reading difficulties.

The study recommends that: there should be regular continuous monitoring and evaluation, learners that are not doing well in academic work particularly in reading should not progress to the next grade, teachers should give constructive and learner centred feedback, and school administrators should control enrolment.

List of Acronyms

AGM	Annual General Meeting
CDF	Constituency Development Fund
CPD	Continuous Professional Development
DEBS	District Education Board Secretary
DFID	Department For International Development
ECZ	Examination Council of Zambia
EFA	Education For All
FBE	Free Basic Education
FGD	Focus Group Discussion
LD	Learning Disability
MoE	Ministry of Education
MoESTVEE	Ministry of Education Science, Vocational Training and Early Education
ODA	Overseas Development Agency
PRP	Primary Reading Programme
PTA	Parent Teacher Association
QDA	Qualitative Descriptive Analysis
SACMEQ	Southern Africa Consortium for Monitoring Educational Quality
SITE	Step Into English
SPSS	Statistical Package for Social Science
STEP UP	Strengthening Educational Performance Up
UNZA	University of Zambia
US	United States
USAID	United States Agency for International Development
VSO	Voluntary Service Overseas

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