

Pupils with Learning Disabilities (LD) encounter challenges carrying out certain tasks assigned to them in school, for example in reading, writing and in mathematics. Such pupils have wrongly been referred to as "non-performers". Parents and teachers in their collaborative efforts to assist these pupils experience various problems. The purpose of this study was to seek ways of promoting teacher-parent collaboration in the education of pupils with Learning Disabilities (PLD) in Kasarani, Kenya. The study involved a descriptive survey where primary data were collected from sampled respondents. The target population of the study was 170 respondents from 9 primary schools in the division. The sample comprised nine randomly selected primary schools in Kasarani Division and 45 pupils with learning disabilities. Purposive sampling was used to draw a sample of 45 parents of PLD, 9 class teachers, 9 headteachers, an education officer and two tutors at the Teachers' Advisory Centre (TAC). Data were collected using interview schedules and questionnaires. Interview schedules were used to collect data from the head teachers, one education officer, and two tutors at the Teachers Advisory Centre and parents of PLD. Questionnaires were used to collect data from the teachers of these pupils. A pilot study was done to enhance reliability and validity of the research instruments. To measure instrument reliability, the researcher employed the split-half technique. This technique was preferred because it requires only one testing. The instruments were designed in such a way that they had two parts. Subject scores were correlated with scores from the second part. The Spearman-Brown formula was employed to compute the reliability coefficient of the two sets of data. A reliability coefficient of 0.7934 was obtained and considered to be reliable. This means that 79% of the responses were not obtained through chance. Qualitative data were analyzed through segregation of field notes according to codes. The codes were categorized basing on similarities of information provided by the respondents. The organization of data was done according to study objectives from which conclusions were drawn. The information was tabulated and analyzed using descriptive statistics namely frequency tallies and percentages. The statistics were generated using Statistical Package for Social Sciences (SPSS). The information was then presented using tables and charts. The Likert-type questions were analysed by presenting raw data using frequency tallies and their corresponding percentages. Research results show that teacher-parent collaboration in education of PLD is faced with many challenges. For example, there are no guidelines from MoE; disability manifests itself in many ways some of which are not understood by parents and teachers since they are not trained in handling PLD. Above all, it was confirmed that teachers were reluctant to work with parents in schools. As collaboration in provision of education of PLD is an important resource, it was recommended that the MoE should provide guidelines on how to tackle this problem.