SOCIO-ECONOMIC FACTORS SUPPORTING LEARNING OF PUPILS
WITH LEARNING DIFFICULTIES IN PRIMARY SCHOOLS' CLASS
FIVE IN KASARANI DIVISION
NAIROBI, KENYA

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION
(SPECIAL EDUCATION) OF KENYATTA UNIVERSITY

JUNE, 2011
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 Borman Nzuve, my sons Benjamin Mwendwa and David Mutua for their patience and continuous support throughout the period I was doing this work, my friends who constantly prayed for me and to the Almighty God, who gave me the mental and physical strength to accomplish it.
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ABBREVIATIONS AND ACRONYMS

EARC - Educational Assessment Resource Centre

FPE - Free Primary Education

IDEA - Individuals with Disabilities Education Act

KISE - Kenya Institute of Special Education

LD - Learning Disabilities

Ld - Learning difficulties

MoE - Ministry of Education

SLD - Specific Learning Difficulties

SNE - Special Needs Education
ABSTRACT

The study was to specifically find out socio-economic factors supporting pupils with learning difficulties (Ld) in primary schools class five in Kasarani Division. The objective of this study was to establish parents’ level of education and their support for children with learning difficulties, both at home and school, the learning resources they provided which are economic factors. The study involved a descriptive survey design and the target population of the study was 200 (parents, pupils and teachers) respondents from 25 primary schools in the division. The sample of the study comprised six randomly selected schools in Kasarani Division. From the selected schools, five pupils with learning difficulties per school were purposively selected giving a total of thirty pupils. Five parents whose children had learning difficulties were also purposively selected giving a total of thirty parents, six teachers were purposively selected, one from each school. Four instruments were used to collect data: the researcher made checklist for teachers, questionnaire for teachers, an interview schedule for pupils and another interview schedule for the parents. The instruments were pre-tested at Kiboro Primary School in Starehe Division to enhance the validity and reliability of the research instruments. The split-half technique of assessing reliability of data was employed. The Spearman-Brown formula was employed to compute the reliability coefficient and 0.7934 was obtained and considered to be reliable. Objectives yielded data which were analyzed using descriptive statistics. They were then presented using percentages, graphs and charts. The findings revealed in part that: Parental level of education did not support learning of pupils with Ld although it was minimal. There was also lack of adequate learning resources provided by parents. Even though parents provided basic necessities in the home environment, there were minimal provision learning resources at home to support learning of their children. However, teachers could identify and assist pupils with Ld in learning. The results led to the conclusion that, there are socio-economic factors like resources, home environment provided, parental level of education that do not support learning of pupils with learning difficulties in classes five in primary schools in Kasarani Division. The study therefore, recommends that parents should provide learning materials, enrich the home environment, and use the education they have acquired to boost the learning of their children both at home and in schools.
CHAPTER ONE
INTRODUCTION

1.1 Background to the Study
The family plays a great role in the education of an individual. These roles include family learning resources both at home and in school. These leaning resources include: water, electricity, books, writing materials, a conducive area and space for learning, among others (Arasa, 1995). The family also provides other roles by helping the children with their homework, motivation, listening to the childrens’ various problems and offering encouragement. The individual’s family therefore plays a significant role in determining the success in learning of pupils especially those with learning difficulties (Ld) (Vaughn, 1991). If these family roles are not well catered for, may lead to Learning difficulties in a child which refers to basic psychological process involved in using language, spoken or written which may manifest itself in an imperfect way to listen, think, speak, read, write, spell, or doing mathematical calculations.

A learner with SLDs may have the capacity to perform well in most school subject and yet experience Ld in one or two of the academic areas. This inconsistency in performance makes learners with SLDs to be misunderstood in an inclusive setting. Inclusive setting includes those with and without disabilities learning together in the same regular school. Learning difficulties may also be interchanged with learning problems (Runo, 2010). The study focussed on those children with Ld though SLDs may be part of the study even though there is no specific tool which was used. The researcher used the abbreviation (Ld) to mean Learning difficulties since Learning disabilities (LD) is already established and known.

Education of pupils with learning difficulties (Ld) can prove to be a challenge if their learning is not supported by their family characteristics such as home environment, resources for learning and parental support as earlier mentioned. Lack of support by parents at home, their failure to attend school clinics and supervise homework can affect
the learning of the child (Ndurumo, 1993). Again, parents’ failure to provide learning resources like, lighting, tables and chairs among other factors may lead to anxiety, depression, aggression and anti-social activity in a child with Ld Mercer and Mercer (1989). This may consequently affect the child’s chance of attaining good grades and this could therefore affect their learning (Marrison and Cosden, 1997).

The prevalence of children with Ld is not well-known in Kenya. According to the estimates by the Ministry of Education (2004), 10% of the total population in Kenya, are people living with disabilities. The report further indicates that out of these 10% of the (three million) people living with disabilities, 25% (i.e. 750,000) were within the school going age. Out of this number, 90,000 of these children had already been identified, assessed in various assessment centres but only 14,614 pupils were enrolled in the regular and special schools in Kenya. This means that a great number of children with Special Needs Education (SNE) were still at home.

Children in need of Special Needs Education are of diverse nature. To mention a few, some children are visually, hearing and mentally challenged, others are physically and multiply challenged. Others have problems in the learning process itself, a condition referred to by educationists as learning disability (Marion, 1981). Lerner (2000) writing on the prevalence of pupils with learning difficulties in USA said, 30% of the school population that receive SNE have learning disability, while studies by Ndurumo (1993) estimated the number of pupils with Ld in Kenya between age 4-15 years to be 3% of those attending regular school. The difference between Kenya and USA is because assessment and identification procedures in Kenya schools are not standardized (Ministry of Education, 2004).

The term learning disability was first used by Kirk in parents’ meeting in 1963 (Kirk and Gallagher, 2003). It is an umbrella term that covers various needs, which affect a child’s ability to acquire new skills in his/her environment and in school. Learning difficulty is used to describe conditions that affect the learner’s ability to acquire specific skills in academic areas as basic reading, reading comprehension, and writing, spelling language and Mathematics in both calculation and reasoning. A child may have the
capacity to perform well in most school subjects and yet experience difficulties in one or more of the academic areas (Mercer and Mercer, 1989).

To enhance learning of all children in Kenya, the Kenyan Government expressed concern for the welfare of persons with special education needs during the implementation of the Children Act 2001 (Kenya Gazette Supplement No. 8 of 2001) in the following statements:

1. Every child shall be entitled to education. The provision of which shall be the responsibility of the government and the parents (Part 11, 7);

2. Every child shall be entitled to free basic education which shall be compulsory in accordance with Article 28 of the United Nations Convention of the Rights of the Child (Part 11, 2).

3. Every child shall be protected from economic exploitation and any work that is likely to be hazardous or to interfere with the child's education or to be harmful to the child's health or physical, mental, spiritual, and moral or socio-development (Part 11, 10).

World conventions such as Jomtein (1990), Salamanca (1994) and Millennium Development Goals (2000) recognize the importance of provision of education to pupils with special needs education without discrimination. One of the statements in Millennium Development Goals is to set measurable targets addressing crippling poverty and devastating consequences found within families of children including those with learning difficulties. This study was established to find out family socio-economic factors for example, parental level of education and support, home environment, family occupation and provision of learning resources that support learning of pupils with learning difficulties.

Kenya National Development Plan 2002-2008, Republic of Kenya (2005) Session Paper says that the survival rate at the Primary level has been as low as 40%. This is not a new phenomenon as Republic of Kenya (1988), also as Kamunge report, raised the same concern and recommended that research be undertaken on the problem of dropouts.
repetition and poor retention rate which had been persistent in Kenyan schools. (Republic of Kenya, 1999).

Koech Report of inquiry into the education system of Kenya asserts that the high dropout of pupils was due to examinations and other levies. Ministry of Education Science and Technology (2001) Education For All (EFA) recognizes that there are serious quantitative and qualitative growth problems in Primary education despite the introduction of Universal Primary Education (UPE) UNESCO (2005). Education For All (EFA), asserts that decreasing school dropout rates will be the major issue in achieving UPE in Africa. According to the Ministry of Education (2003) report of the Task Force on the Implementation of UPE in January 2003, the Kenya Government declared Free Primary Education (FPE) and therefore, the issue of lack of fees hopefully is no more a significant factor. There are other pertinent problems such as socio and economic factors that support or don’t support learning of pupils with learning difficulties in Upper Primary Schools class five. This study was set out to find parents’ level of education and the support they give to learners with learning difficulties, parents occupation and the support to learners with learning difficulties, learning environment and resources parents provide to support learning of pupils with learning difficulties.

A study conducted in Kenya by Arasa (1995) highlights some factors causing learning difficulties among learners in the slums where problems are unique because of the nature of the environment. Some of these factors include lack of learning materials due to poverty, lack of parental involvement and interest in their children’s schoolwork. Another study conducted in Kenya by Kinyua (2008) relates learning difficulties to lack of parents motivation. These two studies represent the state of affairs in a number of African countries being that the countries may have almost the same characteristics and education seems to suffer across the board.

The study was set out to find out these socio factors, the parents level of education, and home environment and the economic factors, parents occupation and learning resources whether they support or do not support learning of pupils with learning difficulties.
1.2 Statement of the Problem

There are certain factors within a family setup that greatly contribute to the learning of children with learning difficulties. Such family characteristics include parental level of education within families of children with learning difficulties. The occupations of most parents also play a role in support of learning of pupils with learning difficulties. The kind of home environment parents provide can be another factor which may support the learning of children with Ld. When parental support in the learning of pupils with Ld is not encouraged then the child’s ability to learn is affected. According to Arasa, (1995), family characteristics still play a major role in the learning of children with Ld. However, some parents are educated but lack of knowledge of how they would foster learning among their children with learning difficulties.

Several studies have been conducted in Kenya like parental level of education, parental occupation, parental involvement in management of regular secondary schools in Kenya and promoting teacher-parent collaboration (Achoka, 2003; Arasa, 1995 and Maundu, 1995, Kinyua, 2008; Muriithi, 2008; Orodho 2004;). However, the socio and economic factors that support the learning of pupils with Ld such as parental level of education, parental occupation, home environment and learning resources have not been well-addressed. Further, the assistance given by parents to children with Ld to support their learning has not been well conceptualized hence the need for this study. The set out study was established to find out the socio economic factors supporting the learning of pupils with learning difficulties in Kasarani Division.

1.3 Purpose of the Study

The purpose of this study was to find out specific socio economic factors that support the learning of pupils with learning difficulties in class 5 in primary schools in kasarani Division. The study also intended to highlight various socio economic factors that did not support learning of pupils with Ld.
1.4 Objectives of the Study
The objectives of the study were to:

(i) Determine the parental level of education that supports the learning of their children with learning difficulties.

(ii) Establish how parental occupation support learning of pupils with learning difficulties.

(iii) Find out the kind of home environment that supports learning of pupils with Learning difficulties.

(iv) Find out learning resources provided by parents for support of pupil with Learning difficulties both at home and in schools.

1.5 Research Questions
The following Research Questions were formulated for the study:

(i) What support do pupils with learning difficulties get from parents with various educational levels?

(ii) What support do pupils with learning difficulties get from their parental occupations?

(iii) What home environment supports learning of pupils with Learning difficulties?

(iv) What learning resources are provided by parents of pupils with Learning difficulties?

1.6 Significance of the Study
It is hoped that, the findings of this study may yield information for use by policymakers, education planners and teacher training institutions in developing a policy, curriculum and teacher preparation (training) that includes effective learning and public sensitization on parents of children with Learning difficulties in schools. The Educational Assessment Resource Centres (EARC) may use the study in formulating workshops for parents that would help in enhancing educational programmes for children with Learning
difficulties in Kenya. The findings would enable the Kenya Institute of Education to develop curriculum and prepare learning materials that can be used by parents to enrich their home environment in order to boost the learning of their children. It is hoped that the study findings would enlighten teachers and parents on the socio-economic factors that support learning of children with learning difficulties. Such factors include parental level of education and home environment provided for by parents and how it can be used to enhance learning of these children. Parents can be advised to support the learning of their children for example in; supervision of homework, provision of reading materials and collaboration with teachers. This will encourage learners with learning difficulties to learn better in school and at home. The study findings would create awareness and advice to parents on how to support learning of children with learning difficulties. From the findings of the study Parents could be informed on how to enhance factors that support learning of their children with learning difficulties at home thus ultimately improving their academic performance. The findings of this study would stimulate further research, to supplement the body of knowledge of children with learning difficulties otherwise not covered in this study.

1.7.0 Scope and Limitations of the Study

1.7.1 Scope of the Study

The scope of the study was in Kasarani Division, Nairobi Province. Kasarani Division has unique family socio-economic factors ranging from upper market Muthaiga to the slums of Baba Ndogo. The study focused only on children with Learning difficulties in Kasarani Division which was taken as a representative of the whole population.

1.7.2 Limitations of the Study

The sample respondents were drawn from selected public primary schools in Kasarani Division. Due to inadequate literature concerning factors supporting learning of pupils with Learning difficulties and scanty research on the subject in Kenya, the researcher relied to a greater extent on literature from developed countries as a basis on
development. The study was limited to learners in class 5 in the regular public schools. The private schools were not used because they hardly retain learners with learning difficulties due to competition trends among them. The study did not venture into other learning disabilities which could be as a result of mental retardation, visual and hearing impairment and multi-handicaps but focussed on those who are not performing on school programmes and not focusing on those with specific Learning difficulties. Its focus was only on those learners with learning difficulties in regular schools in class 5. The study was only limited to one province due to time and financial constraint because the researcher did not get financial aid from any organization or institution.

1.8 Assumptions of the Study

The study was based on the following assumptions:

(i) The factors under investigation were key to explaining parental level of education of families of children with Learning difficulties and the support given.

(ii) Appropriate ways of parents-child support could facilitate success of pupils with learning difficulties.

(iii) Training teachers on how to work with families of pupils with learning difficulties will enhance teaching, and learning difficulties performance in schools.

(iv) Lack of support from parents’ occupation of the child with learning difficulties.

(v) Lack of proper exposure to the use of radio and television programmes that support the learning of pupils with learning difficulties affected learning of pupils with learning difficulties.
1.9 Theoretical Framework
The study was based on Maslow's (1970) theory of human needs which may also be applied to children with learning difficulties and normal children. The theory suggests that human beings function on five hierarchical need levels. The first four lower-level needs concern physiological need, safety, belongingness and self-esteem, while the higher-level need deals with self-actualization. Maslow observes that one level of need leads to the other and satisfaction of one need triggers the next as indicated in Figure 1.1.

Figure 1.1 Maslow's Hierarchy of Human Needs

Source: Adopted from Maslow’s (1970), p. 220 motivation and personality theory

According to this theory, some families find it difficult to satisfy even the lowest basic needs. They are unable to feed, clothe and provide shelter for their families adequately. This affects the child’s concentration in class work and the teachers’ instructions. In an attempt of persons to acquire self-esteem and self-actualization, some families may
engage in different occupation schedules to the disadvantage of their family emotional needs. Such parents may have little time to motivate their children both in school and at home. Those with Learning difficulties in such families may suffer more when their parents have inadequate time to guide them in their studies. Under such circumstances, the learner has no assistance at home and most of his/her assignments are never attended to and this affects the child’s self esteem needs and this relates to (Maslow, 1970). Maslow further explains that children require to fulfil belonging needs by receiving love from their parents, and this may motivate the child with learning difficulties to work hard in school and at home. Pupils with Learning difficulties tend to lack confidence due to lack of attention from their peers and are anxious for recognition and they develop anxiety which affects their learning. The situation is made worse when they find themselves among other regular learners who may appear to have all they need for proper learning. These disadvantaged children are ridiculed, nicknamed and the result is usually frustration, which affects their studies in class. Maslow may have been correct when he advocated careful study of all situations that fulfil basic needs and dictate mobility from one level of need to the next higher need level. Therefore, the physiological, security, belonging and self-esteem needs must be fulfilled for learning to take place and also to minimize learning difficulty among these children with special needs.

1.9.1 Conceptual framework

The conceptual framework presents the frame of reference for this study. The framework underlying this study contains five key elements all of which are interrelated. These concepts are; parent level of education, occupation, home environment provided, learning resources and teacher support. These key elements are the socio economic factors supporting or not supporting learning of pupil’s with learning difficulties.
Figure 1.2 Conceptualization of Socio-Economic Factors Supporting Learning

**Independent variables**

- **Parental Level of Education**
  1. Knowledge that the pupil has Ld.
  2. Do homework with the child
  3. Provide learning resources

- **Teacher Support**
  1. Training in SNE
  2. Identification of child with Ld
  3. Assistance in school work

- **Home Environment/ Family Resources**
  1. Learning resources
  2. Water
  3. Electricity
  4. Radio and television

- **Provisional of Learning Resources**
  1. Revision materials
  2. Charts
  3. Text and story books

**Dependent variables**

- **Outcomes**
  1. Improved Learning
  2. Writing
  3. Reading
  4. Arithmetic
  5. Retention
  6. Concentration
  7. Minimized Ld

- **Ultimate impact**
  1. Satisfaction of Physiological needs
  2. Security
  3. Belongingness
  4. Self-esteem
  5. Self actualization

**Source:** Ideas from Arasa (1995) Fraser (1993)

Figure 1.2 illustrates the variables that support the learning of pupils with Ld. Parental level of education can support learning of pupils with Ld if parents are aware and understand that their child has Ld. They can also assist pupils with homework at home, discuss child’s learning with the teacher and therefore support their learning. The home environment provided by parents can be an economic factor supporting the learning of pupils. If parents provide lighting for child to do homework, clean water and environment, learning resources like charts, books, revision materials and parental motivation and encouragements then Learning difficulties is improved.

Parental support is a socio factor in support of learning of pupil’s with Ld. This can be
done by the parents taking time to revise and do homework with the child, checking, correction of previous work done, signing school diary among others. Parents can also spend a minimum of one hour doing revision work with their child at home. They can also take time off their busy schedules to visit schools regularly to discuss the child’s progress with the teachers.

Learning resources provided by parents at school and home can support the learning of pupil’s with Ld for example, text, story books, charts and writing materials. Tables and chairs to do home work on among others instead of relying on FPE.

Teachers can support learning of pupil’s with Ld through being trained in special needs education so as to identify the pupils with Ld to avoid wrong placement and also support them in learning. Parents can also assist their children with their school work at home. These are outputs that support learning of pupils with Ld and can therefore lead to minimizing or completely getting rid of the learning difficulties experienced by children in the key areas of reading, writing, mathematics and comprehension. This will lead to the pupil with Ld satisfying their needs as illustrated in Maslow’s theory.

1.10 Operational Definition of Terms

The following terms are used in the context of this study:

**Home environment** designates all the objects, forces and conditions in the home that influence the child physically, intellectually and emotionally.

**Learning** refers to the cognitive process of acquiring skill or knowledge.

**Learning disabilities** refers to children with learning difficulties that manifest itself as a disorder in one or more basic psychological processes in learning to think, listen, speak, read, write and calculate.

**Learning difficulties** refers to conditions that affect the learner’s ability to acquire specific skills in academic areas as basic reading, reading comprehension, writing, spelling, spoken language and mathematics both in calculation and reasoning failing in all or most school subject.

**Learning resources** refer to facilities that enhance learning, for example books.
Learners with special needs are those who deviate from the normal functioning of regular education and as such require special education services.

Parental level of education refers to the number of years of formal education spent by the child's parent in school and in college.

Parental occupation refers to the employment of parents and includes both wage employment and self-employment.

Socio-economic factors refer to positions that a person or family occupies with reference to the prevailing standards of possessions, income, material possessions and participation in group activity of the community.

Specific Learning Difficulties refers to Learning problems that affect the learner's performance in most school subjects and yet the learner experiences Learning difficulties in one or two of the academic areas in basic reading, reading comprehension, writing, spellings, spoken language and mathematics both in calculation and reasoning.
2.0 Introduction

This chapter reviews past studies relating to family characteristics of pupils with learning difficulties. The literature has been organized under the following sub-headings: The history and types of learning difficulties; education of exceptional children; parental level of education; parental occupation; home environment; family learning resources and literature review summary.

2.1 Meaning and Types of Learning Difficulties

The United States Department of Education (2004) reports that, pupils who have average intelligence and no classifiable disability, yet do not succeed in school have been a concern to teachers, parents, researchers and the pupils themselves. Researchers began investigating the causes of learning disabilities in the 1800 in United States of America and this type of research continues to-date. A number of intriguing hypotheses have been advanced to account for the learning disorder. Frosting, Lefever and Whitesey (1964) investigated perceptual and motor processes as possible factors. Myklebust (1965) and Kirk and Kirk (1971) perceive the problems as specific language disorder and pursue that argument in their research. Orton Dyslexia Research Committee(1994) associates the problem with the inability of the brain’s hemisphere to manage language as it typically does in normal human beings.

These differences in opinion have produced a different consensus among researchers as to the causes of the disorder. At a concerned parents’ meeting, Kirk in 1963 proposed the term learning disabilities to describe serious difficulties in learning to read, hyperactivity or could not solve math’s problems. In 1975, Ld was included as a special education category in Individuals with Education For All handicapped Act (PL94-142). The number of children identified as Ld has nearly tripled since the passage of IDEA, making this
category the largest in special education. There are different types of Ld. Dyslexia is by far the most common characteristic. It is estimated that 80% of all children identified as Ld are referred for special services because of reading problems (Kavale and Forness, 1997, Runo, 2010).

Attention Deficit Disorder (ADD) constitutes a neurological condition characterized by developmentally inappropriate attention skills, impulsivity and some cases hyperactivity. This is a constant driving motor activity in which the child races from one endeavour or interest to another. Teachers need special training to deal with pupils with learning difficulties. At home, children with attention deficit have difficulty in accommodating home routines and parent expectation. They may resist going to bed, refuse to eat or break toys during play. They also have social disorder and many are gifted and talented. Today, the earlier hypotheses about learning difficulties involving brain damage have been contradicted by different researchers but the causes of the disorder are still largely unknown (Lyon, 1994). The researcher was interested in reading, writing, arithmetic, spelling, comprehension and attention deficit disorder among pupils with Ld in Kasarani Division.

The National Information Centre for Children and Youth with difficulties in America (NICHCY, 2000) advocates the use of an identification label meant to identify and classify pupils requiring special attention. The Federal Register (1977) of United of America defined pupils with Learning difficulties under Education for All Handicapped Children Act, 1975 (PL 94-142).

The act postulates that a child with learning difficulty as one who “has a disorder in one or more of the basic psychological processes involved in using language, spoken or written, which may manifest itself in an imperfect way to listen, think, speak, read, write, and spell or in doing mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include pupils who have learning problems,
which are primarily the result of visual, hearing, or motor handicaps of mental retardation, or emotional disturbance or environmental, cultural or economic disadvantage.”

Poor teaching or cultural differences are environmental circumstances that may cause learning difficulties. However, the environment may not provide optimum health and social conditions for learning and development. Given a conducive environment, a child with learning disability can perform better than a more advantaged age-mate (Kavale and Forness 1997). According to the researcher, in Kenya, learning difficulties are found in all types of families.

However, the literature analysed does not tell us if and whether there were learning difficulties manifested amongst the pupils in primary schools in Kasarani Division.

2.2 Education of Exceptional Children and Learning Difficulties

Families must be intimately involved in every aspect of the life of the child with a disability, from diagnosis and intervention programme to support services because the family is the key to the child’s success in learning. The failure of children with Ld is often associated with the child being lazy and resistant to instruction. However, they also tend to be less consistent, less flexible, unpredictable and prone to temper outbursts which the families do not understand (Kavale and Forness, 1997).

Learners who perform well gratify experiences for developing important basic feelings of self-worth and hundreds of opportunities for self-satisfaction as well as the enjoyment of pleasing others. For pupils who perform well, the parent-child relationship is mutually of approval and encouragement. As a result, these children develop a sense of self-worth and prideful identity. They establish healthy identification with their mothers, fathers and other key figures in their lives. They build feelings of self-worth, tolerance of frustration and consideration for others and this enhances their learning (Vaughn, 1991). The parents must advise their children with learning difficulties that they are not ‘stupid’ or ‘lazy’ but
to find ways to motivate, support and encourage them to persist in their learning in spite of the disability (Kirk, Gallagher and Anastasiow, 2003).

To enhance education of children with learning disabilities, some major education commissions in Kenya have highlighted special needs education. The Gachathi report (1976) gives considerations to special education with reference to integration. The report recommends early intervention for the purpose of correcting some handicap in a child with special needs in mainstream educational institutions, which includes pupils with learning difficulties.

Early intervention demands total cooperation of teachers, parents and other related professionals. Learning difficulties is such handicap that can be alleviated successfully through early intervention. Early intervention and support is minimized especially where need to prevent the development of serious learning difficulties Mercer and Mercer, (1989). This would be achieved through parents visiting the teachers and finding out the learning progress of their children and assisting them in homework.

A report by World Bank (2006) on SNE in Kenya suggests that the primary objective of SNE in Kenya is to restructure the child rearing patterns in parents of the child with disabilities. This would enable them to appreciate these children and reap full benefits in early compensatory programmes and of subsequent educational services. Such strategies where parents assumed a secondary role and were ones meant to be cooperative and acquiescent while professional provided enrichment and training for the children with disabilities. There has been an improvement in this area but many parents give minimal support to their children at home leaving the burden to the teachers they are taken to school, they leave the burden to the teachers.

In the recent years, demand for SNE has increased in Kenya (MoE, 2004). However, the government acknowledged that despite its own efforts and those of stakeholders like charities, faith-based organization, and private citizens, majority of pupils with SNE have not accepted educational services. Therefore, Kenya needs to formulate and implement policies that should support children with learning difficulties in improving provision of their education.
Kamunge report (1988) expands the concept of exceptional learners to include; those with mentally handicapped, hearing impaired, visually handicapped, physically handicapped, learning disability, the behaviourally and emotionally disordered, children with communication difficulties, gifted and talented pupils and the multiple handicapped pupils.

In (1986) the Ministry of Education instructed Kenya Institute of Education to develop learning instructional materials for pupils with special needs; however, those with learning difficulties were not considered since they were placed in the category of the normal children in the regular schools. The Koech report (1999) also recommended that schools should establish a special Education Trust Fund to give grants to support learners with special needs education. There were no efforts made to sensitize parents about education of children with learning difficulties. If the objective of SNE is to provide adequate education to all pupils with SNE are to be realized, the policy-makers need to go further and seek dialogue between parents, teachers and the society in general.

The report recommends the formation of special education advisory board comprising key stakeholders, professionals such as teachers, physiotherapists, psychiatries among others. Parents and leaders in disability movement would contribute greatly to promote parents' relationship towards the child with learning disability. The government encourages its commitment by ensuring that such bodies are formed to enhance parental commitment to the child with learning difficulties. Both Kamunge report (1988) and the Koech (1999) report agreed on the following educational objectives:

- To provide comprehensive educational facilities, materials, equipment and a centre of trained teachers, professionals and support staff.
- To facilitate the development of children with special needs in education, spiritually, mentally, socially and physically. However, these objectives only considered children with special needs such as visual challenges, hearing impairments, physical challenges and mentally challenged. Other areas like those with communication challenges emotional and behaviour challenges, gifted and talented, multiply handicapped and those with learning difficulties were left out.
The educational level of parents and their occupational status play an important role in education of children with SNE. It is assumed that the higher the educational achievement of the parents, the higher their occupational level which, enables them to provide a stimulating learning environment which is conducive to rapid learning of their children. Their income may enable them to provide their children with adequate learning materials and to expose their children to a variety of information through television, radio and other media (Salvia and Ysseldyke, 2001). However, there were cases where parents of such high education were ignorant on how to enhance education of their children with learning difficulties, (Kinyua, 2008). This is a concern of this study on parents’ occupation and support provided towards learning of pupils with learning difficulties.

The World Bank report on family income (2006) shows that, low-living standards accelerate the educational problems associated with learning disability because education becomes a later option after clothing and shelter. Study by Read and Neenan (1999) shows that individual’s income hinders their access to social services such as education and health. Arasa (1995) adds that low living standards do not support learning of children because of inadequacies in provision of learning resources and the environment may not be conducive to learning. The research does not reveal if family support improves the learning of pupils with Ld in Kasarani Division.

### 2.3 Parental Level of Education

The parents’ level of education is one of the home factors known to support education of pupils with learning disability either in regular or special schools. Poorly educated parents may lack awareness on the importance of education and are unable to influence positively the education of their children. Such parents may not be interested in the education of their children hence may not motivate them to learn (Read and Neenan, 1999). This kind of situation makes the learner lose interest in schooling. On the other hand, educated parents may have favourable attitude towards education and encourage their children to do well in their schoolwork. Such parents have a wider knowledge of
school and help their children to perform better in a range of subjects when they have
time (Fraser, 1993). However, Fraser (1993) adds that the success of parents influencing
the education of their children, positively or negatively will depend on the priorities the
parent gives towards the child’s learning especially for a child with SNE like Ld.

Coger, Ge, Glen, Frederick and Simons (1994) found that pupils’ school progress is more
closely related to their home environment and parental level of education. They assert
that, when two pupils of equal intelligence are assessed, the one with better-educated
parents perform higher academically. This is because the educated parents guide,
encourage their children and provide the necessary materials. Therefore, if all parents
motivate their children to learn, the children with Ld would perform better in schools. It
is a case similar to this that the set out study intended on establishing.

According to Fraser (1993), parents who have had the advantage of more than the
minimum of formal education required by statute or who have sought to improve on what
they had, are likely to have a favourable support to the child’s education, and to give
him/her encouragement and help with his schoolwork. The situation in Kenya is that
some parents may be well-educated but jobless or may be ignorant of the need for their
child with special educational needs especially those with Learning difficulties. (Kinyua,
2008)

Moore (1990) posits that differences in home environmental factors such as parental level
of income, parental level of occupation, living conditions, and parents’ level of education,
parental encouragement and family size determine the pupil's progress in school to a
certain extent. Elksnin and Elksnin (2000) found a strong link between family
characteristics and the pupil’s school progress. Garrett, Nicholas and Ferron (1994) also
reported that the home environment has a lot of influence on pupils with learning
difficulties. Some of the families had all the learning resources required but the pupils
with learning difficulties performed poorly in education. The researcher was interested in
finding out if parents’ educational level supported learning of pupils with Learning
difficulties in Kenya as literature reviewed internationally says it does.
2.4 Parental Occupation

Parents in high-income occupations tend to be in a position to provide adequate learning facilities for their pupils and send them to better schools. Parents with high income motivate their children to work hard in school in order to occupy the same or higher income positions than them, Caplan, Choy and Whitemore (1992). On the other hand, parents with low-income occupations are financially handicapped and cannot provide adequate learning facilities for their pupils. Such parents have low ambitions for their pupils' education and look forward to the time when their children would finish school and get employment to supplement their meagre income (Holdaway, 1984). Sometimes, the conditions of living within the economically disadvantaged areas may force parents to give a less priority to the education of their children with learning difficulties (McCormick, 1989).

There is evidence to suggest that parental occupation plays a role towards pupils with learning difficulties. Caplan, Choy and Whitemore (1992), in a study of 400 Aberdeen School children aged between 12 and 13 years, found the father's occupation to be significantly related to the pupil's school success. The study revealed that the pupils of parents of high-income occupations are at an advantage over those of parents of low-income occupations. According to them, the parents of low-income occupations tend to be less well-educated and have fewer intellectual interests than parents with higher incomes. If parents are not interested in the pupils' education, they may not be able to provide the necessary learning facilities at home or encourage them to do well in school. Carta (1991) found parents did not prioritize towards the child with learning difficulties. The researcher sought to establish how these factors support the learner with learning difficulties. Among the variables he used to assess the family characteristics economic factors were the parents' occupational level, family size and material possessions like radio, television, telephone, and piano.

Unemployment or low-income implies a state of poverty in which pupils live with deprivation in their homes. Pupils from such families have inadequate learning facilities. Cohen (1993) found that learners whose parents have low income scored below average
while those with average family class parents are achievers. The study further noted that children with lower income parents were doubly handicapped. For instance, parents who come from the middle class and are placed in high income occupations would tend to take more interest in their children’s education and would visit the schools more frequently to find out how their children are getting on with their schoolwork and to discuss their pupils’ progress with their teachers (Cohen, 1993).

According to Cohen (1993), the parents’ occupation indirectly reflects their performance ability, which is inherited by the child. In her view, social processes of occupational mobility place the least gifted parents at the bottom of occupational scale, and, in turn, produce pupils who have learning difficulties. This could be true if we assume that all parents had been given equal educational opportunities. Otherwise, one may get a low-income occupation not because he is less intelligent, but because he did not have the chance to advance his education. Although the argument above may be true to some extent, studies that have matched pupils for learning progress have found pupils of parents in high-income occupations to be superior in academic work than pupils of manual workers (Coger, et al., 1994). The study intended to establish whether or not parent’s occupation supported the learning of pupil’s with Learning difficulties. A family socio economic status is based on family income, Parental education level, parental occupation and social status in the community. Families with high socio economic status often have more success in preparing their young children to school because they typically have access to a wide range of resources, to promote and support children’s development. They are able to provide the young children with high quality child care books and toys to encourage children in various learning activities at home. Also they have easy access to information regarding their children health, as well as social, emotional, and cognitive development. In addition, families with high socioeconomic status often seek out information to help them better prepare the young children for school.
Across all socioeconomic groups, parents face major challenges when it comes to providing optimal care and education for their children. For families in poverty, these challenges can be formidable sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care. Educational toys, games and books appear to be luxuries and parents may not have the time, energy or knowledge to find innovative and less-expensive ways to foster young children’s development. Families with low socio-economic status often lack the financial, social, and educational supports that characterize families with high socioeconomic status. Poor families also may have inadequate or limited access to community resources that promote and support children’s development and school readiness. Parents may have inadequate skills for such activities as reading with their children, and they may lack information about childhood immunization and nutrition. Zill, Collins, West and Hausken (1995) state that ‘low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in pre schools” Having inadequate resources and limited access to available resources can negatively affect families’ decisions regarding. As a result, children from families with low socio economic status are at greater risk of entering Kindergarten unprepared than their peers from families with median or high socio-economic status. However, the reviewed literature does not tell us if and whether parent’s occupation is an economic factor supporting learning of pupils’ with Ld in Kasarani Division.

2.5 Home Environment Provided with Regard to Learning of Children with Ld.
The term home environment designates all the objects, forces and conditions in the home, which influence the child physically, intellectually and emotionally (Vaughn, 1991). Home environment is a broad term, which encompasses the type of housing, learning resources, the type of lighting, running water in the home. Home environments vary in very many aspects such as the parents’ level of education, income factors, occupational factors, religious background, attitudes, values, peers, parental interests and expectations of the child to succeed. Children coming from different home environments will be
supported differently by similar home environments. The home environment is crucial in supporting the education of those with Ld. Best and Khan (1992) suggest that learning environment should be conducive to effective learning. The environment should be one where one can acquire, generalize and attain functional skills in learning. For instance, a child from an environment where reading culture is rewarded or motivated will perform better in school than one who is not from such an environment (Moore, 1990).

The home is the child’s first environment which influences cognitive development and lays the foundation in later school performance. As the child’s first teachers, parents can provide intellectual stimulation and emotional wellbeing Moore (1990). The development of self-concept, self-esteem interest in literacy, and a curiosity about learning depend on the support and encouragement parents provide within the home. Parents become role models for their children and when they experience school difficulties, family relationship becomes especially important (Vaughn, 1991).

According to Maslow's (1970) theory of needs, the equality of individuals is the result of a continuous interaction between the persons and the situations they encounter. Dodge, Petti and Bates (1994) argue that at any given level of ability, there would be variations in learning disability which can be accounted for by other factors other than the pupils' ability. The researcher’s assumption is that the kind of family support given to children with learning difficulties and the priority given to the child towards his/her learning progress will have an impact on the education of such a learner. Parent’s encouragement is very important because a child with Learning difficulty will have high self-esteem which will help him/her improve in education. Motivating the pupil will have a positive reinforcement on performance hence better results. This study will establish if parents of pupils with Learning difficulties were keen to motivate them to learn despite their Learning difficulties. The study investigated how the parents and teachers encouraged the pupils to boost their self-esteem, provided them with special educational resources for enhancing performance, the collaboration between teachers and
parents in assisting the pupil with Ld with other professionals and through the use of the recommended individualized educational programme (IEP).

Rubenzer (2002) argues that, Learning difficulties is influenced by family characteristics in the home environment like lack of independence and achievement training for pupils with learning difficulties. Such learners should be trained to be independent and achieve like others right from home to school. This will prevent the pupils from developing learned helplessness which will support their education negatively. Garrett et al., (1994) argue that a successful parent is one who supports and encourages the child at early stages of his/her learning and applies the recommended early intervention measures. Such a child will perform better in schoolwork. Lees (1990), supports the argument by suggesting that where parents insist on the pupil's self-reliance and autonomy in decision-making through imposing high standards of excellence in tasks, setting high goals in the pupil and expecting the pupil to show competence in doing tasks well. Thus, learning disability is among other factors dependent on the parent-pupil interactions in early childhood through provision of learning materials and the priority in assisting the child at home. This was also investigated in the study.

The study of home environment by itself is very important because the facilities within it either promote or demote learning (Hanson and Carta, 1995). All family characteristics are overlapping in their support on the pupils' learning ability. The researcher therefore set to establish how the home characteristics within the family of children with learning difficulties support learning.

The parents in a position to support the child with Ld can contribute significantly in creating a nurturing environment in which the child can grow and learn. Parents' willingness to contact teachers on a regular basis about their children's progress is perhaps the first step towards parents' motivation in child performance. For example, when parents have the first-hand information about a child's performance, they can proceed in both direct and indirect ways to support the child's progress. This was the researcher's assumption.

Parents can become active partners in provision of education for children with Ld
through overseeing child’s homework, setting time for study every day, checking the child’s homework for completeness and understanding, limiting time spent with friends and watching television (Hanson and Carta, 1995). If the child was well-prepared at home by the parents, the school only assists the child to grow up as a more rounded person.

The learning environment provided by the parent may include parent’s aspirations, interests, support for school initiative and responsibility taken by the parent for the child’s learning. It also needs literal encouragement at home, parental help in schoolwork, knowledge of family environment and most importantly the special education needs of the child (Zill, Colins, West and Hausken, 1995). It is a case similar to this that the study intended to find out if or not home environment supported the learning of pupil’s with Ld with a view to enhancing it to help pupils’ with Ld to perform better in school and in later life. The home should be supportive to show plenty of love as the child’s self-esteem may be affected if he/she has a learning difficulty. Very often, children who do suffer from a learning disorder are very talented, should be encouraged. The home should be made as comfortable as possible for the child to study in and take care to give him/her a well organized, quiet and clean place for study.

Maslow’s Hierarchy of needs has had a dramatic influence on the field of education. The most important goal in education is to learn, be motivated enough to work hard to achieve positive academic success. In order to maximise this motivational desire, the parents need to attend to the needs of the learner. By understanding Maslows’s Hierarchy of needs, parents can work towards realizing the basic needs that develop the foundation for higher learning or actualization. If the family understands that in order to function at home, children need the basic physiological needs satisfied before they can absorb their learning by fostering a trusting, safe environment and providing praise in the form of positive reinforcement from the parents.

If the home environment the child lives in is threatened, even with a broken window, leak in the roof as a broken lock on a door can make a child extremely nervous because he/she has a feeling that they are not safe and secure. Every child needs to be loved, cared for,
and wanted. A homeless child is a perfect example of a child who may feel all alone, but
wants it this way. The need to feel good about a child and gain acceptance and respect on
others is Maslow’s “Self esteem” category. Children with self esteem issues are usually
depressed. They may begin to care less about themselves and others have feelings of
worthlessness and at time these feelings overwhelm them. The set out study intended to
find out whether home environment provided by parents was a social factor supporting
the learning of children with Learning difficulties in Kasarani Division.

2.6 Family Resources
The educational achievement of parents and their occupational level may enable them to
provide a stimulating home environment conducive to learning of their children. Also,
their income enables them to provide their children with adequate learning materials and
to expose them to a variety of information through television, radio and other media
depending on the time management. However, Salvia and Ysseldyke (2001) state that the
issue of parental family characteristics factors are still debatable. According to (Marion,
1981), when parents get involved in the education of their children by providing them
with learning resources they try harder to achieve at school. Parents who also help and
encourage their children to learn at home and who help them develop positive learning
towards school contribute to the personal growth and academic success of their children.
If parents take their time to know the children intimately and interact with them on one to
one basis, their children will succeed academically. However, all this depends on the
parent’s commitment to the child, by providing learning resources to support their
learning.
Since the home environment is more familiar and less structured than the one the
classroom offers to the pupil with learning difficulties, it can be used to enhance their
learning. Studies by (Salvia and Ysseldyke, 2001) in US support this argument by saying
that, pupils with learning difficulties have benefited from commitment of both the parent
and the child. It helps modify their learning style and acquire other methods of coping
with their difficulties and also leads to strong and powerful parental support.
Marion (1981) observes that having a teacher and parent discuss together serves to unite the two areas of the child’s life at home and at school. It enables both the teacher and the parent to plan more effectively for the child than the teacher and parents where they differ in their method of helping the child. The more the two understand each other the less they will play school against home and vice versa. This is, however, practised in Kenya only to a limited extent during open days. Majority of parents in Kenya have been involved in school through financing project, buying books and to some extent in management of educational remedial programme referred to as extra tuition through Parents Teacher Association (PTA) (Muriithi, 2008) and (Achoka, 2003).

Parents have not discussed with teachers on learning of their children with specific learning difficulties through development of IEP. With introduction of Free Primary Education (FPE), new approach has to be redefined as majority of parental duties like buying books, paying school fees and financing development projects have been taken over by the government. Besides, children with Ld are denied the chance for individual attention due to the high enrolment in a class, giving the teacher less time to even seek the assistance of the parents even where need arises.

According to Arasa (1995), the little help given by parents to the children is usually minimal and not properly organized which in turn does not motivate them to excel or to improve on their attitudes towards learning. Therefore, the nature and degree of parent’s encouragement is very important for effective learning to occur. For parental assistance to be supportive to learning, it should be accompanied by proper supervision, active assistance in homework, and appreciation by the parent when the child does well or not in school.

Maundu (1995) adds that children benefit from extra practice and extra motivation that comes from knowing that their parents are interested and involved with their learning. The parents may benefit from increased confidence and self-esteem at being given a
valid part to play in their child’s learning. This is an indication that the existing practice of parent-child interaction could be enhanced to achieve better learning for the pupil with Ld hence the relevance of this study.

Families provide shelter, protection and nurturance to their children. During the early stages of development, the child relies completely on an adult for the satisfaction of his/her needs like comfort, love among others. If these needs are met, the child develops trust, if delayed or in short supply, then there is basic distrust which supports learning negatively (Cohen, 1993). People of high income status usually are likely to place more value on school education than those of low socio-economic status. They can be able to provide their pupils with books, educational toys and assist their pupils at home. Families from low socio-economic status may lack the money to purchase books in their quest for survival and this may, make it impossible for them to create time for their children to assist them in learning (Cohen, 1993). The researcher intended to find out if and whether parents from high income backgrounds assisted the children with learning difficulties in their learning.

Arnold (1997) shows that parental decision to take their children to school is influenced by the costs of educating their children and by the perceived benefit of education. Some families find it difficult to meet the direct costs of education, because even free education imposes a substantial financial burden like clothes, books or materials. According to Rubenzer (2002), parents are the basic decision-making units and it is them who prepare the household budgets. In a study of budget shares for analyzing the support on the individual's family welfare, Rubenzer (2002), also found that, there is a strong link between the household composition and the budget shares. For example, if food shares are higher for a household with a large proportion of children, then food price increases would bear un-proportionately on other household items like quality housing among others. Education of the children may be neglected therefore not support the learning of the pupil with Ld.
Parents are the ones who deal directly with financing the child's schooling through the provision of subsistence needs, and books among other needs. This study, therefore, intended to find out the family resources and support provided by families of children with learning difficulties. Fraser (1993), argues that parents can support their children's schooling by attending school functions and responding to school obligations such as parent-teacher seminars and providing learning resources. They can become involved in helping their children improve their schoolwork, providing encouragement, arranging for appropriate study time and space, modelling desired behaviour like reading for pleasure, monitoring homework and actively tutoring their children at home. Outside the home, parents can serve as advocates for the school if they give first priorities to the learning progress of their children with learning difficulties.

It is apparent that more families take first priority in the education of their children with Ld for more benefit to be realized (Gorman, 1999). Family resources and their support to learning of pupils' with Ld is another area that the study focused on and needed to be investigated further as literature reviewed did not highlight whether a similar case could be found in Kasarani Division.

2.7 Summary of the Literature Review

Children with Learning difficulties have problems that interfere with their learning. However there are family socio-economic factors that can support the learning of these children. In the literature reviewed, special education for these children has been stressed in relation to; parental level of education and support in regard to learning of pupils with Learning difficulties, home environment and family resources that can support learning of pupils' with Learning difficulties both at home and in schools. Literature has also been reviewed on teacher training, identification and support they give to the pupils to enhance their learning. Finally, a guideline for more teacher training, adequate parent and teacher collaboration to assist the children in learning. Parents' sensitization on support to learning of their children is also highlighted so as to minimize the learning difficulties...
in their children. Most of the literature reviewed has also been on international perspective; there is lack of adequate literature on children with learning difficulties from Kenyan perspective. It was in view of these gaps that the present study was designed to find out the socio-economic factors that support or did not support learning of pupils with Learning difficulties in primary schools in Kasarani Division.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter describes the methods that were used to find answers to the research questions in chapter one. It explains the design, location study population, sample and sampling procedures, research instruments, data collection procedures, piloting procedures for data analysis, and the logistical and ethical considerations.

3.1 Research Design
The study used descriptive survey design which is the most commonly used descriptive method to gather data from a large number of samples at a particular time so as to describe the nature of the problem being investigated (Mugenda and Mugenda, 2003). It was appropriate for this study because it established the nature of existing situations and analyzed such situations. Best and Khan (1992) rightly point out that the design enables the researcher to secure evidence concerning existing conditions that could support the learning of pupils with learning difficulties. This design was therefore, used to find out opinions from teachers, parents and pupils' on the socio economic factors supporting learning of pupils with Learning difficulties.

3.1.1 Variables
In this study, different variables were considered. The dependent variable was learning of pupils with Learning difficulties. The independent variables were the socio economic factors like; pupils' variables like learning difficulties and parents related variables like home environment, level of education, occupation, and learning resources provided.

3.2 Location of the Study
Nairobi being a cosmopolitan province has different people who have immigrated from all over the country or from other countries searching for jobs and better lives. All racial and ethnic groups and all Socio-economic classes are found in Nairobi as capital city of
Kenya. The study was carried out in primary schools in Kasarani Division, which is among the eight divisions in Nairobi Province. The primary schools under study were: Thika Road, Baba Dogo, Muthaiga, Kasarani, Mahiga and Githurai. Kasarani Division was purposely selected because it houses the Kenya Institute of Special Education (KISE), which is a national centre of assessment and a Teacher Training College in SNE and also its proximity to the teachers and parents in the region. Its presence is an advantage to this division because understanding the complexities in pupils with learning difficulties requires knowledge in SNE, which not all teachers may have. Therefore the researcher assumed that the teachers in the division normally referred the parents and their children with learning difficulties for assessment to the centre and also turns to this institute for advice. The institute through assessment and advice given to parents and teachers was a good example of what parent-child support entails which made Kasarani Division suitable location for the study. The researcher provided a self-made checklist for identifying pupils thought to have learning difficulties. The checklist was based on the known characteristics of pupils with learning difficulties. Wilkerson (1976) observes that a checklist administered by the teacher assesses areas that are difficult for other standard tests to tap such as speed of learning, ability to focus and sustain attention, ability to avoid distraction, creativity, social relationships and ability to work independently and in group, motivation to learn and verbal participation. The checklist was also chosen because most teachers in primary schools are not trained in SNE and may not be aware of the condition of learning difficulties in the pupils. The checklist was therefore to act as a guide to the teachers to help them identify the sample of pupils required for the study. The checklist was simplified for easy understanding by the teachers. The teachers were advised to carry out the exercise carefully without isolating or labelling the pupils. Previous class teachers records and pupils class work were used to determine the pupils capabilities, in the areas of writing, reading, dictation and mathematics. The researcher targeted the standard five pupils with learning difficulties.
3.3 Target Population
According to Creswell (2005) a target population is a group of individuals or a group of organization with some common definite characteristics that a researcher can identify to study.

The target population used 25 public primary schools in Kasarani Division. A target population of 200 pupils with learning difficulties and 200 parents of the pupils with Learning difficulties in Kasarani Division were used for the study. The study also targeted a population of 25 class teachers whom the researcher used in identifying pupils with learning difficulties using a self-made checklist. It is from this target population that the sample was drawn.

3.4 Sampling Technique and Sample Size
3.4.1 Sampling Techniques
The study used purposive sampling to select Kasarani Division out of the 8 divisions in Nairobi Province for its study. The researcher used simple random sampling to select the 6 primary schools as its sample, which comprised; Thika Road, Baba Dogo, Muthaiga, Kasarani, Mahiga and Githurai. The researcher purposively selected upper primary class five to take part in the study since many had formed and internalized most basic reading, writing, listening and mathematical skills to achieve sustainability in the academic work so that if they hadn’t then one could safely identify them as children with Learning difficulties. From class 5, and the 6 primary schools, a total of 30 pupils were randomly selected using a non-standardized test and a checklist highlighting on characteristics of children with learning difficulties which was labelled as (Appendix A). The checklist tested the pupils in six different areas. These are comprehension, reading, hyperactivity, reading, arithmetic, oral language and poor body coordination. Thirty parents were purposively chosen to take part in the study for the 30 pupils already sampled in the study.
The study also involved 6 class teachers in standard five classes who were purposively selected because they are in charge of all pupils in the class. They also knew them well and taught them some of the subjects which are used to identify learning difficulties (the 3rs reading, writing and arithmetic). This enabled them to give reliable information about the pupils and respond adequately to the questionnaire.

3.4.2 Sample Size

The sample size comprised of six schools which was (24%) of the target population of 25 primary schools. It also comprised 30 pupils making (15%) of the target population and 6 class teachers whose representation was about (24%) of the target population and 30 (15%) parents which are all acceptable representations. Orodho (2004) say that, it is advisable to select samples of 10% and above. This made a total of 66 subjects for study. Table 3.1 summarizes the sampling selection.

Table 3.1: Sample Grid

<table>
<thead>
<tr>
<th>Primary School</th>
<th>Pupils</th>
<th>Parents</th>
<th>Teachers</th>
<th>Total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muthaiga</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Baba Dogo</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Thika Road</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Kasarani</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Githurai</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Mahiga</td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>30</strong></td>
<td><strong>30</strong></td>
<td><strong>6</strong></td>
<td><strong>66</strong></td>
</tr>
</tbody>
</table>
3.5 Research Instruments
To achieve the objectives of the study, 4 instruments were used for collecting primary data. These included a checklist for the teachers (Appendix A), questionnaire for the teachers, (Appendix B), an interview schedule for the pupils (Appendix C) and an interview schedule for the parents (Appendix D).

3.5.1 Checklist to Identify Pupils with Learning Difficulties
A checklist (Appendix A) was developed by the researcher and given to the teachers who used it to identify pupils with Learning difficulties in their classes. They were to identify a range of characteristics associated with learning difficulties in reading, writing, arithmetic and comprehension.

3.5.2 Questionnaire for Teachers
Teachers’ questionnaire (Appendix B) was used to collect data regarding their professional qualification, training in SNE, identification and assistance they give to the pupils. They were also asked on the issue concerning parent-teacher collaboration and IEP development. A questionnaire was chosen because it was easy to construct, easy to code, suitable for collecting large data, within a limited time. The self-administered questionnaire consisted of open-ended and closed-ended questions.

3.5.3 Interview Schedule for Pupils with Learning Difficulties
Pupils interview schedule (Appendix C) was used to collect data on issues concerning the pupils’ background and family factors such as the parental level of education, occupation, learning resources and home environment. An interview schedule is similar to a questionnaire except that the researcher asks the questions and fills the questionnaires. It is ideal method of gathering detailed and specific information. It is advantageous because it allows for probing and seeks clarification and elaboration and reliability of the answers given.
3.5.4 An Interview Schedule for Parents

Parents interview schedule (Appendix D) was used in the study to find out their occupation and level of education in regard to learning of pupils with Learning difficulties. The interview schedule was also to establish home environment provided by the parents and the learning resources in support of learning of pupils with Learning difficulties. The researcher used an interview schedule to complement questionnaire data. This was done because sometimes the questionnaires limit more information. This was done with the parents since it was the most appropriate method of collecting data and some parents were not literate enough to fill the questionnaires on their own. The researcher gave an opportunity to parents to clarify their answers.

3.6 Pilot Study

The research instruments were pre-tested at Kiboro Primary School, which was not involved in the study. It is situated in Starehe Division and was ideal for piloting since the pupils also come from different socio-economic backgrounds. Piloting involved class five pupils with learning difficulties. A total of fifteen respondents were involved in piloting, were six pupils, six parents and one teacher as per the fifty per cent of selected pupils with learning difficulties in class five in that school. The school was selected for pilot study because it was near the researcher's working station and in case of any problems, the researcher would get back to the school easily. The objective was to measure validity and reliability of the research instruments to help determine if parents and learners in the study were capable of completing the survey and whether they could understand the interview schedule. The school and the division were not used in the main study however, the pilot study helped to find faults in the study instruments which were corrected and some items were changed and others deleted prior to the main study. The results of the study enabled the researcher to have an idea of the kind of results to expect.
The aim of piloting was to help identify ambiguities, and inadequate items in the instruments (Wiersma, 1988). It was also used to check the suitability and level of language and to gain basic administrative experience in conducting the research in preparation for the large group survey. The procedures used in pre-testing the instruments were identical to those used during the actual data collection. Important suggestions, omissions and corrections from the pre-testing exercise were incorporated in the final instruments of data collection. Through the pilot study, correlated inconsistencies helped to validate the instruments and improve their reliability.

3.6.1 Validity

Validity shows how accurately the data obtained in the study represents the variables (Mugenda and Mugenda, 2003). In this case the tools were validated during a pilot study which took place at Kiboro primary school in Starehe division.

Validity was concerned with establishing whether the content of the questionnaires, interview schedule and checklist were measuring what they were supposed to measure (Gay, 1992). The validity of the research instruments was ensured through expert judgment in which the instruments were assessed in order to determine whether the set of items accurately represented the variables under study. In this process, a panel of three lecturers who were well-qualified in the area under study was used to determine the validity of items of the questionnaire, interview schedules and checklist. Their recommendations were incorporated in the final questionnaire, interview schedules and the checklist.

3.6.2 Reliability

Reliability is a measure of how consistent the results of tests should be tested. It is the degree to which a test consistently measures whatever it measures. That is the ability to consistently yield the same results when repeated measurements are taken of the same subjects under the same conditions (Gay, 1992). The researcher employed the split-half technique of assessing reliability of data. This was preferred because it required only
one testing. The instruments were designed in such a way that they had two parts x and y. Subject scores were correlated with scores from the second part. This approach was advantageous because it eliminated chance error due to differing test conditions. In piloting, the pupils, parents and teachers responded to all the questions in the instruments given to collect data. The time taken with all the respondents was one week. The teachers helped in clarifying some of the responses to the pupils, which helped in removing ambiguity, and hence the validity of items was ensured. This was fed into the final instruments.

After piloting, the results were analyzed and the reliability coefficient was calculated using the Spearman Brown formula.

\[
\frac{2r}{1 + r} = 0.7934
\]

Where

\[\alpha = \frac{2r}{1 + r} = 0.7934\]

Where \(\alpha\) = reliability coefficient

\(r\) = actual correlation between two halves of the instruments

\(X_y\) = \(\sqrt{\sum X} \left(\sum Y\right)\)

Where X = X - X

r = Y - Y

Where X stood for scores from first half of odd numbered items and Y for scores from the second- half of the pilot sample X and Y. A reliability coefficient of 0.7934 was considered to be reliable.
3.7 Data Collection Procedure

After the validity and reliability of the research instruments was ascertained, the researcher then visited each of the primary schools under study and familiarized herself with the schools. The head teachers of the respective schools were briefed on the purpose and objectives of the study. The data were collected using self-administered questionnaires given to the teachers, checklist given to the teachers and interview schedules given to parents and pupils. They all responded by writing and giving appropriate answers. The checklist was the first instrument to be administered to the class teachers at the beginning of the data collection exercise in order to point out the type of learning problem the pupils manifested. This was followed by questionnaires also administered to the class teachers by the researcher. The interview schedule was conducted to the parents and pupils as the researcher wrote the information provided. The researcher made arrangements with the head teacher on when the parents would come to school to be interviewed about their children and they responded appropriately. Arrangements were also made with the class teachers on date and time to collect data from the pupils using an interview schedule. The researcher used three weeks to collect data from all the selected respondents.

3.8 Data Analysis

The data collected in this study were qualitative and quantitative in nature. Before analysis, all the questionnaires were adequately checked for data verification. The collected data were then manually coded to facilitate the entry of data into computer data entry sheets. Data were analyzed according to codes that were categorized based on similarities of information provided by the respondents. This process was followed by summarizing the data in order to capture ideas, views and perceptions of parents, teachers and pupils in order to derive inferences and draw conclusions. The organization of data was done according to study objectives, for example, parents’ level of education, occupation, home environment provided and the support to learning of pupils with Ld. 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, figures, charts. The findings were then closely evaluated in order to establish the usefulness of the information in answering the research questions of the study.

3.9 Logistical and Ethical Considerations

The researcher obtained permit from city council Director of Education in Nairobi. The copies of authorisation letter were distributed to relevant schools in Nairobi. In addition to making courtesy calls, ethical consideration for the study included consents from the head teachers where respondents were stationed. All respondents in the study were treated with respect and assured that data would be treated confidentially.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction
This chapter presents data analysis and discussions of the survey carried out in the 6 primary schools in Kasarani Division. The obtained data were analyzed using descriptive statistics. The analysis is presented in frequency tables, figures, a graph and charts, followed by an interpretation. Responses were received from 30 pupils, 30 parents and 6 teachers. They are discussed under 5 major themes derived from the research questions which guided the study as follows:

(a) Bio-data of the respondent
(b) Social factors
   (i) Parents' level of education and their support to learning of pupils with learning difficulties.
(c) Economic factors
   (i) Parental occupation and its support on learning for pupils with learning difficulties.
   (ii) The home environment that supports learning of children with Learning difficulties.
   (iii) Availability and adequacy of learning resources.

4.1 Bio-data of the Respondents
This section explains bio-data distribution of the respondents (pupils, parents and teachers).

4.1.1 Bio-data of Pupils, Teachers and Parents by Gender
Bio-data were collected on distribution of pupils, teachers and parents by gender in upper classes in primary schools in Kasarani Division. The results are presented in Table 4.1.
Table 4.1: Bio-Data Distribution of Pupils, Teachers and Parents by gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Pupils N=30</th>
<th>Percentage (%)</th>
<th>Teachers N=6</th>
<th>Percentage (%)</th>
<th>Parents N=30</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>16</td>
<td>53</td>
<td>4</td>
<td>67</td>
<td>19</td>
<td>63</td>
</tr>
<tr>
<td>Males</td>
<td>14</td>
<td>47</td>
<td>2</td>
<td>33</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Totals</td>
<td>30</td>
<td>100</td>
<td>6</td>
<td>100</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in Table 4.1 shows that, out of the 30 pupils with learning difficulties who participated in the study, 16 (53 %) were girls, while 14 (47 %) were boys. Bio-data collected on distribution of teachers by gender in Table 4.1 reveal that a total of 6 teachers from the 6 sampled primary schools were involved. Table 4.1 also presents the findings as out of the 6 teachers 4 (67%) were females while 2 (33%) were males. These were teachers teaching class 5 which had been sampled to take part in the study.

The number of female teachers in the primary schools was more than their male counterparts.

The study also sought to establish the bio-data of parents of pupils with learning difficulties who took part in the study. The results were also summarized in Table 4.1 which shows that, 19 (63 %) of the respondents were females while 11 (37%) were males. These findings were significant in the study since the data indicate that, majority of parents involved directly in supporting learning of pupils with learning difficulties were females. This may be a social factor not supporting learning of pupils’ with learning difficulties (Kinyua, 2008).
SOCIO FACTORS

4.2. Parental level of Education and Support in Regard to Learning of Pupils with Learning difficulties.

The theme derived from the objectives of the study was to find out the level of education for parents of pupils with learning difficulties and the support they gave to the learning of their children. The researcher interviewed the respondents with regard to the following:

(i) Parents level of education.

(ii) How parents discovered the pupils had learning difficulties.

Data were collected by the researcher in order to find out parental level of education and their support to their children with learning difficulties in the 6 sampled primary schools in Kasarani Division. The results are summarized in Table 4.2.
Table 4.2: Parental Level of Education and how parents noted their children had learning difficulties.

<table>
<thead>
<tr>
<th>Parent level of education</th>
<th>N=30</th>
<th>%</th>
<th>How parents noted pupil’s had Ld</th>
<th>N=30</th>
</tr>
</thead>
<tbody>
<tr>
<td>KCPE</td>
<td>8</td>
<td>27%</td>
<td>Through teachers</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment centre</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By themselves</td>
<td>0</td>
</tr>
<tr>
<td>KJSE</td>
<td>7</td>
<td>23%</td>
<td>Through teachers</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment centre</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By themselves</td>
<td>0</td>
</tr>
<tr>
<td>KCSE</td>
<td>8</td>
<td>27%</td>
<td>Through teachers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment centre</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By themselves</td>
<td>1</td>
</tr>
<tr>
<td>B.ed</td>
<td>7</td>
<td>23%</td>
<td>Through teachers</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment centre</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By themselves</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 4.2 shows that, out of the 30 parents sampled, 7 (23%) had acquired a university level of education with a B.ed degree. Eight (27%) had a KCPE level of education, 7 (23%) with KJSE and 8 (27%) with KCSE. This is an indication that, majority of the parents had basic education to support learning of pupils with learning difficulties. Educated parents may have favourable support towards education and encourage their
children to do well in their schoolwork. Such parents have a wider knowledge of school and help their children to perform better in a range of subjects when they have time (Fraser, 1993). However, Fraser (1993) adds that the success of parents influencing the education of their children, positively or negatively will depend on the priorities the parent gives towards the child’s learning especially for a child with SNE like Ld which disagrees with the present study.

4.2.1 How Parents Discovered their children Had Learning Difficulties

Parents were further interviewed to establish how they discovered that their children had learning difficulties and they gave varied answers. The results are summarized in Table 4.2. The results indicate that a bigger number, 20 of the parents were informed by the teachers and these were 8 of the parents with KCPE, 5 of those with KJSE, 3 with KCSE and 4 of those with B.ed. Six of the parents responded that they learnt through the assessment centre and there were none among those with KCPE, but 2 amongst those with KJSE, 2 also with KCSE and 2 amongst those with B.ed. Four of the parents said that they noted by themselves where there was none among those with KCPE and KJSE, 1 Parent among those with KCSE and 3 of those with B.ed. This is an indication that, at all tiers of education, parents lacked enough knowledge about the learning problems of their children and as a result support them in learning. This may be an indication that parental level of education was a social factor supporting learning of pupils with Ld in upper classes in primary schools in Kasarani Division. Educated parents may have favourable attitude towards education and encourage their children to do well in their schoolwork. Such parents have a wider knowledge of school and help their children to perform better in a range of subjects when they have time (Fraser, 1993). However, Fraser (1993) adds that the success of parents influencing the education of their children, positively or negatively will depend on the priorities the parent gives towards the child’s learning especially for a child with SNE like Ld as earlier noted and this agrees with the present study.
ECONOMIC FACTORS

4.3 Parents’ Occupation and Support for Children with Learning Difficulties

Parents’ occupation is important in supporting children with learning difficulties. Findings pertaining to parents’ occupation in support of pupils with learning difficulties were based on the interview schedule directed to the parents. The questions focused on: Parents’ occupation, time spent with the child the activities’ parents engaged in. The questions also focused on Pupils’ responses on where they did most of the extra schoolwork, frequency of parents’ visits to the teacher to discuss pupils’ progress to support the pupils’ learning and the reasons given by parents for visiting the class teachers in the schools.

The study intended to find out the occupation of parents of pupils with learning difficulties in order to establish if parents’ occupation can support learning of pupils with difficulties.

The results are presented in Table 4.3.
Table 4.3: Parents’ level of Education, their Occupation and Support of Learning of children with Learning Difficulties

<table>
<thead>
<tr>
<th>Parental level of Education</th>
<th>Parents Occupation</th>
<th>Support scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=30</td>
<td>%</td>
<td>N=30</td>
</tr>
<tr>
<td>KCPE</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KJSE</td>
<td>7</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KCSE</td>
<td>8</td>
<td>27%</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.ed</td>
<td>7</td>
<td>27%</td>
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<td></td>
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</tr>
</tbody>
</table>

Table 4.3 reveals that, majority 10, of the parents were on large-scale business whereby, 1 parent had KCPE, another 1 parent with KJSE, 7 with KCSE, and 2 with B.ed as their level of education. They were followed by 6 (20%) of the parents in formal employment who were only distributed amongst those with B.ed and none among those with KJSE,
KCPE and KCSE. There were 6 (20%) parents in small scale business where, 2 were among those with KCPE, 3 with KJSE, 1 with KCSE and no parent among those with a B.ed level of education were on small-scale business. Small-scale farmers 5 (17%) were represented by 2 among those with KCPE, 3 among the KJSE, 2 among the KCSE and none among those with B.ed. Casual labourers’ 3 (10%) were only amongst those with KCPE level of education.

Results in Table 4.3 show that in spite of their level of education and occupation, majority of the parents had limited time to study at home with their children and therefore offering little support to the pupils’ learning. Therefore, different parents’ occupations like casual labourers, small-scale farmers, large scale business were an economic factor not supporting learning of children with Learning difficulties. The study established the amount of time spent by parents of children with learning difficulties to assist with schoolwork was one hour. Parents can become active partners in provision of education for children with Ld. This could be achieved through overseeing children’s homework, setting time for study everyday, checking the child’s homework for completeness and understanding, checking work previously done in school, signing the school diary and limiting time spent with friends and watching television as earlier explained in literature reviewed.

Results in Table 4.3 revealed that, only one (3%) parent with a B.ed degree and was in formal employment who assisted the child with the homework for one hour. Two parents (7%) among those with B.ed and in large-scale business said that they assisted their children in doing the whole school work for at least 30 minutes and another 2 (7%) amongst those with KCSE and in large scale business reported to have used at least 25 minutes in assisting their children by only checking what was covered in school previously. Three parents (10%) of those with KJSE and in small-scale farming reported that they spent 20 minutes to check whether the homework was complete while 14 (17%) of the parents 2 among those with KJSE, 3 with KCPE reported that they assisted their children for ten minutes by checking if all answers were correct and majority of the
children for ten minutes by checking if all answers were correct and majority of the parents 17 (56%) in all levels of education and occupation spent only five minutes to sign the school diary. This shows that most of the parents in their different occupation levels spent very little time supporting their children in the school work at home. This disagree with Arasa (1995) who says that, Parents should be advised to spend at least a minimum of one hour in helping the child with homework and this can support learning and minimize the child’s learning difficulty (Arasa, 1995).

The parents were interviewed on the activities they engaged in as they assisted their children when doing schoolwork at home. The information they gave is also indicated in Table 4.3.

Table 4.3 shows that, only 1 (3%) parent amongst the 7 with a B.ed degree studied with the child closely and the parent was on formal employment. Two (7%) of the parents with a KJSE level of education reported that they engaged in paired reading with the child, the 2 were also small-scale farmers while 4 (13%) reported that they just gave extra assignments from past papers. Amongst the 4 parents who gave extra assignments, 2 of them were KCSE holders who were large-scale farmers and the other 2 B.ed holders and were formally employed. Two (7%) of the parents said that they gave remedial work based on the class work covered in school, and the two were B.ed holders and also in formal employment. Six (20%) of the parents reported that they helped the child by correcting what the child did not get right in school. Corrections of previous work done was engaged in by parents at all levels of education and in the different occupations. A large number of parents 15 (50%) said that they only signed the school diary. There were 7 among those with KCPE, 3 with KJSE, 4 with KCSE and 2 with B.ed. Parental activity of signing the diary was distributed amongst the different parents with the different occupations. This further confirmed what was reported earlier that, majority of the parents spent only five minutes with the child to just sign the diary and therefore did not support the learning of the pupils. This is an indication that parents’ occupation was a social factor that did not support learning of pupils’ with learning difficulties in kasarani Division.
4.3.1 Place of Doing Homework

The pupils were further asked to state where they did their homework. This was to further confirm whether parents supported the learning of the pupils at home and to further confirm the teachers’ responses on whether parents assisted in the learning of pupils with learning difficulties. The responses are indicated in Figure 4.1.

**Figure 4.1: Place of Doing Homework**

![Pie chart showing homework distribution]

20%

80%

- At home
- In school

Figure 4.1 shows that, a big percentage 80% of the pupils undertake their homework assignments at school while only 20% did their homework at home. When further asked to indicate why they preferred doing homework at school, they said that they got more assistance at school from the teachers and other pupils rather than at home as indicated by data in table 4.3 (parent's occupation) where majority of the parents spend little time in assisting their children with homework. This further reveals that parents’ occupation was an economic factor not supporting learning of pupils with learning difficulties as earlier highlighted.

The study sought to establish the frequency of visits made by parents in school to discuss on the learning of their children. Majority (60%) of the parents reported that, they visited the school once a term especially during official days since it is a requirement, while 30% visited the school twice a month and only 10% visited weekly. This shows that there was minimal parent teacher interaction in the learning of pupils with learning difficulties. This could be a social factor not supporting learning of pupils with learning difficulties. Parents should be advised to visit the schools regularly to discuss with the teachers on
ways and means they can use to support and improve on the learning of their children. The study also wanted to establish the reasons for parents visiting the class teachers in school with regard to the learning of pupils with difficulties. Results revealed that, 20 (67%) of the parents visited the schools mainly because it is a requirement, 2 (7%) of them went to take some learning materials, 6 (20%) to pay levies and 2 (7%) to discuss the child’s progress. This shows that most of the parents paid less visits to check the pupils learning and therefore learning difficulties continued to be experienced in such families. This disagrees with Marion, (1981), for according to her when parents get involved in the education of their children, especially by visiting schools to check pupil’s learning the children try harder to achieve good grades at school.

4.4 Allocation Family Resources in Regard to the Home Environment

Apart from parent level of education and their occupation mentioned above, family resources that support learning are important to every child for effective learning, more so for children with learning difficulties. Parents’ income enables them to provide children with adequate resources in the home environment and to expose them to a variety of information through television, radio, and home library which can support their learning.

The results are summarized in Table 4. 4.
Table 4.4: Allocation of Family Resources in the Home Environment.

<table>
<thead>
<tr>
<th>Parent level of Education</th>
<th>Home environment Provided by Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N=30</td>
</tr>
<tr>
<td>KCPE</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>KJSE</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>KCSE</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>B.ed</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
</tbody>
</table>

Table 4.4 shows that, only 4 (13%) of the parents gave priority to home library (for example story books, tables for reading and home based tutorial). The distribution was 2 among those with KCSE, one was in large scale and the other was on small-scale business. The other 2 were among those with B.ed, and the two were in formal employment. There was no parent who gave priority to home library amongst those with...
KCPE and those who had KJSE as their level of education. Ten (34%) gave their priority to running water which is a basic need. There were 3 parents among those with KCPE and 2 were casual labourers and 1 was on small-scale business. Those with KJSE were, 2 on small-scale business and 2 among those with KCSE, one on large scale and the other one on small-scale business, amongst the B.ed holders 3 gave priority to running water and 1 was in large scale and the other 2 on formal employment. Most of the home environment resources 15 (53%) were allocated to radios and television among all levels of education and in the different occupations. This is an indication that a home environment provided by parents was an economic factor not supporting learning of pupils with learning difficulties in Kasarani Division. However, all these resources are important in assisting of learning of pupils with learning difficulties and parents can be advised on how to effectively use them to support the learning of their children. Radio and television can be used by parents to expose children to positive educational programs. This can improve their reading, listening, speaking and comprehensive skills. Clean running water can be used to offer clean environment where the child can learn effectively (Marion, 1981).

4.5 Learning Materials Provided by Parents

To establish the learning materials provided by parents in support of learning of their children, the researcher asked the parents to name some of the learning materials they provided.

The results are indicated in Table 4.5.
<table>
<thead>
<tr>
<th>Parent level of Education</th>
<th>Learning Resources Provided by Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=30 %</td>
<td>Occupation</td>
</tr>
<tr>
<td></td>
<td>Casual labourer</td>
</tr>
<tr>
<td>KCPE</td>
<td>Small scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small scale business</td>
</tr>
<tr>
<td></td>
<td>Large scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>KJSE</td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>KCSE</td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
<tr>
<td>B.ed</td>
<td>Casual labourer</td>
</tr>
<tr>
<td></td>
<td>Small-scale farmer</td>
</tr>
<tr>
<td></td>
<td>Small-scale business</td>
</tr>
<tr>
<td></td>
<td>Large-scale business</td>
</tr>
<tr>
<td></td>
<td>Formal employment</td>
</tr>
</tbody>
</table>
Table 4.5 shows that, the greatest percentage 67% of parents provided their children with only writing exercise books and materials for writing (pens and pencils). They were 7 from those with KCPE, 6 of the parents with KJSE, 3 with KCSE and 4 amongst those with B.ed as their level of education. Writing exercise books highly figured in the different forms of occupation. Twenty per cent of the parents provided their children with past exam papers for revision. There was one with a KCPE level of education who was also a casual labourer, 1 with KJSE and was a small-scale farmer, 2 amongst the KCSE who were in large-scale business and 2 among the B.ed holders who were in formal employment. The least percentage (13%) of parents provided story books and text books to their children. There was no representation amongst those with KCPE and KJSE but one parent among those with KCSE who was a small-scale farmer and one parent amongst the B.ed holders who was on large scale business. This could be an indication that, parents at all levels of education and occupation did not provide enough textbooks and story books to support learning of pupils’ with Ld. Inadequate provision of learning resources could be an economic factor not supporting learning of pupils with learning difficulties in classes five, primary schools in Kasarani division. Parents should provide enough learning materials to support learning of their pupils.

To further confirm if parents provided adequate learning resources to support learning of the pupils, the teachers were also asked to indicate in the questionnaires whether parents provided learning resources to support the learning of the pupils. Table 4.6 summarizes the findings.

Table 4.6 Teachers’ Responses on whether they received support from parents on Resources

<table>
<thead>
<tr>
<th>Response</th>
<th>No of Teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>33%</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>6</td>
<td>100%</td>
</tr>
</tbody>
</table>

56
Results from Table 4.6 indicate that only 2 (33%) of the parents provided resources to the pupils to assist them in learning while the majority 6 (67%) did not provide them with resources. When asked to indicate the type of resources the parents provided to support the learning of their children, teachers indicated that a large percentage 66% of the parents provided only writing materials. The rest provided past exam papers. Parents showed little commitment in provision of learning materials, in support of learning for their children. When the teachers were asked to further explain why parents lacked commitment in providing learning resources, they explained that the parents relied on the FPE fund. This may be an indication that learning resources provided by parents was an economic factor that did not support the learning of pupils with LAL. This disagrees with Fraser (1991) who said that, parents are the ones who should deal directly with financing the child's schooling through the provision of subsistence needs, and books among other needs.

4.6.1 Learning Problem Noted from the Pupils by the Teachers

Children with learning difficulties have a problem in understanding or in using spoken or written language. The condition may manifest itself in an imperfect ability to listen, think, speak, read, write and spell or do mathematical calculations. Results pertaining to this issue are presented in figure 4.2 below.

Figure 4.2: Learning Problem of pupil noted by Teachers

![Learning Problem of pupil noted by Teachers](image)
Figure 4.2 show that teachers had indeed identified various aspects of learning difficulties in their pupils. The highest percent of learning difficulties was noted in arithmetic 9(25%) (Arithmetic problems included additions, subtractions multiplication and division); writing and reading followed with 6(21%). Both retention rate and comprehension had a response rate of 3(11%). Concentration had 2(7%) and the least responses rate was non-reader with 1(4%). This implies that most of the pupils had learning difficulties and majority indicated they had not mastered the basic skills in reading, writing and arithmetic which are the basic learning skills.

Table 4.7 Reasons given by Teachers for parents not visiting the school.

<table>
<thead>
<tr>
<th>Teachers Responses</th>
<th>No of Responses</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents did not visit the class</td>
<td>4</td>
<td>66.7%</td>
</tr>
<tr>
<td>Teacher regularly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Large Number of Pupils in class</td>
<td>2</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Table 4.7 shows that 4(66.7%) did not visit the class teacher regularly and 2 (33.3%) responded that it was due to large number of pupils in the class. This further revealed that parents were too busy in their different occupations to adequately support the learning of their children.

4.6.2 Challenges Faced by Teachers as they Supervise Homework.

To further confirm the results with regard to whether parents assisted their children with homework at home, teachers were asked the challenges they faced as they supervise homework. Results revealed that, 3 (50%) of the teachers faced challenges on failure of the pupils in completing the homework, 2 (33.3%) responded that, the work was poorly supervised at home, only 1 (16.7%) responded that the diaries were not signed at all. This
collaborated with the findings that parents spent little time with their children at home to support their learning which disagree with the findings of Moore (1990) that, a child from an environment where reading culture is rewarded or motivated will perform better in school than one who is not from such an environment.

4.6.3 Teacher – Parent Meetings
The teachers were interviewed to establish whether they occasionally met the parents of pupils with Ld to help improve performance. The teachers gave the report as shown in Table 4.8:

Table 4.8: Teacher- Parents Meeting

<table>
<thead>
<tr>
<th>Visit</th>
<th>No of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Twice a term</td>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>Once a term</td>
<td>4</td>
<td>67%</td>
</tr>
</tbody>
</table>

Results from Table 4.8 reveal that majority of the teachers indicated that they met with parents only once a term as indicated by a 67% response rate. Those who visited the school to discuss the performance once a week were 17% and 17% reported that they visited the school twice a term. The data provided by the teachers indicated that there were no frequent teachers – parent meetings to discuss on the child’s progress. This is crucial in leaning of pupils with Ld as pointed by Kinyua (2008) which disagreed with the present study that parents were too busy in their occupations to support learning of their children with Ld.

4.6.4 General Problems Faced by Teacher’s in Dealing with Parents
The teachers were further asked to state the general problems they faced when dealing with the parents of pupils with learning difficulties from the 6 sampled primary schools.
They were allowed to give more than one response. The responses were computed on the number of times each problem was mentioned. From the findings, it was apparent that, busy schedules of the parents were mentioned as the greatest problem. Denial that their child had a learning problem was ranked second. Free primary education that the government provided all the resources was third while ignorance of the fact that the child had a problem and needed parent-teacher assistance was the last problem indicated.

4.7 Discussion of the Study Findings
This section discusses the findings of the study based on the issues derived from the research questions that guided the study. With regard to bio-data of pupils and teachers, gender imbalances did not support the learning of the pupils with learning difficulties. However, gender imbalance among the parents showed that the females (64%) were more involved with support of learning of their children than the males (36%).

4.7.1 Parents’ level of Education

The first research question was to establish the level of education of parents of pupils with learning difficulties and the support they gave to learning of the children. From the findings of the study, out of the 30 parents sampled, 7 (23%) had acquired a university level of education with a B.ed degree, eight (27%) followed with KCPE, 7 (23%) with KJSE and 8 (27%) with KCSE. This is an indication that, majority of the parents had basic education to enable them to assist the pupils to learn. To add to this, when asked how they discovered their children had learning difficulties, all the parents revealed they knew their children had problems in learning. For example, 13% of the parents said they discovered it by themselves, others through the assessment centres and also through the teachers (66.7%). This indicates that parents had no knowledge on how to assist their children with Ld. This was in line with (Fraser, 1993) who said, educated parents may have favourable attitude towards education and encourage their children to do well in their schoolwork. Such parents have a wider knowledge of school and help their children
to perform better in a range of subjects when they have time. Parents’ level of education did not support the learning of pupils with learning difficulties and whenever they did, the support was minimal.

Fraser (1993) adds that the success of parents influencing the education of their children, will depend on the priorities the parent gives towards the child’s learning progress especially for a child with SNE like learning difficulties. This indicates that among the sampled parents of children with learning difficulties in Kasarani Division because when pupils were asked who assisted them with homework at home, the responses indicated that only 7 (25%) of the pupils were assisted by their mothers, 2 (5%) by their fathers, 3 (10%) by their sisters, while 3 (10%) by their brothers, and 15 (50%) did the homework on their own. This is an indication that, even if the parents knew their children had learning difficulties and they had adequate level of education to assist their children to learn, they did not assist their children at home.

Parents were further asked how frequently they visited the schools to discuss the pupil’s progress with the teacher as a means of support to their learning, a large percent 60% of the parents reported that, they visited the school once a term especially during official days since it is a requirement, while 30% visited the school twice a month and only 10% visited weekly. A bigger percentage (66.7%) actually said they visited the school mainly because it is a requirement and the least percentage (6.7%) to discuss pupils’ learning. This implied that there was minimal parent-teacher collaboration in the learning of pupils with learning difficulties and that parents are not fully involved in supporting their children in learning. This visit by parents did not support the learning of pupils with learning difficulties. Cohen (1993) says that parents who come from middle class and are placed in high income occupations would tend to take more interest in their children education and would visit the schools more frequently to find out how their children are getting on with school work and to discuss their progress with their teachers. However, according to the study findings only one parent visited the school once a week. This implies that parents were not fully involved in their child’s learning and therefore visiting the class teacher did not support learning of children with Ld.
Parents need to be sensitized on the importance of visiting the class teacher so that they are informed of the difficulties their children might be having in school work. Parent’s encouragement is very important because a child with learning disability will have high self-esteem which will help him/her improve in education. This is supported by the conceptual framework that when there are improved learning, learning difficulties is minimized. Motivating the pupil will make him/her develop a positive attitude to learning hence better results. This is because, there are other factors that are more directly related to the pupil’s learning, such as the parental encouragement and help than the mere fact of the parent being educated.

However, regardless of whether the parents attained primary or secondary or partial levels of education, learning difficulties within the learners were more or less the same.

4.9 Parental Occupation

The second theme derived from the research questions that guided the study was occupation of parents of pupils with learning difficulties and how it supported their learning. The questions focused on parent’s type of occupation, time spent with the child, activities parents engaged in when assisting the child in homework and pupils’ response on where they did most of the extra schoolwork. The results obtained in the analysis showed that, the parents were quite busy in their different occupations to assist the pupils in their learning. This is because, a large number 10 (33%) were on large scale business, followed by 6 (20%) formal employment and 6 (20%) in small-scale business. Small scale farmers 5 (17%) and casual labourers, 3 (10%) were the least form of parental occupation. Parents did not have the knowledge on how to assist their children with Ld and all these cut across all the occupations in the study apart from one parent.

They were further asked the amount of time spent with their children with learning difficulties specifically assisting them with the homework. This was because parents provide time and energy for education of their children with learning difficulties (Cogeretal, 1994). This could be achieved through overseeing a child’s homework,
setting time for study everyday, checking the child’s homework for completeness and understanding, checking work previously done in school, signing the school diary and limiting time spent with friends and watching television as earlier explained in literature. Results revealed that, they did not spend enough time to assist the pupils with homework since only one parent (3%) said they assisted the child with the whole schoolwork for at least one hour. Two parents (7%) said they assisted their pupils in doing the whole schoolwork for at least 30 minutes. However, majority of the parents 17 (56%) spent five minutes only to sign the school diary. This showed that most of the parents had very little time to assist their children in the school work at home.

To further confirm whether parents’ occupation supported the learning of pupils with learning difficulties, the parents were interviewed on assisting activities they engaged in their children when doing homework at home. The information they gave as indicated in Table 4.3 showed that only 1 (3%) parent had paired activities with the child and 2 (7%) reported that they engaged in paired reading with the child. However, majority of parents 15 (50%) said that they only signed the school diary.

Parents did not have the knowledge on how to assist their children with LD. Children were asked to state whether they did their homework. The responses as indicated in Figure 4.1 revealed that a big percentage 80% of the pupils undertake their homework assignments at school while only 20% did their homework at home. This might have implied that pupils preferred handling their homework at school because they may get more assistance at school rather than at home. This therefore meant that parent occupation was an economic factor that did not support the learning of children with learning difficulties in Kasarani Division.

4.10 Home Environment
Home environment provided by parents to their children play a role towards learning of children with learning difficulties. The researcher sought to find out specifically on environmental factors such running water, radio and television and home library. Table
4.4 indicated that 13% of the parents gave priority to home library among those with KCPE, 34% gave priority to running water and 53% was allocated to radios and television. Hanson and Carta (1995) says that parents can be advised on how to effectively use these resources to assist in learning of children with Ld. Radio and television can be used by parents to expose children to positive education programmes. This can improve their reading, listening, speaking and comprehensive skills. The researcher concurs with Hanson and Carta (1995) that if the use of radio and television is well used, learning difficulties may be minimised.

Parents should also be advised to use the available resources at home to support the learning of the children. Radio and television can be used to enhance listening, speaking and creative skills with pupils since there are many educative programmes available. However, this should be done accompanied by close monitoring and supervision by the parents. Therefore, parents should spend more time with the pupils to support their learning. Basic necessities like water can be used to ensure that the pupil receives proper hygiene measures at home. This prevents the pupil from being absent from school and therefore becomes a social factor that can support the learning of the pupil. According to Maslow (1970) satisfaction of one need triggers the next need and therefore leads to self-esteem.

4.11 Allocation of Family Resources

Apart from home environment mentioned above, family resources that support learning are important to every child for effective learning, more so for children with learning difficulties. Findings pertaining to the allocation and availability of the above mentioned were based on the interview schedule directed to the parents that specifically focused on allocation of family resources and the availability of learning materials. This was based on that parents’ income that enables them to provide children with adequate learning materials and to expose them to a variety of information through television, radio, and home library which can support their learning.
To establish the learning materials provided by parents in support of learning of their children, the researcher further asked the parents to name some of the learning materials they provided. Table 4.5 shows that, the greatest percentage (67%) of parents provided their children with only writing/exercise books. Twenty percent provided their children with past exam papers for revision and the least percentage (13%) of parents provided story books to their children. This is therefore, an indication that inadequacy of learning resources provided by parents was an economic factor not supporting the learning of pupils with learning difficulties. This was contradictory to Reinert (1986) who says that, it is difficult to have a strong education programme without adequate and appropriate supportive resources and that aids/resources helped in making subjects less abstract especially for children with learning difficulties.

There was also no allocation in resources on home-based tutorials and encouragement. This contradicted Arasa (1995) who advocates for parent’s motivation to the child and also provision of learning materials to support the child with learning difficulties. The family socio economic factors though may vary from family to family, there is need to set priorities for pupils with learning difficulties. This is because some of the families have enough income to provide the learning materials but had not allocated time to study with the child due to their busy schedules. For the child to perform well, Elksnin and Elksnin (2000) says that parents who help and encourage children to learn at home, and who help them develop positive attitude towards school contribute to personal growth and academic success of their children which is a socio factor. The study results show that for a smooth learning of a pupil with learning difficulties, there should be commitment of the parent to the child’s learning in providing learning resources.

These study findings also suggest that parents need sensitization and awareness on how provision of learning materials at home may assist the child minimize the learning difficulties. This is much more likely to occur if parents themselves attended school regularly, realize what is required of the child and have a practical insight into the part
which they need to play. Some have parental ignorance about homework requirements and majority lack discipline regarding homework.

Parents who visit the school often and provide resources to support learning give a boost to their children’s learning. However, the results show that 66% of the parents visited the school because it was a requirement and only 6.7% discussed the child’s progress with the class teacher. The results suggest that parents need to be sensitized on the importance of visiting the class teacher regularly to discuss with the teacher the difficulties the child may be having.

4.12 Identification and support by teachers to pupils with learning difficulties.

The last theme of the study was to find out if teachers identified and assisted pupils with learning disability in their learning. Figure 4.2 showed that teachers had indeed identified various aspects of learning difficulties in their pupils. The highest per cent of Ld was noted in arithmetic (25%) (arithmetic problems included additions, carrying, subtractions, multiplication and division); writing and reading followed with (21%). Both low retention rate and comprehension had a response rate of 11%. Low concentration spans had 7% and the least responses rate was non-reader with 4%. This implied that most of the pupils had learning difficulties and majority as indicated had not mastered the basic skills in reading, writing and arithmetic which are the basic learning skills. The findings of this concur with the researcher past works by Marion (1981) that learning difficulties may manifest itself in a number of ways in a particular child. Some may have problems related to reading, writing, arithmetic and comprehension. Therefore, it is necessary to put in measures of early identification procedures for early invention so that learning of pupils with Ld is minimised.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction
This chapter summarizes the findings of the study. The summary is divided in parts so that something is mentioned about each of the objectives, which the study aimed at achieving. The summary is followed by conclusions based on the study findings also made in connection with the objectives of the study. After the summary and conclusions, an attempt is made to suggest some recommendations on handling or solving socio-economic factors supporting the learning of pupils with learning difficulties in upper classes in primary schools in Kasarani Division. Finally, recommendations of areas of further research are made.

5.1 Summary of the Research Findings
The study intended to find out socio-economic factors that supported learning of pupils with learning difficulties in upper classes in primary schools in Kasarani Division. In this section, a summary of the results of the study are presented in accordance with the objectives. Thus:

(i) Determine the level of education that support the learning of pupils with learning difficulties
(ii) Establish how parental occupation support learning of pupils with learning difficulties.
(iii) Find out the kind of home environment that support learning of pupils with Learning difficulties.
(iv) Find out the learning resources provided by parents for support of pupils with Ld both at home and in schools.
The level of education for parents of pupils with learning difficulties and their support to learning.

Out of the 30 parents sampled, majority had basic education to enable them to assist and support pupils with learning difficulties to learn. The parents also revealed that they knew their children had learning difficulties which some said they discovered by themselves, others through the assessment centres and also through the teachers. However, even if the parents knew their children had learning difficulties and they had adequate level of education, they did not adequately assist and support their children with learning. For example when doing homework and visiting the schools to discuss the pupils’ progress with the teacher as a means of support to learning.

The occupation of parents whose pupils have learning difficulties and its support on learning

Parents were quite busy in their different occupations to support the pupils with Ld in their learning. This is because, majority were on large-scale business and in formal employment. Therefore, they were not active partners in provision of education for children with Ld with regard to overseeing child’s homework, setting time for study everyday, checking the child’s homework for completeness and understanding, checking work previously done in school, signing the school diary and limiting time spent with friends and watching television.

Parents did not spend enough time to assist the pupil’s with homework since majority spent five minutes only to sign the school diary. This showed that most of the parents had very little time to support their children in the schoolwork at home. Only 1 parent studied with the child closely, and 2 engaged in paired reading with the child while majority of parents 15 (50%) said that they only signed the school diary.
The home environment for that support learning of pupils.

Pupils with learning difficulties revealed that they preferred doing their homework at school rather than at home since they may get more assistance at school rather than at home. Most of the houses had study rooms with reading tables and adequate lighting however, learning resources like textbooks, story books, charts to support learning were minimal.

Parents did not also give priority to the learning of their children, only (13%) of the parents gave priority to home library (for example story books, tables for reading motivation and home based tutorial, (34%) gave their priority to running water which is a basic need while most of the family resources (53%) were allocated to radios and television.

Time management was also not properly used because majority of the pupils did their homework while they were watching televisions which lead to lack of concentration.

Learning resources provided by parents for support of pupils with learning difficulties both at home and in school

There were inadequate learning resources provided by parents. The greatest percentage (66.7%) of parents provided their children with only writing/exercise books. Twenty percent provided their children with past exam papers for revision and the least percentage (13.3%) of parents provided story books to their children. There was over reliance on the FPE fund provided by the government. There was also no allocation in resources on motivation, home-based tutoring and encouragement.

These study findings also suggest that parents need sensitization and awareness on how provision of learning materials at home may assist the child minimize the learning difficulties. This is much more likely to occur if parents themselves attended school regularly and realize what is required of the child and have a practical insight into the part which they themselves need to play. Some are ignorant about home-work requirements
and majority lack discipline regarding home-work. Parents did not visit the schools regularly to discuss and support the learning of their children. Since Sixty-six per cent of the parents visited the school because it was a requirement and only (6.7%) discussed the child’s progress with the class teacher. Teachers were qualified enough to identify and assist in learning of pupils with learning difficulties. Teachers had also received training in special needs education, and they were conversant with ways of identifying and assisting children with special needs and therefore could help in the learning of children with learning difficulties in Kasarani Division.

Learning problems of pupils noted by teachers
Teachers had identified various aspects of learning difficulties in their pupils. The highest per cent of was noted in arithmetic (25%) (arithmetic problems included additions, carrying, subtractions multiplication and division); writing and reading followed with (20%). Both retention rate and comprehension had a response rate of (11%). concentration spans had (7%) and the least responses rate was non-reader with (4%). Majority had not mastered the basic skills in reading, writing and arithmetic which are the basic learning skills.

Teachers assisted the pupils by giving extra homework, 33% gave extra tuition, 50% varied the teaching methods. Teachers revealed that parents did not visit schools regularly to discuss the learning of their children therefore, an obstacle since parents did not have the knowledge on how to assist their children with Ld at home.

5.2 Conclusion of the study
There were economic factors not supporting learning of pupils with learning difficulties, like parental occupation and resources provided in the home environment which did not offer adequate support to learning of pupils with learning difficulties. The learning resources provided by parents were not adequate enough to support the learning of pupils with Ld and therefore, minimize the problem. Parents had adequate levels of education and knowledge about the learning problems of their children to support them in learning.
However, the support they gave to their children with learning difficulties was minimal since they were too busy in their different occupations making it a social factor not supporting learning of pupils with Ld.

Teachers are qualified enough to identify and assist pupils with learning difficulties in learning. Teachers have also received training in special needs education, and they are conversant with ways of identifying and assisting children with special needs and therefore, can support the learning of children with learning difficulties. Teachers have identified various aspects of learning difficulties in their pupils. Teachers assist the pupils by giving extra homework, extra tuition, and using various teaching methods. Teachers revealed that parents do not visit the schools regularly to discuss and support the learning of their children which is an obstacle to academic progress in school work. These are, therefore, socio factors not supporting learning of pupils with Ld. Unless parents are advised to spend time, provide necessary resources and a good home environment conducive to learning, the condition will continue to manifest within their children. In view of this, various recommendations are made as is discussed below.

5.3 The Recommendations of the Study
Based on the study findings above:

i) Most parents were not aware of the special needs of their children and did not support their learning. Parents to be sensitized through chiefs' barazas and other forums on the importance and need of taking their special children to educational assessment and resource centres for subsequent placement in proper educational institutions, since some of the parents visit their class teachers or school once a term when collecting their report cards.

ii) Parents did not spend time with children at home and they did not visit the schools to support learning of their children. Parents should be encouraged to
pay regular visits to the institutions where their children are and discuss their educational progress with the teachers; then on the advice of teachers provide needed materials.

iii) Parental participation at home should be highly encouraged for example, supporting and encouraging children with learning difficulties, assisting children in doing home work and reading, assisting the children in solving educational problems. This will minimize the learning difficulties in Kenya. The study established that there are negative attitudes of parents towards support of children with learning difficulties since most of them were busy with their business and pursuing careers.

iv) Home environment was not conducive to learning of pupils with Ld especially in terms of learning materials. Kenya Institute of Education, curriculum developers to prepare learning materials that will be used by parents to enrich the learning environment and to boost the learning of children with learning difficulties in the home environment.

v) Teachers were not meeting with parents to develop the IEP to support learning of pupils with Ld. The Teachers Service Commission should deploy more trained teachers in SNE to the primary schools so as to ease the problem of the large number of pupils in class since the teachers will have adequate time to concentrate on learners with various special needs.

vi) Parents should be advised through school meetings and letters to visit the schools regularly to discuss the learning of their children and also to assist their children at home.

vii) Parents should be advised to use some of the resources they provide at home for example radios and television to develop skills like listening, reading and speaking for their children. Resources like water should be used to promote good hygiene of their pupils therefore minimize illness among pupils. This will prevent absenteeism and therefore support learning of their children.
viii) Parents should also be advised to buy textbooks, story books and revision books for their children to support their learning and to avoid over relying on the FPE fund and those with low income can be advised to pool resources and help one another and schools can also introduce the book fund.

5.4 Suggested Areas for further Research
Due to the limited scope of this study, the researcher was not able to carry out research on other family resources supporting the learning of pupils in upper classes in primary schools in other Division in Kenya. The researcher suggested the following areas for further research. These include:

The researcher suggested the following areas for further research. These include:

(i) Ways of helping parents identify children with L.d
(ii) To find out other supportive resources from schools to enhance performance of children with L.d
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# APPENDIX A

Checklist for class teachers to identify pupils with learning difficulties.

This check list was designed for use by the class teacher to assist him/her in identifying pupils with learning difficulties. It consists of a range of characteristics associated with learning difficulties. Check the appropriate items in each category by putting the tick where you have observed the pupils deserve one.

<table>
<thead>
<tr>
<th>1. Does the pupil exhibit a condition known as hyperactivity?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rarely complete task in the allocated time</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Has difficulty in accommodating school routines</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Exhibit excessive gross motor activity, such as running or climbing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Easy frustrated</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Difficulty in sitting still</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Does the pupils experience specific academic problems in the following areas</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Comprehension</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Not interested in listening to stories and songs.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Experiences difficulties distinguishing between similar sounds</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
- Does not understand the meaning of words
- Experiences difficulties in understanding meaning of sentences
- Does not enjoy participation in class discussion and rarely raises his or her hand to respond
- Forget a lot of words and cannot often remember what he or she was going to say.
- Unable to follow oral discussion and take notes.
<table>
<thead>
<tr>
<th>(b) Reading</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiences difficulties reading individual words</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Experiences difficulties in reading individual sentences</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Experiences difficulties in reading individual paragraphs with understanding of what is read.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Punctuation and grammar are weak and often missing</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Letters and/or words are often reversed.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Experiences difficulties distinguishing similar sounds</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(c) Arithmetic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in understanding mathematical concepts</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Does not remember the marks facts</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Cannot do mathematical word problems</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(d) Oral Language</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak articulation skills</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Weak verbal expression</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Grammar skills are quite weak</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Weak vocabulary</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>6 Does the pupil exhibit poor body condition? e.g.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>• Recognize objects by touch</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Recognize letters or numbers drawn in the palm of the hand</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Awkward gait</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Weak fine motor skills (evidenced in art, written work copy etc).</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>• Hold pencils, pens, crayons, and scissor inappropriately</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Questionnaire for Class Teachers

This questionnaire is designed to obtain information on socio economic factors affecting learning of pupils with learning difficulties in upper primary school classes in Kasarani Division. The information that you provide will be treated with utmost confidence. Please respond by ticking the boxes ( ) or by writing a brief statement where applicable.

1. State your Gender
   Female [ ]
   Male [ ]

2. Indicate your highest level of education
   (a) KCPE [ ]
   (b) KCSE [ ]
   (c) KJSE [ ]
   (d) B.ed
   (e) Others ------

3(a) Are you trained in Special Needs Education?
   Yes [ ]
   No [ ]

3(b) If yes, did your training include specific skills on children with learning difficulties?
   Yes [ ]
   No [ ]
4. What types of difficulties do your children with Learning difficulties have?
   a. Reading [  ]
   b. Writing [  ]
   c. Comprehension [  ]
   d. Arithmetic [  ]
   e. Concentration [  ]

5. Do you have remedial teaching to assist those pupils with Ld in your class?
   Yes [  ]
   No [  ]

6. Do you give homework?
   Yes [  ]
   No [  ]

7(a) Where do the pupils prefer doing their home work?
   At home [  ]
   In school [  ]

7(b) Give reasons

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

(b) Designing homework at home

8(a) Do the parents of Learning difficulties provide them with learning support materials?
   Yes [  ]
   No [  ]
8(b) What type of support materials do they provide?

9(a) How frequent do you hold teacher-parent meetings to discuss learning activities of children with Learning difficulties?
   a) Weekly [ ]
   b) Twice a term [ ]
   c) Once a term [ ]
   d) Others specify ..............................................................

9(b) Do you have an Individualized Educational Programme for the child with Learning difficulties?
   Yes [ ]
   No [ ]

10. What do you do to disseminate information of pupils with Ld to the parents?
   (a) Sensitize the parents [ ]
   (b) Organizing Seminars for them [ ]
   (c) Clinic days [ ]
   (d) Others (Specify) ..............................................................

11. What are some of the difficulties arising from parents when called by the class teacher in school for discussions?
12. What are the common difficulties noticed from marked pupils homework?

(a) Failure of pupils to complete homework [ ]
(b) Work poorly supervised at home [ ]
(c) Diaries not signed at home [ ]
(d) Others (specify) .................................................................

13. What support materials do you receive from parents of children with learning difficulties?

(a) Writing exercise books [ ]
(b) Past exam papers [ ]
(c) Text books and charts [ ]
(d) Others (specify) ................................................................

14. What other support do you think should be given to children with Learning difficulties?

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

Thank you for your response.
APPENDIX C

Interview Schedule for Pupils with Learning difficulties.

Instructions

This interview schedule is designed to obtain information on socio economic factors affecting learning of pupils with learning difficulties in upper primary school Classes in Kasarani Division. The information that you will provide, will be treated confidentially

1. What is your gender?  [ ]

2. Do teachers give you homework?  [ ]

3. What difficulties do you experience in learning?  [ ]

4. Who assists you in dealing with difficulties in learning?  [ ]

5. Which of the following resources do you think helps you in learning?

   (a) Radio  [ ]

   (b) Television  [ ]

   (c) Reading room  [ ]

   (d) Reading table/Chair  [ ]

   (e) Others

      (Specify) ...........................................................................................................

      ..............................................................................................................
6. Which of the following learning support materials do you have in your home?
   (a) Story books [ ]
   (b) Exercise books [ ]
   (c) Pen / Pencils [ ]
   (d) Multiplication charts [ ]
   (e) Others (Specify) [ ]

7. What reading materials do teachers need from your parents to help you learn?
   1. .................................................................
   2. ......................................................................
   3. ......................................................................
   4. ......................................................................
   5. ......................................................................

8. What type of support do you require from the teachers / parent in order to learn?
   (i) Encouragement [ ]
   (ii) Motivation [ ]
   (iii) Praising [ ]

9. Do you prefer doing your homework at home or in school?
   (b) Give reasons for your choice above.
   ...........................................................................
   ...........................................................................
   ...........................................................................

Thanks for your response
APPENDIX D

Interview Schedule for Parents

Introduction

This interview is meant for parents of pupils with learning Difficulties. The interview is designed to obtain information on socio economic factors affecting the learning of pupils with Learning difficulties in upper primary schools classes in Kasarani Division. The Information that you will provide will be treated with confidentiality.

1. What is your gender?
2. What is your Level of education?
3. What kind of work do you do to earn your Living?
   (a) Formal employment
   (b) Small scale farmer
   (c) Casual labourer
   (d) Small scale business
   (e) large scale business
   (f) Others (specify)
4. Does your child have Learning difficulties?
5. How did you discover that your child had learning difficulties?
   (a) Informed by teachers
   (b) Noted all by myself
   (c) Educational Assessment centres
   (d) Others (Specify)
6. Who assists your child in doing homework at home?
7. (a) How frequently do you visit your class teacher to discuss your child’s learning?
   (i) Weekly
   (ii) Twice a term
   (iii) Once a term
   (iv) Others (Specify)
   (a) Give reasons for your response.

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

8. How much time do you spend in helping your child in doing homework?
   (a) 1 hour
   (b) 30 minutes
   (c) 25 minutes
   (d) 20 minutes
   (e) 10 minutes
   (f) 5 minutes

9. What activities do you engage in when assisting your child with school work?
   (a) Study with the child
   (b) Remedial work
   (c) Extra assignments
   (d) Signing diary
   (e) Doing corrections
   (f) Paired reading

10. What are some of the home environment resources available to support learning of your child with Ld?
    (a) Running Water
    (b) Radio and Television
    (c) Home Library
11. What are some of the learning materials that you provide to your child with learning difficulties?
   (a) Revision Materials
   (b) Writing books
   (c) Text books and story books

12. In your opinion what do you think should be done to support learning of pupils with learning difficulties?
   (a) Motivate them
   (b) Encourage them
   (c) More training for teachers in SNE

13. What do you do with the class teacher to support learning of your child with Ld?

Thank you for your response.
26th October, 2004

All Headteachers
City Council Schools
NAIROBI

RE: RESEARCH AUTHORITY

This is to certify that Nzue Jane of the Department of Special Education of Kenyatta University is authorised to visit Council schools for the purpose of carrying out a research titled, "the effect of Socio-economic status to academic performance of pupils with learning disabilities".

Therefore you are instructed to facilitate this important study in your school.

F. L. SONGOLE
CHIEF ADVISER TO SCHOOLS
FOR: DIRECTOR OF CITY EDUCATION