

**DETERMINANTS OF DYSLEXIA ON PERFORMANCE IN MATHEMATICS
AMONG CLASS SEVEN LEARNERS IN KAITI SUB-COUNTY, MAKUENI
COUNTY, KENYA**

BY

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DECLARATION

I confirm that this research thesis is my original work and has not been presented in any other university. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics pictures or tables have been borrowed from other works- including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as university supervisors.

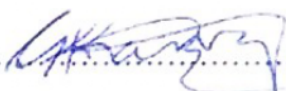
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ABSTRACT

Despite the overwhelming emphasis that has been laid towards the importance of Mathematics in the Kenyan Education System, performance in the subject in National Examinations continues to take a downward trend. The main purpose of these study was to investigate the influence of dyslexia on performance of mathematics among learners in class seven in Kaiti division. The objectives of the study included: to determine the extent to which teaching methods influence performance of mathematics for learners with dyslexia among class seven learners, to assess what level the curriculum content in mathematics influence performance in mathematics for learners with dyslexia, to find out to what extent time allocated for word problem in mathematics exams influence math performance among learners with dyslexia and to establish the extent to which gender of the learner influence the performance of mathematics among learners with dyslexia. The study used descriptive survey design employing both qualitative and quantitative research approaches. Ten schools which were 25% of the targeted population were selected using simple random sampling. The target population was 40 class seven math teachers and 2000 class seven learners. Purposive sampling was then used to select 10 mathematics teachers and 200 learners. Data was collected using questionnaires, assessment checklist, a mathematics assessment test and documents analysis. Qualitative data was transcribed and organized into themes, categories and subcategories. Quantitative data was analyzed using content analysis and information reduced to numerical terms then analyzed using the statistical package for social sciences (SPSS). The study established that more than three quarters of the teachers in the study had cases of dyslexia in their classes. All the teachers indicated that teaching methods employed by the teachers influence performance of mathematics in a learners with dyslexia. From the findings, the study concluded that the teachers had cases of dyslexia in their classes. The study concludes that teaching methods employed by the teachers influence performance of Mathematics in learners with dyslexia. It is recommended therefore that, teachers in primary schools should use teaching aids, for example charts to teach. Further, that the teachers in primary schools should pay more attention to their learners and identify the ones who are dyslexic and give extra coaching. Moreover, the curriculum should be revised to accommodate learners with dyslexia. It is hoped that the findings of this study will contribute to the existing literature on learners with dyslexia and to curriculum developers, to come up with appropriate measures to aid dyslexic learners.