EFFECTS OF READING DIFFICULTIES ON ACADEMIC PERFORMANCE AMONG FORM THREE STUDENTS IN PUBLIC SECONDARY SCHOOLS, KIAMBU COUNTY, KENYA

BY

WANJIKU KARANJA

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DECLARATION

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

Signature ……. Date ……..

Wanjiku Karanja

E55/20334/2010

Department of Special Needs Education

Supervisors' approval

This thesis has been submitted for review with our approval as University Supervisors.

Signature ……. Date …….

Dr. Mary N. Runo

Senior Lecturer

Department of Special Needs Education

Kenyatta University

Signature …….. Date …….

Dr. Jeremiah M. Kalai

Senior Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

To the Almighty God who has given me the physical and mental health to undertake this project. To my family; my husband and my children who stood with me during this time. Thank you for your support and encouragement.

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ABBREVIATIONS AND ACRONYMS

CNS	Central Nervous System
ED	Emotional Disturbance
EFA	Education for All
FPE	Free Primary Education
IDEA	Individual with Disabilities Education Act
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
LD	Learning Difficulties
MMR	Mild Mental Retardation
MoE	Ministry of Education
NACOST	National Council of Science, Technology and Information
SMASSE	Strengthening Mathematics and Science Subjects Education
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
TIQET	Totally Integrated Quality Education and Training
USA	United States of America

ABSTRACT

The purpose of the study was to determine the extent to which reading difficulties affect academic performance of secondary school students. The study objective was to establish comprehension errors that affect students' academic performance. Piaget (1983) theory of cognitive development guided this study. This study employed quantitative approaches for data collection and analyzes both teachers and learners. The research design was a descriptive survey design. Data was collected by use of questionnaires for teachers of English and student's cloze test and reading passage. The actual data collection took two weeks. Data from questionnaires, cloze test and reading passage were compiled, edited and coded according to the themes of the study. Quantitative data was analyzed by use of statistical packages for social sciences (SPSS). Likert Scale and chi-square test were also used to measure the strength of the relationship between different variable. The target population comprised of 10 principals/deputy principals, 22 teachers of English language and 500 students from 10 public mixed day secondary schools in Kiambu District, Kiambu County. The sample of the study included 10 teachers of English and 100 form three students from 5sampled schools. Purposive sampling was used to select schools, teachers of English, boys and girls from form three class. Findings from the reading test indicated that students who had less problems with word substitution, omission, mispronunciation and addition scored highly (B+ - C+) in the end of the term on exam, and a significance relationship ($p>0.05$) between these and academic performance was established. Cloze test performance where 5 per cent of the students performed below average and students end of term one exam where all the sampled schools have less than a mean grade of 5 were indicators of poor academic performance as a result of reading difficulties. Teachers indicated that there are dropouts (40%), repeaters (20%) and absentees (40%). It was established that ninety percent of the teachers of English experienced problems in teaching reading. Sixty per cent of the teachers did not conduct library lessons at all due to lack of library resources. Students ignoring or misinterpreting punctuations while reading was another common problem experienced by majority of the teachers. The study recommends that teachers of English should be in-serviced regularly and that the school administration should ensure availability of library resource and reference materials through the Ministry of Education. The government and school administration should come up with measures whereby chronic absenteeism as a result of lack of school fees in public mixed day secondary schools is minimized.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

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

1.2 Background to the Study

According to Wixon, Peters, Weber and Roeber (1987), reading is the process of constructing meaning through the dynamic interaction among the reader, the text and the context of the reading situation. Reading process involves visual motor skills and perception of the symbols by the brain. It is generally broken down into two components: 'reading' the words, or decoding and understanding what is read, or comprehension (Cooper, Warnoke & Shipman, 1988; Samuels, 1988). This study intended to use the definition according to Manzo and Manzo (1993) who define reading as the act of simultaneously reading the lines, reading between the lines, and reading beyond the lines. 'Reading the lines' is the process of decoding the words in order to reconstruct the author's basic message. 'Reading between the lines' is the process of making inferences in order to reconstruct the author's implied messages. This requires an understanding of the integral logic of facts presented as well as an understanding of connotative and figurative language. 'Reading beyond the lines' is the process of judging the

significance of the author's message and constructively applying it to other areas of knowledge and experience.

Typical reading difficulties of adolescents with mild disabilities include problems with vocabulary, word recognition, reading comprehension and reading rate. Reading appears to affect performance in all other academic subjects as well as to impact vocational needs and options (Feagans, 1983; Hallahan, Kauffman & Lioyd, 1985). Mercer (1987) denotes several types of reading problems that are typically found among students such as reading habits, word recognition errors, comprehension errors and miscellaneous symptoms. Smith et al., (1985) also lists several common problems experienced by some students who suffer from reading disabilities. These include: omitting letters, syllables or words; inserting extra letters, words or sound; substituting words that look or sound similar; mispronouncing words; repeating words and using improper inflection during oral reading. Reading disability is a deliberating problem for many children, adolescents and adults in North America and throughout the world. Educators, parents, physicians, as well as society in general share a common concern about individuals who do not learn to read. All teachers have the responsibility of understanding and helping their failing and frustrated students. Elementary classroom teachers, reading teachers, special education teachers and secondary school teachers need knowledge about the assessment and treatment of reading difficulties (Richet, List & Lerner, 1989).

Studies show that almost 80 per cent of children with learning disabilities have their primary educational problem in the area of reading. The reading problems of all these students have a substantial impact on their ability to master other subjects in school. Richet et al, (1989) indicate that as a primary cause of school failure, poor reading ability leads to lowered self-esteem and serious emotional overlays. Moreover, reading problems prevent individuals from reaching desired career goals and robs them of the opportunity to read for pleasure and enjoyment. Reading difficulties are the principal causes of failure in school (Carmine, Silbert & Kameenui, 1979). They further affirm that reading failure could lead to misbehaviour, anxiety and lack of motivation. According to Lerner (2006), reading experiences strongly influence self-image and feelings.

Secondary students must use basic skills as for learning tools. There are substantial reading demands in all content areas, with texts often at high readability level (Silverman, Zigmond & Sansone, 1983). Reading problems for students with learning disabilities frequently continue into high school (Algozzine, O'shea, Studdard & Crews, 1988). In the world conference on special needs education at Salamanca in which Kenya was represented, the government was called upon and urged to ensure that, SNE is included in teacher education programmes both pre service and in service to enhance inclusive education.

The KCSE results of 2010, 2011 and 2012 of the ten mixed secondary schools out of 19 public ones in Kiambu district were below the national average mean grade

of 6.This fact attracted the interest of the researcher and sought to find out whether the trend was the same in the consecutive years and whether the current form threes would fall in the same trend. The researcher sought to establish the performance of form threes students in end of term one, 2013 and KCSE results in 2010, 2011 and 2012. The results showed a consistent trend in the performance with students performing better in the end of term. The results also showed that all of the study schools had a mean of less than the national average mean grade of 6. Kihara secondary school had a mean of 4.33 in 2010, 4.67 in 2011 and 3.82 in 2012.Gacharage had 2.52, 2.400 and 3.27 respectively. Muongoiya had 2.96, 3.80 and 3.70, Riara had 3.90, 3.20 and 3.058. At least the last but not least, Kiambu Township had 4.01, 4.08 and 4.14. None of the form three classes had a mean grade of 5 in the end of term one (2013) exam. This was an indication that reading difficult in students carried forward from their academic background has resulted to poor academic performance throughout the years.

Reading in English is taught at primary school level (pre-unit to class 8) as a basic skill, in addition to listening, speaking and writing (Kenya Institute of Education, 2002) syllabus. According to Kirigia (1991), a large number of KCPE graduates lack sufficient knowledge in English reading comprehension and also have difficulty comprehending English words. Furthermore, when they are promoted to secondary school level, such students meet teachers who are not ready to teach reading due to the negative attitude of teachers of English. They believe that teaching reading should be done in primary level by primary school teachers.

Again, in most district secondary schools, library resource is not well-established. The available reading materials and class readers are oftenly ignored due to the wrong attitude of teachers towards teaching reading. Finally, library lessons are used in teaching literature in pursuit of good scores in KCSE especially from form three to four. The concern for the national mean grade makes the teachers forego teaching reading which in turn affects the performance of all the other examinable subjects. Therefore, the researcher sought to identify and establish the effects of students' reading difficulties on academic performance and social-emotional adjustment in mixed day public secondary schools in Kiambu District.

1.3 Statement of the Problem

According to Lerner (2006), a number of learners, for unexplained reasons, are unable to use reading as a tool for learning, getting new information, ideas, attitudes, and values from standard 4 upwards. Even after they have been taught, it is quite unfortunate that a large number (17.5 per cent) of them are unable to read efficiently at higher class levels (Lerner, 2006). According to Mercer and Mercer (2001), between 10 per cent and 15 per cent of school - going learners have reading difficulties. Lerner (2006) notes that, more than 17.5 per cent of learners have reading difficulties. The government of Kenya planned to achieve education for all (EFA) by 2015 and the Millennium Development Goals (MDGs) by 2030 through provision of quality education that is accessible and relevant to the lives of all children including those with special Needs (MOEST, May 2009) as many children experience learning difficulties and thus have special

educational needs at some time during their schooling pre-service training programmes should provide a positive orientation towards special needs to all teachers (Salamanca, 1994)

Possessing this knowledge, the researcher found out what happens to such learners after they were promoted to secondary school level in Kiambu District, in Kiambu County, Kenya. There are 19 public secondary schools in Kiambu district where five are provincial and 14 of them district. Ten(10) of the 14 district school are mixed day schools whose KCSE analysis of 2010, 2011 and 2012 registered mean grades far below the country's average mean grade of 6.00 (MoE, Kiambu District KCSE analysis 2010 - 2012). This study sought to determine the relationship between this poor academic performance and reading difficulties. Carmine, Silber and Kameenui (1997) found reading difficulties to be the principal cause of failure in school. Furthermore, reading failure could lead to misbehaviour, anxiety and lack of motivation (Carmine et al., 1997). The researcher, therefore, wished to establish whether reading difficulties could be a major contributing factor to the poor performance since reading skill is needed in order to interpret examination questions and even to comprehend what the questions require for an answer. Word recognition, reading comprehension and application are the reading skills assessed most often (Kerr, Nelsom & Lambert, 1987). According to studies conducted in Kenya by Chege (1999), Kirigia (1991) and Njoroge (2000), learners with reading problem in English have problems in school performance in general.

1.3.1 Purpose of the Study

This study sought to find out the extent to which reading difficulties affect academic performance of form three students in Kiambu District mixed day public secondary schools by use of KCSE exam scores and end of the year exam results.

1.4 Objectives

The objectives of this study were to:

i. Establish comprehension errors that affect students' academic performance in Kiambu District mixed day public secondary schools.
ii. To find out the effects of reading difficulties on students' academic performance in Kiambu District mixed day public secondary schools.
iii. Identify challenges faced by secondary school English language teachers in dealing with reading difficulties regarding comprehension errors in Kiambu District mixed day public secondary schools.
iv. Establish appropriate strategies that would enhance reading comprehension, in Kiambu District mixed day public secondary schools.

1.5 Research Questions

The following research questions were formulated for the study:

i. What comprehension errors affect academic performance of students in Kiambu District mixed day public secondary schools?
ii. What are the effects of reading difficulties on students academic performance in Kiambu District mixed day public schools?

iii. How do English language teachers handle reading difficulties in relation to comprehension errors at school in Kiambu District mixed day public secondary schools?

iv. What strategies can be used to minimize comprehension errors amongst students in Kiambu District mixed day public secondary schools?

1.6 Significance of the Study

Data and information obtained from this study can be used to inform teachers and students about learners with reading difficulties in order to improve their academic performance. The findings provide appropriate information to Kenya Institute of Curriculum Development (KICD) as they develop curricula and syllabus for respective academic levels for learners with reading difficulties. Policy-makers are informed about students' reading difficulties and the need to train secondary teachers on SNE. Teachers are made aware of students in this category and the need to offer them assistance. Finally, parents can gain from their children's improved academic performance.

1.7 Limitation and Delimitation

1.7.1 Limitation

The researcher was faced with several limitations, namely; negative attitudes of the respondents towards filling in the questionnaires; getting time with principals/deputy principals at schools; low response rate since the respondents are expected to fill in the questionnaires while they attend to the school timetable; and finally, limited interactions between the researcher, teachers and students

since they work under fixed schedule at school. However, the researcher found convenient time like lunch break and other breaks and also made use of introductory letter to mitigate for the negative attitude.

1.7.2 Delimitation

The study was concerned with Form three students in secondary level and excluded other causes of reading difficulties except the comprehension errors which the researcher was able to handle in the limited time. The researcher was interested in the public mixed day secondary schools leaving out the provincial and private secondary schools in the district. This meant that the results would not be generalized to all schools or other settings except to those with similar socio-cultural and geographical locations.

1.8 Assumptions of the Study

The study assumed that the 10 mixed day secondary schools got students from the neighbouring primary schools. The researcher assumed that there was a relationship between reading difficulties and academic performance - that academic performance is an indication of presence or absence of reading difficulties. Second, she assumed that secondary school teachers have limited knowledge of reading difficulties and that they avoid teaching reading due to negative attitude towards it and limited library resources in the schools. And finally, the researcher assumed that the respondents were honest to themselves and were willing to participate in the study.

1.9 Theoretical Framework

This study was guided by Piaget's (1983) theory of cognitive development. Cognitive development is that aspect of development that deals with thinking, problem solving, intelligence and language. According to Piaget, cognitive development is a combined result of the maturation of the brain and nervous system and the experiences that help individuals adapt to the environment. He contends that cognitive development in all children will follow predictably and qualitatively distinct levels or stages. These stages are from concrete operational thought to formal operational thought. These stages are useful in this study in that adolescents' reading abilities and social/emotional adjustment in secondary schools depend on how successful they went through this early steps (Lerner, 2000).

Piaget emphasizes that the order in which the periods occur is approximately fixed but a child's rate of progress through them is not and the age at which each stage or sub-stage is negotiated varies from child to child. The stage progression portion of Piaget's cognitive development theory has important implications on reading development stages (Chall, 1983). First, reading process is developmental and no child skips a stage. Second, individual children may take different lengths of time and need different experiences to complete their development. The schemata (mental structures) aspect of Piaget's (1983) theory is in line with reading definition of reading beyond the lines in this study. This relates to the way reading is correctly viewed as a highly subjective interaction of learner's

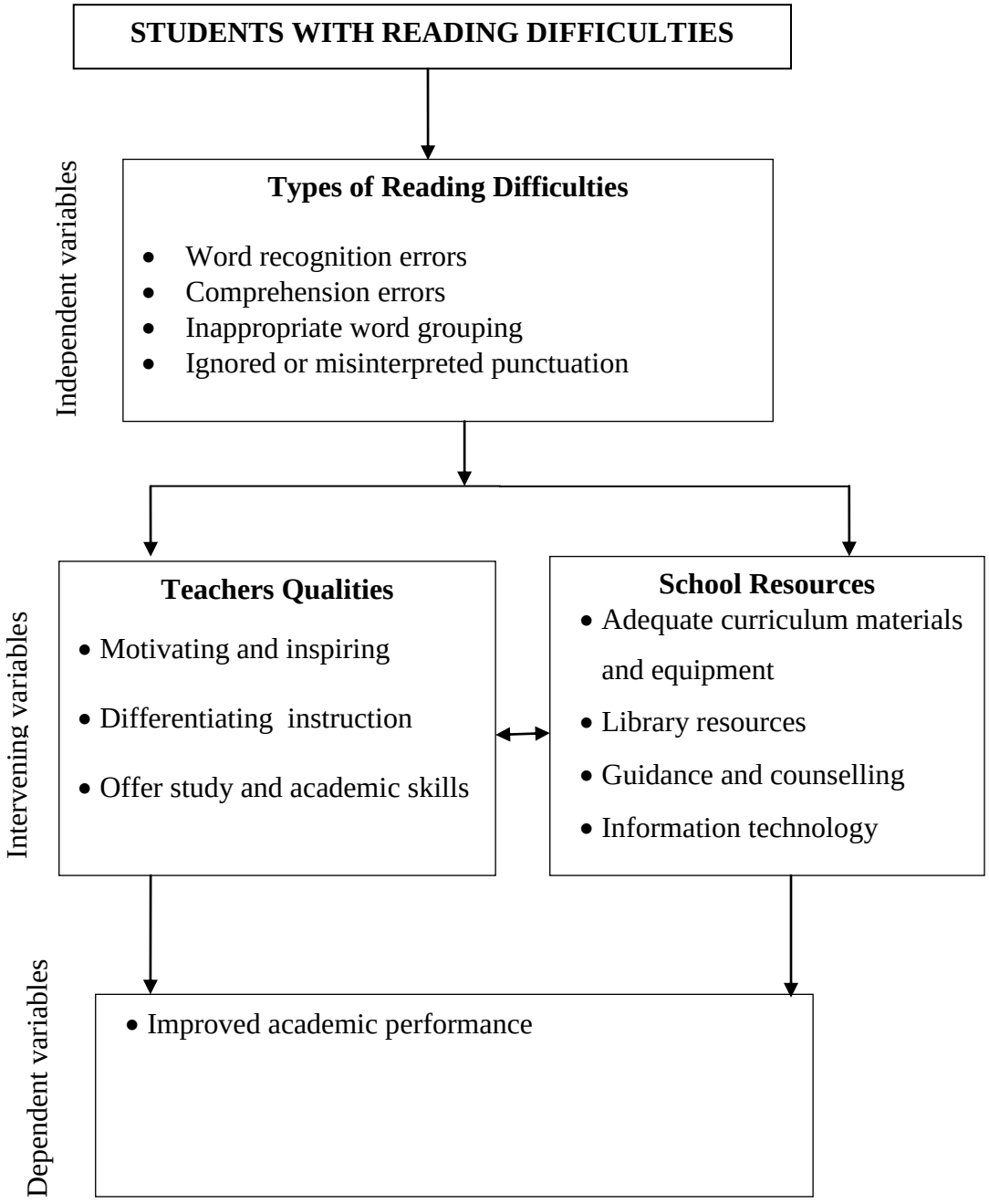
prior knowledge, perception and purposes with those of the author. This interaction is guided by Piaget's two complementary processes of assimilation and accommodation.

Reading is an ongoing process hence the wish for this study to find out whether the secondary school teachers were aware of reading difficulties and whether they were aware of remedial measures of such problems. The study also wished to determine the specific strategies used by those teachers in dealing with reading difficulties to enhance academic performance and social/emotional adjustment of learners in their schools.

1.10 Conceptual Framework on Students' Reading Difficulties, Social and Emotional Adjustment

According to Kathuri (1986), the following factors have had some influence on the learner's performance in examination: school administration, quality of the staff, learner's previous academic background, teaching methods, and the school community and environment. On the other hand, according to Simatwa (2007), students in a school setting may express the above problems through poor performance, withdrawal, unhappiness, annoyance, anger, inability to meet needs, lack of knowledge, inability to turn aspirations into fruition, and hyperactivity among others. Raffer and Johnson (1981) also note that many student discipline and poor performance problems that occur in secondary schools might not exist if guidance and counselling services were correctly offered. The following

researcher's own formulated conceptual framework shows how the independent and dependent variables interplay and interrelate to bring out the desired outcome.



Source: Author's Own formulation, 2011

Figure 1.1: Factors that contribute to better academic performance

The independent variables in this study were: problems related to reading habits, word recognition errors, comprehension errors, inappropriate word grouping and ignored or misinterpreted punctuation. However, the intervening variables were; differential instruction, motivating and inspiring teachers, academic training, guidance and counselling services, adequate curriculum materials and equipment, availability of reading programmes, information technology, social skills training and programme, career education, vocational resources and library services. On the other hand, the dependent variables were: advanced social and emotional adjustment, improved academic performance, high retention rate and less repetition, appropriate career choice and advanced skills for higher learning. The relationship between the variables is that any alteration in the independent variables has some influence on the dependent variables.

1.11 Operational Definition of Terms

Academic Performance: It refers to how well or badly individual student scores in each specific examinable subject in secondary school as indicated by scores and grades.

Comprehension: Reconstructing the author's message using one's experiential knowledge of language and thinking skills.

Decoding: Secondary school learners' ability to recognize words and associate meaning with them.

Disability: This is students' lack or restriction of ability to perform a mental or physical activity in the manner within the range considered normal at a given age or sex in a school setting.

Emotional Adjustment: It refers to student's ability to change his/her behaviour and attitudes to agree with the feeling of others at school.

Helplessness : It is the state of affairs in which nothing a student chooses to do affects what happens to him/her.

Inclusive Education: This is an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools.

Literacy: Is essentially the ability to cope with the reading tasks associated with living, working and playing in today's world in reference to linguistic literacy.

Reading Difficulty: It is used interchangeably with the terms reading disability and learning disability in this study. It includes problems in reading habits, word recognition, comprehension, word grouping and punctuations.

Reading: The process of constructing meaning through the dynamic interaction among the reader, the text and the context of the reading situation.

Special Needs Education (SNE): Is education which provides appropriate modifications in curricula, instructional methods, educational resources, medium of communication, and learning environment.

Social Adjustment: It refers to the ability of the students to change their behaviour and attitude to agree with the common activities which are performed in teams or groups for pleasure at school.

1.12 Summary

This chapter presents background to the study, statement of the problem, purpose of the study; objectives, significance of the study; delimitation and limitation of the study; theoretical and conceptual frameworks of the study. This laid an extensive ground for the literature review in the next chapter.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

Relevant literature to the study was discussed in this chapter. The review was presented under the following sub-headings: Definitions of reading and reading difficulties, reading difficulties and academic performance, poor academic performance and social/emotional adjustment, prevalence of reading difficulties, gender differences in reading and finally, reading difficulties and learning disabilities.

2.2 Definitions of Reading and Reading Difficulties

Coining a definition of acceptable reading to all educators and psychologists has been difficult and problematic. This is due to many perspectives with which different professionals may approach the same issue. This study employed the Piaget's (1983) theory of cognitive development to define reading. According to this theory, mental development progresses as a result of learners' interactions with their surroundings. The role of the educator is to provide material and appropriate opportunities in which learners can interact (Piaget, 1983). The researcher, therefore, agreed with Manzo and Manzo's (1993) view of reading as the act of simultaneously "reading the lines", "reading between the lines", and "reading beyond the lines". It is, therefore, concluded that the reader has to be critical and also creative. According to Wixon, Peters, Weber & Roeber, (1987),

Reading is the process of constructing meaning through the dynamic interaction among the reader, the text and the context of the reading situation.

Typical reading difficulties of adolescents with mild disabilities include problems with vocabulary, word recognition, reading comprehension and reading rate (Feagans, 1983; Hallahan, Kauffman & Lioyd, 1985). Reading problems stem from many causes, and is a complex process as many reading difficulties can exist (Kaluger & Kolson, 1978; Kirk et al., 1978). Bond, Tinkel and Wasson (1979) provide the following general classifications of the more prevalent reading difficulties: faulty word identification and recognition, inappropriate directional habits, deficiencies in basic comprehension abilities, limited special comprehension abilities (such as inabilities to locate and retain specific facts), deficiencies in ability to adapt to reading needs of content fields, deficiencies in rate of comprehension and poor oral reading.

Children and adolescents who are not proficient with the form, content and function of language have reading difficulties. Form includes phonologic, morphologic and syntactic skills. Content refers to semantic, or vocabulary and the relationship among words. Function means a student's ability to use a language for pragmatic social purposes. Adams (1990), Snow, Burns and Graffins (1998) attributed phonological awareness to skillful reading through their research. Regardless of the factors related to the reading disability, there are several types of reading problems that are typically found among students. These

include; problems related to reading habits; word recognition errors; comprehension errors and miscellaneous symptoms (Mercer, 1987). Smith (1988) lists several common problems experienced by some students who suffer from reading disabilities. These include; omitting letters, syllables or words; inserting extra letters, words or sounds; substituting words that look or sound similar; mispronouncing words; reversing word or syllables; transposing letters or words; repeating words or using improper inflection during oral reading.

2.3 Comprehension Errors and Students Academic Performance

Reading difficulties are the principal causes of failure in school (Carmine, Silbet & Kameenui, 1997). According to Mercer and Mercer (2001), between 10 per cent and 15 per cent of school-going learners have reading difficulties. Teachers should be in a position to identify a learner's problem including those related to reading from a holistic point of view in order to help such a learner manage academically in school (Dreikrurs, Gronwall & Peper, 1998). Lerner (2006) also notes that teachers should identify children with reading problems early and provide them with appropriate early interventions rather than practising the policy of wait - and - fail method (Lerner, 2006).Researches conducted in Kenya highlights that learners with problems in reading English have problems in school performance in general (Chege 1999, Kirigia 1991 & Njoroge 2000).

According to Kenya Institute of curriculum development, secondary education syllabus volume one (2002), the ability to read fluently is vital both in school and for life. Good reading skills will improve performance in all school subjects.

Reading helps in information gathering and learning of concepts. Through reading, the learner is exposed to new vocabulary, new sentence structures and different registers. Reading also acquaints the learner with good models of language use. A good foundation of reading should be laid in Form One. This is because reading is a very important component of language learning. It will also help in the study of all other subjects.

According to Chiuri (2009), academic performance in most districts in Central Province over the last ten years has been far below the region's potential considering its strategic central position, good resource endowment and better infrastructural facilities in learning institutions, as compared to other regions in the country. Furthermore, the academic performance of the schools in the district is far below the country's average mean grade of 6.

A study done by Runo (2010) on identification of reading disabilities and teacher oriented challenges in teaching reading to standard five in Kenya concludes that the learners who scored poorly in the wordlist and reading passage were equally poor performers academically in primary schools. This was in line with her conceptual framework which indicated that both internal and external factors cause reading difficulties, hence poor academic performance. She further concludes that there is need to train the primary school teachers on the methods of identifying reading difficulties in learners to avoid learners' continued failure in school subjects. The researcher in this study wished to establish whether the same

case applied to secondary schools and whether reading difficulties is a major contributing factor to poor performance in KCSE as it is in KCPE.

2.4 Reading Difficulties on Students Academic Performance

2.4.1 Gender Difference in Reading Difficulties

According to recent research by Lerner (2006), there is a significance gender effect on ability to read. Clinics and schools in USA identify four times as many boys as girls who have learning disabilities (Lerner, 2006). Reid et al., (2009), study on gender differences in reading have also confirmed that reading disability is higher in males than in females with the average ratio being four males to one female. Maletesha and Aaron (1982) claim that more male brains are prone to excessive balance in information processing strategies than female brains.

In Kenya, the National Development Plan (2002 - 2008) records that a slightly higher percentage of males who repeated classes in 1999 (13.8 per cent boys and 13.29 per cent girls) than girls. This could probably be as a result of more boys being reading disabled than girls. Runo (2010) indicates that there were more boys (103) than girls (78) who could not read in her study. The current study sought to establish the above fact in public mixed secondary schools in Kiambu District.

2.4.2 Reading Difficulties and Learning Disabilities Controversy

According to Runo (2010), about 80 per cent of all learners with learning disabilities experience reading difficulties. It is estimated that among all learners who have any sort of disability, 51 per cent of them have learning disabilities.

Inability to learn to read has been called “word blindness”, “alexia” or dyslexia. Reid et al., (2009) maintain that dyslexia is conventionally defined as difficulty in the ability to identify printed words and letters in learners who have at least normal average intelligence and who are not impaired by general learning difficulties. Estimates of the prevalence of learning disabilities vary widely ranging from 19 per cent to 30 per cent of the school population. Majority of learners with learning disabilities are found in regular schools. This means that there are many learners in Kenyan school population who have reading difficulties. This study used the terms learning disabilities, reading disability and dyslexia to mean reading difficulties as teachers in secondary schools were not aware of their meanings or their differences.

2.5 Challenges of Dealing with Students with Reading Difficulties

Teachers face a lot of challenges while handling students with reading difficulties. The purpose of reading is comprehension and many students with reading difficulties lack that aspect of comprehension which poses a big problem to teachers trying to teach them. Learners with reading disabilities have problems with reading and spelling and find comprehension a challenge. They also find it difficult to transfer their thoughts to paper when answering comprehension questions.

According to Runo (2010) teachers faced such challenges as teaching sounds, inadequate materials, and inadequate time to teach reading and mother tongue interference. Lerner (2006) argues that problems of low self -esteem and poor

social relationships are carried forward into adolescence where they can develop into learned helplessness, a significant drop in their confidence to learn and succeed, low motivation to achieve, attention problems and maladaptive behavior which can affect secondary school students performance negatively. Many of the students end up dropping out of school before the duly time and others portray chronic absenteeism.

2.6 Strategies to Enhance Reading Comprehension

According to Lerner (2006) the National Reading Panel of 2000 recognized several strategies that had a solid scientific basis of instruction for improving reading comprehension including:

Comprehension monitoring: Students learn how to be aware of their understanding of the material.

Cooperative thinking: Students learn reading strategies together.

Use of graphic and semantic organizers, including story maps: Students make graphic representations of the materials to assist their comprehension.

Question answering: Students answer questions posed by the teacher and receive immediate feedback.

Question generation: Students ask themselves questions about various aspects of the story.

Story structure: Students are taught how to use the structure of the story as a means of helping them recall story content in order to answer questions about what they have read.

Summarization: Students are taught to integrate ideas and to generate ideas and to generalize from the text information.

Williams 1998 in learner (2006) However suggests that students with learning disabilities require a different type of comprehension instruction than typical learners and that just as students with learning disabilities need explicit structure instruction to learn word-recognition skills, they need explicit, highly structured instruction to learn reading comprehension skills. Williams (1998) emphasizes a "Themes Instruction Program", which consists of a series of twelve 40 minutes lessons and each lesson is organized around a single story and is composed of five parts namely: pre-reading discussion on the purpose of the lesson and the topic of the story that will be read, reading the story, discussion of important story information using organized (schema) questions as a guide, identification of a theme for the story, stating it in general terms so that it is relevant to a variety of stories and situations and finally practice in applying the generalized theme to real-life experiences.

2.7 Summary

From the literature review, it is evident that reading disabilities takes the biggest percentage of the learners with disabilities between 10 per cent and 15 per cent (Mercer & Mercer, 2001). In USA, the placement data suggest that, despite important variations across states, the nation's students with disabilities are increasingly educated in general education schools and classrooms, particularly students with LD (Reid et al., 2009). This is in realization of the current global

movement of inclusive education whose definition according to Dyson (1999) can range from students with disabilities, part or full-time placement in a general education classroom to the transformation of school ethos or the construction of entire educational systems based on an inclusive education philosophy.

Kenya was represented in Salamanca Conference of 1994 in Spain which is the Hallmark of inclusion movement. However, the realization of the inclusion practice in secondary schools is yet. Researches that have been done in Kenya have mainly focused on the relationship between reading comprehension and performance in other subjects in primary schools. For example, Chege (1999) found that there is a positive relationship between reading comprehension and academic performance in English, Kiswahili, Mathematics, Science and History in primary schools; Waka (2001) found adjunct questions to be helpful in improving reading comprehension and recall of materials read in class five, and Runo (2010) advises that teachers training syllabuses or reading in mother tongue, Kiswahili or English be adequately developed to cater for individual learners and equip the teachers with methods for teaching reading proficiently in primary schools. None of the researchers have sought to establish the effects of reading difficulties on students' academic performance in secondary schools. Learners with reading difficulties are being wasted in secondary schools. That is why the researcher in this study wished to established the extent to which reading difficulties affect academic performance of students in mixed day secondary schools in Kiambu District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods that were employed to achieve research objectives. The chapter is structured into research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, validity and reliability of the instruments, data collection and data analysis and finally logistical and ethical considerations.

3.2 Research Design

This study adopted descriptive survey research design. The researcher studied individuals and phenomenon in their natural setting hence chose quantitative approach (Creswell, 2005). Comparison tables and figures were used for data presentation.

3.3 Study Variables

Creswell (2005) describes variables as key ideas that researchers seek to collect information to address the purpose of their studies. These include independent, intervening and dependent variables.

3.3.1 Independent Variable

Dodge (2003) describes independent variables as changes that occur in an experiment that are directly caused by the experimenter. Creswell (2005) says an independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. In this study, independent variables included:

problem related to reading habits, word recognition errors, comprehension errors, inappropriate word grouping and ignored or misinterpreted punctuations. . Other independent variables included adequate curriculum materials and equipment, information technology.

3.3.2 Intervening Variables

In this study, intervening variables included causes affecting reading abilities which are: degree of teachers' motivation and inspiration to their students, lack of differentiated instruction, teaching study and academic skills.

3.3.3 Dependent Variable

Dependent variable is presumed to be the output. It can be changed as required, and its values do not represent a problem requiring explanation in an analysis, but are taken simply as given (Dodge, 2003). In this study, the dependent variable is academic performance. In this study, the dependent variables is academic performance.

3.4 Location of the Study

The research was carried out in Kiambu District in Kiambu County. Kiambu district was the former Kiambaa constituency. The name changed after the constituencies (Lari, Kikuyu, Limuru, Githunguri, Kiambaa) in Kiambu District became districts. Kiambaa constituency took the name of the former Kiambu District to uphold it. The district is in the outskirts of Nairobi, the capital city and is not far from Kenyatta University , it is assumed that the social/economic status of the population is above average as there is electricity as a lighting system at

homes and good road network system. Another reason for choosing the district is the assumption that they have the influence of Nairobi's languages of communication which are Kiswahili and English as opposed to some rural schools where mother tongue is used as the language of communication by learners in primary schools which influence later learning in secondary schools. It is also where the researcher came from hence purposively selected.

3.5 Target Population

The study target population involved all students from the 10 public mixed day schools who were 500 in form three, 10 principals/deputy principals and 22 teachers. The sample was drawn from this population.

Table 3.1: Target Population

Categories	**Respondents**
Principals/deputy principals	10
Teachers	22
Students	500
Total respondents	**532**

3.6 Sampling Technique and Sample Size

This section represents the sampling technique which was used by the researcher in determining the size of the sample on which the study was carried out.

3.6.1 Sampling Technique

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the larger group from which they are

selected hence representing the characteristics found in the entire group in this study, the technique used was purposive sampling (Orodha & Kombo, 2002). In this study, the technique used was purposive sampling. The purposive sampling technique was used to sample ten (10) mixed day secondary schools in the district. Purposive because the sample comprised of 100 students and 10 teachers from five mixed day secondary schools in the district. The students were selected on the basis of performance and the teachers on the basis of English subject specialization to select the number of boys and girls from the form three class. The researcher involved form threes only since they have a long stay in school and are not in the examination class.

3.6.2 Sample Size

The sample of the study consisted of twenty per cent of the target population as Gay (1992) stipulated that the minimum sample size should be at least 20 per cent of the target population. Once a school was sampled, twenty students were selected from Form 3 class. That was ten girls and ten boys from each of the five schools thus making a total of one hundred students. Two English language teachers were purposively selected from each sampled school. In total, there were 100 students and 10 teachers. The total respondents were 110 in number.

Table 3.2: Sampled Size

Population	**Size**
Teachers of English	10
Students	100
Total	**110**

3.7 Research Instruments

Questionnaires, reading passage and cloze test procedure were used as instrument of data collection in this study.

3.7.1 Questionnaires

There were questionnaires for teachers which were semi-structured; consisting of both open and closed-ended questions. Teachers' questionnaire had three sections. Section A required the teacher to give general information about him/ herself. Section B dealt with information on reading difficulties where they were assessed on the ability to handle learners with reading difficulties and the strategies they put in place to enhance reading comprehension.

3.7.2 Cloze Test for Students

The cloze procedure was used on students as an informal method to measure reading levels and comprehension. A cloze passage contained a minimum of 250 words. The first and the last paragraphs were left intact. After the first sentence every ninth word was deleted and replaced with a line space of equal length. Students filled the blanks with words (synonyms) they thought were in the original passage. The scores were computed by calculating the percentage of the

correct answers and then tabulated accordingly. The cloze procedure was administered in groups of four (2 girls, 2 boys). The reading passage came from the teachers completed cloze passage. Two students (a boy and a girl from each group) read orally as the researcher computed the scores accordingly.

3.8 Pilot Study

Pilot study was done in Karuri High School. The school was purposively selected because it was in the same geographical area with the schools for the main study. Sample of the pilot study comprised 2 teachers and 20 students from form three a total of 22 respondents. The pilot study enabled the researcher to be familiar with research instruments and its administration procedure as well as identifying items that required modification. It was during the pilot study that the objective concerning social/ emotional maladjustment was deleted and replaced by reading difficulties on students' academic performance and thus changed the questions on the same. The institution and individuals sampled for pilot study that the objective concerning social/emotional maladjustment was dropped thus did away with the questions on the same. The institutions and individuals sampled for pilot study were not included in the main study.

3.8.1 Validity of the Instruments

Validity is the degree by which the sample of test items represents the content the test is designed to measure (Kombo & Tromp, 2006). Tools were constructed by the researcher as per the requirements of the study. They were tested on the

respondents with the help of the supervisors during pilot study and correction done as required to increase the content validity and language clarity.

3.8.2 Reliability of the Instruments

Reliability refers to the consistency of measurement and frequently assessed using the test - retest reliability method (Shanghverzy, 1997). It is a measure of how consistent the result of a test should be. The researcher used test - retest method in which case, same instrument(s) were administered twice to the same group of sampled subjects with a time lapse between the first test and the second test of 3 weeks (Mugenda & Mugenda 2003). This was to estimate the degree to which the same results could be obtained with a repeat measure. Scores were correlated and a correlation coefficient of 0.856 which is greater than 0.8 and thus was considered high enough to judge the instruments as reliable for the study.

3.9 Data Collection Procedure

The researcher obtained a permit to conduct research from National Council of Science and Technology (NCST). Afterwards, the researcher made courtesy visits to the area District Commissioner and District Education Officer in order to introduce herself and her research. Then the researcher delivered copies of research authorization from DEO to the schools to inform the principals and the teachers the purpose of the study. The researcher conducted the research by administering questionnaires and collecting them from the respondents herself the same day. Cloze tests were administered in a separate day with the help of English teachers and collected the same day. They were given as a group test in a

specified time schedule. After filling in the cloze test in groups of four where two students read the reading orally as the teacher computed the score respectively.

3.10 Data Analysis Techniques

The completed questionnaires were checked for completeness and consistency before processing the responses. Questionnaires were sorted out from cloze tests for coding purpose. The codes on the questionnaire were categorized on the basis of similarities of information provided by the respondents and those on cloze tests were according to the scores. Those with average scores (50 %) and above average (more than 50 %) scores were coded together and those with below average scores together. The organization of data was done according to research questions from which the conclusions were drawn. The information was tabulated and analyzed using descriptive statistics, namely; frequency tallies and percentages. The statistics were generated using Statistical Package for Social Sciences (SPSS). The information was later presented using tables and figures for ease of understanding and analysis.

3.11 Logistical and Ethical Considerations

The researcher got authorization to carry out the research from the National Council of Science and Technology (NCST), after being registered by the Graduate School of Kenyatta University. A list of schools was obtained from the District Education Officer in Kiambu District. The copies of authorization letter from NCST were distributed to relevant offices in the Ministry of Education and relevant schools in the district. The researcher sought consent from principals to

familiarize with teachers and students a few days before the inception of the data collection. All respondents in the study were treated with respect and were assured that the information they gave was kept confidential and was used for the purpose of the study. No respondent was forced to take part in the study.

3.12 Summary

The type of data presentation, analysis, interpretation and discussions in the next chapter was generated by use of the research design and the research instruments employed in this chapter.

CHAPTER FOUR

DATA PRESENTATIONS, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents analysis of the research findings from questionnaires for teachers of English and cloze test for form three students. The return rate for the 110 respondents was 100%. The chapter is subdivided into two main sections. Section one presents the background information for respondents for purposes of sample description. Section two presents the results of the research questions formulated in the study and discussed in form of themes. The summary of the analyses are presented in tables and figures for the purposes of interpretation.

4.2 Respondents' Demographic Information

Respondents' demographic information was analyzed and presented in tables and figures along variables such as age, gender, educational level and the number of years the teachers had taught in their current school.

4.2.1 Gender of Teachers

The sampled population comprised of 10 teachers of English both females and males as indicated in figure 4.1.

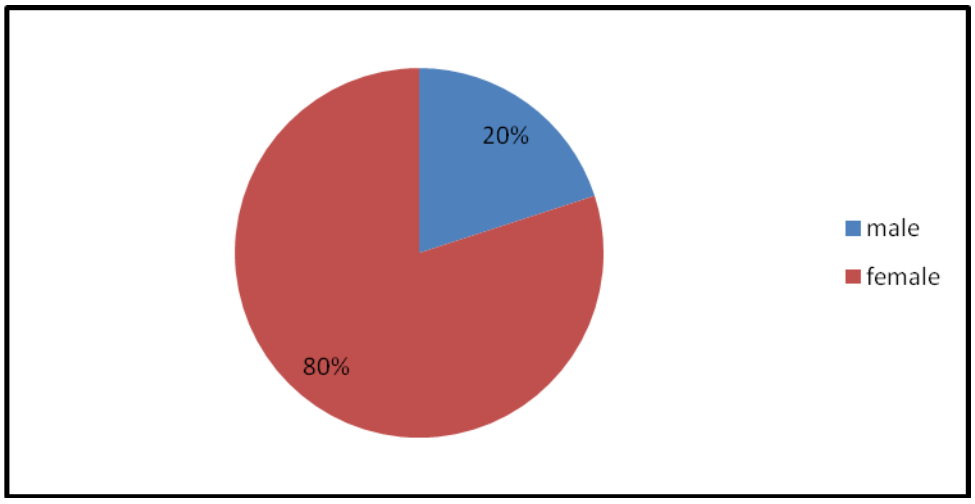


Figure 4.1: Genders of teachers

The findings report is that female teachers respondents formed the highest percentage of the sample while the lowest percentage were males. This showed there was no gender balance in the staff teaching English in those schools. This is an issue that should be addressed in order to motivate boys students since the school are mixed day secondary schools. The supremacy of English language among all other subjects cannot be underrated since learners with problems in reading English have problems in academic performance in general.

4.2.2 Age of Teachers

The respondents' age was also important to the study and the results were as indicated in figure 4.2.

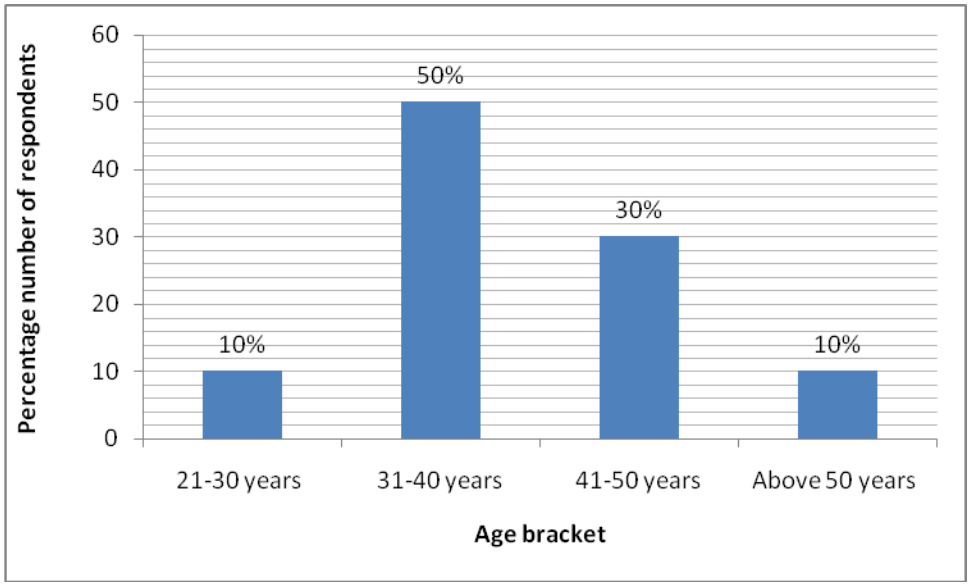


Figure 4.2: Age of teachers

The mean age of teachers in the study was 36 years with majority of the respondents falling in the age bracket of 31 to 40 years which formed 50 percent of the teacher's respondents while 30 percent of the respondents were between 41 and 50 years of age, equivalents 10 percent of teachers were 21 to 30 years and 50 years and above. These are findings significant in that majority of the teachers teaching English are middle aged hence young and energetic and with a lot of experience as indicated in 4.4.

4.2.3 Education Level of Teachers

The research also sought to establish educational level of teachers and the findings were as distributed in table 4.1.

Table 4.1: Educational level of teachers

Education level	Frequency	Percent
Diploma	2	20.0
1st Degree	7	70.0
2nd Degree	1	10.0
Total	10	100.0

The distribution of teachers by their level of education showed that majority of the teachers 7 had first degree; followed diploma in education while 10 and a second degree as presented in table 4.1. Therefore the implication is that teachers teaching English in those schools had adequate knowledge and skills to teach the subject since majority had attained first and second degree. They reported having done English as one of their combination subjects in the university. These findings agreed with the teachers' statements that staff qualification is not a cause of poor academic performance.

4.2.4 Teachers' years of Service in Current Schools

The researcher also sought to establish the period in terms of years that the teachers had served in their current schools and the results are as presented in table 4.2. Teachers experience evidenced high chances of having identified learners with reading difficulties. They therefore were expected to have competence with remedial strategies to improve learners performance.

Table 4.2: Period of year's teachers had taught in their current school

Years of Experience	Frequency	Percentage
Less than 5	4	40
6-15	4	40
Over 15	2	20
Total	10	100

The results indicates that 40 percent of the respondents had 5 or less years in their current position and a similar 40 percent of teachers had spent between 6 to 15 years while 20 percent had spent more than 15 years in their current positions. Such staffing of teachers meant that majority of them had enough experience which had prepared them well enough to teach adequately.

4.2.5 Form Three Class Enrollment

The researcher also needed to find out the class enrolment in the sampled schools in order to assess the teachers' workload and the results are as indicated in Table 4.3.

Table 4.3: Form three Class enrolment

Number of students per class	Frequency of schools	Percent
45.00	2	20.0
50.00	6	60.0
55.00	2	20.0
Total	10	100.0

Table 4.3 indicates that most of the classes had an average number of 50(60%) students. Fifty students enrollment is a manageable class size. Thus class enrollment could have been a contributing factor to poor performance since a standardized class enrollment requires 40 students per class (RoK, 2005).

4.3 Comprehension Errors that affect Students' Academic Performance.

Objective one concerned comprehension errors that affect student's academic performance. Among the typical reading difficulties; problems with vocabulary, word recognition, reading comprehension and reading rate (Feagans, 1983), the researcher singled out reading comprehension as a major contributor to poor academic performance and sought to investigate the main comprehension errors as presented in figure 4.3.

4.3.1 Common Comprehension Errors as Per Learners' Data

A reading passage using cloze tests was administered to 100 students from the five sampled schools where each school produced 20 students. Ten students (5 boys and 5 girls from each school) read individually as the researcher noted the errors and scored accordingly. The reading passage came from the teachers completed cloze test.

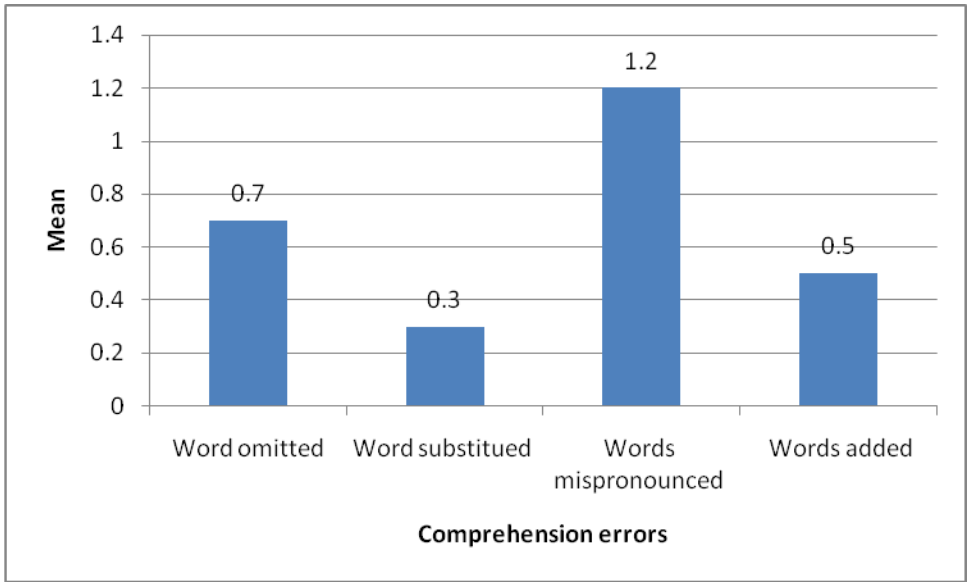


Figure 4.3: Common comprehension errors

Analysis on the common comprehension errors was done. This revealed that words mispronunciations was the most common error with a mean 1.2 words mispronounced. Word omission was also a common comprehension error with a mean of 0.7 word omitted. Other common comprehension errors included words added at a mean of 0.5 and words substituted with a mean of 0.3. Comprehension error could lead an altered meaning of the passage read. These indicate that the students did not understand what they were reading.

4.4 Effects of Reading Difficulties (Comprehension Errors) on Academic Performance

The researcher sought to find out the effects of the reading difficulties on the academic performance and the results were as indicated in figures 4.4, 4.5 and 4.6

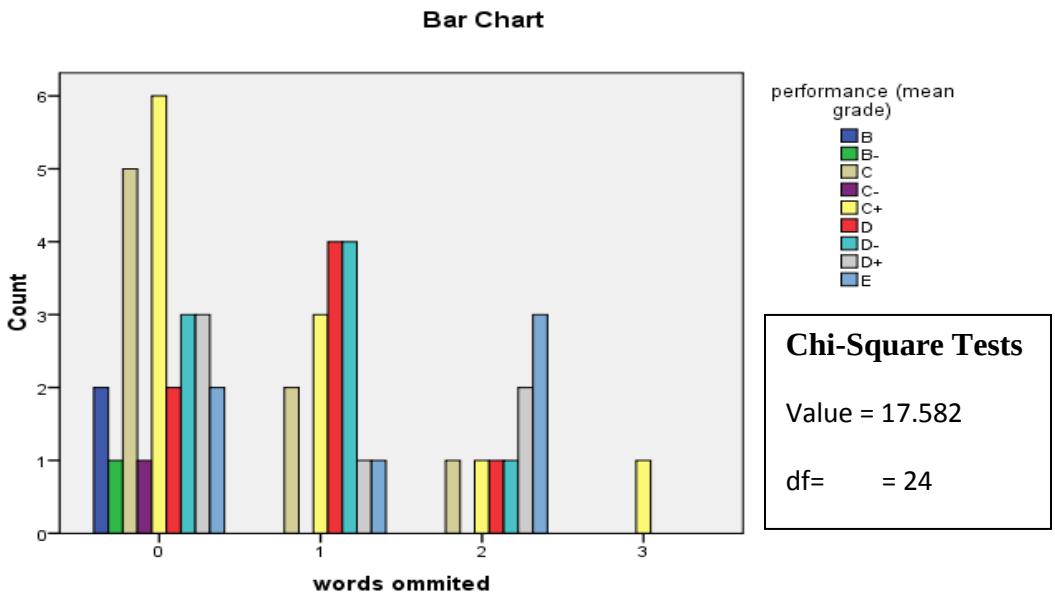


Figure 4.4: Words omitted and academic performance (mean grade)

Figure 4.4 shows that students who had omitted least words in reading tests performed better than their counterparts who omitted many words. Six students who did not omit a word scored a mean grade of C+ compared to one student who omitted three words during reading test. The results further establish that students who had the highest mean score (B+) in their end term exams did not omit a word during the reading test. The researcher sought to determine whether there was any relationship between words omission error and academic performance. Chi-Square Tests results show that there is a significant relationship between word omission errors and academic performance of students ($p<0.05$).

Omitted word results to a distorted writer's intended meaning. It also leads to distorted interpretation of questions in an exam. These findings agree with studies conducted in Kenya by Chege (1999), Kirigi (1991) and Njoroge (20000 which

all conduced that, learners with problems in reading English have problems in school performance in general.

Words substituted and performance (mean grade) was also correlated and the results were as in Figure 4.5 show the relationship between words substitution errors and academic performance of students in their end of term exam.

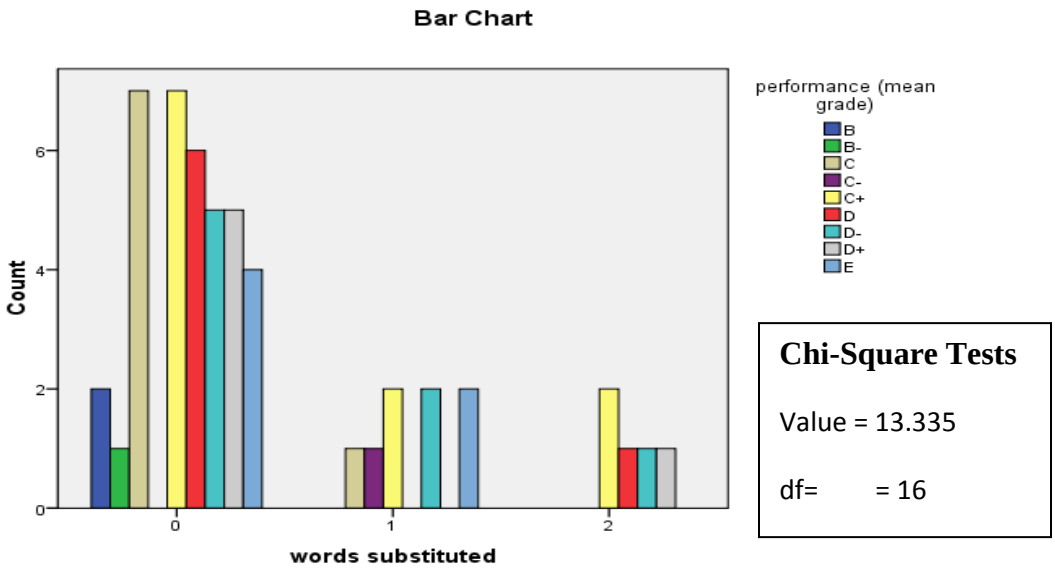


Figure 4.5: Substitution errors and Academic Performance

Figure 4.5 shows that students who had not substituted words in reading test performed better than their counterparts who substituted several words. Seven students who did not substitute a word scored a mean grade of C+ compared to two students who substituted two words during reading test. The results further established that student who had the highest mean score (B+) in their end term exams did not substitute a word during the reading test. Words substitutions have the same effect with words omission. The reader ends up with a different or

distorted meaning from the one the writer intended and fails to answer the exam questions correctly. These findings agreed with Reid et al., (2009) who maintain that dyslexia is difficulty in the ability to identify printed words and letters in learners who have at least average intelligence and who are not impaired by general learning difficulties. The researcher also sought to establish the effects of words mispronounced and performance (mean grade) and the results are as indicated in Figure 4.6.

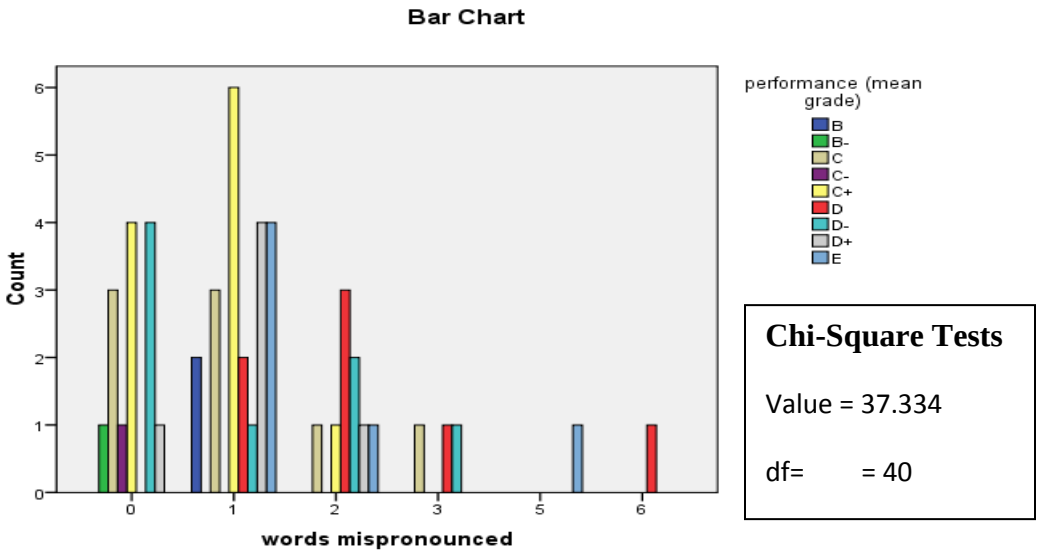


Figure 4.6: Words Mispronounced and Academic performance

Figure 4.6 shows that students who had mispronounced least words in reading test performed better than their counterparts who mispronounced several words. Most students scored Mean grade of C+, of these 10 of them had mispronounced none or one word. Only one student who mispronounced two or more words had managed to score a C+ in their end term exams. The results further established

that students who had the highest mean score (B) in their end term exams mispronounced only one word during the comprehension test. The researcher sought to determine whether there is a relationship between words mispronunciation errors and academic performance. Chi-Square Tests results show that there is significant relationship between word mispronunciation errors and academic performance of students ($p<0.05$). Words mispronunciation would also result to distorted meaning. Therefore, the learner could not perform well in an exam. The results presented confirms Smith's (1988) list of common problem experiences of some students who suffer from reading difficulties as; inserting extra words or sounds; substituting words that look or sound similar, mispronouncing words, repeating words or using improper inflection during oral reading among others. The researcher sought to find out the effects of words added and academic performance (mean grade) findings were as in Figure 4.7.

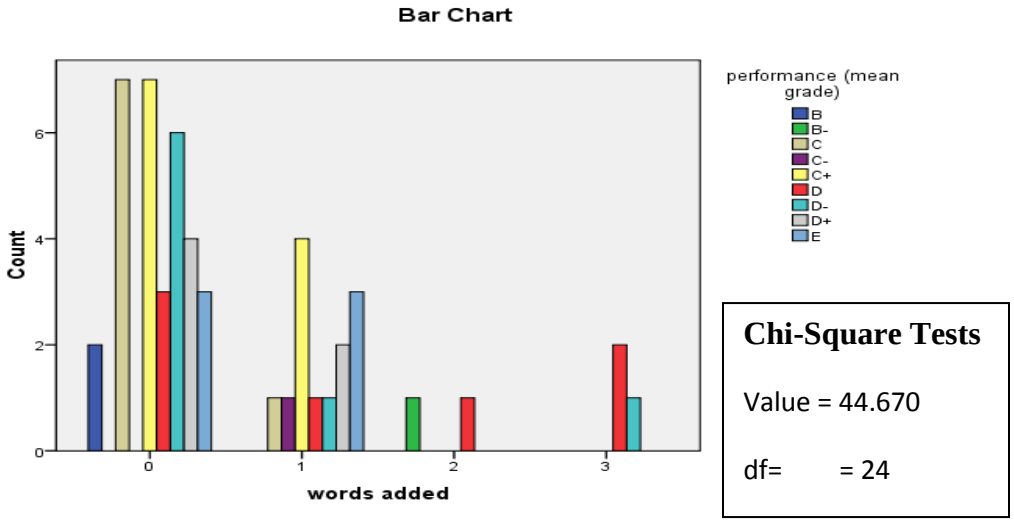


Figure 4.7: Words added and academic Performance

Figure 4.7 shows those students who did not have words addition errors performed better than their counterparts who added several words. The results further established that students who had the highest mean score (B) in their end term exams did not add a word during the reading test. Most students who did not add words during their reading tests had scored a C and C+ in their end of term exams. Words omission, substitution, mispronunciation and addition all lead to distortion of writers intended meaning. These findings are in line with the findings of Carmine, Suber and Kameenui (1997) who found reading difficulties to be the principal cause of failure in school. Kerr, Nelson and Lambert 91987) also found word recognition, reading comprehension and application to be the reading skills mostly assessed in an exam. The above results were confirmed by teachers' perception about effects of comprehension errors on academic performance as indicated in Table 4.4.

Table 4.4: Teachers' perception about effects of comprehension errors on academic performance

Responses		Strongly disagree	Disagree	Neither agree or disagree	Agree	strongly agree	Mean	Std. deviation
i.	Reading appears to affect performance in all other academic subjects	10	0	0	0	90	4.6	1.2
ii.	Reading comprehension is very important in secondary schools as students use it as a tool to get new information, ideas, attitudes and values from all content areas and especially in literary texts	10	0	0	0	90	4.6	1.2
iii.	Reading comprehension is needed in order to interpret examination question and even to comprehend what the question require for an answer.	10	0	0	10	80	4.5	1.2
iv.	Reading difficulties are the principle causes of failure in school	0	20	20	40	20	3.6	1.0
v.	Reading on comprehension helps in information gathering and learning of concepts	10	0	0	50	40	4.1	1.1
vi.	Reading is an ongoing process and should also be taught in secondary schools	10	0	30	30	30	3.7	1.2
vii.	Library lessons are often ignored in public mixed day district secondary schools	10	10	20	30	30	3.6	1.3
viii.	Library resources and reading material are not well established in public mixed day district secondary schools	10	0	20	30	40	3.9	1.2

Teachers' opinion on the extent to which they agree with various statement about effects of reading difficulties (comprehension errors) on academic performance, was done using a likert scale of 1-5 where: 1- strongly disagree; 2- disagree; 3- neither agree nor disagree; 4- agree 5- strongly agree. Ninety percent of the teachers strongly agreed that reading appeared to affect performance in all other

academic subjects. The study found that majority of the teachers of English from the sampled schools agreed that poor reading skills affected academic performance in all the examinable subjects. They also agreed that library lessons were often ignored and that library resources and reading materials were not well established in mixed day district secondary schools. Kenya Institute of Curriculum Development (KICD) secondary education syllabus volume one (2002) indicate the same by citing that good reading performance will improve performance and that it will help in the study of all other subjects in schools. This is also confirmed by Ricket, List and Lerner (1989) findings that reading difficulties are the leading cause of failure in academic performance The researcher did not find any of the sampled school having a well-established library. They all had maintained a book store with a few class readers.

4.4.1 General Students Performance in English

The study sought to examine the students reading levels and comprehension by use of cloze procedure. The cloze procedure test had 179 words and twenty blank spaces. The students were to provide the original word or a synonym in the banks as the researcher instructed them. This was administered in groups of four- 2 boys and 2 girls -of mixed ability. All the sampled students (100) participated in the cloze tests. The results were as presented in figure 4.8.

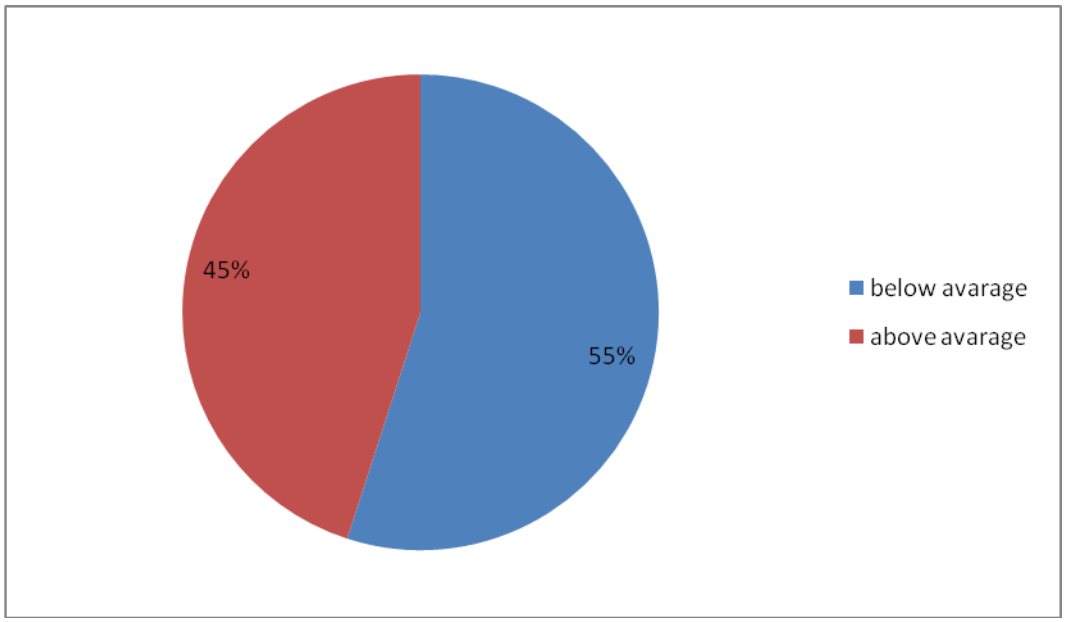


Figure 4.8: Cloze procedure test performance

Figure 4.8 shows how students performed in a cloze procedure test administered by the researcher. Majority, 55%, scored below the average mark while 45% scored above the average mark. This performance tend to agree with teachers opinion in table 4.4 where 90% of the teachers strongly agreed that reading appeared to affect performance in all other academic subjects.

A cloze procedure was an appropriate tool to test the overall experience of a reader with the writer, the content and application as it concurs with Manzo and Manzo (1993) view of reading as the act of simultaneously 'reading the lines', 'reading between the lines' and 'reading beyond the lines' a cloze procedure was on appropriate tool to test the overall experience of a leader with the writer, the content and application.

4.4.1.2 Teachers' Opinions on Causes of Poor Academic Performance

In this section teachers were asked to indicate their opinion on few statements about causes of poor academic performance in schools. The results are presented in table 4.5.

Table 4.5: Teachers opinion on causes of poor academic performance

Responses	Frequency	Percentage
Reading difficulties	3	30
School administration	1	10
Quality of the staff	1	10
Learner's previous academic background	3	30
Teaching methods	2	20
TOTAL	10	100

Table 4.5 indicates that majority of teachers said that reading difficulties and learners previous academic background was the main cause of poor academic performance in public mixed day secondary schools in Kiambu district, Kiambu County while teaching methods were also another strong contributor of poor academic performance. The results agree with Ricket, List and Lerner (1989) findings that reading difficulties are the principal causes of failure in school.

4.4.1.2 Effects of Poor Academic Performance on Students' Learning Consistent

The researcher sought the teachers' opinions to this effect on indicators such as presence of dropouts, presence of repeaters and absenteeism among others.

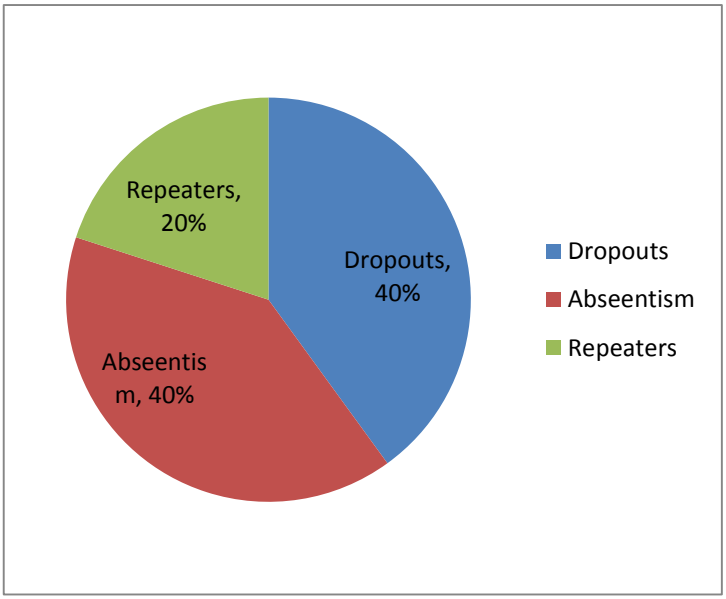


Figure 4.9: Shows presence of dropouts, repeaters and absenteeism

Figure 4.9 shows the presence of dropouts. Forty percent of teachers said that there were dropouts, other 40% absenteeism and 20% said students repeated classes. The presence of repeaters is an indication of poor performance which could lead to low self- esteem and lack of self-confidence (Reid et al, 2009).The researcher also sought to determine the trend of absenteeism in the sampled school for the two consecutive weeks.

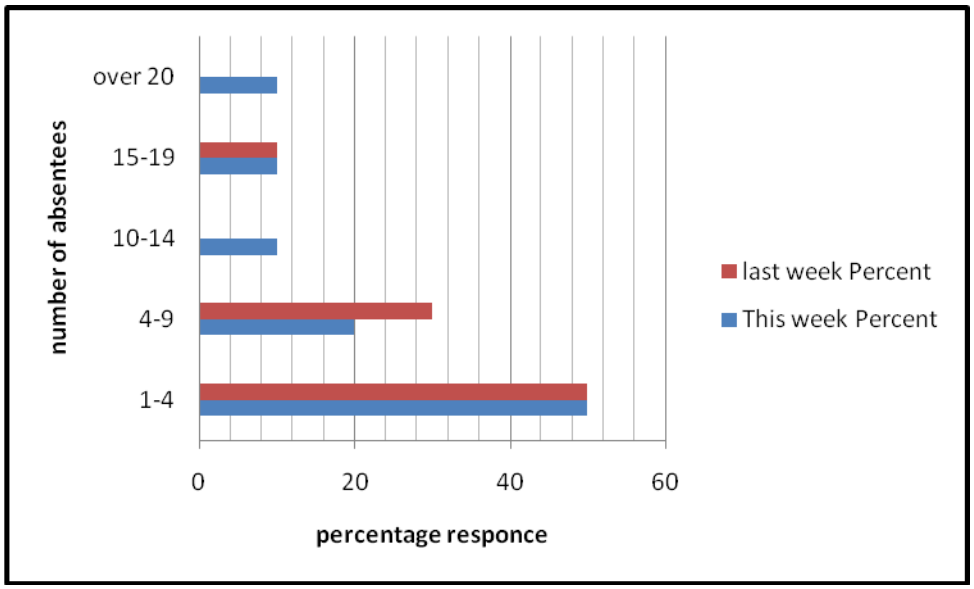


Figure 4.10: Number of absentees

According to the findings, during the research week a chronic absenteeism was observed. Twenty percent of the respondents noted that 10 to 14 students did not attend school. The observation was worrying in that during the week, some teachers noted that over 20 student were absent in their classes. On inquiry, the researcher found out that most of the students had been sent home for school fees. This chronic absenteeism could be as a result of students' lack of interest in all school activities, parents' irresponsible behavior of not paying school fees or motivating their children. All these could come about as a result of poor academic performance caused by reading difficulties carried forward from students academic background as indicated by their entry behavior. The researcher found that all of the sampled schools took students with 200 and below KCPE points. Asked about their opinion on certain statements in accordance to the reviewed Literature, teachers' responses were as shown in Table 4.6.

Table 4.6: Extent to which teachers agree with statements about the effects of poor academic performance on students' learning consistent

Responses	strongly disagree percent	Disagree percent	Neither agree or disagree percent	Agree Percent	strongly agree percent	Mean	Std. deviation
Poor reading ability leads to lowered self-esteem.	10	0	20	10	60	4.1	1.3
Reading problems prevents individuals from reaching desired career goals	10	0	10	20	50	4.1	1.3
Reading problems rob individuals of the opportunity to read for pleasure and enjoyment.	10	10	10	10	60	4.0	1.4
Reading experience strongly influenced a learner's self- image and feeling of competency.	10	10	0	20	60	4.1	1.4
Continuing feelings of failure whilst at school can have lifelong debilitating effects on individual's ability to cope with stress.	10	0	0	30	50	4.2	1.3
Adolescent poor leaders have low self –esteem and perceive themselves less valued members of their classes	10	10	10	50	20	3.6	1.2

Table 4.6 shows teachers' opinion on the extent to which they agree with various statement about poor academic performance effects on students' learning consistence. This was done using a likert scale of level 1 : 5 where: strongly disagree; 2- disagree; 3- neither agree nor disagree; 4- agree 5- strongly agree. According to the findings, majority of the teachers (1.2 standard deviation) agreed with the statement that adolescent poor readers have low self-esteem and perceive themselves less valued members of their classes. From these results it can be observed that teachers of English from sampled schools unanimously agreed that

poor academic performance as a result of poor reading abilities results to negative effects on students' learning consistent. This is in line with Reid et al., (2009) who also found that adolescent who had reading ability had low self-esteem and feel themselves less valued members of their class. This posed challenges to education administrators, teachers and parents of low academically performing students. It seemed that teachers were aware that teaching reading effectively could improve academic performance hence learning consistence for the learners.

4.5 Challenges Faced by Secondary School English Language Teachers

The study sought to establish challenges faced by teachers supporting students with reading difficulties. Teachers were asked to indicate whether they were comfortable or not in dealing with those students in regular classes. The results were presented in figure 4.11.

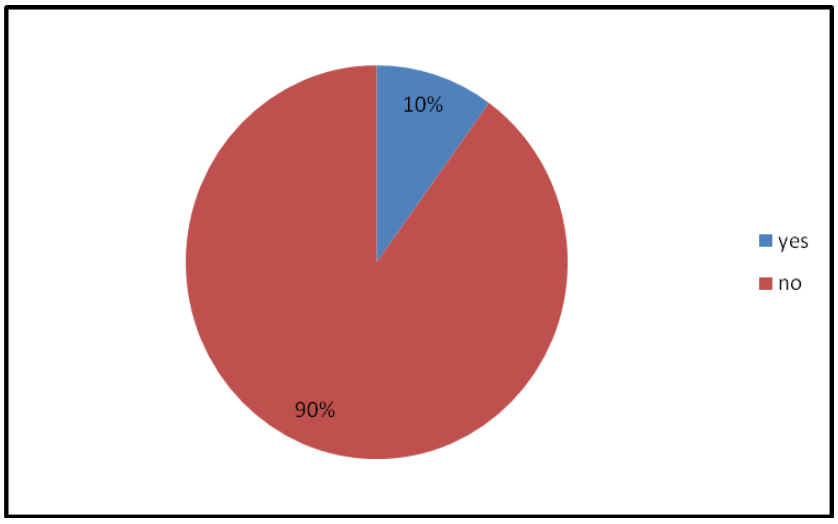


Figure 4.11: Whether most teachers of students with reading difficulties are comfortable in dealing with them in regular classes

Figure 4.11 shows responses to the question of teachers' ability in the dealing with students who have reading difficulties in regular classes. Ninety percent of teachers said they were not comfortable in dealing with them in regular classes while ten percent were of the contrary opinion. Lack of comfort in handling students with reading difficulties in regular classes was an indication of teachers frustrations as they tried to deliver the learning activities in their classes. Teachers are frustrated and cannot cover the syllabus as intended due to students' low responses. This could mean poor relationship between the teachers and the students. Runo (2010) recommendation to the Ministry of Education to enhance proper remedial teaching both in regular classroom situation and 'pull-out' programmes with specialists would bring a solution if implemented Teachers seemed not to be motivated in teaching the students. Asked to give suggestions on what should be done their responses were as presented in Table 4.7.

Table 4.7: Teachers suggestions on what they should do in order to enhance learners' with reading difficulties comfortably

Suggestions	Frequency	Percent
Create extra time to attend them separately	6	60.0
They should go through special training	4	40.0
Total	10	100.0

Table 4.7 shows what should be done to make teachers of students with reading difficulties to be comfortable in dealing with in regular classes. Sixty percent of teachers said that extra time should be created to attend students to separately

while forty percent said that they should undergo special training. The study findings revealed the level of teachers devastation in working with learners who are academically poor. It was also noted that the teachers felt inadequate and professionally unqualified to work with such learners.

These findings agree with a study done by Runo (2010). She found that there was a need to introduce special needs education in all teachers training colleges to prepare them in working with learners with mild disabilities in regular schools and recommended the same to the Ministry of Education.

Lack of SNE in teacher education could lead to low motivation among secondary school teachers and learned helplessness as they project to primary school teachers. The researcher also found that the secondary school teachers felt that reading should be taught in primary schools, a fact that could cause a strained relationship between teachers and the poor readers as teachers felt overburdened. Learners who are not academically oriented but have no social/emotional maladjustment tend to excel in co-curricular activities. This would give them the reason for attending school.

4.5.1 Form Three Students Who Lack Interest in All School Activities

The researcher sought to find out whether teachers have come across learners who lacked interest in all school activities. The results were presented in figure 4.12.

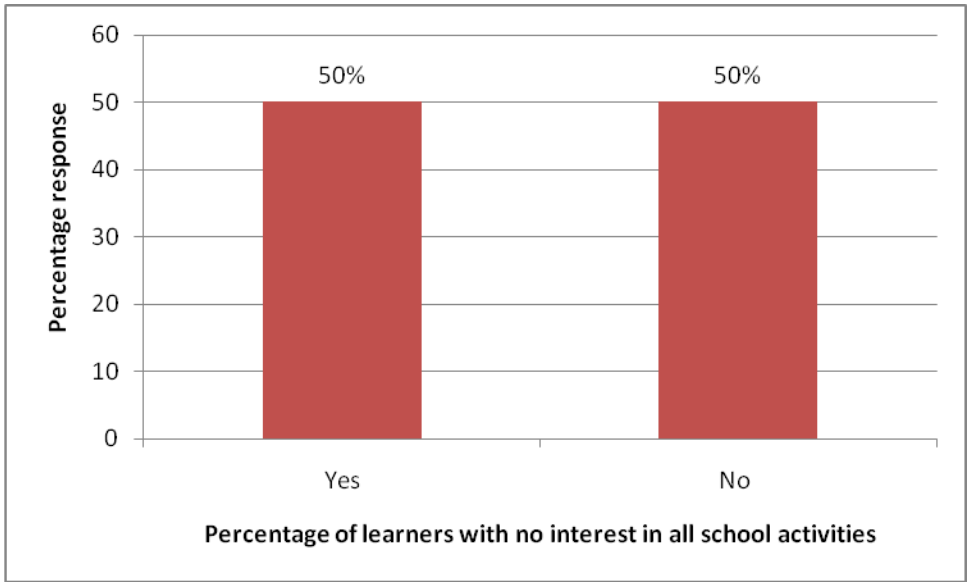


Figure 4.12: Form three students who lack interest in all school activities

Figure 4.12 shows whether teachers have come across learners in their English classes who lack interest in all school activities. Fifty percent of teachers had come across such learners while fifty percent had never come across such learners. The presence of a considerable number of students lacking interest in all school activities may lead to social/emotional maladjustment. Such learners seek interest in activities outside the school which could be as a result of the presence of dropouts and chronic absenteeism. The researcher further sought to find out the reasons why students lacked interests in all school activities from the teachers who handled them. The results were as presented in Table 4.8.

Table 4.8: Reasons why some students lacked interest in all school activities

Lack of interest	**Frequency**	**Percent**
Indulgence in Drugs and Access to Social Amenities	2	20.0
Domestic Problems	2	20.0
Emotional Problems	2	20.0
Negative Attitudes Towards School	4	40.0
Total	**10**	**100.0**

Table 4.8 shows the reasons why some students lacked interest in all school activities. Majority of learners had negative attitudes towards school, others indulged in drugs and had access to social amenities and domestic problems while others had emotional problems. These findings were in line with Camine et al., (1997) who cites that reading failure could lead to misbehavior, anxiety and lack of motivation. He further stated that feelings of failure whilst at school can have a life –long debilitating effects on individual's ability to cope with stress.

4.5.2 Problems in Teaching Reading Comprehension

On this item the researcher asked the English teachers whether they had problems in teaching reading comprehension, state the methods they used to teach the same, how often they conducted library lessons, and most common problems experienced by teachers as they dealt with reading difficulties in their lessons. The results are as presented in figures and tables as follows;

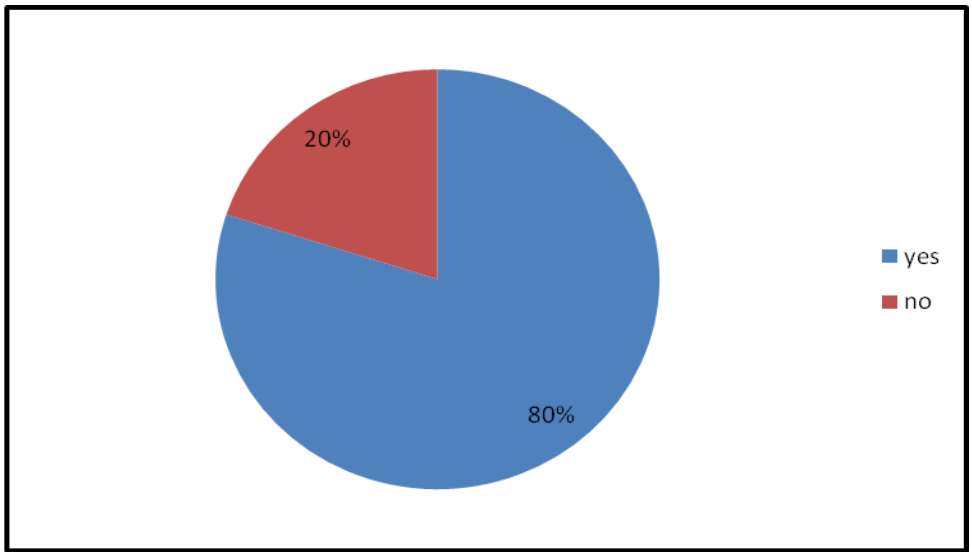


Figure 4.13: Whether teachers experience problems in teaching reading comprehension

Figure 4.13 shows whether teachers experience problems in teaching reading comprehension. Majority of teachers (90%) experienced such problems while a few did not. The presence of a high number of teachers experiencing problems in teaching reading comprehension was an indication that this is an area that required a lot of effort. This findings concurs with the studies conducted by Chege (1999), Kirigia (19991) and Njoroge (2000) which indicated that learners with problem in reading English have problems in school – performance in general. The researcher further asked the teachers to state the methods they used in assessing students reading comprehension. The results are presented in figure 4.14.

4.5.3 Methods that Teachers Use to Assess Students Reading Comprehension

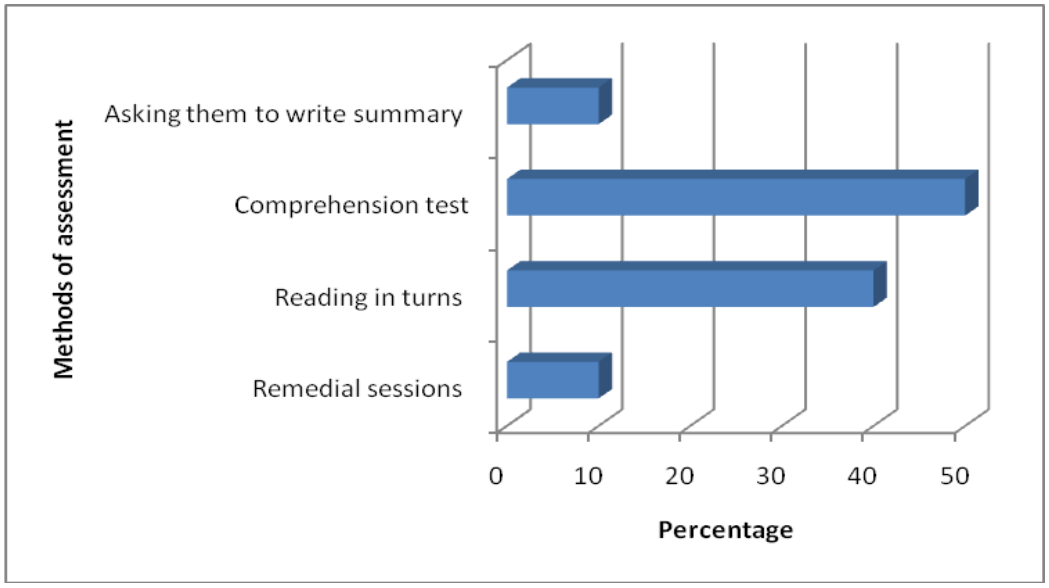


Figure 4.14: Methods that teachers used to assess students reading comprehension

Figure 4.14 shows the methods that teachers used to assess students reading comprehension. The use of comprehension tests was the most widely used method, at fifty percent. After every reading comprehension passage there are comprehension questions which test the comprehension abilities of each student. One of the major general objectives of teaching reading is at the end of the course the learner should be able to read and comprehend literary and non-literary materials (Kenya Institute of Education syllabus vi, 2006). These results confirmed that the teachers were aware of challenges and were using the right method to remediate it.

4.5.5 Frequency of Conducting Library Lessons by Teachers

Library lessons are supposed to be conducted once in a week in form one and two in order for them to enjoy reading literaly and non-literaly materials (MoE secondary Education syllabus volume one, 2002). Form threes and fours are supposed to demonstrate an understanding of the common and distinctive features of the literary genres from novels, plays and short stories. The teachers were asked to state how often they conducted library lessons in form one and two to these effect and the results were presented in Table 4.9.

Table 4.9: Teacher's frequency of conducting library lessons

Conducting of library lessons	**Frequency**	**Percent**
once a week	3	30.0
Fortnightly	1	10.0
not at all	6	60.0
Total	**10**	**100.0**

Table 4.9 shows how often teachers conducted library lesson. More than half of the teachers never conducted library lessons, 30 percent conducted library lessons once in a week while a few conducted library lessons fortnightly. The presence of a significant number of teachers who never conducted library lessons was evidence that form one and form two students have failed to attain reading skills in order to demonstrate appropriate comprehension skills and awareness of contemporary issues. This is in preparation for being able to analyses critically

prescribed novels, plays and short stories drawn from Kenya, East Africa, and the rest of the world in form three and four. The researcher further sought to investigate the common problem faced by the teachers in teaching reading comprehension. The teachers were asked to indicate the same as presented in Table 4.10.

Table 4.10: Common problems experienced by teachers while teaching reading

Problem	Frequency	Percent
Inadequate textbooks	2	20
Inability to read by some students	2	20
Poor concentration during reading	1	10
Mother tongue interference	1	10
Ignoring punctuation	3	30
Copying directly from passages	1	10
Total	10	100

Table 4.10 shows problems faced by teachers. Ignoring punctuation came out clearly in this study to be the major reading comprehension errors, inadequate text books and inability to read. Runo (2010) recommendation to the parents and other stakeholders was for schools to have more library reading hours guided by the teacher's. Through this, the learners are exposed to new vocabulary, sentence structures and different registers.

4.6 Strategies that Enhance Reading Comprehension

Teachers were asked to state the strategies they use to enhance reading comprehension in their schools. The results were presented in Table 4.11.

Table 4.11: Strategies put in place to help students with comprehension errors

Strategies	Frequency	Percent
Use of class readers	1	10
Comprehension lessons	6	60
Correcting the errors	2	20
Paraphrasing answers	1	10
Total	10	100

Table 4.11 shows strategies put in place to help students with comprehension errors. The use of comprehension lessons was the most common strategy, at sixty percent. It seemed that teachers readily followed the layout of English text books where reading comprehension should be conducted every week but forsook library lessons which are equally important in eliminating comprehension errors. Ricket, List and Lerner (1989) indicated that secondary teachers among other teachers need knowledge about the assessment and treatment of reading difficulties. Adequate literary and non –literary materials should be provided since reading is an important skill that not only helps the learners in the mastery of English but also enhances their performance in other subject in the school curriculum (Carmine, Silbert & Kameenui, 1997).

4.6.1 Teachers' Attendance of In-Service Training in Reading Instructions After Completion of Their Initial Teachers Training

In-servicing of teachers of English would be appropriate strategy as it would revive their content and methodology in teaching English and enlighten them on the emerging issues. Teachers were asked to indicate whether they had attended any in service, training and the results were presented in figure 4.15.

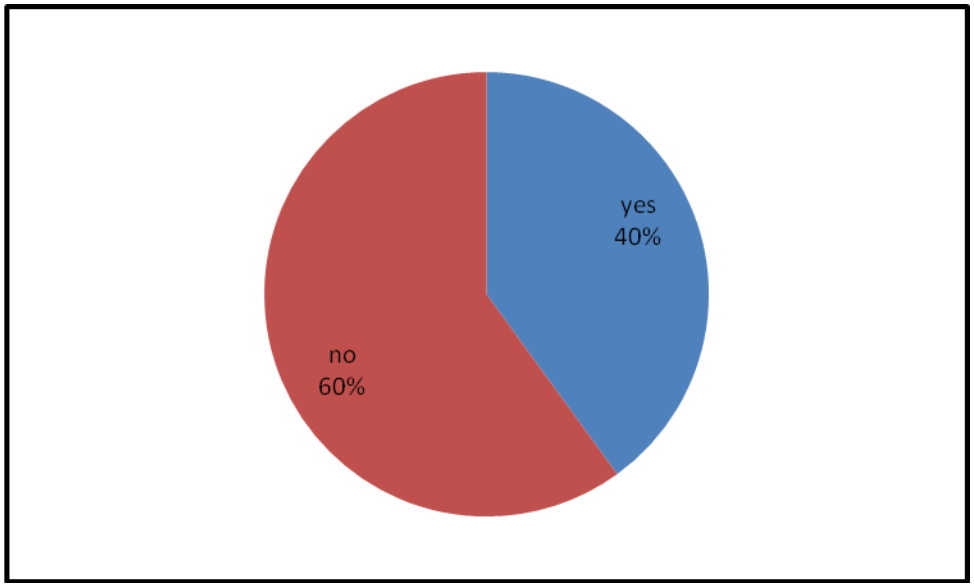


Figure 4.15: Exposure to in-service training on reading difficulties after pre-service training

Figure 4.15 shows whether teachers have undergone any in-service training in reading instructions since they completed the initial teachers training. More than half of the teachers had mot undergone in-service training. The presence of a considerable number of teachers who had not undergone any in-service training in reading instructions since they completed the initial teachers training may have led to poor reading skills hence poor academic performance in the sampled

schools. As stated in MoE secondary school syllabus volume one (2002), English is the official language of communication in Kenya as well as the medium of instruction in our schools, colleges and Universities. In the schools setting, proficiency in English will make the learning of other subjects much easier. Therefore, importance of teaching reading cannot be overemphasized. The ministry of Education science and Technology should see it a need to in-service teachers who teach English.

4.6.2 Teachers' Agreement with Various Statements on Strategies to Enhance Reading Comprehension

The researcher sought to establish whether the school administrators had put in-place any of the strategies laid out in table 4.12. Teachers were asked to give their opinion on those statement and results were tabulated. This was done using a Likert scale of 1-5 where: 1 stands for strongly disagree; 2 – disagree; 3 – neither agree nor disagree; 4 – agree; and 5 – strongly agree.

Table 4.12: Principals' strategies in enhancing reading comprehension abilities

Strategies	strongly disagree percent	Disagree Percent	Neither agree or disagree Percent	Agree Percent	strongly agree percent	Mean	Std. deviation
Supply adequate curriculum materials and equipment	10	0	20	10	60	4.1	1.3
Offer library resources	0	0	10	10	80	4.7	1.6
Offer information technology	20	10	10	20	40	3.5	1.6
Provide vocational training resources	20	10	10	20	30	3.3	1.6
Provide social skills training programmes	10	10	10	10	30	3.5	1.6
Provide guidance and counselling services	10	0	30	30	30	3.7	1.2
Have quality staff who can differentiate instructions	10	10	30	10	40	3.6	1.4
Have staff who can offer study and academic skills	10	20	20	10	30	3.3	1.5

Table 4.12 shows strategies used by principals to enhance reading comprehension abilities in secondary schools. Majority of the teachers agreed that schools should offer library services. Less than forty and a half (40%) agreed that information technology and quality staff who can differentiate instruction in a school can enhance reading comprehension. A few teachers (30%) agreed with the statement that provision of vocational training resources, social skills training programmes, guidance and counseling services and staff who can offer study and academic skills can enhance reading comprehension. The opinion of the respondents indicated a wish and not a reality in the background since the researcher found none of the sampled schools maintaining a well-stocked library. Curriculum

materials and equipment were also found inadequate. As stated by Carmine Silbert and Kameenui (1977), reading problems prevent individuals from reaching desired career goals and rob them of the opportunity to read for pleasure and enjoyment. Integration of English, grammar and literature expose learners as well as helping them improve their language skills. Language skills are not taught in isolation. They complement each other and are taught at the exposure of issues and concerns that affect us on our daily basis (KICD, 2010).

4.7 Summary

This chapter has analyzed research findings from questionnaires for English language teachers and cloze test for form three students. The proceeding chapter summarizes this analysis as well as outlining the conclusions and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter summarizes the findings of this study. The summary is divided into parts addressing each objectives stated in chapter one. Summary is followed by conclusions based on the same objectives. Thereafter, recommendations on effects on reading difficulties on academic performance and social /emotional adjustment of students to the Ministry of Education, KICD, School administration and other stakeholders. Lastly, the chapter makes recommendations of areas that need further research.

5.2 Summary

5.2.1 Demographic Information of Respondents

It was established that there was no gender balance in the staff teaching English in public mixed day secondary school with majority being (80%) teachers. Majority of the teachers teaching English are middle aged with a mean age of 36 years with majority falling in the age bracket of 31 to 40 years- which formed fifty percent of the teachers'. Majority of the teachers (70%) had first degree which implied that most had adequate knowledge and skills to teach the subject. The result indicates that most teachers had a long stay (6 to 15 years in their current stations meaning that they had adequate experience with the students and the environment.

5.2.2 Effects of Comprehension Errors on Students' Academic Performance

Analysis on the common comprehension errors revealed that words mispronunciation was the most common error with a mean of 1.2. Comprehension errors and ignored or misinterpreted punctuations seventy were the most common reading difficulties errors that the students committed which implied that the students have a problem with interpretation of literary materials and examination questions.

A significance relationship was established between words omitted, words substituted, word mispronounced, words added and academic performance of students end of term one examination ($P>0.05$). Students who committed a few comprehension errors had performed well in the end of term one examination. This implied that comprehension errors contributed a lot to the students not comprehending what they read and therefore failed to answer examination questions correctly. The study found that majority of the teachers of English (90%) agreed that poor reading skills affected academic performance in all the examinable subjects. they also agreed that library lessons were often ignored and that library resources and reference materials were not established in public mixed day secondary schools. A cloze test performance indicated that majority of the students (55%) scored below average. Mixed gender and ability grouping could have contributed to this performance.

A comparison of form three students' end of term one examination with KCSE results of 2010, 2011 and 2012 showed that there is a consistent trend of better performance with the current form threes in all the sampled schools. Majority of teachers (1.2 standard deviation) agreed with Ricket, List and Lerner (1989) that reading difficulties are principle cause of failure in schools.

5.2.3 Effects of reading Difficulties on Students' Academic Performance.

Forty percent of teachers indicated presence of dropout, twenty percent said there were repeaters, while forty percent indicated a chronic absenteeism of over 10-14 students being out of school each day of the week in schools that the research was carried out. On inquiry the researcher found out that those students had been sent home for schools fees which implied that the parents were not motivated to pay school fees in all the sampled schools. A likert scale procedure carried out on teachers' opinion on effects of poor academic performance on students learning consistency revealed that majority of the teachers (1.2 standard deviation) agreed with the statement that adolescent poor readers have low se-lf esteem and perceived themselves less valued members of their classes. This was an indication that poor academic performance affected students' throughout the week term and year.

5.2.4 Challenges Faced by Secondary School English Language Teachers in Dealing with Reading Difficulties

Majority of the teachers said they were not comfortable in dealing with learners with reading difficulties in regular classes. More than a half of the teachers (60%)

indicated that extra time should be created to attend students separately, an indication that they felt professionally unqualified to handle such learners. This has been confirmed by Runo (2010) who recommended to the ministry of education that special education should be included in all teachers' education. Half of teachers said that there were learners in their classes who lacked interest in all school activities. This was due to negative attitude towards school. Majority of the teachers indicated that they had problem in teaching reading comprehension. Majority of them followed the course book layout of answering comprehension questions after reading the comprehension passage. Asked how often they conducted library lessons, majority said they do not conduct at all while a few (30%) conducted once in a week. As a result students lacked comprehension skills and awareness of contemporary issue.

5.2.5 Strategies for Enhancing Reading Comprehension

Asked to state the strategies put in place to enhance comprehension abilities, majority of the teachers (60%) indicated that they used comprehension lessons. A need for teachers to be in-serviced was indicated by 60% of them saying that they had not been in-serviced since their initial training. Majority of the teachers (1.2 standard deviation) agreed with the statement that providing guidance and counseling services would be a strategy to enhance reading comprehension. Other suggested strategies were; supply adequate curriculum materials and equipments (1.3 standard deviation), offer library resource (1.6 standard deviation) and have quality staff who can differentiate instruction (1.4 standard deviation) among

others. These findings complemented Carmine, Silbert and Kameenui (1977) who cited that reading problems prevent individuals from reaching desired career goals and rob them of the opportunity to read for pleasure and enjoyment.

5.3 Conclusions

Mispronunciation of words is the most common comprehension error. Other errors made by students are omission of words, addition of words, and substitution of words. Majority of teachers agreed that reading difficulties were the main cause of failure in schools and that library resources and reading material are not well-established in public mixed day district secondary schools. They also agreed that there is lack of learning consistency of students in Kiambu District mixed day public secondary schools due to poor reading abilities evidenced by the presence of dropouts, repeaters and absentees in school. The supply of adequate curriculum materials and equipment, and library resources were strongly recommended by majority of teachers in alleviating reading comprehension problems.

5.4 Recommendations

Based on the research findings the researcher made the following recommendations:

5.4.1 Recommendation to the Schools

The researcher recommended that; the school administrations should ensure that library resource is available and that library lessons are taught and they should come upwith strategies of supplementing government efforts such as income

generating activities to supplement school fees.

5.4.2 Recommendations to the Government through the Ministry of Education and Other Stakeholders

The Ministry of Education and other stakeholders in the education sector should come up with compulsory methods of enhancing reading skills such as the use of library lessons; they should come up with policy guidelines on how to assess reading comprehension in order to raise performance in public and private schools; they should ensure that reading/learning materials in schools are adequately provided and library resource well stocked; should also institute compulsory and frequent in-service training programmes; put up measures to reduce absenteeism which result from lack of school fees as it deny the learners time and the opportunity to interact with the reading materials denying them creativity and criticism in their reading and finally, Kenya Institute of Curriculum Development should ensure that the teachers training syllabus is sufficiently developed so as to prepare teachers for teaching of reading comprehension.

5.4.3 Recommendations for Further Research

The researcher makes the following recommendations for further research; the study only covered one district, therefore, a similar study should be carried out in other districts since Kiambu is just one district amongst other four districts in Kiambu County; a study on in depth cause of social and emotional problems affecting students reading abilities in Kenya is recommended where students are involved in giving out their views; a research on how guidance and counseling

departments can be improved in order to alleviate socio-emotional problems among students is highly recommended and finally a study on effects of students' reading difficulties on socio-emotional adjustments whereby students are more involved in form of questionnaires and interviews is recommended.

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APPENDICES

APPENDIX A: TEACHERS QUESTIONNAIRE

SECTION A: GENERAL INFORMATION

Please provide the following information by filling in as requested.

1. Indicate your gender: Male ☐ Female ☐
2. Indicate your appropriate age bracket: below 20 years ☐ 21-30 ☐ years 31-40 years ☐ 41-50 years ☐
   Above 50 years ☐
3. Kindly indicate the highest level of education attained
   KCSE/O Level
   A- Level ☐
   Diploma ☐
   1st Degree ☐
   2nd Degree ☐
4. Indicate your professional grade: SI ☐ Diploma ☐
   Graduate teacher ☐ others (specify) ☐
5. Indicate the number of years you have taught in the current school
   1 year ☐ 11-15 years ☐
   6-10 years ☐ 16 and above (specify) ☐
6. What is the average class enrolment in this school? _____
   _____

SECTION B: Information on reading difficulties

7. Among the following reading difficulties which one(s) is commonly found among your learners?

   (a) Comprehension errors ☐

   (b) Word recognition errors ☐

   (c) Problems relating to reading habits ☐

   (d) Ina appropriate word grouping ☐

   (e) Ignored or misinterpreted punctuations ☐

8. To what extent do you agree with the following statement about effects of reading difficulties (comprehension errors) on academic performance? Use a scale of 1-5 where: 1 strongly disagree; 2- disagree; 3- neither agree nor disagree; 4- agree 5- strongly agree.

	1	2	3	4	5
Reading appears to affect performance in all other academic subjects					
Reading comprehension is very important in secondary schools as students use it as a tool to get new information, ideas, attitudes and values from all content areas and especially in literary texts					
Reading comprehension is needed in order to interpret examination question and even to comprehend what the question require for an answer.					
Reading difficulties are the principle causes of failure in school					
Reading on comprehension helps in information gathering and learning of concepts					
Reading is an ongoing process and should also be taught in secondary schools					
Library lessons are oftenly ignored in public mixed day district secondary schools					
Library resources and reading material are not well established in public mixed day district secondary schools					

9. (a) Do you ever assess students reading comprehension?

Yes ☐ No ☐

(b) If you do what methods do you use?_____

_____

10. (a) Do you experience problems in teaching reading comprehension?

Yes ☐ No ☐

(b) If yes list them down_____

_____

(c) What strategies have you put in place to help students with comprehension errors?_____

_____

11. (a) Are there areas you need assistance in your teaching reading comprehension? Yes ☐ No ☐

(b) If yes, specify _____

_____

12. (a) Have you ever undergone any in-service training in reading instructions since you completed you initial teachers training? Yes ☐ No ☐

(b) If not in which area of reading difficulties would you like to be in-serviced?

_____

_____

13. How often do you conduct library lesson?

Once a week ☐ Fortnightly ☐

Once a month ☐ Not at all ☐

14. To what extent do you agree with the following statement about causes of poor academic performance in public mixed day secondary schools in Kiambu district. Use a scale of 1-5 where: 1- strongly disagree; 2- disagree; 3- neither agree or disagree; 4- agree; 5- strongly agree

	1	2	3	4	5
Reading difficulties (comprehension errors)					
School administration					
Quality of the staff					
Learner's previous academic background					
Teaching methods					
School community and environment					

SECTION C: Information on students' social/emotional adjustment

15. (a) Are there dropouts in your class in the year 2013?

Yes ☐ No ☐

(b) If yes, how many boys _____ Girls _____

16. Are there repeaters in your class this year ? Yes ☐ No ☐

17. Please indicate the number of absentees in your class accordingly.

	1-4	5-9	10-14	15-19	Over 20
This week					
Last week					

(b) If there are any absentees in your class, state the underlying reasons?

_____

18. (a) Do you think most teachers of students with reading difficulties are comfortable in handling them in regular classes? Yes ☐ No ☐

(b) If no, what would you suggest should be done to make the English teachers competent in handling them?_____

_____

19. (a) Have you come across learners in your English classes who lack interest in all school activities? Yes ☐ No ☐

(b) If yes, in your opinion what could have caused the situation indicated above?_____

20. (a) Have you encountered students with behaviour problems in your English classes?

Yes ☐ No ☐

(b) If yes, specify briefly_____

_____

21. To what extent do you agree with the following statements about the effects of poor academic performance on students' social/emotional adjustment?

Use a scale of 1-5 where: 1-strongly disagree; 2-disagree; 3 – neither agree or disagree; 4- agree; 5-strongly agree

	1	2	3	4	5
Poor reading ability leads to lowered self-esteem.					
Reading problems prevents individuals from reaching desired career goals					
Reading problems rob individuals of the opportunity to read for pleasure and enjoyment.					
Reading experience strongly influenced a learner's self-image and feeling of competency.					
Reading failure can lead to; (a) Misbehavior (b) Anxiety (c) Lack of motivation					
Continuing feelings of failure whilst at school can have life long delectating effects on individual's ability to cope with stress.					
Adolescent poor leaders have low self –esteem and perceive themselves less valued members of their classes					
Under achievement makes adolescents develop (a) Learned helplessness (b) A significant drop in their confidence to learn and succeed (c) Attention problems					

22. What would you recommend to the school administration in order to improve social/emotional problems in your school?

_____

_____

_____

_____

23. To what extent do you agree with the following statement about strategies used by principles to enhance reading comprehension abilities in secondary schools use a scale of 1-5 where: 1-strongly disagree; 2-disagree; 3- neither agree or disagree; 4- agree; 5- strongly agree.

	1	2	3	4	5
Supply adequate curriculum materials and equipment					
Offer library resources					
Offer information technology					
Provide vocational training resources					
Provide social skills training programmes					
Provide guidance and counseling services					
Have quality staff who can differentiate instructions					
Have staff who can offer study and academic skills					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX B

CLOZE PROCEDURE TEST FOR FPRM THREE

Group number _____ CLASS_____DATE_____

Fill in the gaps with the most appropriate word

There are many kinds of snakes in the world. However, (1) _____ all of them are poisonous. The most common snakes can sometimes be (2) _____in our gardens. These harmless grass snakes vary in (3) _____ from one foot to three feet. They rarely bite people and (4) _____, in fact, shy creatures.

Grass snakes eat insects and small animals (5) _____ frogs and chicks. They are good for the garden as they keep (6) _____ pests like rats and grasshoppers.

The more poisonous varieties (7)_____ snakes are the python and viper. (8) _____ snakes are seldom found in gardens. Instead, these snakes (9) _____ in forests or in dense vegetation (10) _____ as swampland. They do not actively seek (11) _____ victims, but (12)_____ defend themselves against potential enemies (13) _____ intruders. If the snake senses (14) _____ coming, it would rather glide noiselessly away (15) _____ confront the person.

Contrary to popular belief, snakes do not sting (16) _____ their tongue. They bite with two fangs (17) _____ point backwards. The snake's tongue, which continuously flicks (18) _____ and out, is actually its 'fingers'. Its tongue (19) _____ of nerve endings which helps the snake feel the food before (20) _____it.

APPENDIX C: Reading passage Form III

Student's name_____

There are many kinds of snakes in the world. However, not all of them are poisonous. The most common snakes can sometimes be found in our gardens. These harmless grass snakes vary in length from one foot to three feet. They rarely bite people and are, in fact, shy creatures.

Grass snakes eat insects and small animals like frogs and chicks. They are good for the garden as they keep away pests like rats and grasshoppers. The more poisonous varieties of snakes are the python and viper. These snakes are seldom found in gardens. Instead, these snakes live in forests or in dense vegetation such as swampland. They do not actively seek out victims, but will defend themselves against potential enemies and intruders. If the snake senses someone coming, it would rather glide noiselessly away than confront the person.

Contrary to popular belief, snakes do not sting with their tongue. They bite with two fangs which point backwards. The snake's tongue, which continuously flicks in and out, is actually its 'fingers'. Its tongue consists of nerve endings which help the snake feel the food before eating it.

Words omitted _____

Words Substituted _____

Words Mis-pronounced _____

Time taken in reading _____

Words Added _____

Mis-pronounced

No. of correct answers out of 10 _____

Total No. of words missed _____

Total No. of words on the passage _____

Comprehension questions

1. All kinds of snakes in the world are poisonous.

True ☐ False ☐ (1Mk)

2. Where do we commonly find the harmless grass snake?_____(1mk)

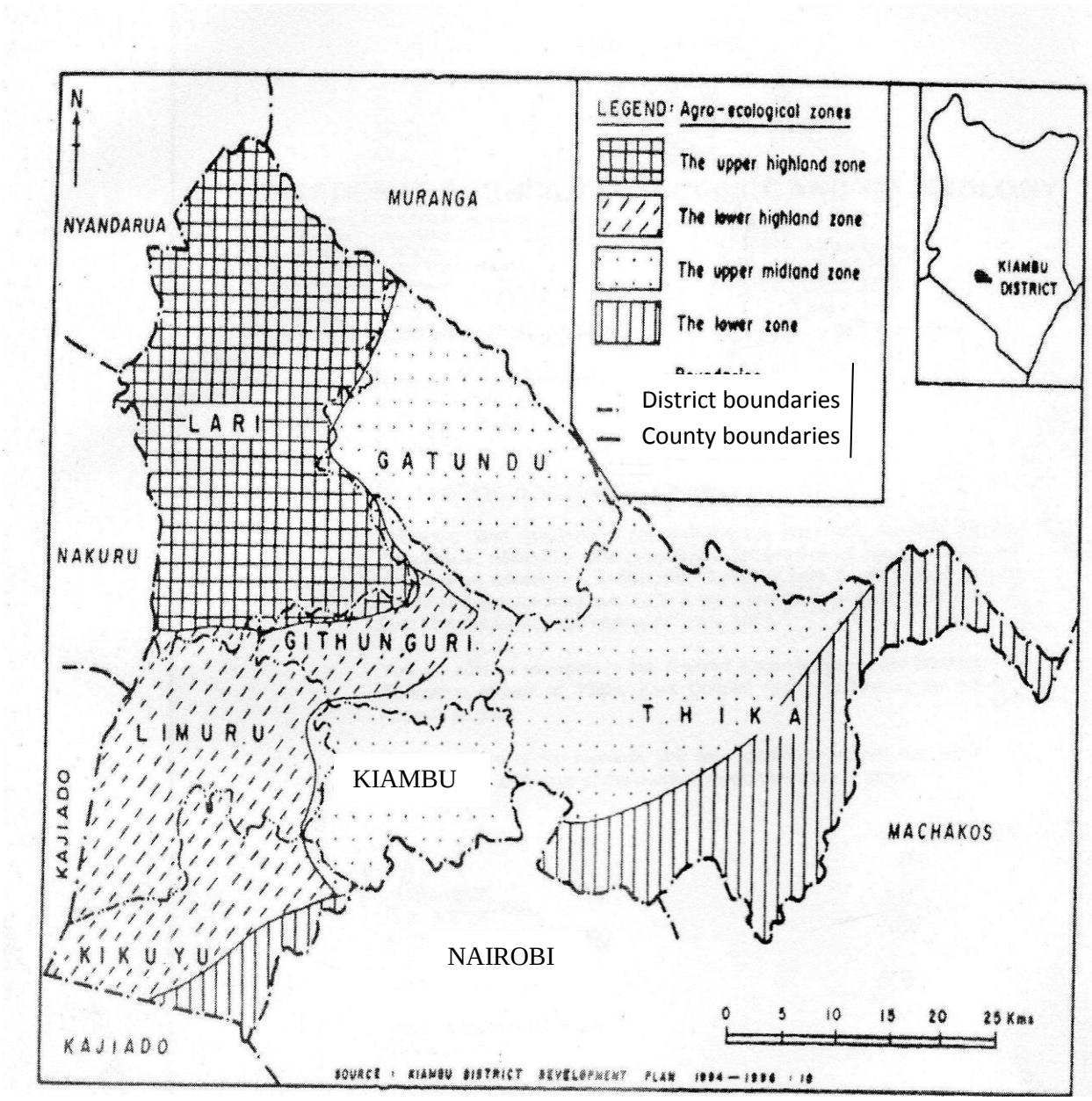
3. Grass snakes eat ---------- -and ---------- (1mk)

4. Why are grass snake good for gardens_____(1mk

5. How do poisonous varieties of snake defend themselves against potential enemies and intruders?_____ (1mk)
6. Snakes feel the food with their_____before eating it (1mk)
7. Explain the meaning of the following word and expressions as used in the passage (3 mks)
   (a) Poisonous
   (b) They rarely bite people
   (c) Are good for the gardens
   (d) Seldom
   (e) Potential enemies
   (f) Fingers
8. What is the popular belief about snakes_____(1mk)

THANK YOU FOR YOUR PARTICIPATION

APPENDIX D: MAP OF KIAMBU COUNTY



KIAMBU COUNTY

APPENDIX E

AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/540**

Date: **3rd May, 2013**

Wanjiku Karanja
Kenyatta University
P.O.Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application dated ***18th April, 2013*** for authority to carry out research on "***Effects of Students' reading difficulties on academic performance in Public Secondary Schools, Kiambu County, Kenya***" I am pleased to inform you that you have been authorized to undertake research in **Kiambu District** for a period ending **30th November, 2013.**

You are advised to report to **the District Commissioner and the District Education Officer, Kiambu District** before embarking on the research project.

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

DR. M. K. RUGUTT, ~~Ph.D~~, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Kiambu District

APPENDIX F

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Wanjiku Karanja
of (Address) Kenyatta University
P.O.Box 43844, Nairobi.
has been permitted to conduct research in

Location
Kiambu	District
Central	Province

on the topic: Effects of Students' reading difficulties on academic performance in Public Secondary Schools, Kiambu County, Kenya.

for a period ending: 30th November, 2013.

PAGE 3

Research Permit No. NCST/RCD/14/013/540
Date of issue 3rd May, 2013
Fee received KSH. 1,000

Applicant's Signature

Secretary
National Council for Science &Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

HARAMBEE

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)