BARRIERS TO FULL PARTICIPATION OF LEARNERS WITH READING DIFFICULTIES IN PUBLIC PRIMARY SCHOOLS IN LANGATA DISTRICT, NAIROBI COUNTY-KENYA

By

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OCTOBER, 2014
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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To my husband Eston Onkundi, children Joseph and Naomi who supported me throughout the pursue for my master degree in special education.
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OPERATIONAL DEFINITION OF TERMS

Decoding - Is the understanding of the phenome-grapheere relationship, which involves the translation of printed word into a representation similar to oral language. Decoding enables the learner to pronounce words correctly.

Exclusion in learning - Having learners feeling lost or remaining idle in the regular classroom because of their reading difficulties while others are busy in various activities.

IEP- (Individual Educational Programme) is a statement that describes what the teacher and other professionals will do to meet the special needs of the learners in regular classrooms.

Inclusion- According to this study, inclusion is defined as active and meaningful participation in teaching and learning processes in regular classrooms.

Learning - It implies experiencing a change in behaviour that can be described in performance.

Reading remedial - Instructions planned with intent of correcting the problem diagnosed in children’s reading, this is according to this study.

Reading difficulty- these are the problems experienced by learners in learning processes.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Acronym</th>
<th>Full Form</th>
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<tr>
<td>ALEM</td>
<td>Adaptive Learning Environments Model</td>
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<tr>
<td>EARC</td>
<td>Educational Assessment and Resource Centre</td>
<td></td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FI</td>
<td>Full Inclusion</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<tr>
<td>IE</td>
<td>Inclusive Education</td>
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<tr>
<td>IEP</td>
<td>Individualized Education Programme</td>
<td></td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
<td></td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
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<tr>
<td>LD</td>
<td>Learning Difficulties</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>NCLB</td>
<td>No Child Left Behind</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>SNE</td>
<td>Special Needs Education</td>
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<tr>
<td>SIDA</td>
<td>Swedish International Development Corporation</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations Children's Education Fund</td>
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ABSTRACT

The aim of this study was to investigate the barriers to full participation of learners with reading difficulties in public primary schools. The objectives of the study were: to identify possible barriers affecting full participation, teachers’ awareness of non-participation of learners, extent to which full participation of learners exists and intervention strategies of learners with reading difficulties in Langata District, Nairobi County. The study adopted two models of full inclusion, namely; adaptive learning environments model and team teaching. In the study, the target population comprised 7 schools in Langata District with a number of 1018 learners, 58 teachers and 7 headteachers. This study employed descriptive research design. Purposive sampling was also used to select teachers and learners because they had the information needed. Quantitative data were first coded and entered in SPSS spread sheet and then screened for errors. All the gathered data were analyzed using descriptive statistics by use of frequency tables, pie charts, percentages and bar graphs. Tools used to gather primary data included questionnaires and interviews. Qualitative data were analyzed thematically by categorizing the data into themes in relation to the opinions, views and perception of the respondents. The research showed that teachers were qualified but not all were able to handle learners with reading difficulties, since most headteachers indicated that they could find learners with reading difficulty even in std 6, 7 and 8. The implications of these findings of the study were discussed and recommendations made to all stakeholders and policymakers to which was a call to all parties to review their roles with an aim of helping the learners with reading difficulty included in learning and participate in schools. The study also recommended that teachers should give equal opportunity to all learners in class especially those with reading difficulty. Emphasis should be made on the importance of use of learning materials and teaching strategies through in service courses.
CHAPTER ONE
INTRODUCTION

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, and significance of the study, delimitations and limitations, assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background to the Study

Reading Difficulties is a Learning Disability which means a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written words (Meese, 2001). In all the skills the children learn, reading is the most important; it is a means of gaining knowledge. Today, especially in the developing world, it is considered a fundamental skill required for success. Meese (2001) argues that 90 to 95 per cent of children with reading difficulties can overcome their reading problems if they receive appropriate assistance at an early age.

In USA, for example, one out of 5 pupils has learning difficulties (Nichy Disability Fact Sheet January, 2011). Almost 1 million children aged 6 to 21 years have learning disabilities where reading difficulty is included. In United States, special education is received in regular schools whereby one third of the children have reading difficulties. The USA has continued providing education in regular
public schools for such learners. Education for all children and individuals with disability act has established identification and assessment of children with reading difficulties. Training is done to some teachers in regular schools in special education whereby low teacher-pupil ratio is observed. Early intervention leads to improved academic performance and also saves parents from socio-economic stresses related to rearing a child with reading difficulty (Nichy Disability Fact Sheet January, 2011). Poor performance comes from the fact that reading is a basic life skill to every individual since it enables an individual to do a lot of activities both in and out of school. Lerner (2006) indicates that, in the US, 17.5% of the nation's school children, that is, about 1 million children encounter reading problem during the crucial first 3 years of schooling. Considering that in the US reading difficulty is actively addressed, one can presume that learners with reading difficulty in Kenya are at a higher percentage.

In England, Education Act 1997 sought to improve the system of provision for children with special educational needs. This achievement is through giving parents of children with special needs education rights to have a say in the education by expressing a preference for the maintained schools that their children should attend. The act reaffirmed the principles that pupils should be educated in mainstream schools unless it is incompatible with wishes of the parents. In this situation, the learners are supported to learn in an environment with high expectation and are expected to be actively engaged in all reading
opportunities thus determining the pupils' level of participating taking into account the approaches to assessment and intervention which are suitable for their age, ability and past experiences.

In Asia, India is thought to have approximately ninety million people with varying degrees of learning difficulties (Suanna & Sonia, 2005). There is no sufficient training of persons with special education in India. The learners with reading difficulties are considered as a burden to the schools and teachers. So, it is easy for them to be labelled as lazy, therefore, their learning situation is ignored. Majority of the schools in India are not well-equipped to handle children with reading difficulties (Suanna & Sonia, 2005). Such practices contradict the UNESCO Salamanca Conference (1994) statement that inclusion and participation are essential to human dignity and exercise of human rights. The statement expresses the fundamental principles of the inclusion which state that children should learn inclusively regardless of any difficulties to improve the social and academic development of all learners.

In Vietnam, teachers are looked upon as key agents for support of inclusion of learners with reading difficulties (SIDA, 2001). To achieve this inclusion of learners with reading difficulty, teachers are expected to develop and change attitude towards inclusion; hence, become better and responsible for all learners in school. Inclusion to reading difficulty welcomes all children focusing on how to learn inclusively and to make their learning meaningful and appropriate.
A study conducted in Southern Kordofan State of Sudan by Mwaura (2009) on reading difficulty suggests that education for all will work if more access and participation at all levels and allocation of resources is done in the classes. An article for reading difficulties in South Africa by Annandale on October 13, 2011 indicates that early diagnosis and intense intervention can significantly improve the reading capabilities of children with reading difficulty.

In Kenya, special education was established by religious and charitable organizations in mid-1940s. Starting as a modest outfit, the sector continues to expand, for instance, in 1968, 1,373 children enrolled in 26 special schools and units (Ndurumo, 2003). The number rose to 14,600 children and 479 programmes in 1998 (Koech Report, 1999). The government’s support of special education is evident through training of teachers at Kenya Institute of Special Education (KISE), developing curriculum at the Kenya Institute of Education (KIE) and in the management and supervision of the sector at the Ministry of the Education headquarters.

Full inclusion of learners with reading difficulty seeks to provide all students with collaborative, supportive and nurturing learning (Schwartz, 2005). Education is a basic human right with power to transform an individual (UNICEF, 2001). The examination in Kenya requires the pupils to decode and comprehend so as to answer the questions. Reading is one of the primary ways of learning while achievement of basic reading skills opens the way to all areas of learning. As a
result, the Kenyan society and the Ministry of Education are concerned about the poor performance in national examinations (Ministry of Education, May, 2009).

Consequently, children with non-conspicuous disabilities such as reading difficulty learn in regular schools within learning process which does not meet their needs. There are efforts made by the government of Kenya to offer early identification through assessment and intervention to children with various kinds of disabilities such as reading difficulty. This was done by the commission of education established to look into such matters of learners with learning difficulties where reading difficulties are included. The Gachathi report (1976) recommends that there should be clear identification and intervention of learners with special needs. This led to the introduction of education assessment and resource centres (EARCs) to perform identification and assessment of learners.

A study conducted by Arasa (2004) on reading achievement in slums indicates that, achievement of basic reading skills opens the way to all areas of learning. In most cases, not all learners are successful readers even in class eight, whereby all school subjects require reading skills to comprehend and answer questions in an exam. Runo (2010) suggests that problems that affect learning reading abilities can be eliminated. Hence, this present study addresses the factors affecting full inclusion of learners with reading difficulties in regular classes in Lang'ata District, Nairobi County.
1.2 Statement of the Problem

Reading is crucial to the academic, economic and social success of children (Lerner, 20006). Every learner should achieve reading skills which ensure access and active participation in general education. Salend and Spencer (2011) suggest that full inclusion improves the education system for all learners by placing them in general education classroom regardless of their learning ability with appropriate support. In addition, Farrell (2009) suggests that reading difficulty is predominantly a phonological problem; the brains of affected children are thought to be less efficient, implying that teachers are capable of enhancing reading abilities of learners with reading difficulty by employing phonetic teaching strategies. Some learners with reading difficulties are not given time to participate in the classroom. Large number of learners repeats classes due to continuous failure in academic work. For Kenya to achieve vision 2030, then it is important that full inclusion of learners with reading difficulties should be taken seriously in schools. Furthermore, Downing (2010) indicates that full inclusion ensures access to the core curriculum, and active participation in the general education with the necessary support services.

In Kenya, Arasa (2004) indicates a positive correlation between poor reading and academic performance of learners in schools in Nairobi slums. Runo (2010) also affirms that poor cognitive and language development lead to reading difficulties. Although both researchers indicate the plight of the learners, the issue of teaching and full inclusion as well as participation in day-to-day learning process was not
addressed. The failure to implement full participation of these learners in the teaching and learning process can lead to poor performance, hence creating a problem to the learners, parents and the whole society. Since learners in these schools are experiencing reading difficulties, they can be given enough time for remedial, teachers going to in-service training and use of resources. There is need to address this problem since there are barriers for learners with reading difficulties to participate fully in regular classrooms. It is with this concern that, this study intended to find out the barriers to full participation of learners with reading difficulties in regular schools in Lang’ata District, Nairobi County.

1.3 Purpose of the Study
The purpose of the study was to investigate the barriers which affect learners with reading difficulties in public primary schools in Lang’ata District, Nairobi County, Kenya.

1.4 Objectives of the Study
i. To identify possible barriers affecting full participation of learners with reading difficulties.
ii. To find out whether teachers are aware of non-participation of learners with reading difficulties in their teaching and learning processes
iii. To find out the extent to which full participation of learners with reading difficulty exists.
iv. To identify the intervention strategies being implemented to assist learners with reading difficulties.
1.5 Research Questions

i. What are the possible barriers that affect full participation of learners with reading difficulties?

ii. Are teachers aware of non-participation of learners with reading difficulties in their teaching process?

iii. To what extent is full participation of learners with reading difficulties exists in regular schools?

iv. What intervention strategies are being implemented to assist learners with reading difficulties to participate in learning?

1.6 Significance of the Study

The findings of the study are expected to be significant to the learners, parents, teachers, researchers and the government. The study suggests that support services facilitate the teaching and learning of children with reading difficulties.

The information gathered from the study may help the learners who have reading difficulties to be identified early so that they can be included in class participation. This then facilitates full participation of all learners through effective teaching and learning process in the same class. The findings also may help parents to collaborate with teachers in order to help their children improve their reading skills hence improving their academic performance. The government will improve the curriculum by adding more reading lessons in the syllabus.
Through the research findings, NGOs and other stakeholders could come in handy to support these learners to overcome their reading difficulties.

1.7 Delimitations and Limitations
The study was delimited to the class 4 learners who had reading difficulties and the teachers who teach them. The study was also delimited to the factors affecting full participation of learners with reading difficulties. The study was delimited to seven schools. This was done through random sampling. The fourteen schools were arranged alphabetically and the second school was selected. Time and financial constraints were some of the limitations in this study.

1.8 Assumptions of the Study
The study assumed that:

i. Learners with reading difficulties in classrooms in regular schools are not fully included in participating in the learning processes.

ii. Learners with reading difficulties are not identified early enough to receive help.

iii. Time for remediation for learners with reading difficulties are ignored as most teachers work for high average marks.

1.9 Theoretical Framework
This study was guided by two full inclusion models, Wang (1983) and Walter (1996). Wang’s (1983) Adaptive Learning Environments Model (ALEM), was designed to create school learning environments in which all students learned basic academic skills and increased their confidence in their ability to cope with
the social and intellectual demands of school. ALEM combines a prescriptive learning component consisting of highly structured and hierarchically organized learning component consisting of a variety of learning activities aimed at increasing learners' needs. Instruction is individually planned and each student is expected to progress through the curriculum at his or her own pace.

The ALEM classroom is organized to facilitate movement and simultaneous activities. Teachers circulate freely to provide instruction, tutoring or feedback. Learning tasks are broken down into small increments. Special educators are available to provide support as well as intensive instruction and students often collaborate in teaching and learning. Students in ALEM classes are taught to plan and monitor their own learning and are responsible for managing and completing learning tasks within certain time limit (Wang, Ruberstin, & Reynolds, 1985).

To facilitate and maintain the programme correctly, Wang (1983) designed the data-based staff development programme. This programme specifically helped teachers to improve their knowledge and skills in providing learning experiences that are adaptive to students' differences and which can be implemented in the regular classroom. ALEM requires terrific teacher commitment and that many teachers will not participate on their own free will (Fuchs & Fuchs, 1998). There are several positive outcomes for ALEM, such as improved relationship between special and general educators, positive effects of non-handicapped students serving as role models for handicapped students and the increased capacity of
handicapped students to work independently. Wang, (1985) claims that students have shown that positive students’ achievement and attitudinal outcomes had been found in ALEM classrooms.

The next model was team teaching which was designed by Walter (1996) whereby general education and special education teachers joined together and taught all students in one class as partners. Team teaching is effectively planned and supported with needed resource materials. According to Walter (1996), co-teaching occurs when the teachers are equal partners. They must both contribute to every phase of the classwork, including planning and evaluating. Successful team-teaching must be supported by necessary resource materials.

According to Cross and Walker-Knight (1997), team-teachers must honestly look at their personal willingness to collaborate, sharing a job that traditionally belongs to one person who takes a great deal of cooperation and highly skilled communication. These are some of the vital elements of team-teaching; district and building level planning issues, administrative support and leadership, capable and willing participants, staff development, balanced classrooms, scheduled co-planning time and pilot testing. Team teaching is not entered into lightly. Total administrative support and teacher commitment are necessary for this model to succeed. Team-teaching has been proven to benefit students by improving self-esteem and motivation along with enhanced academic performance. General education also increases its students’ academic performance and social skills. The
teachers also benefited from team-teaching by having increased job satisfaction and professional growth. The two theories helps the learners to adapt and create school learning environment in which all learners can learn basic academic and increase their confidence. The learners can participate freely in the regular classrooms to enhance motivation and academic performance. These two models if applied to learners with reading difficulties can enhance not only their motivation and academic performance but also their self concept.

1.10 Conceptual Framework
A learner’s ability to read and participate in class may be related to the relationship between the learner in classroom and the teacher. The factors that are within the environment while learning such as curriculum, time, teaching approaches, resources and support material may give the learner all the opportunities to read when given adequate instruction.

The barriers that hinder learners to fully participate in class can be overcome if the curriculum is given enough time, while teachers use correct teaching approaches by use of appropriate resources and support materials. The learners with reading difficulties can participate fully hence improve performance.
Fig 1.1: Conceptual Framework on barriers to full participation of learners with reading difficulties

Source: (Researcher’s Interpretation)
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter reviews literature related to the study on the barriers affecting full participation of learners with reading difficulties, intervention strategies being implemented to assist learners with reading difficulties into full inclusion access and participation of reading difficulty learners and whether teachers are aware of exclusion of children with reading difficulties in teaching and learning process.

2.2 Reading Difficulty
Reading difficulties is a learning disability which means a disorder in one or more of the basic psychological processes involved in understanding and written words (Meese, 2001). This impairment leads the learners to perform reading tasks below the level one would expect on the basis of their educational opportunities and physical health. Reading is also the ability to construct linguistic meaning from written representations of language (Holloway, 2001).

Children with reading problems have difficulty in recognizing letters and learning their sequence (Gargiulo, 2006). These learners have problems in recognizing simple words. The causes of reading difficulties have been identified by professionals, medics and researchers as brain injury, heredity and chemical imbalance (Friend, 2008). This can be brought about by brain being injured if the mother consumes alcohol, drugs or smokes, when she is expectant. Brain injury
can also occur because of head injury. On the side of heredity, some children inherit reading difficulty from mother or father. Therefore, if parents have reading difficulties, then the child may acquire the same traits from them. The chemical imbalances in the brain may also cause reading difficulty. The strongest difficulty to date is that of phonological processing since it is a primary area in which children with reading difficulties differ from one another (Farrel, 2009). Reading difficulty occurs when a reader lacks ability to translate written words to phonological segments so that items can be remembered and encoded. Such difficulty in reading can occur on many levels and may have several causes that manifest in different ways. Common problems in learners with reading difficulty include slow reading speed, poor comprehension when reading either aloud or silently and omission of words while reading and reversal of words (Friend, 2008). Idol (2005) argues that both younger and older children have many opportunities to practise the skills in meaningful reading and writing tasks.

If learners cannot read they may fail to be fully included in the learning situation because they may not be confident in themselves. Teachers may also not enjoy teaching, parents may likewise be confused and frustrated because learning to read is a sequential process and each skill builds on the previously learned one. Some learners are able to read a passage so fluently but when asked questions, may have little or no understanding of words (Friend, 2008). Such children can also be referred to as learners with reading difficulties because they have
problems in comprehension. Such learners may have short-term memory whereby they cannot remember even the simple words learnt. Therefore, reading difficulty can cause severe problems in reading and consequently in academic work even in people with normal intelligence (Salend, 2011).

In reading difficulty, there is a significant gap between the expected level of performance and actual achievement. In 1999, the centre for research in Norway studied a large family with reading problems. By evaluating the reading and writing abilities of about 80 family members across generations, the researchers were able to pinpoint the specific genes that are associated with reading and writing deficits.

It appears that reading difficulty may also have other causes other than inheritance since about half the people with reading difficulty do not come from families with a history of the problem (Gargiulo, 2006). Many theories suggest that functional problems in specific areas of the brain underline reading differently. Given the complicated demands on the human nervous system involved in reading, it is entirely possible that there are different problems in brain functions related to difficulty in learning to read. What is known is that 90% of the children diagnosed with reading difficulty have other language deficits (Lerner & Kline, 2006). Still other research suggests a possible link with a visual problem that affects the speed with which affected people can read (Friend, 2008).
2.3 Possible Barriers
Learners with reading difficulties may not be able to participate fully in the teaching and learning processes due to some inadequacies such as lack of specialists and staff, lack of communication, negative attitude, inadequate training, curriculum and teaching. These barrier need to be addressed to enable the learners attain their optimal learning potential.

2.3.1 Specialists and Staff
Specialists and additional staff are needed to support students' needs. Coordinating service, and offering individual support to children, requires additional money that many schools do not have in this tight Kenya economy. Inadequate professional development for specialists and classroom teachers should be updated on the best practice of inclusion. This will help all learners to be provided with equal access to a challenging and flexible general education curriculum and appropriate services that help them to be successful in society (Salend, 2010).

Inadequate training is another barrier where trained teachers and paraeducators do not understand how to work with children with reading difficulties. The training is often inadequate or it may be fragmented and uncoordinated. For example, the magazine journal or urban teacher challenge (Recruiting New Teachers, 2002) reports that nearly 98 per cent of urban school districts have an immediate demand for special education teachers.
2.3.2 Lack of Communication
Lack of communication among administrators, teachers, staff, parents and students can also be a barrier to full inclusion. Time is needed for teachers and specialists to meet and create well-constructed plans to identify and implement modifications, accommodations and specialists' goals for individual students. Collaboration must also exist among teachers and parents to meet students' needs and facilitate learning at home (Friend, 2008).

2.3.3 Negative Attitude
Negative attitude is the greatest barriers associated with inclusion. These attitudes and stereotypes are often caused by lack of knowledge and understanding. Educators have negative attitudes towards students with special needs or have low expectations, they may not receive satisfactory inclusive education. The attitude and abilities of general education teachers and paraeducators in particular can be a major limitation in inclusive education (Toreno, 2011). Salend (2011) affirms that some parents may have concerns about whether their children would receive less teacher attention and acquire inappropriate behaviours.

2.3.4 Curriculum and Teaching
Curriculum can also be a great barrier to full inclusion; the general educators must be willing to work with inclusion specialists to make modification and accommodation in both teaching methods and classroom and homework assignment. Teachers should be flexible in how students demonstrate knowledge and understand written work. According to Salend (2011), special educators can
collaborate with general education classroom teachers on curricular and teaching accommodations, learning and classroom management strategies. The paraeducators should be included on the planning team to help understand student’s strengths and challenges, and the goals of students’ educational programmes.

2.4 Teachers' Awareness on Full Participation

Full inclusion of learners with reading difficulties is recognized as an important recent innovation (Salend, 2011). Few studies have been done to judge whether teachers are aware of full inclusion of learners with reading difficulties. It was also noted in the US that there is significant difference between regular classroom teachers and the special teachers with the latter having more positive attitude about inclusion (Salend, 2011). With the introduction of Free Primary Education (FPE) in Kenya, the teachers are not able to attend to learners with reading difficulties due to high teacher-pupil ratio. Full inclusion of children with reading difficulties can only be possible with teachers’ willingness to assist learners with reading difficulties beyond the stimulated learning time. This calls for change of teachers’ attitude for they determine the implementation of inclusion practices while in class if all learners are to be given equal chances of learning and participation.

Hartus (2006) argues that self-monitoring strategies make pupils aware of their own learning and capability of taking the initiative to ask questions or clarify
things. Furthermore, educators and other professionals are strongly encouraged to keep in the principle of individualization hence, supporting parallel instruction (Dittrich & Tutt, 2008). This will make learners to be fully included in the regular classrooms and can be practised in other subjects like science. Teachers can meet teachers of reading to identify the vocabulary that supports the key concept in units of instruction. The ability to learn can be increased if those who are involved in education understand what is involved in the learning process. Parents and teachers expect a pupil to do well in school through classroom assignment, quizzes and teacher’s work. If a student fails to meet everyone’s academic expectations, then this may result to frustrating the learner, teacher and parent. Lack of parental supervision and absence of support will also affect the performance of learners.

2.5 Access and Participation
Reading difficulty in school is a big problem that should be given greater attention by teachers, parents and the society. In every regular school, we have learners with reading difficulties who are not fully included because they do not participate and often may proceed from one class to another up to class eight with very low competency even to sit for Kenya Certificate of Primary Education (KCPE) examination. Over half of all students identified as having reading difficulties exhibit problems with reading (Lerner & Kline, 2009). These difficulties experienced by these youngsters are as varied as the children themselves. Some pupils have trouble with reading comprehension; others lack
word analysis skills or are deficient in oral reading (Gargiulo, 2003). Deficits in reading are thought to be a primary reason for failure in school. They also contribute to loss of self-esteem and self-confidence.

Dare and O’Donovan (2002), state that special education needs form the basis for the child’s failures. Therefore, if full inclusion of learners with reading difficulties does not exist in regular schools, then these children will complete primary education without gaining and benefiting from it. It requires the teachers or a special education expert to assess and identify these children in class and help them early enough in order for them to experience success in learning. If there is failure in implementing full inclusion, learners with reading difficulties may drop out of school because they are not gaining in class.

Many children fail to develop the essential skills needed for a successful response to education, so teachers need to introduce dialogue as a means of fostering the development and skills in the learners. As much as we have learners with reading difficulties, there should be active involvement of parents and the community in education for the wellbeing of students. Collaborative decision-making may facilitate the needs of learners being addressed appropriately and learners may understand the extent to which education can be provided to all children with reading difficulties in regular classrooms (Meese, 2008).
Parents and teachers should be aware of how their children are doing so that they can act immediately to be able to identify the problem. When students have reading-related difficulty, whether he or she has been formerly identified as having a difficulty or not, the key is to correctly determine the nature and source of a student’s difficulty, provide targeted instruction to remediate difficulties and increase skill levels and accommodate a student’s weaknesses and build upon his or her strengths (Farrel, 2009).

A pre-school learner should be checked, for example, if he or she has a much more difficult time than other learners in pronouncing or rhyming words in learning the alphabet (Lerner, 2003). If a learner shows consistent problems, then one may want him or her assessed for possible reading difficulties. Learners learn at different rates and not all of them will develop in the same way or at the same rate but most learners develop at a steady pace so that by the end of third grade, they are able to read appropriate material fluently with comprehension (Schwarz & Eileen, 2001). It is important that learners do not get too far behind in learning how to read. Reading difficulties are best addressed when they are taught at young age. Some learners are more likely to develop reading difficulties than others. It is important to know about these tendencies so that learners can be monitored and any difficulties taught early. Learners may be more likely to develop reading difficulty if they have parents with histories of reading difficulty.
2.6 Intervention Strategies

In an inclusive classroom, there are some interventions done to increase academic achievements. For example, there is the direct involvement in the Individualized Education Programme (IEP). This process provides a basis for general educators receiving the supportive services to help learners access and succeed in education (Salend, 2011). When a teacher uses IEPs, he or she may meet the needs of all learners in inclusive classroom. It will also help the learners to learn at their own pace. Schools are responsible for ensuring that parents can be truly partners in developing the child’s (IEP) (Friend, 2008). Once the approach is used, the learner can be fully included in regular classroom and can learn with the peers of the same age. Children learn best when they participate. This can be done by providing the learner with an opportunity to participate in inclusive classroom.

The teacher can also use phonemic awareness directly at an early age (Meese, 2001). In this case, the teacher can sound out words so that children can decode to practise the sound by reading language comprehension. Repetition and familiarity are critically important for children with reading difficulties (Daine & Ellen, 2002). Using music in teaching different subject areas makes learning interesting and motivating. Singing will also make the learner remember the content learnt. Language skills and pre-academic skills are also closely associated with reading for comprehension. These are appropriate ways of promoting early reading skills and positive peer interaction which helps to improve reading (Daine & Ellen, 2002).
The teacher’s knowledge and skills make long range decisions on instructional materials. Teachers are encouraged to give easy learning materials to learners with reading difficulties for easy manipulation. These learning materials stimulate the learner to work at his or her own pace. Easy learning materials also enable the learner to master the contents. Downing (2005) proposes those literature materials that are engaging, entertaining, and meaningful thus fun to read will enhance the literacy experience. There are some reading materials that are better than others. If there are some materials that are hand-made, they should be well-constructed and durable. Several products allow a child to touch a picture on a page and hear speech or sound effects that go with speech or sound effects that go with words. Learners with reading difficulties require repetition of work because they may not be able to accurately recall letter sound association thus making several reversal errors (Gavin, 2007).

It is important for learners to be taught reading skills. These reading skills include decoding, comprehension and retention (Meese, 2008). In decoding, the learners master each letter of the alphabet so that they are able to read the whole word (Crosser, 2002). This is done when a learner separates the letters and practise them, hence decoding becomes automatic. Comprehension is the second skill which will help a learner to gain understanding but depends on one’s ability to decode and master words. When the learners read a passage, they have to relate information so that they can comprehend. Retention is a skill where the learner
reads, he or she has to retain or remember what is read. Retention helps a student to keep the information for a long time, so that he or she can use it in future. Poor readers may use visually-based strategies, more than good readers (Palm, 2000). Farrel (2006) affirms that the learner should read and retain or remember words from established representation in long-term memory.

There is also need of providing extra instructional time to help learners achieve higher level of literacy that will enable them to be successful through their school careers and beyond. It is likely that children will need additional supplementary experiences in learning in the upper classes (Friend, 2008). As children proceed through the other classes, they are expected to learn from informational text with which they may have few experiences in the primary grades (Friend, 2008).

Parents are a valuable resource for professionals, since they have a greater investment in their children (Gargiulo, 2006). The most obvious way to get parents involved in reading is through target settings and activities. The joint target setting can strengthen relationships between parents and teachers to the benefit of the child. With their expert knowledge of the child, parents have much to contribute to planning. The teacher needs to recognize and listen to parents suggestion and ideas to consider them alongside their own experience of the child. When joint targets are set for working at home as well as at school, learners perform well in reading whereby consideration is given to targets which take into account the interest of the child (Gargiulo, 2006).
Reading difficulties can interfere with normal learning processes making the children less adaptive to their environment, participating in social, object exploration and interactions (Arasa, 2004). Use of resources and early remediation programmes makes significant differences in the development status of young children than later remedial effects. Children with reading difficulties require intensive instruction whereby they should be fully included in regular schools. These children require a period of daily one-on-one or small group instructions. Learning tasks are also very helpful in building the reading skills of children with reading difficulties (Lerner & Kline, 2009).

Furthermore, addressing the needs of children with persistent reading difficulties, even with excellent instruction in the early grade, some children fail to make satisfactory progress in reading. Such children will require supplementary services, ideally from a reading specialist who provides individual or small intensive instruction that is coordinated with high quality instruction from the classroom teacher (Salend, 2011). No Child Left Behind Act (NCLB) of (2001) requires that an adopted reading programme must have scientific verification that it is effective with high-risk student or the funding for the reading programme would be jeopardized.

2.7 Summary
The literature review shows that few studies have been done on reading difficulties in regular schools especially on full inclusion of learners with reading
difficulties. The causes of reading difficulties identified by professionals, medics and researches include brain injury, heredity and chemical imbalance. Learners with reading difficulties can be helped by teachers by developing (IEP) and other supportive services. Parental involvement and collaboration are equally important efforts for improving the learners’ reading skills.

Assessment and early identification as well as use of resources and in early remediation programmes make a significant difference in the development status of learners than later remedial effects. Early interventions provide families with remedial information about a child’s problem; this will help the parents and teachers to support and get resources that can be used in remediating the learner. Professionals world wide suggest that teachers should work closely with the learners with reading difficulties in classes and to ensure full inclusion and participation hence, enhancing quality and improvement of educational services for students with reading difficulties. This study could like to establish the extent to which this is applicable in Kenya. Likewise, studies that have been done locally have not addressed barriers to inclusion of learners with reading difficulties. They have only identified the reading difficulties in primary schools to show the status of learners with reading difficulty in regular classes disregarding how well they are included or not included in teaching learning process.

In conclusion, reading difficulties have been a problem in many schools in the world. For example, in US 17.5% of the nation school going children which is
equivalent to 1 million encounter reading difficulties (Lerner & Kline, 2009). The problem can be eliminated as spelt by Arasa (2004). This can be done if the learners are helped earlier enough, teachers are given in-service training on how to help the learners and learners given wordlists to read at home for Kenya to achieve vision 2030.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the research methodology that was adopted in the study. It covers research design, variables, and location of the study, target population, sampling techniques, sample size, research instruments, data collection techniques, data analysis and piloting. Lastly, logistical and ethical considerations are presented.

3.2 Research Design
This study used the descriptive research design and adopted quantitative and qualitative approaches. The descriptive research design was used to investigate the relationship between teachers' opinions towards full participation of learners with reading difficulties and their performance. There was also a large population which was used in the study hence was considered good. The design was chosen because of its ability to show the relationship between variables and describe the characteristics in a given situation (Sekaran, 2006).

3.3 Study Variables
In this study, the dependent variable was full participation of learners with reading difficulty while independent variables included the teaching approaches, curriculum, time, resources and support materials.
3.4 Location of the Study
The study was carried out in Lang'ata District in Nairobi County. This was because of its high pupil enrolment and presence of learners with reading difficulties as compared to other districts within the county.

3.5 Target Population
This is the number of members or the given population either large or scattered over a wide geographical area (Mugenda & Mugenda, 2003). The target population comprised 14 headteachers, 58 class four teachers and 1,018 learners. The total number of targeted respondents was 1083.

3.6 Sample and Sampling Technique
3.6.1 Sampling Technique
Purposive sampling was used to select teachers and learners because the learners with the reading difficulties were targeted from the large group. Each school gave five learners and three teachers totaling to thirty-five learners and twenty-one teachers. The group for observation was selected and given the wordlist to read while the researcher assistants recorded the omitted, added, substituted and mispronounced words to ascertain the presence of reading difficulty. Sampling predicts accuracy and average performance (Best & Khan, 2006).

3.6.2 Sample Size
In this study, systematic random sampling was used to get the schools. There are 14 schools in the district. Every 2nd school was selected giving a total of 7
schools. The headteachers, teachers and learners were purposively sampled as they had the information needed for the study. Each school gave a headteacher, and three class four subject teachers.

<table>
<thead>
<tr>
<th>Category</th>
<th>Target population</th>
<th>Sample size</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>14</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>Teachers</td>
<td>58</td>
<td>21</td>
<td>36</td>
</tr>
<tr>
<td>Learners</td>
<td>1,018</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1083</strong></td>
<td><strong>63</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

3.7 Research Instruments

The research instruments were questionnaires, interview and observation schedules. The instruments were designed with the research questions in mind.

3.7.1 Questionnaire for Teachers

In this study, the questionnaire sought to establish prevalence of learners with reading difficulties, teachers' preparedness in class and why learners were not improving their performance. The questionnaire was administered to class four teachers to find out how they managed learners with reading difficulty in their classes.

3.7.2 Interview Guide for the Headteacher

An interview gives opportunity to probe or ask follow-up questions to obtain data required to meet specific objectives of the study (Negil, 2005). Interviews were used to solicit information in determining the approaches used towards full
participation of learners with reading difficulties. The respondents were mainly headteachers who helped the researcher in obtaining pertinent information.

3.7.3 Wordlist for Learners
The wordlists were from progressive English class 4 and primary English which were given to learners with reading difficulty to read. The words that were omitted, added, substituted and mispronounced were recorded and the numbers of words read correctly were marked. The reasons for giving wordlist were to identify the reading level of each learner mainly mastery, instructional or frustration level.

3.8 Pilot Study
Pilot study was done on a small sample of people with similar characteristics to those in full study (Gervish & Lachy, 2009). The pilot study was conducted in St Mary Primary School. St. Mary’s primary school was purposely selected because it had learners with reading difficulties and it is different from the actual schools selected for the study. This piloting involved one headteacher and three class four subject teachers. The purpose of the pilot study was to establish the validity and reliability of research instruments.

3.8.1 Validity
Validity refers to the extent to which a research instrument measures what it is intended to measure (Orodho, 2004). The instruments were validated during the pilot study, which helped to measure the tools and give suggestions to make
improvement. This ensured appropriate vocabulary, wordlist and sentence structure used, questions were tested to identify whether they were suitable for the respondents. Validity was measured by having the instruments reviewed and evaluated by the researcher with the help of supervisors. Six teachers and a head teacher were used in the pilot study to help clarify the items in the wordlists and questionnaires. All the instruments were amended as per the respondent’s responses.

3.8.2 Reliability
Reliability helped to identify the extent to which questionnaire would produce the same results if used repeatedly in the same condition (Mugenda & Mugenda, 2003). The researcher used test re-test method on the selected sample group of subjects and administration of test was done after two weeks of the initial test. The instruments were given to the same respondents, and the scores were subjected to correlation testing using Spearman’s product moment formula. A correlation coefficient of 0.8 was established and hence considered sufficient for the study.

3.9 Data Collection Techniques
The researcher sought a permit from National Council for Science and Technology by presenting an introduction letter from Kenyatta University to collect data from the study area. The researcher then visited the schools to familiarize herself with learners, teachers and headteachers. Respondents were
informed about the purpose of the study and requested to voluntarily participate. Thus the informed consent was sought.

The researcher administered interview schedule to headteachers and questionnaires to teachers personally. The class four teachers were considered best suited to administer the pupils’ wordlist, since the learners were more accustomed to them. The researcher through training guided the teachers on how to administer the wordlist. The researcher and her assistants sat beside them and they indicated the words omitted, substituted, mispronounced, added and missed.

3.10 Data Analysis
Quantitative data were used to present the results in the form of charts and tables according to research questions. In terms of qualitative analysis, the researcher organized the data thematically and categorized into themes in relation to the opinions, views, and perceptions of the respondents. The quantitative data were first coded and entered in SPSS spread sheet and then screened for error. This was because of its efficiency and ability to handle large amounts of data upon the researcher establishing relevant categories. Empirical information gathered was also analyzed using cross tabulations, rankings and percentages. This was presented in form of tables and graphs.
3.11 Logistical and Ethical Consideration
A written permit to conduct the study was sought from National Council for Science and Technology and a letter from the Ministry of Education in Lang'ata District. Then the researcher proceeded to the schools and explained to the head teachers the purpose of the research, she elaborated on the kind of information the instruments generated. The researcher assured all respondents of the confidentiality of the information collected by requesting them not to include their names on the questionnaire. Lastly, the researcher booked appointment before data collection.
CHAPTER FOUR
DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction
This chapter deals with the presentation and analysis of data. From the analyzed data interpretations were made in order to come up with the findings of the study. Section 4.3 deals with methods of data analysis, followed by section 4.4 on results and discussion.

4.2 Methods of Data Analysis
After scoring, data were coded and data files prepared for computer analysis using the statistical package for social sciences (SPSS). Descriptive statistics, notably frequencies and percentages were computed for use in describing the distribution of the variables in order to understand the inherent relationships between results and the research questions. Qualitative data were analyzed thematically in relation to the options and views of the respondents.

4.2.1 Demographic Data
The data collected first sought to establish the demographic and social characteristics of the respondents. The main demographic features of the respondents featuring in the report included professional qualifications, age and gender, among others.
4.2.1.1 The Sampled Teachers by Gender

The first question sought to find out the gender distribution for teachers teaching language in class four.

Table 4.1: Sampled teachers by gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>19.05</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>80.95</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.1 summarizes the gender distribution of teachers in the district who participated in the study as respondents. The sampled teachers by gender had 4 male (19.05 %) and 17 females (80.95 %) from the study. Table 4.1 shows that female teachers are more than male teachers in Langata District, Nairobi County. Female teachers were preferred by learners in lower classes than in upper classes.

4.2.1.2 The Sampled Teachers by Age Bracket

The question sought to find out the age of the respondents sampled.

Table 4.2: Sampled teachers by age bracket

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>No. or teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>26-35</td>
<td>4</td>
<td>19.05</td>
</tr>
<tr>
<td>36-45</td>
<td>9</td>
<td>42.86</td>
</tr>
<tr>
<td>45-55</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td>Above 55</td>
<td>1</td>
<td>4.76</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>

According to Table 4.2, the mean age of the teachers in the study was between the age bracket of 36-45. This means that the majority of the teachers had 42.86 %
sampled by age bracket while the least 4.76% were between the age bracket 18-25 and above 55. The age range portrays that the teachers were neither too young nor too old and therefore may have adequate experience in teaching reading.

4.2.1.3 The Sampled Teachers by Length of Service

The question sought to find out the length of service of the teachers who were teaching in class four as seen in Table 4.3.

Table 4.3: Sampled teachers by length of service

<table>
<thead>
<tr>
<th>Length of service</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5</td>
<td>2</td>
<td>9.52</td>
</tr>
<tr>
<td>6-10</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>11-15</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td>Above 15</td>
<td>10</td>
<td>47.62</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.3 shows that most teachers had served for more than 15 years at 47.62%. These were the majority while the least had served for 5 years and below with a rating of 9.52%.

From the table above, most teachers had enough experience that could enable them to use appropriate methods such as giving individual attention to pupils with reading difficulties. Hence, they should be in a position of identifying the problems faced by pupils in their classes and seek collaboration with parents so that they can help their children at home through homework arrangements.
4.2.1.4 Sampled Teachers by Designation

This question sought to find out who can help the learners with reading difficulties appropriately. Table 4.4 shows the sampled teachers by designation.

Table 4.4: Sampled teachers by designation

<table>
<thead>
<tr>
<th>Designation</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>15</td>
<td>71.43</td>
</tr>
<tr>
<td>Subject teacher</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The researcher established that most teachers sampled with the highest respondents were 15 class teachers representing 71.43%, while the lowest being 6 teachers representing 28.57% of the total respondents were subject teachers. The fact that class teachers were more than subject teachers indicates that they were more likely to help the learners acquire skills and concepts appropriate to their difficulties since they were in better positions to make alliances with their families in their intervention efforts.

4.2.1.5 Sampled Teachers by Level of Education

This question sought to find out the level of education for the teachers who were teaching in class four. Table 4.5 represents this.

Table 4.5: Sampled teachers by level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI</td>
<td>7</td>
<td>33.33</td>
</tr>
<tr>
<td>Diploma</td>
<td>6</td>
<td>28.57</td>
</tr>
<tr>
<td>Degree</td>
<td>8</td>
<td>38.10</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>
According to the findings, the highest level of education by most respondents was the degree which had 8 respondents that is 38.10%. Also 33.33% were P1 representing 7 teachers, 28.57% were diploma representing 6 teachers and 38.10% representing 8 teachers had qualified university level of education with a Bachelor of Education degree as the highest academic qualification.

Table 4.5 indicates that the staff of teachers in such schools meant that a large percentage of them had a minimum level of education to be prepared well enough to teach learners with reading difficulty. Salend (2011) affirms that teachers with education and appropriate services can lead to a successful society. This is seen from figure 4.5 where we have many teachers with degrees as their level of education while Friend (2008) also cites there is a requirement that all teachers be highly qualified in the content areas when they teach students.

4.2.2 Barriers Affecting Learners with Reading Difficulties

The barriers affecting learners with reading difficulty is one of the objectives. The study focused on staff, curriculum and in-servicing teachers as some of the barriers that can impede progress for learners with reading difficulties. Removing these barriers and allowing access and participation of learners in classroom can help them to succeed in reading.
4.2.2.2 Sampled Teachers by In-service Training

Presented in the question is information on in-service training which was to identify the professionalism in teacher's career as seen in Table 4.6.

Table 4.6: Sampled teachers by in-service training

<table>
<thead>
<tr>
<th>In-service training</th>
<th>No. of teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>9</td>
<td>42.86</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>57.14</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.00</td>
</tr>
</tbody>
</table>

According to the study findings, the majority 12 (57.14%) of the respondents said that they have not gone to in-service training of learners with reading difficulty while 9 (42.86%) said they had attended in-service training.

From table 4.6, teachers felt that they could be more effective in assisting learners with reading difficulties through regular in-servicing on reading difficulty since most teachers 57.14% had not gone to in-service training. The learners can be taught in classrooms with specialized support services as needed based on a student individualized plan as cited by (Friend, 2008). Teachers with training on how to teach learners with reading difficulty see this as a very good model that can improve learning for all learners.

4.2.3 Non-Participation of Learners with Reading Difficulties

The question on non-participation of learners with reading difficulty was given to teachers. The question compared whether teachers excluded learners with reading difficulties in the class participation. The specific questions asked were to identify
the accessing and performing of individual learners with reading difficulties. Data was obtained from the teachers’ questionnaires on identifying learner’s class participation.

4.2.3.1 Learners’ Class Participation

The question sought to find out learners’ class participation in day-to-day’s learning activities.

Table 4.7: Learners’ class participation

<table>
<thead>
<tr>
<th>Class participation</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly well</td>
<td>15</td>
<td>71.42</td>
</tr>
<tr>
<td>Poor</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>Minimal</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

As it can be seen from Table 4.7, 15 (71.42%) of the teachers felt that the learners’ class participation is fairly well 3 (14.29%) of the said teachers reckoned that the learner’s class participation is poor, whereas another 3 (14.29%) were of the opinion that the learners’ class participation was minimal.

Ndurumo (2003) cites that assessment may be used in deciding the type of services the child needs and the type of intervention programmes to be instituted to motivate learners to participate.

4.2.3.2 Suggestions to Reduce Reading Difficulty in Learners

Presented in the question were suggestions sought to reduce reading difficulties in learners with reading difficulties. These were presented in Table 4.8.
Table 4.8: Suggestions to reduce reading difficulty in learners

<table>
<thead>
<tr>
<th>Suggestions to reduce reading difficulty in learners</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training teachers</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Teaching reading in pre-primary</td>
<td>11</td>
<td>55.0</td>
</tr>
<tr>
<td>Give remediation on reading</td>
<td>2</td>
<td>10.0</td>
</tr>
<tr>
<td>Learners to be given more practice in reading</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Give library books to read at home</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 4.8, the majority 11 (55%) of teachers indicated that teaching reading in pre-primary can reduce reading difficulty in learners, 6 (30%) indicated training of teachers, 2 (10%) indicated giving more practice in reading while the least was teaching reading in pre-unit and learners to be given more lessons in reading and giving library books to read at home.

The researcher observes that teachers did not consider teaching reading during pre-school years as an important intervention. Gargiulo (2006) affirms that learners with reading difficulty have difficulties in recognizing letters hence, the researcher was of the opinion that learners can be taught reading from pre-primary to reduce reading difficulties.

**4.2.3.3 Reading Periods in A Week**

The question sought to find out the reading periods in a week and the table below shows how the teachers responded.
Table 4.9: Reading periods in a week

<table>
<thead>
<tr>
<th>No. of teachers</th>
<th>No. of reading lessons</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>1</td>
<td>47.62</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>42.86</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>9.52</td>
</tr>
<tr>
<td>21</td>
<td>8</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The research findings in Table 4.8 indicate that, 47.62% of the teachers had just one (1) reading lesson, 42.86% had two (2) reading lessons a week; whereas 9.52% had five (5) reading lessons in a week. The learners did not have enough reading lessons to minimize their reading difficulties.

From the above table, if the learners are taught from pre-primary then it will reduce reading difficulty in learners. This study concurs with that of Lerner (2003) who cited that the early stages of reading development is critical to an individual success in reading. While Mecer and Mecer (2006) assert that practicing reading severally helps attain fluent reading.

4.2.4 Extent to Which Class Participation Exists

The teachers were asked to indicate the extent to which class participation exists in their classrooms. Data was obtained to indicate the teachers' responses on their own opinion.

4.2.4.1 Teachers' Opinion on Learners with Reading Difficulty

Presented in table below was the question that sought to find out the teachers opinion on learners with reading difficulty.
Table 4.10: Teachers’ opinion on learners with reading difficulty

<table>
<thead>
<tr>
<th>Learners with RDs’ class participation</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly good</td>
<td>5</td>
<td>23.81</td>
</tr>
<tr>
<td>Poor</td>
<td>11</td>
<td>52.38</td>
</tr>
<tr>
<td>Very poor</td>
<td>5</td>
<td>23.81</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

According to the research findings on teachers’ opinion on learners with reading difficulty, 5 representing 23.81% of the teachers were of the opinion that learners with reading difficulty class participation was fairly good; while 11 representing 52.38% felt that the participation was poor; and finally 5 representing 23.81% felt that the participation was very poor.

The learners had poor participation because of the reading difficulties they experienced. Lerner (2006) indicates that in the US, 17% of the nation’s school children have reading problems, so we can presume that learners with reading difficulty in Kenya is higher thus hindering them from participating in class.

4.2.4.2 Helping Learners with Reading Difficulty to Fully Participate

The question sought to find out whether teachers helped learners with reading difficulty to fully participate in the classroom.

Table 4.11: Helping learners with reading difficulty to fully participate

<table>
<thead>
<tr>
<th>Teachers Possibility status</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8</td>
<td>38.09</td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>38.09</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>9.53</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>3</td>
<td>14.29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
As indicated in Table 4.11, 38% representing 8 teachers showed willingness of helping learners with reading difficulty to fully participate in class to help learners with reading difficulties while another 38% representing 8 teachers agreed on the same. On the other hand, 10% representing 2 teachers disagreed that the students participated well in class but they could not read correctly through the wordlist given to them while 14% representing 3 teachers strongly disagreed.

From the table above, most teachers helped learners to fully participate. If the learners participated in class well, then they could overcome the reading difficulties that they were experiencing.

### 4.2.4.3 Learners with Reading Difficulty to Participate in the Classroom

Presented in the table below was the question that sought to find out the ways learners with difficulty could participate in the regular classroom.

<table>
<thead>
<tr>
<th>Table 4.12: Learners with reading difficulty to participate in the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Make word list charts</td>
</tr>
<tr>
<td>By teaching the learners the skills of reading</td>
</tr>
<tr>
<td>Give more exercises in reading</td>
</tr>
<tr>
<td>Remedial teaching to be given to them</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

According to the study findings on learners with reading difficulty to participate in the classroom, Table 4.12 showed that the majority of the respondents, 10
(50%), indicated that making wordlist charts can help to improve reading in the classroom, 5 (25%), indicated that teaching the learners the skills of reading, 4 (20%) indicated that giving more exercise in reading and the least was giving remedial teaching to the learners. This indicates that only 25% of the teachers were concerned about learners acquiring reading skills. Remedial was rated last 5%. The teachers gave reasons that they did not have enough time to help these learners in reading. These teachers hence support the idea of parallel instruction as cited by (Districh & Tutt, 2008) and (Hartus, 2006) affirms on monitoring strategies.

4.2.5 Intervention Strategies
The study intended to find out intervention strategies towards teaching learners with reading difficulties. Teachers’ opinion on intervention strategies were obtained through the questionnaires. Intervention strategies are used to help learners to access and participate in class.

4.2.5.1 Participation of Learners
In the question learners’ participation was sought and Table 4.13 below indicates how the learners participated in the regular classroom.
Table 4.13: Participation of learners

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving more exercises</td>
<td>2</td>
</tr>
<tr>
<td>Encourage them to read when they are free</td>
<td>12</td>
</tr>
<tr>
<td>Make more reading word lists</td>
<td>5</td>
</tr>
<tr>
<td>Giving them library books to read</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>

Table 4.13 shows the distribution of teachers with suggestions to improve participation of learners. The highest, 55%, was encouraging the learners to read when they are free. 25% noted that the teachers should make more reading wordlists while 10% noted that the teachers should give more exercises and give the learners more library books to read.

Table 4.13 shows that the teacher can determine the appropriate material to be used by a learner in the classroom (Mercer & Mercer, 2006).

4.2.5.2 Learners to be encouraged to participate equally

The question sought to find out how the learners could be encouraged to participate equally in the classroom. This is brought out in Table 4.14.

Table 4.14: Learners to be encouraged to participate equally

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving time to participate equally</td>
<td>4</td>
</tr>
<tr>
<td>Giving them enough time to participate</td>
<td>15</td>
</tr>
<tr>
<td>Positive reinforcement</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
</tr>
</tbody>
</table>
From the research findings, Table 4.14 shows that giving enough time to learners to participate was the highest scoring 75% representing 15, while giving time to participate equally was 20%, giving reinforcement was the least scored (5%).

Lerner (2006) suggests that intervention measures were needed to be employed to encourage learners with reading difficulties to participate. This may improve their participation level if they are able to overcome the obstacles hindering them from participating equally as their peers.

4.2.5.3 Helping the learners with reading difficulty
The question sought to find out the factors that can prevent teachers from helping the learners to participate in the classroom and Table 4.15 indicates what can prevent them from participating in the classroom.

<table>
<thead>
<tr>
<th>Table 4.15: Factors that can prevent teachers from helping the learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Overcrowded classes</td>
</tr>
<tr>
<td>Resources</td>
</tr>
<tr>
<td>Lack of team work from colleagues</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

According to research findings on barriers that can prevent teachers from helping the learners with reading difficulty, the results on Table 4.15 showed that 75% of the teachers indicated that overcrowded classes as the highest factor that prevents teachers from helping the learners with reading difficulty, while 20% mentioned lack of resources and lastly, 5% indicated lack of teamwork from colleagues.
This was a confirmation that there were learners with reading difficulties in their classrooms. However, it was quite unfortunate for the reading difficulties learners already in classes since most of the headteachers expressed their lack of confidence in teachers handling them since most of them had not attended in-service training. Consequently, needs of such learners are not adequately met. The researcher indicated that overcrowded classes were the highest factor that prevents teachers helping the learners with reading difficulty a finding cited by Arasa (2004).

4.2.5.4 Assisting Learners in class to access and participate fully

Table 4.16 indicates how the teachers can assist the learners in the classroom to access and participate fully.

**Table 4.16: Assisting learners in class to access and participate fully**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give them cards with written words to read</td>
<td>8</td>
<td>40</td>
</tr>
<tr>
<td>Encourage them to access and participate in reading</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Provide close attention</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study indicates that 45% of the teachers were of the opinion that encouraging them to access and participate in reading was important. 40% of the teachers were of the opinion that giving them cards with written words to read could encourage learners with reading difficulty to participate in regular classes while 15% were
of the opinion that if they provide close attention would encourage learners with reading difficulty to participate.

This information indicates that only a minority of the teachers showed real concern on helping these learners participate in reading. These teachers suggested the need to provide close attention through direct instruction. Hence, word recognition as a result of familiarity that develops from extended practise of learners with reading difficulty (Mercer & Mercer, 2006).

4.2.5.5 Participation of Learners with Reading Difficulty in Regular Classes
The question sought to find out the participation of learners with reading difficulty in regular classes.

Table 4.17: Participation of learners with reading difficulty in regular classes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving them words cards to go and practice</td>
<td>1</td>
<td>5.0</td>
</tr>
<tr>
<td>Giving them word lists to read when free</td>
<td>6</td>
<td>30.0</td>
</tr>
<tr>
<td>Introducing peer teaching</td>
<td>4</td>
<td>20.0</td>
</tr>
<tr>
<td>Use positive reinforcement</td>
<td>9</td>
<td>45.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the research findings on participation of learners with reading difficulty in regular classes, Table 4.17 showed that using positive reinforcement encouraged learners was rated highly at 45% as a way to participate in regular classrooms. 30% were of the opinion that giving them word lists to read when free would
encourage them to participate in regular classrooms. While 5% who were the least, were of the opinion that giving them words cards to go and practice at home was an effective way to help such learners.

Since teachers are the major facilitators in class, they should establish a positive learning climate and also a safe, orderly and academically focused environment in reinforcing learning as cited by Dare and O’ Donovan (2002).

4.2.5.6 Learners Whose Reading Had Words Omitted
Presented in the question is the learners whose reading words were omitted and the Table 4.18 shows the rating of the omissions of the words by learners with reading difficulty.

Table 4.18: Learners whose reading had words omitted

<table>
<thead>
<tr>
<th>Words omitted</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>2</td>
<td>5.71</td>
</tr>
<tr>
<td>4-7</td>
<td>10</td>
<td>28.57</td>
</tr>
<tr>
<td>8-11</td>
<td>23</td>
<td>65.72</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.18 shows the distribution of learners whose reading had omitted words. 2 learners representing 5.71% of the respondents omitted 0-3 words. 10 learners had 4-7 words omitted while the majority of learners had 23 learners 8-11 words omitted.
The headteachers were of the opinion that the teachers did not take the case of omission seriously since they felt that it did not matter on reading problems.

4.2.5.7 Learners Whose Reading Had Words Substituted
The question sought to find out the learners whose reading words substituted.

Table 4.19: Learners whose reading had words substituted

<table>
<thead>
<tr>
<th>Words substituted</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>1</td>
<td>2.86</td>
</tr>
<tr>
<td>4-7</td>
<td>5</td>
<td>14.28</td>
</tr>
<tr>
<td>8-11</td>
<td>29</td>
<td>82.86</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>35</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Research findings in Table 4.19 showed that the highest number of respondents 29 had 8 to 11 words substituted, while others 5, 4-7 words and the least had only 1.

The findings indicate that most learners substituted words for others that were not in the wordlist given.

4.2.5.8 Learners Whose Reading Had Words Mispronounced
The question sought to find out the learners whose reading had words mispronounced.

Table 4.20: Learners whose reading had words mispronounced

<table>
<thead>
<tr>
<th>Words mispronounced</th>
<th>No. of students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>2</td>
<td>5.71</td>
</tr>
<tr>
<td>6-10</td>
<td>8</td>
<td>22.86</td>
</tr>
<tr>
<td>11-15</td>
<td>24</td>
<td>68.57</td>
</tr>
<tr>
<td>16-20</td>
<td>1</td>
<td>2.86</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>35</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
From Table 4.20, 24 respondents which was the highest number of learners mispronounced 6-10 words while 8 mispronounced 11-15 words. The study found that the teachers’ rating of respondents with deficits was very similar to the results from the pupils’ tests. It is gratifying to note that for the most part, teachers identified the same reading difficulties as those identified by the respondents test. The wordlists can be useful in indicating the students’ sight vocabulary, to estimate the level at which the student can read with fluency and has little difficulty with word attack and to reveal basic weakness in word reading skills as the student confronts unknown words.

4.2.5.9 Learners Whose Reading Words Added

The question sought to find out the learners whose reading words added and below the table indicates how the learners responded.

Table 4.21: Learners whose reading words added

<table>
<thead>
<tr>
<th>Words added</th>
<th>No. of student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>25</td>
<td>71.43</td>
</tr>
<tr>
<td>4-7</td>
<td>10</td>
<td>28.57</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Table 4.21 clearly shows that 25 learners, that is 71.43% missed 0-3 words when they were reading, while 10 learners that is 28.57% missed 4-7 words. This poor performance confirms the fact that these class four pupils were unable to effectively read words commensurate with their class level. This implies that
these learners may not be able to read, learn and hence they are likely to participate at lower rates than their peers in the teaching process.

4.3 Qualitative Analysis
Qualitative data were necessary to reinforce quantitative data. This was identified from headteachers’ responses. In all the schools, headteachers reported those cases of reading difficulties among their pupils. While conducting the research, headteachers reinforced the suspicion that reading difficulty may be affecting some learners in other classes. For example two headteachers said ‘The problem is not only in class four I have learners who cannot read in class six’. The headteachers of three schools said that there are some learners who are experiencing reading difficulty in class eight.

Interviews and observations on headteachers revealed that very few numbers of the teachers could comfortably teach the learners with reading difficulties. This is because it was established in the study that learners with reading difficulty were found in all schools sampled.

Three headteachers said that the teachers in upper classes could not identify those learners with reading difficulty because they assumed that all can read. Some headteachers indicated that some teachers were not aggressive in sensitizing learners and identifying the learners who require remedial service. This was because some teachers had not taken in-service training of teaching in reading.
When the headteachers were interviewed on how the learners were identified, two headteachers indicated that they identified the learners when they had not performed well in class. While the other two indicated that they identified when they were discussing the results of end term examinations. Three headteachers indicated that the parents reported the cases at school.

On liaising with parents to encourage them to participate on children's performance, all the headteachers agreed that they did encourage them. Two headteachers indicated that parents voluntarily assessed their children reading abilities by giving them wordlists to read at home when given by the teachers. One headteacher on the other hand indicated that some parents in his school were aware of how their children were doing in reading activities.

4.4. Results and Discussion

4.4.1 Barriers to Full Participation

The results showed that there is reading difficulty among the learners studied. This is so since some were unable to construct linguistic meaning from written representations (Holloway, 2001). Others had difficulty in recognizing letters and learning in sequence. Gargiulo, (2006) indicates that learners with reading difficulties have difficulty in recognizing letters and learning sequence. Hallway, (2001) also indicated that linguistic meaning forms a written representation.
Some of the barriers to participation of learners are inadequate professional development as cited by (Salend & Spencer, 2011). Inadequate training was also cited by (Friend, 2008). All this stood out as the key barriers to full participation.

Inadequate professional development was investigated in terms of teaching approaches, teacher level of training and teacher support. The result did support teacher level of training and teacher support that the teachers with degrees could highly support and help learners with reading difficulty.

Lack of communication among administrators, teachers, staff, parents and students was investigated in terms of teacher support and time allocated. Negative attitude was investigated by in terms of relationship between teachers’ attitude and inclusion of learners with reading difficulty. Inadequate training was investigated under teaching approaches and teacher level of training. Friend (2009) indicates that a well-trained special needs educator has positive, well-developed teaching approaches that can be used for the benefit of a learner with difficulties.

Out of 21 teachers sampled, 9 teachers had gone for in-service training and they were instructed in assisting and supporting learners with reading difficulties though the majority of teachers had very few (2) reading lessons in a week. The headteachers also revealed that they knew that learners had reading difficulties which some of them said that was discovered when in class four by either teachers
or their parents. Although some teachers had trained on teaching reading, they did
not adequately assist the learners because of the overwhelming numbers of
learners in classes. Some teachers indicated that it takes up a lot of time to assist
these learners with reading difficulties while they are supposed to have higher
average performance. However, some teachers said that they never helped
learners with reading difficulties because they had two lessons in a week. Some
teachers recommended that learners with reading difficulties be helped by their
peers in class while others could be given wordlists to be helped at home by
parents.

The learners with reading difficulties revealed that they were not helped at home,
despite being given wordlists to practise. Some learners said that they read
wordlists at home but did not have other learning resources like textbooks and
storybooks to support them to practise more. Some learners did not read wordlists
at home well because they read while watching Television which leads to lack of
good concentration.

It was significant of the learners between 10-19 words. These findings suggested
that the parents need sensitization and awareness on how provision of learning
materials at home can assist the learners minimize the reading difficulties. This
can be done if parents attended school regularly to inquire on their children
performance and participation in school. Teachers also identified that learners had
problems in retention and comprehension but gave wordlists and simple
storybooks to read at home but it was discovered that the parents had no time to assist them for they were very busy working.

4.4.2 Teachers’ Awareness on Participation
This study had set out to investigate whether teachers were aware of mom-participation of children with reading difficulty in their teaching and learning processes in Lang’ata District of Nairobi County. This was done by examining the relationship between teachers’ opinion and inclusion of learners with reading difficulty (Salend & Spencer, 2011).

When learners with reading difficulty are included in regular classes, they gain much in education because they are taught by their peers in regular schools and they greatly benefit. Thus, they academically gain since they are mentally stable like the rest in class and compete favorably. However, some teachers believe that inclusion of learners with reading difficulty in their schools will lower the standards of academic performance.

4.4.3 Extent to Which Learners with Reading Difficulty Exist
The teachers were asked to indicate whether they helped learners with reading difficulties in the classroom. The highest number teachers strongly agreed that they helped the learners who existed.

Three of the head teachers also indicated that the learners with reading difficulty were grouped into different groups according to their capabilities. They were then
given enough time for learning and demonstration. They repeated the work that had been done previously and also those pupils who developed skills of reading and writing were integrated.

Salend and Spencer (2010) cited that all students should be educated together and appropriate education in classrooms in their neighbourhood schools. The government should fund workshops and seminars towards creating awareness and knowledge on how to handle learners with reading difficulty so that the teachers can embrace participation. Since the teachers are ready to help these learners, they strongly agreed that they helped these learners. As a result, teachers should be motivated so that they can pay close attention and assist learners with reading difficulty.

One of the headteachers was of the opinion that the actual level of performance of some learners was very poor which made some of the learners to be labeled poor performers in the class work. One of the research objectives was to find out whether the teachers identified the extent to which full participation of learners with reading difficulty existed. They indicated that they identified them by giving assessments to all learners in class. (Mercer and Mercer, 2001) state that assessment can collect personal reading skills and history of an individual.
4.4.4 Intervention Strategies

Access and participation was investigated by examining the relationship between teaching approaches and inclusion of learners with reading difficulty. The results led to the conclusion that there was no significant relationship between teaching approaches and inclusion of learners with reading difficulty. This result is at variance with the generally agreed notion that special needs approaches are required for learners with reading difficulty. However, it is worthwhile to note that the findings yield good instruction as one of the key barriers to inclusion of learner’s with reading difficulty in Lang’ata District of Nairobi County. Hence, the results of this investigation support the idea of parallel instruction cited by (Dittrich & Tutt, 2008), while self – monitoring strategies was cited by (Hartus, 2006) as well as full inclusion by (Dare & O’ Donovan, 2002).

Three headteachers revealed that only few learners could seek help from the teachers on reading. This clearly indicated that there was no specific program or a day set aside for individual help hence majority of learners did not seek individual help on reading difficulties. In two schools, head teachers indicated that those who sought individual help were very few because there was very little evidence that learners with reading difficulty were helped since teachers had only 2 lessons in a week for learning. It was observed that learners feared to go to the teachers for help. This is because they did not want to air their problems since they were asked to read some wordlists which could take them many hours.
In some schools, learners relied on their peers for practice and accomplishment. Learners received interpersonal feedback as to the quality of their product based on peer negotiation criteria. Each participant shared mental models which were used to jointly solve problems. Conceptual understanding was constructed and extended through discussions and practices. It was also established from the headteachers that the majority of parents cited that they did not help their children because of lack of time and the stigmatization developed in the society on people with disabilities, in this case learners with reading difficulties.

In conclusion, the teachers indicated that they can help the learners with reading difficulties if they are identified early enough, given enough time, more reading lessons and taken to in-service training.
5.1 Introduction
This chapter summarizes the findings of the study. Suggestions are made and recommendations on solving barriers to learners with reading difficulty in Lang'ata district, Nairobi County. Lastly, recommendations of areas of further research are made.

5.2 Summary of the Research Findings
The study intended to find out barriers to learners with reading difficulties in Langata District, Nairobi County. In this section, a summary of the results of the study are presented according to the objectives.

5.2.1 Barriers to Full Participation
According to this study, some teachers were aware of the learners performing poorly in classroom. Since the learners were identified as having reading difficulties, then the parents could be asked to give academic guidance and support by helping and encouraging them in relation to schoolwork and give priority to class work activities and positive attitude towards learning. The learners with reading difficulties felt frustrated because of consistent failures.
5.2.2 Teachers’ Awareness of Non-Participation

Teachers were aware of exclusion of learners with reading difficulties. This was brought about by the overcrowding of learners in classrooms. The teachers revealed that there were no enough lessons allocated to reading because majority indicated that they had only two lessons a week. According to other teachers, they said that learners in class were low-esteemed because when told to read in class, they could take a long time. This leads to using a lot of time in participation though the majority of teachers indicated that the learners participated well in class.

Some headteachers reported that in order to cater for learners with reading difficulties, the schools needed integrated teaching methods to enhance performance and participation of learners. They also reported that teaching and learning resources were inadequate which lead to non-participation of learners with reading difficulty. The headteachers also reported that the schools were short of those teachers trained on special education to help the learners with reading difficulties and as a result, it hindered the effective learning and teaching in schools. Teachers indicated that some learners inherited the problems of reading difficulty, so they cannot change in their reading difficulty.
5.2.3 Extent to Which Participation Exists

The greatest problem was when the learners were asked to read the words they had missed. The findings revealed that some learners had missed between 10-19 words while others had missed 20-29 words.

It was established that most institutions experienced mild and severe cases of learners with reading difficulties. It was concluded that the learners should be fully included in teaching and learning process so that we may not have such cases in regular classes. To cater for these learners, the study concluded that most schools had also inadequacy of teaching and learning facilities and inadequate staff members for most classes were overcrowded.

It was also revealed that some teachers had not gone for any service training or any seminar on teaching learners with reading difficulties. To solve these problems, the headteachers requested support from parents because this would positively influence teacher performance in classroom and include all learners in learning participation and in turn enabled learners to meet their potential.

5.2.4 Intervention Strategies

The following were the intervention strategies suggested by the study.

i. Teachers should have more reading lessons per week to help learners with reading difficulties.

ii. All teachers should undergo in-service training on how to help the learners with reading difficulties.
iii. Since the classes are overcrowded, the Ministry of Education should increase the number of teachers so that the teaching and learning process can be manageable.

iv. Parents should be encouraged to help and assist their children at home when they are given wordlists to practise at home.

v. Learning and teaching resources plus simple storybooks should be put in place to reinforce reading in learners with reading difficulties.

vi. Parents should have time with their children at home so that when they are practising cannot turn on the television to enhance concentration.

vii. Teachers should be keen on teaching learners from lower primary so that they may be helped at earlier age.

5.3 Conclusion
The study concluded that all teachers should have in-service courses so often so that they can teach the learners with reading difficulties to overcome their problems. The highest number of teachers had not attended in-service training. When allocating lessons on the timetable, more reading lessons should be allocated. The study suggested that they can have one reading lesson per day to curb those learners with reading difficulties although most teachers taught learners for examination purpose because they looked at the mean score instead of giving remedial lessons to reduce reading difficulties in children.
The majority of learners scored low in reading wordlists. This showed that they also performed poorly academically. The headteachers also revealed that some teachers were not aware of the methods that could be used to identify learners with reading difficulties because most of them said that the classes were overcrowded.

The study also concluded that teachers identified various aspects of reading difficulties in their learners and that is why they do not participate fully in classes and so parents should be encouraged to visit the schools regularly to discuss and support the participation of their children which will promote the academic progress in the schoolwork. Unless parents are encouraged to spend time, provide necessary resources and a good home environment conducive to learning, the condition will continue to manifest within their children.

Vision 2030 aims at reducing the class size to 1:40. This will help in use of resources and remediating learners with reading difficulties in classes. As a result, the challenges faced by the teachers in the process of providing for pupils with high risk of reading difficulty had adapted a wide range of approaches to assist them. Some of the approaches included IEP, individualized attention, pairing learners with able peers, use of relevant teaching simpler tasks and remediation.
5.4 Recommendations
The following are the recommendations that require to be addressed by different stakeholders:

5.4.1 Ministry of Education
- Reading is an ongoing process and important to success in a learner’s life. So, it is important for all the stakeholders to ensure that reading is properly taught at all times.
- The Teachers Service Commission should deploy more teachers because most classes were overcrowded. This hindered the teaching of learners with reading difficulties.
- The teachers to create more time and have more reading lessons to teach the learners. Teachers should also be taken to in-service courses to be taught on methods of teaching the learners with reading difficulties.
- A policy be put in place by the Ministry of Education on teaching reading to ensure smooth transition of learners movement from pre-school to primary.

5.4.2 Parents
- Parents should be encouraged to have time for their children to assist them especially when given wordlists to practise at home so that they should concentrate not reading while watching television. This is in line with home environment should be made conducive to learning of pupils with reading difficulties.
The teachers revealed that parents were very busy in their businesses and pursuing careers which could not let them supervise their children at home. So, the parents should support and encourage the children with reading difficulties. This will minimize the reading difficulties in learners in regular classes.

The parents should also be sensitized through chief’s barazas and other forums on the importance of taking their children to educational assessment and resource centres for placement.

5.4.3 Teachers

The study also recommended that teachers should identify learners with reading difficulties before going to class two and use appropriate resources to support learners with reading difficulties in school and at home.

Every teacher in primary school should be empowered through in-service training to handle learners with reading difficulties or teachers teaching in lower primary or pre-school be in serviced on methods of teaching learners with reading difficulties.

5.4.4 Quality Assurance and Standard

Quality education is one of the goals of EFA and so focusing on access and implementation of free primary education, the quality assurance and standards should monitor the quality of education being offered so that the learners with reading difficulties can participate and improve.
5.5 Areas of Further Research

The research made some suggestion for further research as follows:

- Research should be carried out in the rural area of both public and private schools to identify the learners with reading difficulties early enough.

- Further research should be carried out to find whether there are learners with reading difficulties in secondary schools in Kenya.
REFERENCES


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APPENDICES
APPENDIX I

QUESTIONNAIRE FOR TEACHERS

The purpose of my research is to establish the factors affecting full inclusion of learners with reading difficulties.

Section A: Background Information

1. What is your gender? Male ☐ Female ☐

2. How old are you? Tick where appropriate

<table>
<thead>
<tr>
<th>Age ranges</th>
<th>Response</th>
</tr>
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<tbody>
<tr>
<td>18-25 years</td>
<td></td>
</tr>
<tr>
<td>26-35 years</td>
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<tr>
<td>36-45 years</td>
<td></td>
</tr>
<tr>
<td>46-55 years</td>
<td></td>
</tr>
<tr>
<td>Above 55</td>
<td></td>
</tr>
</tbody>
</table>

3. How long have you been in service?

<table>
<thead>
<tr>
<th>Length</th>
<th>Below 5 years</th>
<th>6-10 years</th>
<th>11-15 year</th>
<th>Above 15 years</th>
</tr>
</thead>
</table>

4. What is your designation?

Class teacher ☐
Subject teacher ☐
Deputy teacher ☐
Headteacher ☐
5. What is your level of education? Tick where appropriate

- PI
- Diploma
- Degree
- Post graduate

6. Have you ever undergone in-service training in reading instruction since you completed your teacher training?

- Yes
- No

If yes, specify ____________________________

7. How do learners in your class participate in reading?

- Very well
- Fairly well
- Poorly
- Minimal

8. What suggestions can you give to reduce RD in learners? ____________________________

9. How many reading periods do you have in a week?

- Once a day
- Twice a week
- Thrice a week

Any other specify

10. How do learners with reading difficulties participate in your classroom?

- Very well
- Fairly well
- Poorly
- Minimal
11. How can learners with reading difficulties be helped to participate fully to improve reading in your classroom?

__________________________________________________________________________

12. What do you think can be done to improve participation of learners with reading difficulties?

__________________________________________________________________________

13. How do you encourage learners in your class to participate equally?

__________________________________________________________________________

14. What are some of the factors that can prevent teachers from helping learners with RD?

__________________________________________________________________________

15. What can you do to assist learners with RD in your class to access and participate fully in your class?

__________________________________________________________________________

16. How can we encourage learners with RD to participate in regular classes?

__________________________________________________________________________
APPENDIX II

INTERVIEW SCHEDULE FOR THE HEADTEACHER

The following questions aim at obtaining information on full inclusion of learners with reading difficulties.

1. How long have you been a headteacher in the current station?

2. Do you have learners with reading difficulty in your school?

3. How are these learners identified?

4. How do learners participate in reading activities in your school?

   Very well □  Fairly well □
   Poorly □  Minimal □

5. Do you often liaise with the parents to encourage them participate in their children’s Performance?

   Yes □  No □

6. State some of the factors in the school that may affect effective instruction of learners with reading difficulty in your school

7. How would you rate the attitude of teachers, towards learners with RD?

   Very well □  Fairly well □
   Poorly □  Minimal □

8. Kindly give suggestions on how the learners with reading difficulties participation can be improved

   □ □
APPENDIX III
IDENTIFICATION TOOL FOR LEARNERS WITH READING DIFFICULTIES

Wordlist for Class 4 (Primary Progressive English)

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Games</td>
<td>Handle</td>
<td>Deep</td>
<td>District</td>
</tr>
<tr>
<td>Flag</td>
<td>Conductor</td>
<td>Care</td>
<td>Customer</td>
</tr>
<tr>
<td>Shelf</td>
<td>Pedestrian</td>
<td>Honest</td>
<td>Corridor</td>
</tr>
<tr>
<td>Library</td>
<td>Mountain</td>
<td>Leave</td>
<td>Bedroom</td>
</tr>
<tr>
<td>Bath</td>
<td>Valley</td>
<td>Pilot</td>
<td>Computer</td>
</tr>
<tr>
<td>Handkerchief</td>
<td>Disease</td>
<td>Actor</td>
<td>Baton</td>
</tr>
<tr>
<td>Hospital</td>
<td>Wound</td>
<td>Fence</td>
<td>Scream</td>
</tr>
<tr>
<td>Nurse</td>
<td>Knock</td>
<td>Test</td>
<td>Streets</td>
</tr>
<tr>
<td>Comb</td>
<td>Swim</td>
<td>Medicine</td>
<td>Prepare</td>
</tr>
<tr>
<td>Wash</td>
<td>Carpenter</td>
<td>Birthday</td>
<td>Sweat</td>
</tr>
<tr>
<td>Home</td>
<td>Parcel</td>
<td>Protect</td>
<td>Leader</td>
</tr>
<tr>
<td>Water</td>
<td>Accept</td>
<td>Record</td>
<td>Bush</td>
</tr>
<tr>
<td>Family</td>
<td>Phone</td>
<td>Relative</td>
<td>Doctor</td>
</tr>
<tr>
<td>Parents</td>
<td>Floods</td>
<td>Polite</td>
<td>Workshop</td>
</tr>
<tr>
<td>Along</td>
<td>Happy</td>
<td>Tools</td>
<td>Clothing</td>
</tr>
</tbody>
</table>

Words omitted  
Words substituted  
Words mispronounced  
Words added  
Total words missed  
APPENDIX IV
AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Date: 23rd January, 2013

Jane M. O. Karori
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 10th January, 2013 for authority to carry out research on “Barriers to inclusion of learners with reading difficulty in Langata District, Nairobi County-Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st March, 2013.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi Province before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

[Signature]

DR M.K. RUGUTT, PhD, MSc
DEPUTY COUNCIL SECRETARY

Copy to:

The Provincial Commissioner
The Provincial Director of Education
Nairobi Province.
APPENDIX V

RESEARCH PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do this may lead to the cancellation of your permit.

2. Government officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Extractions, filing and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) four (4) bound copies of your final report for Kenya and non-Kenya respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK605513nd11b/2011 (CONDITIONS see back page)