

**CHALLENGES FACING LEARNERS WITH SPECIFIC LEARNING
DIFFICULTIES IN THE PERFORMANCE OF
ENGLISH IN KAPSOYA ZONE
ELDORET MUNICIPALITY.**

BY

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**A RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIRMENTS FOR THE AWARD OF THE
DEGREE OF BACHELOR OF EDUCATION
IN SPECIAL NEEDS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

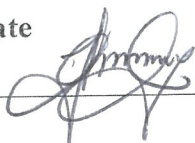
AUGUST, 2008

DECLARATION

I Daniel Bett Kipsangut do hereby declare that “challenges facing learners with specific learning difficulties in the performance of English in Kapsoya zone Eldoret Municipality” is entirely my own original work, except where acknowledged, and that it has not been submitted before to any other university or institution of higher learning for the award of a degree.

A) Candidate

Signed: _____



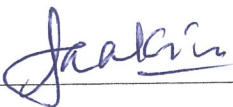
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26th August '08

B) Supervisor

This research report has been submitted for examination with my approval as the candidate university supervisor.

Signed: _____



Date _____

27-08-08

Name: _____

LAAKI SAMSON

DEDICATION

Great appreciations are dedicated to my beloved wife Florence Siror for both moral, time and financial support she gave me at the time of carrying out this educational search study. Some dedications are extended to the entire family my sons: Mathias and Victor for their patience and support.

ACKNOWLEDGEMENT

I do sincerely wish to acknowledge the contributions of some people and the institutions that assisted me greatly while undertaking this project. Some of them deserves special mention.

A special thanks goes to Mr. Kimwise and Mrs. Oilor Grace of Kampala International University for their advice, guidance and assistance in the development and the production of this report project. They accorded me the technical advice, and the support that I needed at the time of carrying out the research.

Sincere gratitude are also extended to the head teachers, teachers, pupils and parent s of the following schools:- Saroiyot, Kapsoya, Ilula and Boarder farm primary schools. They were my respondents who managed to fill and complete the questionnaires promptly. They displayed highest level of cooperation and submitted them on time.

I am also grateful to the E- printers and Mrs. Bett Florence for their contribution in typing and funding the project the project respectively.

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LIST OF ACRONYMS

1.	ASAL	Arid and Semi Arid Areas
2.	K.C.P.E	Kenya Certificate of Primary Education
3.	KIE	Kenya Institute of Education
4.	KISE	Kenya Institute of Special Education
5.	L.D	Learning Disabilities
6.	MOEST	Ministry of Education Science and Technology
7.	NARC	National Rainbow Coalition
8.	SLD'S	Specific Learning Difficulties
9.	UN	United Nations
10.	UNESCO	United Nations
11.	UNISE	Uganda National Institute of Special Education

ABSTRACT

The study aims at finding out the challenges facing learners with specific learning difficulties in the performance of English in Kapsoya zone.

The research study was necessarily paramount due to the poor performance in the K.C.PE examination for the last three years in English. The researcher has therefore dwelled on finding out the causes of the problem and there after suggesting recommendations to solve these problems.

The data was collected using questionnaires which were distributed to the teachers, parents, pupils and head teachers. They were purposively sampled out from the four schools in Kapsoya zone. These were Kapsoya, Saroiyot, Border farm and Illula primary schools.

The study established that all the schools were having very high enrolments. One classroom was having more than fifty pupils, as compared to a few teachers in the school. Therefore the teachers could not access all the learners in the class and be able to meet every individuals needs. Remedial teaching was not practical at the same time, teachers not able to cater for those learners with learning disabilities. Parents were also reluctant in monitoring and checking their children's progress.

The motivation of teachers and pupils also seem to be very low.

The researcher made a few conclusion and recommendations. These includes employment of teachers, provision of school based seminars and workshops, all stakeholders being involved in the provision of educational resources and motivation of both teachers and pupils.

CHAPTER ONE

1.0.INTRODUCTION

1.1.BACKGROUND INFORMATION.

In our regular schools today, we get learners with diversity of learning abilities.

These varying learning potentials may range from mild to severe. For this reason teachers and other service providers find it difficult to assist all learners under their care. They require multi-disciplinary working and proper approaches to this learning difficulty.

This study is therefore of great significance because it will enable and empower teachers to handle and especially those with learning difficulties in English languages in an inclusive setting.

Fundamental changes have taken place in education system in Kenya. The introduction of Free Primary Education policy by the NARC government in the year 2003 has seen many children with varying learning needs in school.

Teachers have always expected bright and enthusiastic learners to do well but fail to perform according to their potential in some specific areas of learning because of different conditions displaying a discrepancy between what is expected and what is observed. It means that learners may have the capacity to perform well in most school subject and yet experience difficulties in one or two performance with that of their peers and their own potential and fail to explain why such promising learners fail some subjects. Those learners are ridiculed by teachers despite of their genuine conditions that hinder their performance.

Lack of skills and knowledge from these teachers has locked out the concern that could be given to these learners. It is important to realize that all of us are different, have unique individual qualities and capacities. Subsequently, learners in an inclusive setting have different styles and may only processing information at different rates. They need to be understood and supported appropriately.

The under achieving of these learners can be caused by many factors within school and the out side world. Others can be traced to inheritance, environmental factors and disabilities.

The researcher came out with a special study to investigate the factor that contributes towards poor performance in English in K.C.P.E by learners with learning difficulties. The materials are to assist teachers to meet the specific needs of learners in their classes and the general use will be suggested to support them.

1.2.STATEMENT OF THE PROBLEM

In the past years learners with specific learning difficulties have faced negative attitudes, ridiculed from teachers while at school. They have often been described as lazy, not serious, inconsistence, slow learners and even underachievers.

Despite teachers having undergone their training in various colleges, the induction of seminars and workshops to uplift the standard of English in all schools in Kapsoya zone the performance in Kenya Certificate of Primary Examination (K.C.P.E) among learners with Learning Difficulties has been extremely poor. As an examinable subject and a medium of instruction in our upper primary school, the K.C.P.E results had shown that majority of the candidates for the subsequent years had scored below average.

On the other hand the evaluation results on the learners in the other classes indicated great deterioration in both grammar and composition writing and specification among learners with learning difficulties.

The issues have raise concern and complain from parents, teachers, school inspectors and the stakeholders. The researcher will find out the factors contributing towards poor performance of English in K.C.P.E within the zone.

He also intends to come out with suggestions and recommendations to alleviate the problem within the school affected in special regard to learners with learning difficulties.

The researcher is also proud to produce materials that will act as a resource to special needs educationist.

1.3.THE PURPOSE OF THE STUDY.

Globally, a lot of research has been conducted in the field of special education. These research dealt on the causes, prevalence and the prevention of the challenges faced by the concern.

In the develop countries many other finer studies have been conducted on the area of special needs education. Among the S.L.D.S (Specific Learning Difficulties) research has been conducted that seeks to meet the diverse and unique needs of these learners. There are also various theories that have put forward to talk about the same issues at length.

The actual purpose of the study was to find out the factors that contribute to the poor performance in English among learners with specific learning difficulties. It was also to investigate the challenges faced by this learners that lead to the poor performance in the same.

The results of the study will therefore to be instrumental in steering a fast improvement of English in Kapsoya zone.

1.4.OBJECTIVE OF THE STUDY

The objectives of the study are:-

GENERAL. This study will determine why learners perform poorly in English during K.C.P.E examination

SPECIFIC: the study will seek to.

- Find out why learners with learning difficulties perform poorly in English in the K.C.P.E.
- Investigate the teaching and learning approaches used in English among learners with learning difficulties.
- To investigate the learners and the teachers attitudes towards the learning and teaching of English.

1.5.RESEARCH QUESTION

The research questions that will guide the research are:-

- Why are learners with learning difficulties do perform poorly in English in K.C.P.E ?
- What are the teaching and learning approaches used in the teaching of English?
- Can you suggest and recommend ways of improving the performance of English in K.C.P.E among learners with learning difficulties?
- How can you involve the stakeholders and celebrity in education to improve the performance of English and especially in K.C.P.E?

1.6 SCOPE OF STUDY

The study is to be carried in Kapsoya zone Eldoret Municipality. Four schools will be covered; Kapsoya, Saroyot,Boarder farm and Illula. The researcher chose these schools for two reasons. First, it is the researcher's home area and Secondly the zone had been lagging behind the other zone in the district has far as the K.C.P.E performance and especially English.

The study will cover the period of 2003 and 2007. This is because the year 2003 was the time the government introduce F.P.E in our country and the 2007 was the end of the rule of NARC regime led by President Mwai Kibaki.

The study will critically examine the performance of the learners with special needs and particularly learners with learning difficulties.

1.7.SIGNIFICANCE OF THE STUDY

The study will benefit the following discipline?

1. Learners with learning difficulties

- The learners will be able to complete school in that they will now improve the performance of the subject hindering them.
- The learner will have a good relationship with teachers because their problems will have been understood by them.
- The learners will know their weakness and strength hence concentrate to improve on the weak areas and build on strong areas.
- Concentrate on their learning without fear or fail.
- Sit for all test and examination and proceed to the next stages.

2. Teachers

- Teachers will provide a good quality education to learners with specific learning difficulties
- Prepares the locally available learning materials and resources to assist learners with special needs.
- Make school child- friendly learning environments counsel and guide pupils during school hours and advice parents where necessary on children's welfare.
- Teachers will have adequate skills and knowledge to support learners; that improving teaching and learning methods.

3. Parents

- Parents will have positive attitude towards their children with specific learning difficulties.
- Facilitate every child's success to primary school without discrimination.
- Monitor their children's progress records and support teachers in their work.
- Participates in community initiative to support their children to improve academic.

4. Administrators

- They had easy administration as teachers will work with minimal supervision.
- Ensure that teaching and learning materials are maximally used in schools.

Set up early childhood development centers and employ teachers to work in these centers.
Promote and support hardworking teachers.

2. Stakeholders

Purchase approved instructional materials to support the special needs of learners.
Make good decisions pertains school and teacher

6 MOEST AND K.I.E

Develop a long term plan for training, employing, deploying and paying teachers salaries.
Ensure quality education through improving teacher/pupil ratio.
Ensure that teachers undergo in-service training on continuous basis.

7 Curriculum Developers

They will ensure that the curriculum meets the learning needs of learners.
Empower schools to adjust and modify the curriculum to meet the diverse needs of all learners.
To harmonize time frame allocated to each skill area.

CHAPTER TWO

REVIEW OF RELATED LITERATURE.

2.0 OVERVIEW

This part deals with the review of related literature obtained from modules, textbooks, publications, encyclopedia and dictionaries.

Furthermore the chapter will be organized under the following sub themes:

- Causes and prevention of learning difficulties.
- Challenges faced by learners with LDS.
- Teaching and learning methods.
- Training of personnel
- Curriculum developments.
- Materials and resources
- Stakeholders and celebrities involvements.

THEORY

It is true that in any inclusive settings such as our classrooms, schools or community, one is likely to meet learners with diverse abilities and learning needs. Some of these learners may be experiencing difficulties in one or more of the content areas of the curriculum such as in reading, writing, spelling or mathematics.

Learning disabilities came into use in the 1960's as the specialists recognized that many children with learning problems have deficits in more than one skill area.

According to Kaluger (1978) reading and learning disabilities, children who are truly learning disabled tend to exhibit a great variability in their performance from task to task. They excel at some activities and fail miserably at others.

Glavin and Lamo (1970) states that unstable and disturbed children have specific learning problems attributed to the school curriculum, enrolment and methods of teaching.

Lovin (1978) observed that inadequate instructions prevent children from mastering the subject content, while Wallace and McLoughlin (1975) states that educational systems tend to take certain subjects for granted. They assume that they are not necessary part of the academic curriculum.

However, learning disabilities cannot be corrected or cured by a specific method or training technique. It is imperative that teachers needs to be flexible in their teaching approaches, use a variety of educational resources and be imaginative enough to adopt and adjust to specific needs of their learners.

According to Ogonda, G (2002) Education of Children with Learning Difficulties states that these causes may occur before, during and after birth.

According to MOEST publication May, 2003: 2 states that free Primary Education allows children access to Education without discrimination. The government has removed a major obstacle that inhibits children of school going age from accessing and completing primary as in the case of urban slum, rural areas and ASAL lands.

Githinji C. (2002) peak English states that topics covered in English languages should be carefully devised and presented in a manner tat appeals readily to the pupils learning needs and experience. The topics should offer a thorough and systematic revision of all language skills that is oral, reading, comprehension and composition writing.

According to Angus M. (2002) The new First Aid in English state that English is a second language to students and it is essential for it to be introduced early at an age appropriate for language acquisition to avoid difficulties with vocabulary, spelling, syntax, idioms and correct usage.

Oganda G. (2002) Education of Children with SLDS points out that learners with SLDS have many barriers related to schools subjects which are projected in areas such as written work, spelling and reading comprehension.

Oguta T.A (2002) learners with communication difficulties state that the great achievement of language is to acquire the vocabulary of languages and its use. One should discover and master the hidden grammatical rules and use it appropriately through interaction with the users.

Drummond (2001) states that the key to a successful programme is observation of individuals. Teachers should have a manageable number of pupils for better results. Poor attendance means haphazard contact with various skills and little reinforcement. This can increase the child's uncertainty and confusion, indicating a poor study to learning reading. Definite steps need to be taken to bridge the gaps.

In a complex learning task like learning to read there is a danger that a child will learn w wrong association at any time in the learning sequence and could become confused.

2.1 Causes and prevention of specific learning difficulties.

There are many causes of specific learning difficulties. They are caused by genetic problems, diseases, accident and other environmental factors.

According to Oganda, G (2002) Education of children with specific learning difficulties states that these causes may occur before, during and after birth.

Genetical problems are inheritated, ones biological off-spring is likely to resemble him/her in some ways and similarly the cases of specific learning difficulties.

The pre-natal factors, that is before birth are the legal and illegal drugs, maternal conditions an dinfections, maternal trauma and x-rays.

Peri-natal causes are Anoxia, unusual delivery and unfavorable conditions during birth.

The postnatal causes are brain infections, contact with chemicals, disease, nutrition and lack of stimulation. However of the above, measure should be taken to prevent any of the above causes. Steps should be taken to prevent any of the above causes. Genetic counseling and early detection through blood test should be done.

The anti-natal causes should be met by regular visits to anti-natal for monitoring. Balanced diet, avoidance of un-prescribed drugs and getting treatment from qualified health workers.

During peri-natal, qualified personnel must handle all births. All pregnancies to be monitored and reported to medical qualified persons as soon as labour starts. After birth, prompt treatment of childhood disease must be taken as a priority, immunizations and balance diets should adhered to.

2.2 Challenges Faced By Learners with SLDS

The challenges faced by learners with SLDS in an inclusive setting are many, especially when they are performing tasks related to English.

The researcher found these as being worsen by Free Primary Education where there is un proportional teacher/pupil ratio.

The researcher concurs with the government to introduce the free primary education, but differ slightly in that the policy will see all children with specific needs are in the regular schools where experienced personnel on SNE are not there. There is still no specialized instructional materials and resources. The attitude towards learners with special needs from the community and teachers have not met definitely. Other discriminatory elements have been removed.



In the same publication MOEST May 2003 the title pages states the vision and mission of the ministry.

VISION

“Quality Education for Sustainable Development”

MISSION

“To provide, promote and co-ordinate life long education training and research for Kenya sustainable development”

The researcher is utmost touched and heart full thanks the government for the splendid vision and mission, therefore it will be worthwhile and meaningful if the government honour her provision.

The researcher is supersede to support this peculiar quality of topics being presented in a sequence from simple to complex. They should also be logically patterned to include language work, essentials of programmer, vocabulary and language usage. This is ideal for remedial work for learners with specific learning difficulties.

The researchers view is that it is of immense value for this language to be part of our speech from the early ages to get used and for development of competence and other component such as phonology, morphology, semantics’ and pragmatics.

2.3 Teaching Approaches

According to Oganda G.(2002) Education of children with specific learning difficulties states the approaches and support given learners who are experiencing difficulties in specific contents areas such as reading and writing. These are basic literacy skills which are essential tools to learning, communication and employment and to every person in the society.

The Author has discussed strategies to support learners with specific learning difficulties in reading, writing, mathematics, spelling and associated areas.

The methods applicable in teaching reading are; letting learners practice and exposing to a variety of reading materials, introduce fun and pre-reading activities. Introduce the alphabet systematically and involve the parent.

Also the methods used in supporting learners with handwriting problems are stated well. These methods are to be tried individually or simultaneously and their motor is trained on flexibility. The researcher to extend this method to practice in class and to SLDS.

According to Otiato A.M (2002) Teaching and learning strategies in an inclusive setting ideally comes out with variety of teaching approaches that have become effective in an inclusive classroom. The method of teaching chosen to be used should aim at increasing the academic achievement of learners, get all learners actively involved in learning process and address individuals differences.

The methods are holistic, task analysis, mediated learning experience, thematic, diagnostic prescriptive IEP, direct instructions and direct instructions to learners.

Mwangi K. (2002) Teaching and learning strategies in an inclusive setting part II describes appropriate teaching technique applicable to various situations and activities. They pre-requisite aspects to learning.

These approaches involve the use of creative art as drama, music role play and story telling. The use of practical application as experiments, practical ad micro-teaching incase of students teachers. These approaches are pedagogical tat is child-centered.

Mwangi has attained up to the mark and the researcher admires, the ideas should be transferred to schools in Kapsoya.

2.4 Learning Approaches

According to Otiato A.C teaching and learning strategies in an inclusive setting defines learning as:-

“Relatively permanent change in behavior due to experience or practice”

Oxford Advanced Students dictionary defines learning as

“Knowledge you get from studying”.

Otiato explores more child- centered approaches which learners actively take responsibility for their learning. They include co-operative, peer tutoring, group learning, project, field trip, explanatory and assignments.

Ndururumo M.(200) Introduction of education psychology discusses various types of learning, that is:- Associative learning by doing, curiosity, motivation, previous, experience, interaction and readiness and maturation. There are other factors that include hereditary, individual difference, teaching methods and educational resources.

Mwangi K. (2002) teaching and learning strategies state the various activities that a teacher should use to reinforce the learning process. These are drawing, discussion, asking and answering questions, problems solving, note – taking, translation communication, listening and practice.

These are methods that are applied in special needs Education and an inclusive setting. Elements and factors that affect learning are discussed this is important because without clear understanding of what bothers a learner will prevent a child from benefiting from learning. This will cause a child to have stunted academic achievement.

The researcher promotes these approaches and concurs with the author, however the teacher should be conversant on how to apply and be involved in the learning process and act as a facilitator.

As a classroom teacher the researcher is overwhelmed by this findings of the writer. The teachers should use these learning situations to aid learners towards achieving of stated goals. Teachers should be able to identify those learners who may not be possibly not learning. It is important to look at the above factors when a learner is not performing to the expectations.

The researcher recommends that the use of these activities be made practical and creative art be integrated to make it lively to learners.

2.5. Training of Personnel

According to MOEST May 2003 publication states the MOEST role in training of personnel. It is the responsibility of the government to train, employ, deploy and pay teachers salaries. Ensures quality education through improvement of teachers / pupils ratio and provide opportunities for in – service training on continuous basis.

According to Ominde (1964) Kenya Education Commission Report stipulated its objective to serve the people of Kenya without discrimination. It called for all nee teachers to be given skills which would enable them to teach children with special needs at regular schools. It suggested that the training college should accept responsibilities for acquitting students on techniques for teaching with special needs in regular schools.

Kamunge Report (1988) states that regular teachers be trained on remedial teaching methods and guidance and counselling to enable them effectively teach children with special needs. Each EARC centre be provided with full time officers, special schools be provided with support staff to cater for SNE and inspectors be deployed to every district.

The draft Policy (1981) emphasized that every child has a right to access ordinary school and other support services were made available.

These learners have to be identified early and attitude changed to enable them adjust to their immediate environment.

According to Koech Report (1999) states that the Kenya School curriculum has a number of deficiencies. It lacked clear guidelines of teachers to address and communicate in a media appropriate to learners.

The educational policy should however clearly allow the modifications by empowering the schools to make decision concerning learners.

The UN Rapport our on disability (UNESCO) quotes that:-

“It is not our education systems that have a right over types of children. It is the school of a country that must be adjusted to meet the needs of all children”.

According to MOEST (2002) management of curriculum provides the expected of the head teachers in regular curriculum delivery. It gears towards guiding teachers to promote effective classroom practices.

The researcher view is that the resources should be co – ordinate well, systematically to benefit learners.

The researchers appreciate the fact that trainings had been going on in various institutions like distance learning, residential trainings and others like strengthening primary schools management, key resource teachers in primary schools.

The government should still show the concern to employ and pay more salaries to teachers for better working services commitment.

The researchers view to this is that the government has not achieved the objective and therefore can borrow a leaf from other countries practicing inclusive education like Uganda, Botswana and from developed countries like Britain and America.

To these two reports, they have splendidly stipulated. If any progress, I support the government to have this objectives by 2015 achieved. The target should also involve other stakeholder.

2.6 Curriculum Development

It is the responsibility of the KIE and the Ministry of Education to develop the curriculum. Curriculum refers to the subject matter planned to be taught by teachers to learners at all levels of education. It provides guidelines on content, sequence of activities, teaching methods, resources, time and evaluation procedures.

A suitable curriculum is a vital in inclusive education to be meaningful for learners with SLDS.

The researchers view is that the present curriculum has failed to address the special needs of learners especially in English language. Having undergone the special needs education training, he feels that the present curriculum should be totally over hauled immediately to be able to meet the special needs of learners. However, Waruguru N. (2002) Introduction to inclusive education comes out clearly with a differentiated curriculum. This is an attempt to modify the regular curriculum to meet individual's needs of learners.

Differentiation involves manipulation of the environmental factors, adapting the teaching approaches, time, content and evaluation procedures. This are aimed at meeting the learner's needs.

The educational policy should however clearly allow the modifications by empowering the schools to make decisions concerning learners

The researchers view is that it is a relieve if only we can have a country that is ready to adjust and so the school communities. The differentiated curriculum should be adapted to benefit all learners.

The researcher agrees with the ministry and head teachers should be familiar with all other curricular subjects that needs more time and content modification,.

2.7 Materials and Resources.

These are educational resources aimed at enhancing learning and teaching in classrooms. Resources are in form of human and teaching and learning resources

These activities include rhymes, games, singing, drama modeling and crafts.

Materials are items in the learners environment that facilitate effective learning like blackboard, books, toys, charts, maps and flashcards. Equipment include television, radio, films and desks/tables.

Situations include time and space within the learning environment and lighting.

The researcher again draws the attention of the school administration and teachers to be uncountable on how well the resources are used and managed

Resources may range from those locally available to those which may require heavy expenditure.

Useful resources may be found in different places in the environment, TAC Office, libraries and even teachers training college. There are obvious constraints that would inhibit the acquisition of these resources such as finances, transportation, non-availability, lack of initiative, skills and time. The insecurity of the storage affects our rural and slum schools.

Advance planning, effective supervision, monitoring and accountability will help to minimize problems and situations.

The researchers strongly encourage teachers to exploit the local environment and improvise resources. The head teachers should allocate the resources without any bias to teachers and learners.

According to MOEST publication (May 2003) Every Child in School shows the government commitment to provide quality education. Appropriate teaching and learning materials will be provided to all public schools. To receive this funding each school is required to open two bank accounts.

1. School Instructional Material Bank Accounts (SIMBA)
2. General Purpose Account.

The researcher congratulates the government and urges all Kenyans to support the government for the success of Free Primary Education.

2.8 Stakeholder Involvement

The government introduction of free primary education is a commitment to realize universal primary education by 2005 and education for all by 2015.

Launched on 6th January 2003, this was a response to the world conference on education forum held in Dakar- Senegal in 2000. The government accepted and signed the recommendations.

The implementation of this provision is a shared responsibility. According to the children act (2001) it spells out the right of children to education.

Education requires efforts and contribution of all stakeholders from national level to the school community.

The stakeholders include teachers, parents, the MOEST and the community.

They must work together to ensure the success of all the learners. The Ministry of Education should encourage parliamentarians to pass laws and policies that protects education of learners with special needs and specific learning difficulties.

CHAPTER THREE

METHODOLOGY

3.0. INTRODUCTION

The chapter deals with methodology. It explores ways and techniques on how the researcher intends to collect data and present to the stage of report writing.

3.1. RESEARCH DESIGN

The researcher used research methods

Survey study

Case study

Survey study was used to collect information from the population of teachers, learners, headteachers and parents.

The case study was chosen and used to represent Kapsoya Zone with four schools chosen.

The researcher used

Qualitative approach: The researcher used this approach because it gives room for description of data gathered.

Quantitative approach: The researcher used this approach because it enables the researcher to explore traits and situations from which numerical data is used.

3.2 SAMPLING PROCEDURE

This is how the researcher selected the sample of the population to be used for the research. The researcher used simple random sampling, because it is the easiest. Simple random sampling involves selection at random from a list of population and the required number of persons for the sample arrived at.

The researcher took a random sample of schools in the zone, then random sample of the classes within each of the schools

Purposive sampling:- this was taken to target the achievement of the objectives set at the beginning of the research.

3.3 SAMPLE.

The subjects were the pupils, teachers, Headteachers and parents.

The teachers were chosen to cater for challenges they face and learners were used so as to get the challenges they face in the learning of English. The head teachers were targeted to get their views on the related issues, at the same time parents were involved so as to get their feelings and possibly their contribution towards the issues and problems faced by learners with specific learning difficulties.

The target population from which the study was carried out was nine schools in Kapsoya zone. Only four schools were sampled out to represent the whole zone. A total of forty two respondents were used. These were four headteachers, Ten teachers, Twenty Pupils and Eight Parents.

3.4. INSTRUMENTS

The instruments that were used to collect data were questionnaires.

Questionnaires were used because many respondents were reached, can be sent to distant respondents and respondents have the freedom to say what they want as they don't reveal their identities.

The questionnaires were guiding the researcher in getting the answers to the research questions.

The response format of the instruments are diversified ranging from Yes / No responses, closed ended responses as well as a few open – ended responses.

3.5. PROCEDURE

This is how the researcher selected the sample of the population to be used for the research. The researcher used simple random, because it is the easiest and every member can get the opportunity.

Purposive sampling: This was taken to target the achievement of the objective set at the beginning of the research.

The researcher begun from reviewing the related literature and development of research proposal the researcher developed the tools that were used to collect data from a respondent that is the questionnaires.

Pre- testing of instruments followed using a piloted group and adjusting the instruments after pre-testing. After that the researcher got permission to conduct research and finally collect the data from the respondents.

3.6. DATA ANALYSIS

The researcher used the results obtained from the depth questionnaires to the respondents. The raw data was compiled and analyzed both qualitatively and quantitatively from the surveyed group in the area of the case study. The frequency and percentage tables were used and there after the data organized according to the objectives of the study and the research questions.

The organized data was presented in frequency tables for discussion and interpretations to get meaningful data.

3.7. LIMITATION

The limitations of the study area were:-

- Shortage of time.
- Difficulty in getting literature review references.
- Topography of the land and weather.
- Compiling data.
- Transport

The researcher being a classroom teacher had time to carry out the research. The researcher had to do the scheme of work and concentrate on the syllabus coverage of the class work as required by the MOEST. The study required a lot of time to read material, carry out the study and analyze the data.

The researcher had shortages of finance to purchase materials needed for preparations of questionnaires. Fare for traveling to deliver them to the subjects that resulted to cycling and footing in some parts of the zone. Typesetting and Printing was costly and it costed the researcher good money.

Topography of the land was so problematic in the area. Some schools were far a part that caused a lot of strains. Moreover, the days of the month were chilly and misty.

3.8. DELIMITATIONS OF THE STUDY.

The facilitators that made the study a success were:-

- Languages
- Good rapport
- Confidence
- Co-operation

The researcher was able to carry out his study conveniently since he was conversant with the language of the catchment area. The obstacles of suspicion and malice were avoided.

The researcher was able to use all mediums of instructions required to any respondents in classification of his population of study.

The researcher was able to build, establish and maintain good relationship with his respondents. The rapport was well done that made the respondents to actively participate in filling of questionnaires.

The confidence the researcher had enabled him to deliver the correct message to correspondents and help him in undertaking the tasks with ease.

The co-operation of correspondent in collecting of questionnaires enabled the researcher to compile and analyze results on time.

CHAPTER FOUR

4.0 INTRODUCTION

This chapter deals with giving meaning to raw data gathered from questionnaires which were given to the respondents.

It involves analyzing and interpreting information to make sense and enable readers to get information put forward in clearly understood form.

4.1.1 DATA ORGANIZATION AND INTERPRETATION

The researcher had given out forty two questionnaires to the four schools for the respondents to fill. All questionnaires reached the schools and were filled accordingly without the influence of the researcher.

After receiving the questionnaires the researcher represented and presented the information in the tables.

TABLE 1: DISTRIBUTION OF QUESTIONNAIRES TO SCHOOLS.

SCHOOL	FREQUENCY	PERCENTAGE
Saroiyot	12	28.6
Kapsoya	10	25.8
Illulla	10	23.8
Border farm	10	23.8
Total	42	100

It is evident from the table that the respondents who had been given the questionnaires responded positively by having a hundred percent turn up.

4.1.2 Table 2: The teacher/pupil ratio in the four schools.

RESPONSE	FREQUENCY	PERCENTAGE
1:50 and above	3	75
1:40	1	25
1:30 and below	-	-
Total	4	100

Question two for the head teacher sought to analyse the teacher/pupil ratio in the four schools.

It is therefore evident that the ratio was one teacher per over fifty pupils in class, making seventy five percent. Shortage of the teachers in our schools could be a contributing factor to poor performance in English.

The teacher may not be able to attend to every individual learner within the schedule time.

4.1.3 . Table 3: Teachers qualifications/ training in special needs education.

RESPONSE	FREQUENCY	PERCENTAGE
None	3	75
Diploma	1	25
Certificate	-	
Degree	-	
Total	4	100

Seventy five percent of the teachers in the regular primary schools have not attended any course in special needs education. Seventy five percent had a diploma certificate. It can be observed that most teachers in our schools lack knowledge in the area of learners with disabilities.

This therefore leads to poor teaching and learning approaches used by the teachers, on learners with specific learning difficulties. They are unable to identify their learning and educational support to assist them.

4.1.4 Table 4: Does the school organize school based inservice, seminars and workshops for English teachers.

RESPONSE	FREQUENCY	PERCENTAGE
Yes	2	50
No	2	50
Total	4	100

From the analysis above it is evident that fifty percent of the schools have organized school based inservice and workshops and the other half of the schools have never organized. From this analysis it's clear that teachers have not been getting new skills to meet the new challenges and the emerging issues in the teaching of English. These are mainly acquired through frequent and well organized seminars and workshops.

4.1.5 Table 5. Availability of enough English books in the schools.

RESPONSE	FREQUENCY	PERCENTAGE
No	4	100
Yes	-	-
Total	4	100

From the above analysis all the schools do not have enough English books. Mostly pupils share the books, out of which some learners may not get adequate interactions with these books.

4.2 Data analysis from Teachers questionnaires

4.2.1 The classes in which you teach English?

RESPONSE (Classes)	FREQUENCY	PERCENTAGE
4	1	10
5	2	20
6	4	40
7	2	20
8	1	10
Total	10	100

From the table above 40% of the teachers are teaching std 6. Classes 5 and 7 had 20% of the teachers while 4 and 8 had 10% each. Therefore most of the teachers who filled the questionnaires as my respondents were teaching std 6 English.

4.2.2 Table 2. The schools English mean scores for the last three years in the K.C.P.E.

RESPONSE	FREQUENCY	PERCENTAGE
Between 40 – 59%	2	50
Between 60 – 79%	1	25
Between 30 – 39%	1	25
Between 80 – 100%	-	-
Total	4	100

From the table above it shows that fifty percent of the schools have been getting an average mean scores of between 40 – 59%.

Twenty five percent got between 60 – 79% and between 30 – 39% respectively.

4.2.3 Table 3: Teachers opinions on why children were performing poorly in English.

RESPONSE	FREQUENCY	PERCENTAGE
Poor teaching and learning approaches	6	60
Lack teaching/learning resources	3	30
Lack stake holders support	1	10
Total	10	100

From the above analysis the teachers attributed the poor performance teaching to poor teaching and learning approaches used by teachers which contributes to 60% of the blame.

However 30% say that lack of teaching and learning resources is the main cause 10% of the teachers support contributes to the poor performance.

4.2.4 Table 4: How often do teachers use teaching and learning Aids in teaching English.

RESPONSE	FREQUENCY	PERCENTAGE
Sometimes use	8	80
Never use	2	20
Always use	-	-
Total	10	100

From the above table it is evident that teachers sometimes use the teaching/learning Aids during their lesson, this was stated by 80% of the teachers. 20% of them confessed that they never use any teaching/learning materials.

Therefore teachers have not been using teaching/learning Aids regularly in all their lessons.



4.2.5 Table 5: The number of English course books that teachers use in the teaching of English.

RESPONSE	FREQUENCY	PERCENTAGE
Two	4	40
Three	2	20
One	4	40
Above three	-	-
Total	10	100

The above table indicates that 40% of the teachers Two course books and another 40% use one course book for the teaching of English. However 20% use three different course books.

4.2.6 Table 6: The children's attitudes towards the learning of English.

RESPONSE	FREQUENCY	PERCENTAGE
Negative attitudes	7	70
Positive attitudes	3	30
Total	10	100

From the above table, teachers observation on pupils attitudes towards learning of English 70% had negative attitudes while 30% had positive attitudes.

4.2.7 Table 7 Finding out the frequencies of remedial teaching.

RESPONSE	FREQUENCY	PERCENTAGE
Sometimes	6	60%
Rarely done	3	30%
Always	1	10%
Others specify	-	
Total	10	100%

From the above table 60% of the teachers do sometimes give out remedial teaching, thirty percent rarely do, ten percent do give out remedial teaching regularly.

It's evident that remedial teaching has never been taken seriously.

4.2.8 Table 8. The methods used by teachers to access and evaluate learners with specific learning difficulties in English.

RESPONSE	FREQUENCY	PERCENTAGE
Individual Assessment	7	70%
Group Assessment	3	30%
Total	10	100%

From the above table seventy percent of the respondents evaluate learners individually while thirty percent evaluate them in groups.

Individual assessment in reading is necessary when learners have problems learning to read.

4.2.9 Table of suggestions on ways and means of overcoming reading problems.

RESPONSE	FREQUENCY	PERCENTAGE
Improve teaching and learning approaches	4	40%
Use English as a medium of instruction all times	3	30%
Motivate both teachers and learners to develop positive attitudes	3	30%
Total	10	100%

From the table above 40% of the teachers were for the suggestion that there is need improving the teaching and learning approaches by modifying and adjusting the units to levels of the individual learners needs. 30% were for the opinion of motivating both teachers and learners so as to develop positive attitudes towards the subject.

4.3 .0 Data analysis from pupils questionnaires (Total number = twenty)

4.3.1 Table 1: The number of times a pupil has repeated in the same class.

RESPONSE	FREQUENCY	PERCENTAGE
Never	11	55
Once	6	30%
Twice	3	15
Three and more	-	-
Total	20	100

From the table above fifty five percent of the pupils have never repeated the class, thirty percent have repeated once and fifteen percent have repeated the same class twice.

4.3.2 Table 2: The subject which is most favourite or used by pupils.

RESPONSE	FREQUENCY	PERCENTAGE
Mathematics	6	30
Kiswahili	5	25
Science	4	20
Social studies	3	15
English	2	10
Total	20	100

From the table above thirty percent of the pupils liked mathematics and they studied during their free time. Twenty five percent liked Kiswahili, 20% for sciences, 15% liked social studies while 10% chose English as their favourite.

4.3.3 . Table 3:

The number of English compositions written and marked by the teacher in a term.

RESPONSE	FREQUENCY	PERCENTAGE
Between 10 – 20	10	50
More than 10	4	20
Less than 10	6	30
Total	20	100

From the table above it shows that 50% of the pupils write between 10 – 20 compositions in a term 20% write more than twenty compositions, and 30% do write less than ten compositions in a term.

4.3.4. Table 4

RESPONSE	FREQUENCY	PERCENTAGE
More than two	6	30%
Less than two	8	40%
Less than two	6	30%
Total	20	100%

The table above indicates 30% of the pupils read more than two story books in a week, 30% do not read any story book in a week. However, 40% of the pupils reads less than two.

4.3.5. Table 5:

Pupil's opinion and suggestions concerning ways that can be done to improve English performance.

RESPONSE	FREQUENCY	PERCENTAGE
Occasionally	6	75
Regularly	2	25
Not at all	-	-
Total	8	100%

From the table above it is evident that forty five percent of the pupils thought that reading story books and other materials extensively could assist them improve English performance. Twenty five percent suggested that employing more teachers could help.

Twenty percent thought that speaking English will help them practice language. Ten percent were for the opinion that a lot of composition writing can help them improve performance.

4.4.0 DATA ANALYSIS FROM PARENTS QUESTIONNAIRES (8)

4.4.1 Table 1. Frequency of parents checking and monitoring the performance of their children in English.

RESPONSE	FREQUENCY	PERCENTAGE
Occasionally	6	75
Regularly	2	25
Not at all	-	-
Total	8	100%

The above table shows that seventy five percent of the parents do occasionally check in English. Twenty five percent do it regularly.

4.4.2 Table 2: Children's access to any National library or any other library.

RESPONSE	FREQUENCY	PERCENTAGE
No	8	100
Yes	-	-
Total	20	100%

From the table above it is evident that 100% of the parents admitted that their children do not access to any library facility.

4.4.3. Table 3

4.4.3. Table 3

The table shows the number of parents purchasing story books and other readers for their children in the last two years.

RESPONSE	FREQUENCY	PERCENTAGE
Less than 5	6	75%
More than 5	1	12.5%
None	2	25%
Total	8	100%

From the table above 75% of the parents have bought less than five story books in the last two years. 25% of the parents never bought any reader in the last two years.

4.4.4. Table 4 The parents frequency in interacting with the teachers in a term to discuss the performance of their children in English

RESPONSE	FREQUENCY	PERCENTAGE
Once	5	62.5%
More than two	8	25%
None	1	12.5%
Total	8	100%

From the table above 62.5% of the parents do make a visit to the school to meet with the teachers and discuss their children performance. 25% of the parents make frequent visits, that more than two times in a term. 12.5% of the parent's n ever turn up to school and get to know their children progress.

4.4.5. Table 5

Does the child have adequate time and a conducive environment at home for private studies?

RESPONSE	FREQUENCY	PERCENTAGE
No	6	75%
Yes	2	25%
Total	8	100%

From the analysis above it evident that 75% of the parents do not have a study room in their home where children undertake their studies. 25% of their parents have provided their children with study rooms thus having conducive learning environment.

4.5 Review

In this chapter the researcher has managed to collect the raw data from forty two respondents. The data however has been organized, presented and analyzed in tables for easy interpretation.

The key results found in the study, provides prime indicators to the challenges facing learners with the learning disabilities in the performance of English.

Some of these include the high teacher / pupil ratio whereby a teacher handles over fifty pupils in class. Poor teaching and learning approaches, inconsistency in the use of teaching Aids among others, draws conclusions and makes recommendations from the study.

CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.

5.0 OVERVIEW

This chapter deals with the summary of the principal findings of the results in the previous four chapters.

It dwells on the discussion of raw data recorded in chapter four and the interpretation of the research findings in relation to the introduction and literature review. It also draws up conclusions about the research study based on the solutions to the research questions. It finally presents and suggest recommendations.

5.1 DISCUSSION

From the research findings, it has been established that there are challenges which needs to be addressed to, in relation to learners having specific learning disabilities. It is evident that in most schools, the ratio of teacher to pupils raises a lot of concern. There are so many pupils in a class as compared to the number of teachers. In such a situation it may be impossible for teachers to identify, monitor and develop intervention measures to learners with learning disability at an individualized level.

Drummond (2001) cited that the key to a successful programme is observation and working of individuals. Teachers should have a manageable class for better results. Poor individual interaction leads to haphazard contact with various skills and less or no reinforcement. This can increase the learner's uncertainty and confusion. Therefore resulting to a poor start in learning.

In a complex learning task like learning to read, there is danger that a child will learn wrong associations at any time in the learning sequence and he/she will become confused.

To overcome such difficulties, clay (1979) as cited in Jeanne (1967) stated that a flexible and experienced teacher who is well versed in individualized teaching technique.

The teacher should be qualified in a wide variety of approaches to reading instructions. He/she must be available for intensive and sustained re-teaching among the learner's who perform below average.

The researcher's views, is that the government through the ministry of education should employ more teachers. This will enable the schools to have manageable classes where by every learner shall get individual attention and support. Those learners with specific learning disabilities shall be identified early enough, enabling the teachers to offer individualized educational Programmes.

Lack of remediation is one possible explanation that contributes to poor performance. According to MOEST 2003 publication, states the role of the MOEST in training of personnel.

It is the ministry's responsibilities to ensure quality education through improvement of teacher-pupil ratio.

Kamunge Report (1988) states that regular teacher be trained in remedial teaching methodology.

From the researchers perception it is true that the teachers workload may not allow them to achieve to their expectation.

Therefore more teachers should be employed, at the same time the security teachers needs regular refresher courses e.g school based in-service programme, seminars and workshops to motivate and encourage teachers should also be put in place, for instance rewards and appraisal of teachers who perform to the best.

The study results indicated that all the schools did not have adequate English Textbooks. Pupils have been sharing the existing books which were not enough. Therefore the learners lack wide and extensive reading.

Ndururumo M. (2000) cited that teaching methods and educational resources are among the key factors to a better learning. Associative learning by doing, curiosity, motivation, previous experience, interaction, readiness and maturation. A wide and extensive reading, exposure to educational resources has helped to develop competence in English language.

Therefore the researcher's views is that the parents, teachers, and all the schools stakeholders should lay down strategies and plan to acquire more reading materials and textbooks. It may include device on income generating activities within the schools to enable them acquire / purchase more educational resources.

Parents too should be given advice and encouraged to buy more supplementary readers for their own children. These books will provide exposure through extensive reading. The researcher's findings shows that only 25% of the schools have been getting an average mean score of above 60%, while the rest have been consistently getting below average. This could be attributed to the poor teaching and learning approaches as the tables shows that 60% of the teachers opinions blames the teaching and learning approaches while 30% suggested that it's due to lack of teaching / learning resources.

According to Oganda G. (2002) it states the approaches and support given to learners who are experiencing difficulties in specific content areas such as reading and writing. Some of the strategies and support to these learners includes letting learners practice and exposing to a variety of reading materials. Introduce fun and pre-reading activities.

According to Otiato, A.C (2002). Teaching and learning approaches prepares grounds for insemination to eliminate barriers that may limit perception. The researcher agrees with

the actors as teachers are not aware of these approaches or may not be willing to diversify their teaching and learning approaches.

The study established that most children had negative attitudes towards English as a subject. From table 4.2.6 of the teachers questionnaires seventy percent of the teachers said that pupils had developed negative attitudes towards the subject and only thirty percent said that they had the positive in the rest. This was very true because the results in table 2 of the pupils' questionnaires indicate that only ten percent of the pupils had chosen English as their favorite subject, while Mathematics was leading with thirty percent, Kiswahili twenty five percent, science twenty percent, social studies fifteen percent.

It is therefore very clear from the findings that poor performance in the learning of English is also attributed to the lack of interest and poor attitudes towards the subject by these learners. It becomes even worse for those learners with learning disabilities to catch up with the performance of subject.

Lack of proper planning of the teaching and learning approaches used by the teachers might have increased barriers that limit perception.

The results in table 3 of the pupils questionnaire shows that fifty percent of the pupils write between ten to twenty compositions in a term, while thirty percent wrote less than ten. However, table 4 of the same pupils' questionnaire indicated that 40% of the pupils read less than two story books in a week. Thirty percent read less than two and thirty percent also do not read at all.

From the two tables, it exactly shows that most learners may have developed negative attitudes towards the learning of English because of poor and unsequential exposure to reading/learning resources and the teaching/learning approaches.

According to Lovin (1978) states that inadequate instructions prevent children from mastering the subject. He further noted that inappropriate teaching methods and approaches used by the teachers are factors that may cause the child to master the subject matter adequately, or show little or no understanding.

The researcher's views that both the teachers and the learners need to be assisted through motivation to change their teaching/learning approaches. Teachers ought to plan adequately and systematically delivering the contests use of Educational resources at all times is mandatory. Pupils should also be exposed to wide and extensive reading and writing. Early intervention and support Programmes should be encouraged.

The study also established in table 1 of the parents' questionnaires that seventy five percent of the parents do occasionally monitor the performance of their children, while twenty five percent regularly monitor.

In table 4.4.2, a hundred percent of the parents admitted that their children do not access to any library facility near their homes. Table 3 of the parents' questionnaires indicates that seventy five percent of the parents have bought less than five story books in the last two years. Twenty five percent have never bought any reader in the last two years.

From all these analysis, it confirms that the learners do not access to wide and extensive reading. If the pupils do not access to the library facilities neither that parents buys them story books, it proves therefore that learners perform poorly in English because of little exposure.

The research findings indicated that most of the schools did not have adequate English books. Wide and extensive reading helps in enabling learners to develop and master the language both grammatically and enhancing vocabulary acquisition.

Parents need to be checking and monitoring the progress of the children. They should also be making regular visits to the schools and meet the subject teachers. The joined efforts of both the teachers and the parents will greatly assist the learners.

5.2 CONCLUSIONS

The researcher carried out the study successful in regard to the challenges facing learners with specific learning difficulties in the performance of English.

It is true according to the findings that the leading cause to poor performance among learners with specific learning difficulties is lack of adequate personnel in the teaching fraternity. High pupil enrolments in most schools with the shortage of teachers, made children with learning disabilities not to be identified early enough for any possible intervention measures and support to be provided.

Even after being identified, the few teachers have not been able to provide adequate educational support to assist all the learners at individual levels.

It is evident from the data that teaching and learning approaches used by the teachers also contributed to poor performance in the learning of English. Lack of proper remediation, irregular use of teaching Aids/materials, teaching and assessment procedures used by the teachers were not consistent. All these coupled by inadequate supply of textbooks and story books disadvantaged most learners. For effective learning to occur a proper and systematic planning is to be done by the teachers. Use of teaching aids in every lesson is very essential in that pupils will grasp well new concepts and ideas taught.

Most of the learners have developed negative attitudes towards the learning of English. This is a possible factor that contributes to poor performance in the subject. Pupils dedicate very little time for studying the subject at their own time due to lack of interest in the subject.

It has also been established that learners are not exposed to wide and extensive reading. This is because most of the pupils do not access any library facility, neither do their parents have availed them with the supplementary reader. Parents have not been purchasing readers as shown by the data analysis. The schools also have inadequate story books in their stores, hence pupils interact less with these essential resources.

The study has also shown that parents do not monitor and check their children's performance regularly. They do not find opportunity or create time to make visits to schools and discuss their children's academic progress with their teachers. Every responsibility has been left to the teachers, who at the same time are over loaded with too much work. It is therefore difficult for them to assist or guide all the learners, especially those with learning disabilities at its early stages.

Finally, all the concerned stakeholders should be fully involved in providing conducive learning environments. This needs to be well equipped with a variety of reading and educational resources which will eventually motivate the learners.

5.3 RECOMMENDATIONS

The researcher after carrying out the study, there are several recommendations that have been drawn up. These include:-

- The government through the ministry of Education needs to employ more teachers and ensure that all the public schools have a balanced staffing considering teacher to pupil ratio. This is to meet the challenges of high enrolments in schools since the introduction of free primary Education in 2003.
- The ministry of education should also ensure quality education is provided in our schools. Teachers need to be committed in offering educational support and services such as remedial teaching methods by diversifying their teaching / learning approaches.
- The parents and all the concerned stakeholders should support the learners in ensuring that they get access to quality education without discrimination. They

should provide educational resources such as supplementary readers both at school and home environments.

- Teachers need to be inducted regularly through school based seminars and workshops. These would enable them to perform their duties more efficiently and responsibly by handling and supporting learners with specific learning difficulties.
- The school in collaboration with the parents need to devise ways and means of motivating and encouraging learners to overcome the negative attitude they have towards the learners of English.
- The school administrators and the teachers to encourage pupils to use English as a medium of instruction and all times within the school compound. Speaking of English will assist the learners to practice the language.
- Parents to provide studying environments at homes and also purchase more story books.
- Most teachers to be encouraged to train in the areas of special needs education.

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APPENDIX A.

RESEARCH STUDY TIME FRAME.

ACTIVITY	PERIOD	OUTCOME
Writing of the research proposal	Jan - Feb	Research proposal written
Typesetting, edition and printing of research proposal	March	Research proposal printed
Binding of the proposal	March	Proposal bounded
Submission of the researcher	March	Proposal submitted
Organization of data gathered from the field	May	Data organized
Type setting, editing and printing the research report.	June	Research report printed
Binding the research report (dissertation)	July	Research report bounded
Submission of the research report (dissertation)	August	Research report submitted

APPENDIX B.**RESEARCH STUDY BUDGET**

ACTIVITIES /ITEMS	UNIT COST	TOTAL COST
Purchase of stationery		
A) 2 reams of ruled papers	8,000	16,000
B) B) 10 pens and 2 pencils	2,000	2,000
C) A bag	10,000	10,000
D) A clip – board file	4,500	4,500
Type setting, editing and printing three search proposals.	2,000	20,000
Photocopying the research proposal	2,200	2,200
Transport cost in the course of the study a) Transport for the researcher to the field study.		
	20 X 2000	40,000
Lunch for the researcher	20 X 2000	40,000
Typesetting, edition and printing an approximate of research report.		
	2 X 4000	8,000
Any un-foreseen requirements	100,000	10,000
GRAND TOTAL		242,700

APPENDIX C

QUESTIONNAIRE FOR HEAD TEACHERS

KAMPALA INTERNATIONAL UNIVERSITY

I Daniel Bett Kipsangut a student at Kampala International University intends to carry out a research on challenges facing learners with specific learning.

Difficulties In The Performance Of English In Kapsoya Zone Eldoret Municipality. I have chosen you to be among my respondents. I do kindly request you to complete filling the questionnaire. The information you are going to give me will be treated with confidentiality.

1. What is the name of your school ?

2. As pertains to your pupils enrollment what is the teacher / pupil ration:-

a) 1:40

b) 1:50 and above

c) 1:30 and below

3. How many teachers in your school have attended special needs education in any recognized institution?

Certificate Diploma Degree None

4. Does your school organize any school bases in- service or seminars and workshops for English teachers?

YES NO

5. Is you school having enough English books?

YES NO

If NO, what step is your school taking in ensuring that learners have adequate teaching and learning materials ?

QUESTIONNAIRE FOR TEACHERS

KAMPALA INTERNATIONAL UNIVERSITY

I Daniel Bett Kipsangut a student at Kampala International University intends to carry out a research on challenges facing learners with specific learning difficulties in the Performance Of English In Kapsoya Zone Eldoret Municipality. I have chosen you to be among my respondents. I do kindly request you to complete filling the questionnaire. The information you are going to give me will be treated with confidentiality.

TICK YES or NO, or write short statements on each question as to which is appropriate. You are not required to indicate your names on the questionnaire.

1. Which class do you teach English?

4	5	6	7	8
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2. What is the total enrolment of your class?

BOYS	
GIRLS	
TOTAL	

3. What was the mean-score of English in the 1st three years in K.C.P.E?

- a. Between 80 – 100%
- b. Between 60 – 79%
- c. Between 40 – 59%
- d. Between 30 – 39%
- e. Below 30

4. In your opinion why are children performance poorly in English?

.....

5. How often do you use teaching/learning aids in English?

- i. Always used
- ii. Sometimes used
- iii. Never used

6. How many types of course-books do you use in teaching English?

- a. One
- b. Two
- c. Three
- d. Above three

7. What are the children's attitudes towards learning of English in your class?

Write your reasons

8. How is remedial teaching carried out in English in your class?

- A. Always
- B. Sometimes
- C. Rarely done
- D. Others (specify)

9. a) Do you have any systematic way of evaluating learners in English?

YES ☐

NO ☐

b) If YES which way do you use to evaluate learners with specific learning difficulty in English?

Give brief statements.....

10. What measures do you have when you realize that a learner is unable to perform in English?

State briefly.....

QUESTIONNAIRE FOR PARENTS.

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1. How often do you check and monitor the performance of your child in English language?

Regularly ☐ occasionally ☐ Not at all ☐

2. Are your children having any access to any National Library or any other library?

YES ☐ NO ☐

3. How many storybooks have you bought for your child in the last two years?

Less than 5 ☐ More than 5 ☐ Nil ☐

4. How many times do you interact with the teachers and your child then discuss his/her performance in English in a term?

5. Does your child have adequate time and conducive environment at home where he/she can do private studies?

YES ☐ NO ☐

If NO, how do you think in your opinion can this improve in the future?

QUESTIONNAIRE FOR PUPILS

KAMPALA INTERNATIONAL UNIVERSITY

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1. Which class are you in?

5	
6	
7	
8	

2 Have you ever replaced any class? And if yes, how many times?

never	
once	
twice	

3. Which subject is your favourite that you always like studying it?

Mathematics	
Kiswahili	
Science	
G.H.C.R.	
English	

4 Approximately how many compositions do you always write in a term and marked by your teachers?

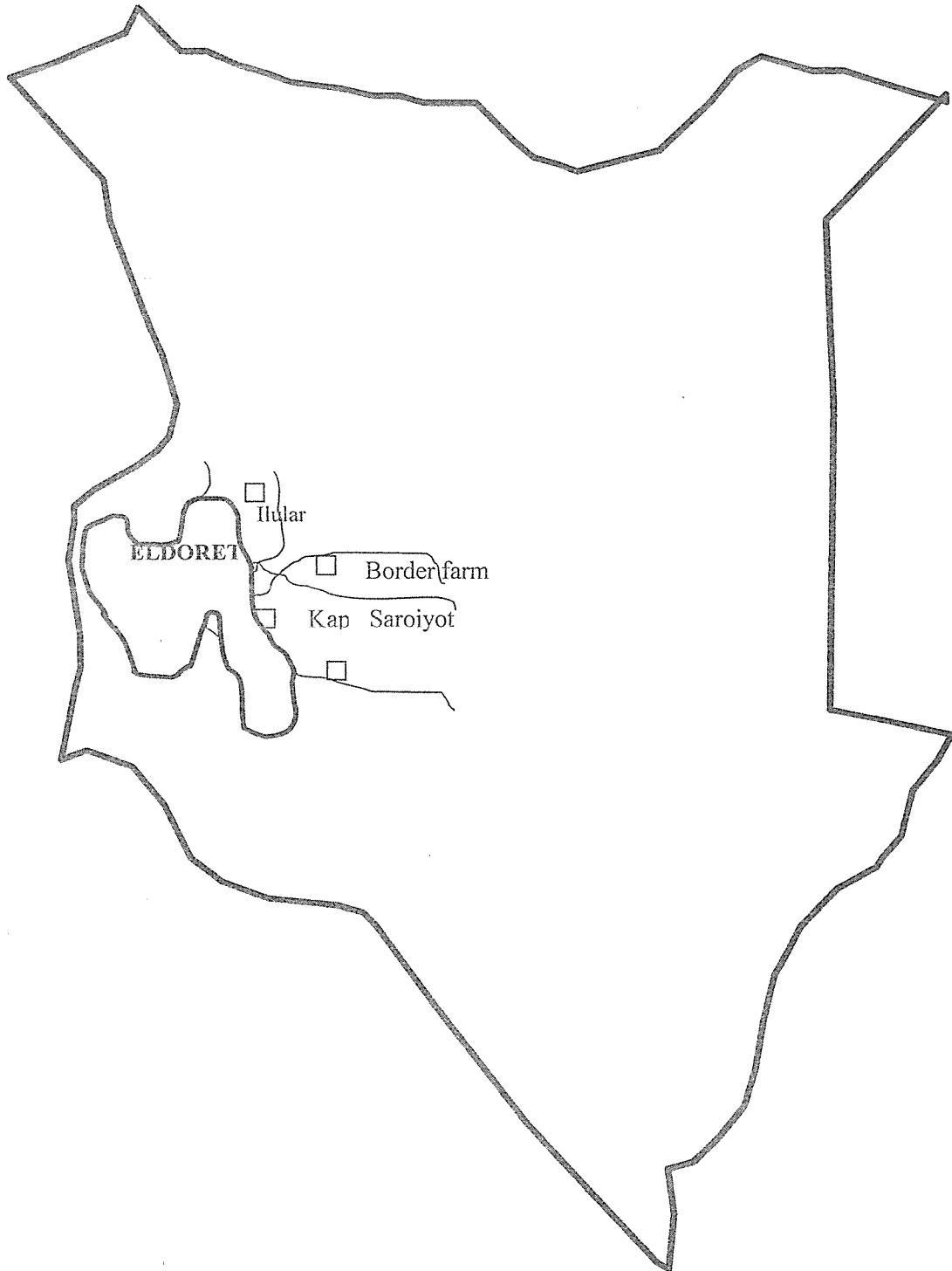
Between 10-20	
More than 20	
Less than 10	

5. How many story books do you read in a week?

More than two	
Less than two	
None	

6. What do you think in your own views could have contributed towards poor performance in English.

SKETCH MAP OF THE STUDY AREA





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**OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)**

DATE: *8. June 08*

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR *Daniel B. Kibangut*

The above named is our student in Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:

*Challenges facing learners with specific learning
Difficulties in the Performance of English*

Case Study: *Kapaya Zone Eldoret Municipality*

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,

MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

