

**FACTORS INFLUENCING ACQUISITION OF READING SKILLS
AMONG LEARNERS WITH DISABILITIES IN PUBLIC PRIMARY
SCHOOLS IN KILIFI COUNTY, KENYA**

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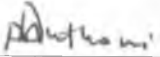
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**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS
IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI**

2012

DECLARATION

This research project report is my own original work and has not been presented for a degree in any other university.

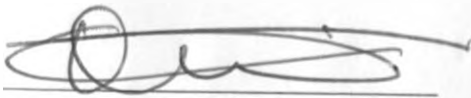


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This research project report has been submitted for examination with my approval as university supervisor.



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DEDICATION

To my spouse Denis Ashiro and my children Fabrizia and Corinne for their support and inspiration.

ACKNOWLEDGEMENT

My sincere gratitude goes to my supervisor Dr. Moses Otieno for his understanding, encouragement, patience and guidance while undertaking this research project. A special note of indebtedness goes to my spouse and children for their inspiration and encouragement.

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May the almighty God bless them all.

TABLE OF CONTENTS

	PAGE
DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDMENT.....	iv
LIST OF TABLES.....	viii
LIST OF FIGURES.....	ix
ACRONYMS AND ABBREVIATIONS.....	x
ABSTRACT.....	xi

CHAPTER ONE: INTRODUCTION

1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	3
1.4 Objective of the study.....	3
1.5 Research questions.....	3
1.6 Research hypothesis.....	4
1.7 Basic assumptions of the study.....	4
1.8 Significance of the study.....	4
1.9 Delimitations of the study.....	5
1.10 Limitations of the study.....	5
1.11 Definitions of significant terms.....	6
1.12 Organization of the study.....	7

CHAPTER TWO: LITERATURER REVIEW

2.1 Introduction.....	8
2.2 Learning skills.....	8
2.3 Acquisition of reading skills among learners with learning disabilities.....	9
2.4 Factors influencing the acquisition of reading skills among learners with disabilities.....	11
2.4.1 Resource allocation.....	11
2.4.2 Socio-cultural factors.....	12

2.4.3 Curriculum factors.....	13
2.4.4 Teacher skill and attitude in handling learners with social needs in education.....	14
2.4.5 The government policy.....	15
2.5 Conceptual Frame Work.....	17
2.6 Summary of Literature Review.....	18

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction.....	19
3.2. Research design	19
3.3 Target population.....	19
3.4 Sample size and sampling procedure.....	19
3.5 Data tools and instruments.....	20
3.6 Validity and reliability of research instruments	21
3.6.1 Validity of research instruments.....	21
3.6.2 Reliability of research instruments	21
3.7 Data collection procedure	21
3.8 Data analysis technique	22
3.9 Ethical consideration.....	22

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	24
4.2 Response rate	24
4.3 Demographic characteristics	24
4.4 Resource allocation.....	27
4.5 Social and cultural factors	28
4.6 Curriculum factors	29
4.7 Skills and attitude	30
4.8 Government policy.....	33

CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	39
5.2 Summary of research findings and discussion.....	39
5.3 Conclusion.....	40
5.4 Recommendations.....	42
5.5 Suggestions for future research.....	42

REFERENCES.....	43
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APPENDICES

Appendix 1: Letter of transmittal.....	47
Appendix 2: Interview schedule for headteacher.....	48
Appendix 3: Interview schedule for parents.....	50
Appendix 4: Questionnaire for teachers.....	52

LIST OF TABLES

Table 3.1 Population and Sample description.....	20
Table 3.2 Operational definition of variables.....	23
Table 4.1 Distribution of Head Teachers by qualifications.....	24
Table 4.2 Distribution of teachers by qualification.....	25
Table 4.3 Distribution of parents by qualification.....	25
Table 4.4 Distribution of respondents by Gender.....	26
Table 4.5 Status of Schools.....	27
Table 4.6 Information on size of schools.....	27
Table 4.7 Resource allocation.....	28
Table 4.8 Socio-cultural factors.....	29
Table 4.9 Curriculum factors	30
Table 4.10 Head teachers' attitudes and skills.....	31
Table 4.11 Parents' attitudes and skills.....	32
Table 4.12 Teachers' attitudes and skills.....	32
Table 4.13 Government policy.....	33
Table 4.14 Acquisition of reading skills	34
Table 4.15 Chi- Square test relationship	35
Table 4.16 Chi – Square for social cultural factors.....	35
Table 4.17 Chi – Square for curriculum factors.....	36
Table 4.18 Chi – Square for skills and attitudes.....	37
Table 4.19 Chi – Square for government policy.....	37

LIST OF FIGURES

PAGE

Fig 1 Conceptual framework.....17

ABBREVIATION AND ACRONYMS

- UDHR – Universal declaration of human rights**
- UNESCO – United Nations Education and Cultural Organisation**
- F.P.E – Free Primary Education**
- S.N.E – Special Needs Education**
- C.W.D – Children With Disabilities**
- I.E.P – Individualised Education Programme**
- E.A.R.C – Educational Assessment and Resource Center**
- UN – United Nations**
- A.D.D – Attention Deficit Disorder**
- U.N.I.S.E – United Nations in Special Education**
- K.I.S.E – Kenya Institute of Special Education**

ABSTRACT

This study was an attempt to investigate factors influencing the acquisition of reading skills among learners with disabilities in Kilifi County of Coast Province. It concerned all learners but focused on those who have been traditionally excluded from educational opportunities. It was concerned with all learners with problems in reading comprehension, writing and mathematical computation. Most of the parents with these children with learning disabilities are not aware that these children learn together with the normal children and most of them leave their children to stay at home. The study's objectives sought to find out how resource availability, government policy, socio-cultural factors and teachers' skills and attitude influence the acquisition of reading skills among learners with disabilities in Kilifi County. The study reviewed different literature related to the area of study. The literature reviewed was on acquisition of reading skills among learners with disabilities. The sample population comprised 10 schools, with their Head teachers, 34 teachers and 24 parents of children with learning disabilities bringing the number of respondents to 68. The study employed stratified random sampling with the use of lottery method. The questionnaires were developed to guide the data collection with presentation and analysis. The research techniques used were questionnaires, interview and reviewing of the related literature. The researcher visited schools and administered interviews to head teachers. The responses were analysed and summarized to guide the study. The findings from the study indicated that various factors influenced the acquisition of reading skills among learners with disabilities. The findings showed that most public primary schools lack resources to cater for learners with difficulties in acquisition of reading skills. There is no clear government policy on acquisition of reading skills and the curriculum is too rigid for learners with difficulties in acquisition of reading skills. Most teachers have negative attitude towards learners with difficulties in acquisition of reading skills as they see it as a bother and these learners do lower the mean score. Most of the head teachers are not trained in special needs education thus making it difficult to instill the support of these learners with the problem of acquisition of reading skills in their schools. For this to be successful, the government has to come up with a clear policy that will give the framework to support these learners. Parents need to be sensitized on the importance of integrating these learners in regular schools. All teachers training colleges should incorporate special education in their syllabus. The research can be carried out in other counties of the republic of Kenya in order to make integration of the disabled learners with problems in acquisition of reading difficulties a reality.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Central to a democratic school is inclusion, a philosophy of community development and educational programming which strives to create communities that embrace all differences (Koeleski and French, 2000). Support for this broader view of diversity has come from groups including the World Health Organisation (1980) and the United Nations (1989), and has been articulated in UNESCO World Conferences (1990 and 1994).

The 1990 Jomtein Declaration and world summit on children has revealed commitment on the part of the world leaders to set targets which will increase the number of children who attend school and also focus on the education of the marginalized groups (UNITED Nations, 1989). It is estimated that about 25% (750,000) children of school going age disabilities, ninety thousand (90,000) of these have been identified and assessed. However, only 14,614 were enrolled in education programmes for children with disabilities in 1999. A similar number was either at home or in regular schools with little or no special assistance (Republic of KENYA, 2002).

The success of the learners at any level is determined by the performance in different subjects. It is expected that learners perform equally well in all the examinable subjects since they are given standardized time during instructional period. Before the 17th century, people with disabilities all over the world were considered socially and physically less capable. They were not easily accepted and regarded as part and parcel of the family and community! In many conferences, forums and international meetings, the focus related to special need education has been the provision that has been taken by individual governments to provide learning to the disadvantaged children in accepted norms that recognize them. Many governments in the world have accomplished what many years ago would not have been possible. That is, the provision of education free from marginalization, segregation or discrimination.

These provisions recognize individual differences of learners and the best way to accomplish provision of balanced education for all. Consequently tremendous efforts by governments in

recognition of special talents, the right of children provided for in Acts dating back to 1948 (Universal Declaration of human Rights) with provision that can be employed for purposes of intervention, although much more needs to be done. According to Njoki, (2001) children with reading difficulties can be classified under special needs. This is because they experience a greater degree of literacy in acquisition of skills like basic reading, reading comprehension, writing and spelling that those considered normal. Currently, school enrolment particularly in lower primary has made teaching and learning difficult. This is contrary to the situation prior to the introduction of free primary education (F.P.E). Then children were fewer in classes and teachers had many conventional methods as teaching effectively. Such methods included individualized education programme (I.E.P) where a teacher could have a special plan or lesson for an individual learner. This meant spending time with almost each child and giving him/her individualised instructions.

Today, teaching and learning in a class of more than sixty learners is not an easy task. Many teachers for instance are not able to effectively cope with the amount of work involved in checking and marking English work. This is so despite the fact that foundation of learning according to Mwaura, (2001) suggests the Teach and Test method. Increased school enrolment has made programs such as remedial and I.E.P methods of instruction less effective. In the past, it was in such programs for example that learners with reading difficulties could get individual attention. Consequently, the inability of learners to master reading has affected their performance in all subjects. This is because learners cannot even understand notes given to them by their teachers. Performance has dropped considerably with little chance of improvement. Due to this problem, it prompted the researcher to conduct a study on factors influencing the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

1.2 Statement of the problem.

Despite the government of Kenya's effort to ensure that every child, regardless of his or her diversity gets free education in the nearest school within their community, children with problems in acquisition of reading skills are being segregated and isolated in special schools and units within the regular schools. Most schools in Kenya have not embraced the policy of inclusive education. For example the Kilifi Education Office (2012) showed that Kilifi County

had 92 public primary schools and out of these only 4 schools were offering integrated education which represents only 4.3% of the public primary schools.

Statistics from KilifiEARC(2012) also showed that the county had a total number of 1706 children with reading difficulties attending both special schools and units, out of these only 118 are attending integrated programs which were being offered in only 4 schools. This represents 6.9% of children with learning disabilities attending regular schools. Therefore the study tried to investigate different factors influencing the acquisition of reading skills among learners with disabilities in Kilifi County.

1.3 Purpose of the study

The study investigated factors influencing the acquisition of reading skills among learners with learning disabilities in public primary schools in Kilifi County.

1.4 Objectives of the study

The objectives of this study were:

1. To determine the extent to which resource allocation influences the acquisition of reading skills among learners with disabilities in public primary schools in KilifiCounty.
2. To explore the effects of socio-cultural factors in the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.
3. To examine how curriculum factors influence the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.
4. To investigate how teachers' skills and attitude in handling learners with learning disabilities influence the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.
5. To establish the influence of government policy in the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent does resource allocation influence the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County?

2. How do socio-cultural factors influence the acquisition of reading skills among learners with disabilities in Kilifi County?
3. To what extent does the school curriculum influence the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County?
4. How do teachers' skills and attitude towards learners with learning disabilities influence the acquisition of reading skills among learners with disabilities in Kilifi County?
5. To what extent does the government policy influence the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County?

1.6 Research Hypothesis

H0: There is no relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

H1: There is a relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

1.7 Basic Assumptions of the study

The following were the assumptions of this study:

1. The respondents were to give clear and relevant information which would be useful in the study.
2. The findings of the projects would help the education planners to develop a curriculum that will address learners with learning disabilities.

1.8 Significance of the study

The study would be useful to the learners with learning disabilities, their parents and educational officers in the entire county. It is therefore important to reveal the problems with the aim of improving the general education not only in the area of study but also the entire republic of Kenya.

a) To the parents

Parents' vision of a typical life for their children can come true. All parents want their children accepted by their peers, teachers, have friends and lead a life like others with better education.

b) To learners

The study will enable learners with learning disabilities stay with their families and go to the nearest school and learn in the same class just like any other children. Children will learn to understand themselves better and others. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding also grow when children differing in abilities and cultures play and learn together.

c) To educational planners

The study will enable education planners and policy makers to develop curriculum that address learners with learning difficulties and the teaching method varied to suit different learners and prepare teachers adequately by incorporating a component of Special Needs Education in primary teacher education.

1.9 Delimitations of the study

The study involved 92 public schools in Kilifi County. It targeted 10 school head teachers, 34 teachers and 24 parents of children with disabilities in order to investigate factors influencing the acquisition of reading skills among learners with disabilities.

1.10 Limitations of the study

The study was constrained by:

a) Funds

This is a self sponsored study, and so the researcher relied solely on own finance, especially at a later stage of typing and printing the report and tried to look for support from friends and relatives.

b) Time

Due to official commitments at the working station and also considerably limited time given by the college for the completion of this work, time was not sufficient for the researcher to accommodate all activities perfectly so she had to organize with the head teacher to get sufficient time.

c) Permission

During this time of completion of questionnaires, the researcher was required to be away most of the time to reach respondents. Seeking permission frequently was a problem because of other school duties and was required to make local arrangements with fellow teachers.

1.11 Definitions of Significant terms

Special needs – Oxford Dictionary defines special needs as needs generated by a person's/child's disability.

Attitude – According to Wikipedia, the free encyclopedia (2011) an attitude is a hypothetical construct that represents an individual's degree of like or dislike for something.

Disability – Ngugi (2008) defines disability as a reduction of function or the absence of a particular body part or organ.

Acquisition – Oxford dictionary defines acquisition as a method of achieving a certain skill.

Learning – Macmillan dictionary defines reading as the process of recognizing written or printed words and understanding their meaning.

Reading – Macmillan dictionary defines reading as the process of recognizing written or printed words and understanding their meaning.

Specific learning difficulties (SLD) – Refers to a condition where learners encounter difficulties in acquiring specific skills in academic areas like, basic reading, writing etc.

ADD – Refers to attention deficit disorder.

Anoxic – Refers to deficit in oxygen carried by the blood stream resulting to lack of oxygen to the part of the body affected.

Congenital – Refers to factors that are passed from mother's blood stream to the foetus.

Dyslexia – Refers to severe difficulties in reading or inability to read.

Hyperactivity – Condition characterized by uncontrollable purposeless motor behavior.

Impulsive – Working out activities carefully without thinking through.

Individual Educational Programme (IEP) – Teaching programme written for educating an individual learner with learning difficulties.

Diagnostic process – Teaching that is based on the assessment of the learner and designed to address the individual differences of the learner.

1.12 Organisation of the study

The researcher organized the study as per the activities to be carried out in which Chapter one defined factors influencing the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County. The study's objectives sought to find out factors influencing the acquisition of reading skills. The significance of the study, the limitations and the assumption of the study are all discussed as well as the definition of terms.

Chapter two looked at different reviews by different writers concerning reading skills acquisition. Various factors influencing the acquisition of reading skills have also been discussed which include government policy, socio-cultural factors, teachers' skills and attitudes in handling learners with learning disabilities. It also described the framework of the study.

Chapter three described the research methodology in the area of the study, sample and sampling procedure, research instruments, validity and reliability, data collection method, data analysis technique and operational definition of variables.

Chapter four dealt with presentation of findings, data analysis and interpretation while chapter five dealt with summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher has reviewed reading difficulties from both primary sources (journals, bulletins, research report and circulars) and secondary sources which include (modules, textbooks and dictionaries). The researcher will also discuss learning disabilities, characteristics of learners with learning disabilities on acquiring skills and teaching and learning strategies of learners with learning difficulties in acquiring reading skills.

2.2 Learning skills

According to Mwaura (2002) learning disabilities is a condition that affects academic performance. The learners with learning disability seem to have the ability to perform learning disability yet they do not perform as expected from them. They develop slowly intellectually than other children of the same age.

Paediatrics in review (1981) state that learning disability can be broadly defined as a cluster of biologically based disturbances in development that significantly impaired school performance. These developmental problems fall into two broad categories that differ in the kind of symptoms that predominate the manner in which school performance is affected, the regions of the central nervous system most likely involved and the types of therapy needed.

The first category affects primarily the acquisition of specific academic skills (such as reading individual words, spelling, handwriting and mathematics computation) while the ability to assimilate general information remains intact. Children with this problem demonstrate difficulty both learning and remaining academic skills that is unexpected on the basics of general intelligence. This aspect of the problem is usually called Specific Learning disability (SLD).

The second category consists of a cluster of behavioural characteristics, frequently, but not necessarily, including excessive and poorly modulated activity during the toddler, pre-school and early elementary school years. This category of developmental disturbance produces a generalized underachievement based upon failure to complete work, disorganization and

impulsiveness in the approach to school tasks and a persuasive unwillingness to delay immediate gratification for the future rewards of task completion. The behavioural syndrome is often called 'hyperactivity', a term that is used carelessly to refer to a specific behavioral trait that may not produce problems as well as symptom cluster that is usually associated with poor school performance.

In the most recently revised psychiatric nomenclature, this behavioural syndrome is called attentional deficit disorder (ADD) a term that focuses on the most consistent and disability attributes of the syndrome – problems with concentration attention.

Ogoda (2002) also defined learning difficulties as conditions that affect a learner's ability to acquire skills in such academic areas as basic reading, reading comprehension, writing, spelling, spoken language and mathematics. The learners have the ability to perform well in most school subjects in one or two subjects' areas.

Specific learning difficulties are what most people refer to as dyslexia. The encyclopedia defines dyslexia as a specific inability or pronounced difficulty in learning to read or spell, despite otherwise normal intellectual functions. Dyslexia is a chronic neurological disorder that inhibits a person's ability to recognize and process graphic symbols, particularly those pertaining to language like reading skills, owing to no apparent cause or a tendency to read and write words and letters in revised sequences.

Ndurumo (1993) defined specific learning difficulties as a condition where learners exhibit a disorder in one or more of listening, reading, speaking and talking. MOES (2001) defines SLD as a disorder in one or more of the basic processes involved in understanding or inability to listen, read, write, think, spell or do arithmetic calculations. I feel SDL can be as an unexpected and unexplained condition, occurring in a child of average intelligence characterized by significant delay in one or more areas of learning.

2.3 Acquisition of reading skills among learners with learning disabilities

According to Wender (1981), children to whom the term learning disability is applied often demonstrate both types of problems, which are behavioural syndrome and the difficulty in learning specific academic skills. The developmental nature of these problems is suggested by the observation that symptoms of both SLD and ADD are normal when seen in young

children and change with advancing age following normal developmental sequences. For example the kind of errors made by reading retarded children such as persistently reversing letters and words, are a normal aspect of the younger child's performance. Also, the cluster of symptoms that are characteristics of the behavioural syndrome would be normal if they occurred in a younger child. This is why when first identified, these children are frequently labeled as 'immature'.

Many of the neurologic soft signs identified in populations of learning disabled children are manifestations of immaturity of neurologic functions rather than indicators of structural pathology. For example, the execution of rapid, rhythmic movement task that is typically slow and accompanied by excessive associated movement (motor overflow) qualities that are normally seen in a younger child's performance. They gradually improve following normal developmental sequences but at a slower rate. A study of the reading performance of adults with histories of reading disability as children revealed basic reading skills considerably below those of IQ matched control subjects, similarly, children with a history of significant language delay usually outgrow speech problems but then continue to demonstrate poor language function compared to age and IQ matched control subjects.

Adults with a history of ADD during childhood frequently continue to display the emotional and cognitive problems that characterized their earlier years.

Ogonda (2002) states the following characteristics the learners have difficulty in picking out the most important points from a passage, disregarding punctuations, missing out a line, reading the same line twice or repeatedly losing his/her place while reading.

Failure to answer direct questions from a text, transposition that is reading words in the wrong way. For example, it ran away: away it ran. Hesitant, labored or slow choppy reading due to problems of word attack. Learners experiencing problems with telling direction of b,d,q,p and correct sizes of letters. Difficulties with the transfer of visual information to motor movement where the learner may find it difficult to write what he/she sees substitution e.g the house (horse).

Wender (1981) characterizes these problems as the following. Delays in pre-school skills – this was trouble learning true concepts, avoids activities like drawing, coloring, cutting, draw

poorly, slow to learn sequences and slow to identify letters. In poor spelling, he/she leaves out sounds, adds extraneous sounds, reverses letters, words and spells common words phonetically. In poor handwriting, spacing the words poorly, persistent reversals, slow to read and confuses little words like 'then' 'of' 'for', reverses words as in pronouncing common words phonetically. Slow to learn mathematics and confuses 6 and 9, 2 and 5, subtract from bottom number, slow to learn to borrow and carry, reverses numbers, trouble retaining number facts and time tables in the specific learning difficulties. Also, it states symptoms of learning disabilities of attentional deficit disorder (ADD) that is trouble finishing work, easily distracted, poor concentration, loses track of instructions, hyperactivity, meaning to be restless, aimless change of activities, easily bored.

Mwaura (2002) pointed out the following characteristics of learners with learning difficulties in English. The learners are unable to copy from a given object, have verbal expression problem, they have reading problems such as confusing similar words and letters, have spelling problems such as incorrect order of letters and difficulties in associating the correct sound with appropriate letters. These learners are sometimes unable to perform with their hands or legs e.g cutting, kicking and cutting with scissors. These learners have speech and hearing problems that have nothing to do with ear problems; they may also have memory and thinking problems.

2.4 Factors influencing the acquisition of reading skills among learners with disabilities

Some factors which influence the acquisition of reading skills among learners with disabilities include resource availability, socio-cultural factors, curriculum factors government policy and teachers' attitudes and skills in handling learners with learning disabilities.

2.4.1 Resource allocation

Acquisition of reading skills does not mean fewer resources for children with learning disabilities, but efficiency and equity in the use of available resources among those with learning disabilities in the school (Oriado 2003). Most schools lack adequately trained teachers and other support staff with knowledge in special needs (Oriado 2004).

According to Ngugi (2008), lack of trained teachers is the main barrier to acquisition of reading skills. The teacher ration in Kenya is 1:50. This is contrary to the western world

where the ration is as low as 1:15 or less. Instilling acquisition of reading skills is difficult considering the large numbers of learners in a class. Randiki (2002) agrees that limited personnel for example a high number of teachers are untrained in special education peripatetic among others thus making teaching of reading skills acquisition difficult.

According to Oriedo (2003) schools are experiencing limited collaboration among learners with learning disabilities support systems. Mulama (2002) agrees that some staff lack guidance and counseling skills to support learners with learning disabilities and their teachers. Lack of resourcefulness affects acquisition of reading skills. A lot of community resources lie idle for most periods while they could be used to facilitate learning activities for example mosques and church buildings are used only a few days in a week while schools around them are overcrowded (Ngugi,2008). Some teachers do not share teaching resources with their colleagues and locked up resources end up being wasted as they age while they would have benefitted more learners (Adoyo 2002).

2.4.2 Socio – cultural factors

A function belief, cultures and tradition greatly hamper the provision of services for individuals with learning disabilities (Ngugi 2008). According to Abusi (2003), superstitions that view disability as a curse from the gods are among factors that contribute to general apathy and disregard of children with learning difficulties in Kenya.

Ignorance and lack of awareness has allowed the continued violation of the rights of children with learning disabilities. In some communities where such children are considered taboo or bad omen, hence parents lock them in their houses for long hours (Adoyo, 2004).

Ihumma (1984) summarized the beliefs of the Etiology of disabilities as: a curse from gods, breaking law and family sins, offences against gods, witches and wizards, adultery, misfortune, illegal or unapproved marriage, shows the omnipotence of a god. Evil spirits, killing of a certain forbidden animal, a warning from God and fighting elders during harvest and planting seasons. According to Smith (1998) attitude depends on the social context concerning particular group of people such as the mentally disabled or even situation and trends in the society generally.

Inequality in a community is facts of life. There is need to understand the scientific cause of special needs and also implications for people with disabilities. As such attitudes may not necessarily be reduced to give attitudes towards persons with learning disabilities.

Individuals with disabilities in Kenya experience difficulties due to the in built socio-cultural and economic prejudice, stigmatization and neglect (Orindo 2003). High unemployment are leading to malnutrition and lack of basic provision to children (Ngugi 2008), Oriedo (2003), argues that harmful traditional practices and attitudes which inflict physical and psychological damage to children may contribute to learners having learning disabilities.

2.4.3 Curriculum factors

According to Koech (1999), the Kenyan school curriculum is inappropriate in that, there is inaequate educational facilities, equipments and services for children with learning difficulties. Poor quality teacher training in which there is lack of long-term professional development. In-service training for teachers is rarely required or planned for teachers (Oriedo 2003).

According to Mutua (2001), the absence of mandatory legislation supporting earners with problems in acquisition of reading skills has resulted in the provision of inadequate services. According to Ngugi (2008), there is limited flexibility of the curriculum because learners are exposed to the same curriculum whereby learners are expected to pass same examinations. Learners with learning disabilities cannot compete with the extensive content. According to Mulama (2004), curriculum is too rigid, that is, it is not flexible for specific needs of learners. (Oriedo 2003) agrees that there is a failure of curriculum to address the specific subjects that will cater for special needs of learners for life long conditions.

The competition that is emphasized in examinations and selection of learners for promotion to higher levels by mean scores does not consider learners with special needs (Oriedo 2003). According to Ngugi (2008), laying of a lot of emphasis in the media about children/candidates who had excelled in national examinations makes the schools not willing to admit learners who have special needs. Class size and teacher to student ratio are very high, making individual instruction difficult or impossible (Ngugi 2008). The failure of the school curriculum to address learners with reading difficulties that would cater for special needs of learners for life long education (Mulama 2004).

The curriculum almost has no provision for education, some groups of learners such as those with problems in acquisition of reading skills. The curriculum is wide, making it difficult to assist learners with learning disabilities (Mulama 2008). Assessment is geared towards the spirit of competition rather than cooperation (Kulgemas 2004). Teachers' inability to communicate in a medium of instruction which the learners understand (Oriodo 2003).

The Kenyan school system remains highly examination oriented (Muchiri and Robertson 2000) resulting in the ranking of schools, as a consequence, the benefits of education for children who are unlikely to succeed in national examinations are unclear to those supervising the system (. The failure of school curriculum to focus on the life skills has also been detrimental (Oriodo 2003). Research in special education has not received significant attention because of lack of specialized technical personnel incentives (Oriodo2003). High rates of tuition resulted in non-starters and dropout from special education programs (Oriodo 2003). Lack of statistics on the status of children with disabilities makes it difficult for the government to plan adequately.

2.4.4 Teacher skills and attitudes in handling learners with special needs education.

The number of teachers is minimal (Gethin, 2003). Of the few teachers trained in special education lack confidence in their ability to instruct students with exceptional needs (Muchiri and Robertson, 2000). Teachers who perceive themselves as confident enough to include students with disabilities appear to hold more positive attitudes towards inclusive education (Schwartz 2001). The teacher's attitude towards the inclusion of students with learning disabilities into mainstream setting may be influenced by the severity of the disabilities experienced by such students (Schwartz2001). Teachers view the inclusion of students with disabilities into mainstream setting as difficult and stressful (Otiato 2002).

The need of collaboration with several support staff has resulted in tension and confusion (Schwartz 2001). Further, the inclusion of students with learning disabilities into regular classrooms is viewed by teachers as contributing to increased work load (Ngugi 2008). Moreover, teachers appear to be concerned about the non-acceptance of such students by their non-disabled peers (Praisner 2003). Some teachers may object to having learners with learning disabilities in their class or school, fearing that the learner will lower the mean score

for their class or school. This results from assessment made which is geared towards exams (Ngugi 2008). According to Mulama (2002), many teachers think that working with a child with disability or other special needs calls for technical training. SNE has been magnified by the belief that it is very special and only for special teachers trained in special institutions.

This has led to even the education officers avoiding to carry out inspection in special education programmes as they may not understand the 'special world'. Thus the regular teacher may refer the learner with learning difficulties to special unit or school, hence denying them the chance to learn in the natural setting in the neighbourhood (Allen, 2001). The teacher may have low expectations from the learner with learning disabilities and may not give him/her challenging work. This may make the learner give up trying as his/her efforts are not appreciated (Randiki 2002). Some school teachers are resistant to change. If one feels that his/her job is threatened particularly if one has experienced failure in his/her class. According to Adoyo (2002), some teachers fear responsibility and stress from added responsibility. Mulama (2001), some teachers have a feeling of being exploited (more work without pay).

2.4.5 The government policy

The government of Kenya is committed to the protection of equal opportunities to persons with learning disabilities. The government has developed a number of policy guidelines on SNE dating back to 1964. These include: Committee of care and rehabilitation of the disabled led by Ngala Mwendwa (1964), Ominde Commission Report (1964), National Education Commission on education objectives and policies (Gacathi Report 1976).

Other commissions that have given policy guidelines on special needs education include: the Presidential Working Committee on Education and Training for the next decade and beyond (Kamunge Report, 1988). The totally integrated Quality Education (Oriendo). The Ominde Report (Kenya Education Commission, 1964) recommended that children with mild handicaps like learning disabilities be integrated to learn in regular schools.

The National Education Commission (Gacathi Report, 1976) recommended several measures to address SNE. These include:

- i) Coordination of early interview and assessment of children with special needs.
- ii) Creation public awareness on causes of disabilities to promote prevention.

- iii) Research to determine the nature and extent of handicaps for the provision of SNE.

Other government initiatives to develop policy guidelines include the Presidential Working Committee (Kamunge Report – 1988) on Education and Training for this decade and beyond which emphasized deployment of SNE inspectors at district level and the totally integrated Quality Education and Training Taskforce (Koech Report 1999), which recommend the establishment of a national special advisory board noted that there is no comprehensive SNE policy or legal framework despite the existence of various policy guidelines on SNE.

The persons with disabilities act (2003) provide a comprehensive legal framework which outlaws all forms of discriminative treatment of persons with disabilities. The act is principle to address issues of disability to eliminate discrimination of all forms towards individuals with disabilities. This includes access to education and training. It provides for adaptation of infrastructural, socio-economic and environmental facilities to ensure a conducive environment for persons with special needs.

The Children Act (2001) harmonises all existing laws and policy on children into one document. The act aims at improving the well being of all children. The act therefore provides a legal environment through which reinforcement of the rights of learners with special needs can be realized. The gender policy in education singles education for learners with special needs as an area for learners with special needs, the government will provide an enabling (legal ad policy) environment for SNE learners. This will be done through flexing curriculum, providing trained personnel, equipment and facilities and ensuring accommodative physical infrastructure for SNE learners. Several policy recommendations and strategies are outlined in gender policy which has been incorporated elsewhere in this policy specific focus. This policy states in parts to increase participation, retention and completion (Oriedo 2002).

2.5 Conceptual Framework

Independent Variables

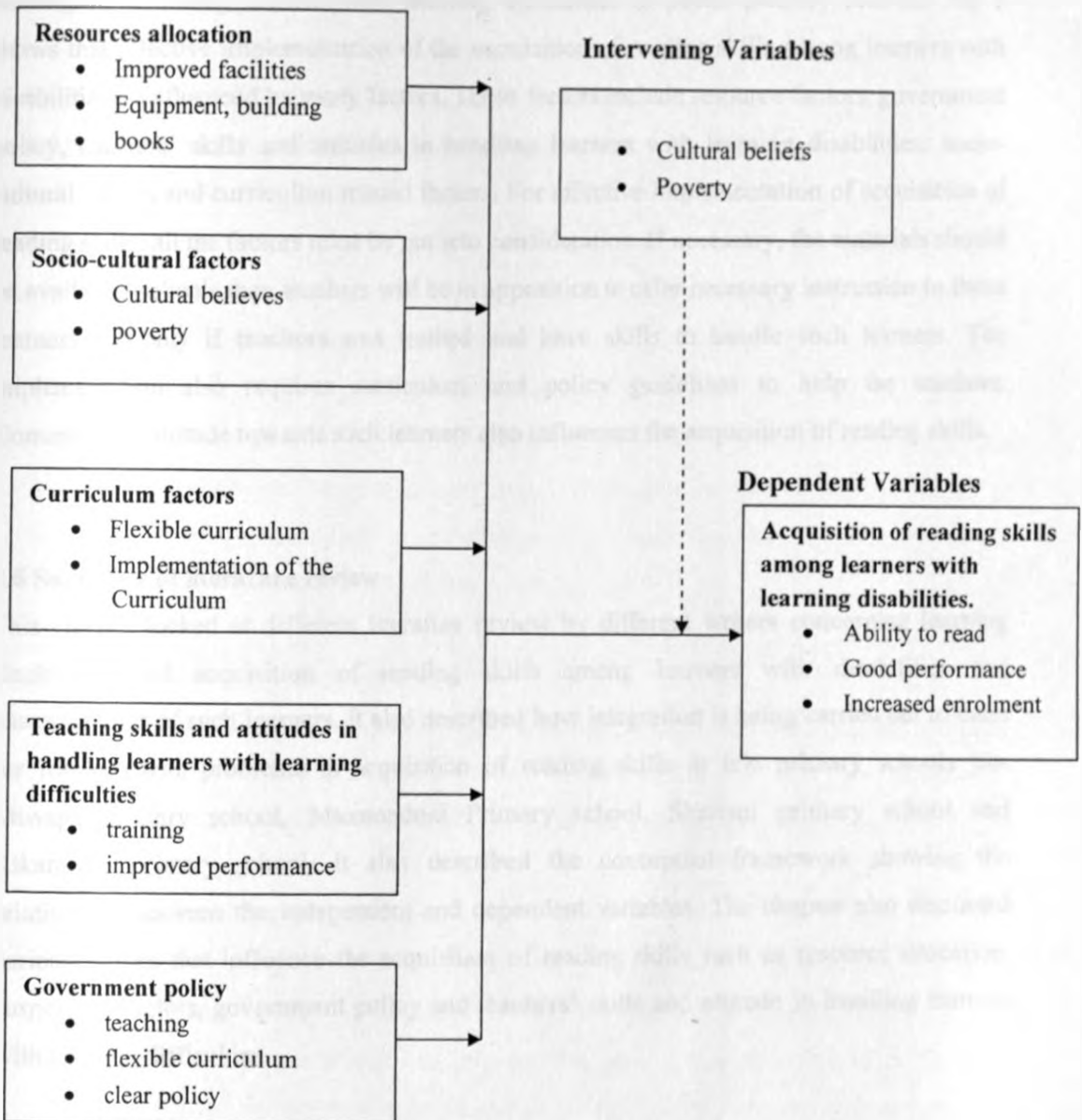


Figure 1: Conceptual framework

Explanation of the conceptual framework

The diagrammatic presentation is a framework of the factors influencing the acquisition of reading skills among learners with learning difficulties in public primary schools. Fig 1 shows that effective implementation of the acquisition of reading skills among learners with disabilities is influenced by many factors. These factors include resource factors, government policy, teachers' skills and attitudes in handling learners with learning disabilities, socio-cultural factors and curriculum related factors. For effective implementation of acquisition of reading skills, all the factors must be put into consideration. If necessary, the materials should be availed to schools then teachers will be in apposition to offer necessary instruction to those learners but only if teachers are trained and have skills to handle such learners. The implementation also requires curriculum and policy guidelines to help the teachers. Community's attitude towards such learners also influences the acquisition of reading skills.

2.6 Summary of literature review

This chapter looked at different literature review by different writers concerning learning disabilities and acquisition of reading skills among learners with disabilities and characteristics of such learners. It also described how integration is being carried out to cater for learners with problems in acquisition of reading skills in few primary schools like Mtwapa Primary school, Mtomondoni Primary school, Shariani primary school and Kikambala primary school. It also described the conceptual framework showing the relationship between the independent and dependent variables. The chapter also discussed various factors that influence the acquisition of reading skills such as resource allocation, curriculum factors, government policy and teachers' skills and attitude in handling learners with learning difficulties.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the description of research methodology in the area of study, the target population of the study, the sample, sampling procedure, research instruments, validity, reliability, data collection procedure and data analysis technique.

3.2 Research design

In this study, the researcher used a descriptive survey research design. Orodho (2004) says that descriptive survey design, despite suitability for exploration and preliminary guide, allows the researcher to summarise and interpret information for analyzing data. The researcher chose this design in order to gather information from a number of respondents and to facilitate authentic results of the research study. Kevlinger and Mouldy (2003), concur that descriptive survey design is used to gather data from a larger population at a particular time with the intention of describing the current situation.

3.3 Target Population and Sample size

Kilifi County has 92 schools (Kilifi Education Office, 2012). The study targeted ten public primary schools within Kilifi County. It focused on ten head teachers, thirty four teachers and twenty four parents of children with learning disabilities giving a total of 68 respondents.

3.4 Sample size and sampling procedure

Stratified sampling technique was used to select ten schools with their head teachers and parents of children with learning disabilities. The population was confined to schools in Kilifi County. In this study, samples of 68 respondents were either interviewed or filled the questionnaires. Since the proportion of the population having the requisite characteristics was estimated at 50% the sample size was determined as follows:

$$n = \frac{z^2 pq}{D^2}$$

Where n- is the desired sample size (if the target population is greater than 10,000)

z- the standard normal deviate at the required confidence level.

p- the proportion in the target population estimated to have characteristics being measured.

q- 1 – p

d – The level of statistical set. Since the target population is less than 10,000. The final sample estimate (nf) will be calculated as follows:

$$\frac{nf - n}{1 + n/N}$$

$$1 + n/N$$

Where: n/f – The desired sample size (when population is less than 10,000)

n– the desired sample size (population is more than 10,000)

N- The estimate of the population size (Mugenda and Mugenda 1999).

In order to get equitable representation, stratified sampling was employed with the aim to reach 10 Head teachers, 34 teachers and 24 parents of children with disabilities bringing a total number of 68 respondents.

Table 3.1: Population and sample description

Target population	Population	Sample size	%
Head teachers	92	10	14.7
Teachers	1618	34	50
Parent of learners with disabilities	1706	24	35.3
Total	3416	68	100

Sources (Kilifi Education Office 2012)

Random samples were to be taken from within each group in the proportion that each group bears to the population as a whole. The purpose of stratification was to ensure that the sample mirrored the characteristics of the population.

3.5 Tools and instruments

Primary data was collected using interviews for head teachers and parents and questionnaires for teachers.

a) The questionnaires

To achieve the purpose of this study, self administered questions were developed based on the literature related to the factors influencing the acquisition of reading skills among learners

with disabilities in public primary schools. According to this method, a standard list of questions relating to the particular investigation was prepared. The questionnaire had both open and closed ended questions. The questionnaires were administered to the teachers.

b) Interviews

The researcher interviewed the school head teachers and parents of children with learning difficulties to get information from them for the study. The purpose of using interview method was to find more information and cater for any information that might have been omitted in the questionnaire. The interviews were designed to access the respondents' perception, feelings and attitude towards the acquisition of reading skills among learners with disabilities in public primary schools.

3.6 Validity and reliability of the research instruments

The validity of the study focused on the degree of responses in answering the questionnaire and participating in the interviews. The study was also reliable to give the intended results.

3.6.1 Validity of the research instruments

Orodho (2004) contends that validity concerns the accuracy with which the items generated measures what is supposed to measure. To check the validity of the instrument, a pilot study was conducted and the response from the pilot analysed to twine up the questionnaire. The sample from study was selected using random sampling technique.

3.6.2 Reliability of the research instruments

Reliability refers to the degree to which a measure supplies consistent results (Mugenda and Mugenda 2003). The study focused on the information gathered from the questionnaire and interviews from the pilot study.

3.7 Data collection procedure

The research assistants were well trained to assist in administering questionnaires and interviews for a period of three weeks. Data was collected by visiting schools and administering written questionnaires to teachers. The head teachers and parents of children with learning difficulties were interviewed to give further information with guidance to

answering research questions. Data analysis was done through out the process in order to compare findings.

3.8 Data analysis methods

Data was analysed using tabulation and percentages based on the information provided in the questionnaire and interviews. The data collected to test the hypothesis was interpreted using statistical package for social sciences (SPSS) software package. And there after the hypothesis was tested using chi-square as at 95% confidence level.

3.9 Ethical consideration

Before obtaining data from the respondents, the researcher sought permission from Kilifi Education office so as to carry out the research in the targeted areas. The researcher ensured that all the respondents were treated with respect and that the process of eliciting information from them did unnecessarily interrupt their social activities. The researcher also ensured that the collected information was kept with the highest degree of confidentiality.

Objectives	Variables	Indicators	Measurement	Data collection method	scale	Level of analysis
1. Determine the extent to which resource allocation influences the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County	<p>Independent variables Resource allocation</p> <p>Dependent variable Acquisition of reading skills among learners with disabilities in public primary schools.</p>	Improved facilities, buildings, Equipment, enrolment.	K(sh)	Interview questionnaires	Ratio	Frequencies Tabulations
2. Explore the affects of socio-cultural factors in the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.	<p>Independent variable Socio-cultural political factors</p> <p>Dependent variables Acquisition of reading skills among learners with disabilities in public primary schools.</p>	Enrolment	Enrolment	Questionnaire	Nominal	Frequencies Tabulations
3. Investigate effects of curriculum factors in acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.	<p>Independent variable Curriculum factors</p> <p>Dependent variable Acquisition of reading skills among learners with disabilities in public primary schools.</p>	Change curriculum	Enrolment performance	Questionnaire	Nominal	Frequencies Tabulations
4. To investigate teacher's skills and attitudes in handling learners with learning difficulties in the acquisition of reading skills in public primary schools in Kilifi County.	<p>Independent variable Teachers' skills and attitude in handling learners with learning difficulties.</p> <p>Dependent variable Acquisition of reading skills among learners with disabilities in public primary schools.</p>	Change of attitude training	Enrolment	Interview Questionnaire	Ratio Nominal	Frequencies Tabulations
5. Establish the influence of government policy in the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County	<p>Independent variable Teachers' skills and attitude in handling learners with learning difficulties.</p> <p>Dependent Variable Acquisition of reading skills among learners with disabilities in public primary schools</p>	Change of attitude training	Enrolment	Interview Questionnaire	Ratio Nominal	Frequencies Tabulations

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter is divided into two main sections. The first section deals with demographic information of respondents while the second section concerns itself with analysis of data relating to factors influencing the acquisition of reading skills among learners with disabilities. Responses from the interviews and the questionnaires were summarized in tables using frequencies and percentages. The rest of the data was presented in narrative forms where the most outstanding responses were mentioned.

4.2 Response rate

Interview and questionnaires were used in the collection of data. The interviews were administered to the 10 head teachers and 24 parents while the questionnaires were administered to the 34 teachers. The head teachers' interview schedules were the main research instruments while the parents' interviews were used to support the information on the head teachers' interview schedule. The instruments were dully filled and returned. The overall return rate was 100%. Analysis and data interpretation was based on these returns.

4.3 Demographic characteristics

Table 4.1 indicates the distribution of head teachers by qualification in the influence of acquisition of reading skills among learners with disabilities.

Table 4.1 Distribution of Head Teachers by Qualification

Qualification	Frequency	Percentage %
Primary One PI	3	30
Diploma	4	40
Approved teacher II	-	0
Approved teacher I	1	10
Graduate	2	20
Total	10	100

The demographic information and distribution of respondents by qualification clearly shows that most of the Head teachers are Diploma holders at 40% followed by Primary One P1 at 30% with only one approved teacher at 10% while there are only 2 graduate Head teachers all at 20%.

4.3.1 Distribution of teachers by Qualification

Table 4.2 Shows distribution of teachers by qualification in the acquisition of reading skills among learners with disabilities.

Table 4.2 Distribution of teachers by qualification

Qualification	Frequency	Percentage%
Primary One P1	15	44.1
Approve teacher III	3	8.8
Diploma	4	11.8
Approved teacher II	5	14.7
Approved teacher I	-	-
Graduate	7	20.6
Total	34	100

The demographic information on teachers shows that most teachers are P1 holders at 44.1% and the least being ATS teachers at 8.8%. There are only 7 graduate teachers at 20.6%

4.3.2 Parents qualification.

Table 4.3 shows distribution of parents by qualification in the acquisition of reading skills among learners with disabilities.

Table 4.3 Distribution of Parents by Qualification

Qualification	Frequency	Percentage%
Primary level & below	17	70.83
O level	5	20.83
Diploma	-	-
Graduate	2	8.33
Total	24	100

Majority of parents interviewed had gone up to Primary level or below and stands at 70.83% According to the information above; there is need for parents to further their education to O level or University level.

4.3.3 Gender of respondents

Table 4.4 shows distribution of respondents by gender in the acquisition of reading skills among learners with disabilities.

Table 4.4 Distribution of respondents by gender.

Characteristics	Gender	Frequency	Percentage%
Head teachers	Male	7	70
	Female	3	30
	Total	10	100
Teachers	Male	13	61.8
	Female	21	38.2
	Total	34	100
Parents	Male	8	33.3
	Female	16	66.7
	Total	24	100

According to the information above, there is a gender disparity as there are more female respondents in the area of study than male respondents. The male respondents were at 41.2% while the female respondents were at 58.8%.

Majority of the Head teachers were male 70% while female Head teachers were at 30%. This clearly shows that male teachers are dominant in managerial positions.

4.3.4 Status of the schools

Table 4.5 shows the status of the schools in the acquisition of reading skills among learners wit disabilities.

Table 4.5 Status of the schools

Characteristics	Frequency	Percentage %
Boys day	-	-
Boarding	-	-
Mixed day	7	70
Girls day	1	10
Special	2	20
Total	10	100

The study indicates that there were more mixed public primary schools that boys boarding or special schools. The status of the schools was at 70% mixed day schools, 20% special schools and 10% girls' schools.

4.3.5 Size of schools

Table 4.6 shows distribution of school size in the acquisition of reading skills among learners with disabilities in schools

Table 4.6 Information on size of schools

Characteristics	Frequency	Percentage%
Single streamed	2	20
Double streamed	6	60
Triple streamed	2	20
Four streamed	-	-
Total	10	100

The information clearly shows that most of the schools in the area of study were double streamed at 60% with few single or triple streamed. Single streamed at 20% and triple streamed at 20%. There were no four streamed schools.

4.4 Resource allocation

Table 4.7 shows analysis on resource allocation in the acquisition of reading skills among learners with disabilities in schools.

Table 4.7 Data pertaining resource allocation in acquisition of reading skills among learners with disabilities in schools

	Response	Frequency	Percentage %
Head teachers	Yes	2	20
	No	8	80
	Total	10	100
Teachers	Yes	2	5.9
	No	32	94.1
	Total	34	100
Parents	Yes	0	0
	No	24	100
	Total	24	100

According to information on table 4.7 it is quite evident that most of the schools do not have enough resources to cater for learners with difficulties in acquisition of reading skills.. 80% of the head teachers interviewed confirmed that the resources are not available. 20% of the Head teachers who agreed to have necessary resources were from special schools where they deal with one type of disability. 94.1% of the teachers confirmed that there were no enough resources while 100% of the parents came out clearly and defined access to any resources in schools to cater for learners with difficulties in the acquisition of reading skills.

5.9% of the teachers interviewed also agreed that their schools have resources to cater for learners with difficulties in acquisition of reading skills. This is a small number compared to 94% of teachers who responded negatively, meaning the resources for such learners are not there.

According to all the parents interviewed, the resources for such learners are not available in regular schools, thus making it very difficult to cater for such learners in regular schools.

4.5 Socio-cultural factors

Table 4.8 shows data analysis pertaining to socio-cultural factors in the acquisition of reading skills among learners with disabilities in schools.

Table 4.8 Data pertaining to socio-cultural factors in the acquisition of reading skills among learners with disabilities in schools

	Characteristics		Frequency	Percentage %
Head teachers	community's attitude	Positive	2	20
		Negative	8	80
		Total	10	100
Teachers	community's attitude	Positive	8	23.5
		Negative	26	76.5
		Total	34	100
Parents	community's attitude	Positive	0	0
		Negative	24	100
		Total	24	100

According to the information on the table community's attitude towards attending to learners with disabilities in acquisition of reading skills is really negative. 20% of Head teachers agree that the community's attitude towards inclusion of learners with reading difficulties is positive since they would like to see their children learning in the same environment. They don't care about the performance of the children but they would like their children to be accepted and not discriminated against while 80% of the Head teachers see the attitude as negative because they feel children with difficulties in acquisition of reading skills should be handled in special schools and also these children are overprotected by their parents. All parents interviewed are opposed to the idea of integration because they feel that the children will not be handled well and they also do nothing in those schools. 23.5% of the teachers also view the idea as positive while 76.5% are opposed to the idea.

4.6 Curriculum factors

Table 4.9 shows data analysis pertaining to curriculum factors in the acquisition of reading skills among learners with disabilities.

Table 4.9 Data pertaining to curriculum factors in the acquisition of reading skills among learners with disabilities

	Characteristics	Frequency	Percentage %
Head teachers	same curriculum	Yes	0
		No	10
	Total	10	100
Teachers	same curriculum	Yes	3
		No	31
		Total	34
	Rigid or flexible	Rigid	0
		Flexible	34
		Total	34
	Low mean score	Yes	30
No		4	
Total		34	
Parents	same curriculum	Yes	5
		No	19
	Total	24	100

From the table, all Head teachers are not for the same curriculum. They felt that learners with difficulties in acquisition of reading skills have a different curriculum that will put into consideration their needs. 8.8% of the teachers were for the same curriculum while 91.2% were opposed to it. 100% of the teachers interviewed felt that the present curriculum is too rigid and too much concerned with the mean score, that is why 88.2% of the teachers felt that learners with difficulties in acquisition of reading skills lower their class mean score. 20.8% of the parents would like their children to be taught using the same curriculum while 79.1% are opposed to it.

4.7 Skills and attitudes

Below is analysis on head teachers, teachers and parents attitudes and skills towards acquisition of reading skills among learners with disabilities in schools.

4.7.1. Head teachers' skills and attitudes

Table 4.10 shows the analysis of data pertaining to head teachers' skills and attitudes towards the acquisition of reading skills among learners with disabilities in schools.

Table 4.10 Data pertaining to Head teachers' skills and attitudes

		Characteristics	Frequency	Percentage
Head teachers	trained in special needs	Yes	2	20
		No	8	80
		Total	10	100
In-service	Yes	3	30	
	No	7	70	
	Total	10	100	
Necessary	Yes	4	40	
	No	6	60	
		Total	10	100
Attitude of teachers	Yes	3	30	
	No	7	70	
	Total	10	100	
Support for integration	Yes	10	100	
	No	0	0	
	Total	10	100	

The table shows that 80% of the Head teachers are not trained in special needs and 70% of them have never attended any in-service courses on inclusive education. 60% of the Head teachers do not have the necessary skills to handle learners with difficulties in acquiring reading skills and that their attitudes towards these learners are negative. All the Head teachers interviewed are in support of integrated or inclusive learning.

4.7.2 Parents' skills and attitudes

Table 4.11 shows the analysis of data pertaining to parents' skills and attitude in the acquisition of reading skills among learners with disabilities in schools.

Table 4.11 Data pertaining to parents' skills and attitudes

Characteristics			Frequency	Percentage %
Parents	in-service courses	Yes	0	0
		No	24	100
		Total	24	100
	Necessary skills by teachers	Yes	6	25
		No	18	75
		Total	24	100
	Attitude of teachers	Yes	9	37.5
		No	15	62.5
		Total	24	100

All the parents interviewed have never attended any seminar on integrated learning as they are not aware of such seminars and they feel that the regular teachers do not have the necessary skills to handle learners with difficulties in acquisition of reading skills and that they have negative attitude towards such learners.

4.7.3 Teacher's skills and attitudes

Table 4.12 shows the analysis of data pertaining to teachers' skills and attitudes in the acquisition of reading skills among learners with disabilities in schools.

Table 4.12 Data pertaining to teachers' attitudes and skills

Characteristics			Frequency	Percentage %
Teachers	trained in special needs education	Yes	15	44.1
		No	19	55.9
		Total	34	100
	In-service courses	Yes	13	38.2
		No	21	61.8
		Total	34	100
	Attitude of teachers	Yes	10	29.4
		No	24	70.6
		Total	34	100

On the other hand, 44.1% of the teachers are trained in special education and 61.8% of them have attended in-service courses on inclusive education. Most of the teachers have negative attitude towards these learners.

4.8 Government policy

Table 4.13 shows data analysis pertaining to government policy in the acquisition of reading skills among learners with disabilities in schools.

Table 4.13 Data pertaining Government policy

Characteristics			Frequency	Percentage %
Head teachers	Clear government skills	Yes	0	0
		No	10	100
		Total	10	100
	Learners with reading difficulties	Yes	10	0
		No	0	100
		Total	10	100
Teachers	Clear government policy	Yes	0	0
		No	34	100
		Total	34	100
	Learning together	Yes	5	14.7
		No	29	85.3
		Total	34	100
Parents	learning together	Yes	1	4.7
		No	23	95.3
		Total	24	100
	Government policy	Yes	1	4.7
		No	23	95.3
		Total	24	100

According to the information on government policy, 100% of the Head teachers interviewed agreed that there is no clear government policy on integration of learners with difficulties in acquisition of reading skills among the disabled learners. To justify their responses most of

them said that the government only talks about integration yet there are no clear policies or guidelines to be followed and that they do not enforce what they say.

All the Head teachers have learners with difficulties in acquisition of reading skills in their schools only that the degree is mild. Most of them are slow learners, those suffering from dyslexia and those with stammerers. Information from the teachers clearly shows that there are no clear government policies guiding integration of these learners. Only one parent knows about government policy at 4.7%. This makes it difficult to practice integration.

Table 4.14 Acquisition of reading skills

Acquisition of reading skills	Frequency	Percent
Good	1	1.5
Average	11	16.2
Poor	56	82.4
Total	68	100.0

Table 4.14 above has indicated that acquisition of reading skills among learners with disability in public primary schools in Kilifi County is poor 56 (82.4%). This clearly indicates that learners with disability in Kilifi County have a problem with their ability to acquire reading skills.

4.4.5 Testing Hypothesis

H1- There is asignificant relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

H0 – There is no relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

Table 4.15: Chi-Square Tests-relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.591 ^a	2	.000
Likelihood Ratio	17.535	2	.000
Linear-by-Linear Association	25.509	1	.000
N of Valid Cases	68		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .06.

The chi-square is significant (p value = 0.000) which is less than 0.05 (Table 4.15) indicating that there is a significant relationship between resource allocation and acquisition of reading skills among learners with disabilities in public primary schools in Kilifi county. As a result of the test, the hypothesis is accepted.

H0: There is no relationship between social cultural factors acquisition of reading skills among learners with disabilities in public schools in Kilifi County

H1: There is a relationship between social cultural factors acquisition of reading skills among learners with disabilities in public schools in Kilifi County

Table 4.16: Chi-Square Tests- relationship between social cultural factors acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	54.954 ^a	2	.000
Likelihood Ratio	46.359	2	.000
Linear-by-Linear Association	51.843	1	.000
N of Valid Cases	68		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .15.

The chi-square is significant ($p=0.000$) which is less than 0.05 (Table 4.16) indicating that there is a significant relationship between social cultural factors acquisition of reading skills

among learners with disabilities in public schools in Kilifi County. As a result of the test the alternative hypothesis is accepted thus leading to failing to accept the null hypothesis.

H0: There is no relationship between curriculum factors and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

H1: There is a relationship between curriculum factors and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

Table 4.17: Chi-Square Tests- relationship between curriculum factors and acquisition

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.479 ^a	2	.000
Likelihood Ratio	34.840	2	.000
Linear-by-Linear Association	42.328	1	.000
N of Valid Cases	68		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .12.

The chi-square is significant ($p=0.000$) which is less than 0.05 (Table 4.17) indicating that there is a significant relationship between curriculum factors and acquisition of reading skills among learners with disabilities in public schools in Kilifi County. As a result of the test the alternative hypothesis is accepted thus leading to failing to accept the null hypothesis.

H0: There is no relationship between teachers Skill/attitudes and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

H1: There is a relationship between teachers Skill/attitudes and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

Table 4.18: Chi-Square Tests- relationship between teachers Skill and attitudes and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.063 ^a	2	.000
Likelihood Ratio	28.759	2	.000
Linear-by-Linear Association	22.885	1	.000
No of Valid Cases	68		

a. 3 cells (50.0%) have expected count less than 5. The minimum expected count is .37.

The chi-square is significant ($p=0.000$) which is less than 0.05 (Table 4.18) indicating that there is a significant relationship between teachers Skill and attitudes and acquisition of reading skills among learners with disabilities in public schools in Kilifi County. As a result of the test the alternative hypothesis is accepted thus leading to failing to accept the null hypothesis.

H0: There is no relationship between Government policy and acquisition of reading skills among learners with disabilities public schools in Kilifi County

H1: There is a relationship between Government policy and acquisition of reading skills among learners with disabilities public schools in Kilifi County

Table 4.19: Chi-Square Tests-relationship between Government policy and acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	68.000 ^a	2	.000
Likelihood Ratio	10.424	2	.005
Linear-by-Linear Association	17.778	1	.000
No of Valid Cases	68		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .01.

The chi-square is significant ($p=0.000$) which is less than 0.05 (Table 4.19) indicating that there is a significant relationship between government policy and acquisition of reading skills among learners with disabilities in public schools in Kilifi County. As a result of the test the alternative hypothesis is accepted thus leading to failing to accept the null hypothesis.

Conclusion

The study clearly revealed that government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County. The study also revealed that the government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County. The study also revealed that the government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

Implications of the Research Findings and Recommendations

The study clearly revealed that government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County. The study also revealed that the government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County. The study also revealed that the government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County. The study also revealed that the government policy is a significant determinant of the acquisition of reading skills among learners with disabilities in public schools in Kilifi County.

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SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The research study sought to establish the factors influencing the acquisition of reading skills among learners with disabilities in public primary schools in Kilifi County.

Presented in this section are the summary, conclusion and recommendations of the study. The section ends with suggestions for further research.

5.2 Summary of the research findings and discussions

Data for this study was obtained from 10 schools which were selected through random stratified sampling. The sample size comprised of 10 primary school Head teachers, 34 primary school teachers and 24 parents of children with problems in acquisition of reading skills. All the interview schedules and the questionnaires were fully filled and returned. Research analysis was done by use of SPSS Computer program to obtain frequency tables and percentages. Research findings revealed the following.

Information from Head teachers and teachers shows that most of the schools lack necessary resources in handling these learners. 100% of parents also agreed that the regular schools lack necessary resources to cater for learners with difficulties in acquisition of reading skills.

According to the information gathered, most community members have negative attitude towards learners with special needs. Those with positive attitude would like to see their children learn in the same environment as those without reading problems and be accepted in their own community and not discriminated against.

The Head teachers felt that community has negative attitude and based their argument on the infrastructure of the schools. Most parents feel that the normal children will be misused by caring for those with special needs thus affecting their learning. Some parents even fear talking openly about their children.

According to the respondents, the curriculum is too rigid for learners with reading difficulties. All the parents who were interviewed also felt that the curriculum is too rigid for

their children and on the other hand teachers felt that these learners lower their class mean score while the head teachers pressurize them for mean score and the governments keeps on rating schools according to their mean score.

According to the information gathered from the study, 80% of the head teachers are not trained in special education. Only 20% are trained in that field and head special schools. Quite a number of teachers are trained in special education but those not trained are more. 70% of the head teachers have never attended any in-service course on special education. Only 30% have attended.

The head teachers also confirmed that most of their teachers have negative attitude towards integration even those who are trained in special education. Most of them trained just in order to get better pay. Most of the teachers with positive attitude towards inclusive education are those trained in special needs while those with negative attitude have not been trained or attended any in-service course on integration. Such teachers view special needs education as a bother and help in lowering their school mean score and should stick to special schools with special teachers. All the head teachers interviewed support integrated education.

100% of the head teachers interviewed accepted that there is no clear government policy to guide the implementation of integrated inclusive education. According to them there is only guidelines which are not followed to the latter. They are aware of inclusive education, but lack of resources hinders them from enrolling such learners. All the teachers interviewed confirmed that there is no clear government policy while all parents were not aware of such a policy at all.

5.3 Conclusion

Majority of head teachers interviewed were not trained in special needs education yet all of them knew about integration. Most of them had not attended any in-service courses on special education. This makes it very difficult for them to implement what they themselves do not know. It also means that they lack the necessary skills to handle learners with difficulties in acquiring reading skills.

Almost all the schools studied during the study had teachers trained in special education which means they are in a position too handle learners with reading difficulties but their schools lack the necessary resources for such learners. Most of the classrooms are

overcrowded with a ration of teachers to pupils as 1:60 making it difficult for teachers to handle learners with reading difficulties. Most of the learners with problems in acquisition of reading skills were just being contained in their classes but were not being taught. If the resources can be availed, then the teachers can handle learners with special needs in the same class.

According to the information gathered, there are no clear government policies on integrated programmes. The government talks about it just as a by the way and are not serious in implementing it. Parents are not even aware that all children should attend school in their community regardless of their disability. It was also found that there is poor monitoring of schools offering inclusive education by the educational official because for as now they are not even aware of the dropouts in those schools among learners with reading difficulties. This calls for the government to put in place a policy that will govern integrated programs so as to achieve the EFA goal of education for all.

The present curriculum needs to be adjusted as it is too rigid for learners with reading difficulties which hinder their performance. There is need for a flexible curriculum that cater for all learners. Continuous assessment should play a role in grading the learners to get rid of the mean score syndrome.

What came out more clearly is that some communities still have negative attitude towards learners with disabilities. They do not think that they are fit to learn with peers who have disabilities as they will be a burden to them. Some parents also over-protect their children who have disabilities and feel that they will miss that protection when taken to inclusive schools.

Teachers attitudes also influence the acquisition of reading skills. They view these children as a burden as they need to plan and scheme for them which takes a lot of time yet the remuneration is poor. Even those teachers trained in special education still view these children negatively as their main aim of training is to get a good pay slip. Some of the teachers venture into special schools because they are lazy and want to relax in schools with no mean score pressure and also get special allowances hence inclusion will force them to go back to what they ran away from. To curb this, the government needs to pay teachers well so that they can do their job whole heartedly.

Community members play a very important role in the education of their children as such, the government needs to sensitize parents on disability and special needs and the need for integration. These should be done through barazas and education days in schools. Even

religious leaders should spread this gospel their followers as most of them are the parents of children with learning difficulties. All stakeholders need to be involved for integration to be a reality in Kilifi County and Kenya as a whole.

5.4 Recommendations

The study indicated the following recommendations:

For integration to be a reality, the government should allocate enough funds to cater for various resources to meet the needs of learners with reading difficulties. All teachers joining teacher training colleges should be trained in special needs for a period of two years to enable them to be in a position to handle all learners with different diversities.

Government needs to employ more teachers so that the ratio can be 1:20 to enable teachers to handle learners according to their needs.

Teachers should be paid well in order for them to dedicate their time in helping learners with all diversities. Parents should be sensitized on the importance of integration and be able to appreciate their children. This should be done during barazas, educational days in schools and during religious functions by schools. The government should come up with a clear policy that gives the framework of integration. The policy makers should involve the stakeholders by using the bottom up approach and stop imposing on stakeholders.

A suitable curriculum should be put in place to cater for all learners. Continuous assessment to play a role in grading learners. All practicing teachers should be taken for in-service courses in inclusive education. Schools offering integrated programmes should be monitored regularly by education officers to curb dropouts.

5.5 Suggestions for future research

The study covered only one County. There is need to extend the study to other counties within the province and the country at large. To find out other factors that influence the acquisition of reading skills among learners with disabilities.

More investigation should be done on communities' attitude towards integrated programmes. A thorough investigation should also be done on communities' attitude towards learners with learning disabilities.

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APPENDICES

APPENDIX 1

LETTER OF TRANSMITTAL

P.O. BOX 133

MTWAPA

6th Jan 2012.

Dear Respondent,

RE: FACTORS INFLUENCING ACQUISITION OF READING SKILLS AMONG LEARNERS WITH DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN KILIFI COUNTY

I am a post graduate student at the University of Nairobi pursuing a Masters of Arts Degree in Project Planning and Management. I am conducting a study on factors influencing the acquisition reading skills among learners with disabilities in public primary schools in Kilifi County.

I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. The questionnaires have been designed for this research purpose only and the responses shall be treated with absolute confidentiality.

THE RESPONDENTS NAME SHALL NOT BE REQUIRED.

Thanks.

Yours sincerely,

Dorothy Muthoni Silas.

APPENDIX 2

INTERVIEW SCHEDULE FOR THE HEADTEACHERS

You are kindly requested to respond to the following interview. Any information given will be treated with confidentiality.

Academic qualification.....Gender.....

Name of School.....Years of experience.....

1. Does your school have learners with learning difficulties?

Yes () No ()

2. Does your school have enough resources to cater for learners with problems in acquisition of reading skills/

Yes () No ()

3. In your opinion, do you think that your teachers have the necessary skills?

Yes () No ()

4. Should learners with problems in acquisition of reading skills have the same curriculum as normal ones?

Yes () No ()

5. Are you trained in Special Education/

Yes () No ()

6. Do you take your teachers for in-service courses or seminars on how to handle learners with problems in acquisition of reading skills?

Yes () No ()

7. In your opinion, what do you think is the attitude of your teachers towards learners with difficulties in acquisition of reading skills?

.....
.....
.....

8. What is the community attitude towards the inclusion of learners with problems in acquiring reading skills in regular schools?

.....
.....
.....

9. In your opinion, do you think there are clear government policies on governing the inclusion of learners with difficulties in acquisition of reading skills in regular schools?

Yes () No ()

10. What do you think are the main factors that hinder the acquisition of reading skills among learners with disabilities?

.....
.....
.....

11. What do you think are the possible solutions to overcome these factors?

.....
.....
.....

12. What would you recommend to the education planners concerning the handling of learners with disabilities in acquiring reading skills?

.....
.....
.....

13. Do you support the inclusion of learners with problems in acquiring reading skills in regular schools?

Yes () No ()

Please justify your answer

.....
.....
.....

Thank you.

APPENDIX 3

INTERVIEW SCHEDULE FOR PARENTS.

You are kindly requested to respond to the following interview, any information given will be treated with confidentiality.

Academic Qualification.....Gender.....

Occupation.....

1. How many children with disability do you have?

2. Do you agree children with disabilities can learn well in the same school with their peers without special needs?

Yes () No ()

3. Are you aware of children with disabilities in acquisition of reading skills?

Yes () No ()

4. Do you think learners with problems in acquisition of reading skills should learn together with their peers without special needs?

Yes () No ()

5. Do you think that the regular schools have necessary resources to cater for the needs of children with problems in acquisition of reading skills?

Yes () No ()

6. Do you think that teachers in regular schools have the necessary skills to handle learners with problems in acquisition of reading skills?

Yes () No ()

7. What is the attitude of community members towards children with problems in acquisition of reading skills?

.....
.....
.....

8. In your opinion, do you think that learners with problems in acquisition of reading skills should have the same curriculum as those without special needs?

.....
.....
.....

9. Have you attended a seminar on special education?

Yes () No ()

10. Do you know that according to the government policy, every child should learn in the nearest school in his or her community regardless of their disability?

Yes () No ()

11. In your own opinion, what do you think should be done by the government to cater for all learners with problems in acquisition of reading skills?

.....
.....
.....

Thank you.

APPENDIX 4

QUESTIONNAIRE FOR TEACHERS

Kindly fill in the questionnaire. You are requested to tick in the correct box or fill in the blank spaces. Any information given will be treated with confidentiality.

Academic Qualification.....Gender.....
Name of Institution.....
Years of experience.....

SECTION A

1. What is the status of your school?

Day () Boarding () Mixed ()

2. What is the size of your school?

Single streamed () Double Streamed () Triple Streamed () Four Streamed ()

3. Which classes do you teach?

Lower () Upper ()

4. What is the total enrolment in your class?

5. Are you trained in special needs education?

Yes () No ()

6. If your response to question 5 is yes, in which area?
.....

7. Do you understand the term learning disabilities?

Yes () No ()

8. Does your school have learners with a problem in acquisition of reading skills?

Yes () No ()

9. Was there an increase in enrolment in your class after introduction of free primary education?

Yes () No ()

10. If your response to question 9 is yes, how many learners with problems in acquisition of reading skills do you have in your class?
.....

SECTION B

1. In your opinion, do you think most teachers have the necessary to handle learners with difficulties in reading skills?

.....

2. Does your school have enough resources to cater for learners with problems in acquisition of reading skills?

.....

3. As a teacher, are there major problems you face in teaching learners with problems in acquisition of reading skills?

.....

Please state some of the problems

.....

.....

.....

4. Have you attended any seminar in special needs?

Yes () No ()

5. If your response in number 4 is yes, list down some of the topics that were covered

i.

ii.

iii.

iv.

6. In your opinion, are there clear government policies on handling learners with problems in acquisition of reading skills?

Yes () No ()

7. In your opinion, what do you think is the attitude of teachers in handling learners with problems in acquisition of reading skills?

.....

.....

.....

8. Do you agree that learners with problems in acquisition of reading skills should learn together with their peers without disabilities?

Strongly agree () Disagree ()

Slightly agree () Do not agree ()

9. Should learners with problems in acquisition o reading skills have the same curriculum as those who don't have special needs?

Yes () No ()

10. Do these children lower the mean score in your school?

Yes () No ()

11. Is the school curriculum too rigid for learners with problems in acquisition of reading skills?

Yes () No ()

Please justify you answer

.....
.....
.....

12. What would you recommend to the education planners concerning the handling of children with difficulties in acquisition of reading skills?

.....
.....
.....

Thank you.