

**LANGUAGE DISORDERS AND LEARNERS' PERFORMANCE IN
CLASS ACTIVITIES IN SELECTED INCLUSIVE PRIMARY
SCHOOLS IN KITUI COUNTY, KENYA**

**BY
PAMELA KUNU KIVELENGE
E55/CE/27955/2019**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF
MASTERS IN SPEECH AND LANGUAGE PATHOLOGY
DEPARTMENT OF SPECIAL NEEDS EDUCATION SCHOOL OF
EDUCATION, KENYATTA UNIVERSITY**

NOVEMBER, 2024

DECLARATION

I confirm that this research project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Any other information borrowed from other sources including the internet has been specifically accredited and references cited using APA 7th Edition and in accordance with anti-plagiarism regulations.

Signature_____

Date_____

PAMELA KUNU KIVELANGE

E55/CE/27955/2019

SUPERVISOR'S DECLARATION

I confirm that this research project was conducted by the candidate under my supervision as university supervisor.

Signature_____

Date_____

DR. KARIA MATHEW

Department of Early Childhood and Special Needs Education

School of Education

Kenyatta University

DEDICATION

The research project is dedicated to my dear loving husband Peter Wambua Kathuo for his tireless support, he faithfully encouraged, inspired and financially supported my studies. I also dedicate this study to my dear three children: Alex Sila, Ashlynn Mutanu and Alicia Kaseo for their technical and motivational support they gave to me when I was studying.

ACKNOWLEDGEMENT

I express my sincere gratitude my Almighty God who offered me an opportunity to pursue this course and for His everlasting love and protection. I greatly acknowledge my lectures Dr Mathew Karia and Dr Tom Abuom for their professional training and scholarly guidance and assistance throughout the course of my study.

My special thanks go to my supervisor Dr Mathew Karia for his tireless devotion, scholarly advice, great mentorship and his tremendous commitment and dedication, his assistance was greatly felt. Thank you once more. I wish to acknowledge my readers Dr. Tom Abuom and Dr. Nyakwara Begi for their scholarly guidance. It is through their professional guidance that I am able to come this far.

My acknowledgement goes to all the lectures in the department of Early Childhood and Special Needs Education at Kenyatta University for being there for me when I needed them most and training me that no man is limited.

I sincerely register appreciation to my supervisor Doris Kwenda (SLP) in Nairobi Hospital; Ears Nose and Throat (ENT) department for her professional and clinical supervision during my one- year full time clinical practicum where I extensively learnt and acquired a comprehensive speech therapy expertise and competence on evidence-based strategies for effective remediation of individual with communication difficulties.

I finally appreciate my husband Peter Wambua and my children Alex, Ashlynn and Alicia whose constant love, overwhelming moral and financial support made the writing of this project.

TABLE OF CONTENTS

DECLARATION..... ii
DEDICATION..... iii
ACKNOWLEDGEMENT..... iv
TABLE OF CONTENTS v
LIST OF FIGURES ix
LIST OF TABLES x
LIST OF ABBREVIATIONS AND ACRONYM xi
ABSTRACT..... xii

CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY 1

1.0. Introduction..... 1
1.1. Background of the Study 1
1.2. Statement of the Problem..... 6
1.2.1. Purpose of the Study 7
1.2.2. Objectives of the Study..... 7
1.2.3. Research Questions..... 8
1.3. Significance of the Study 8
1.4. Limitation and Delimitation..... 9
1.4.1. Limitation of the Study 9
1.4.2. Delimitation of the Study..... 10
1.5. Assumption 10
1.6. Theoretical and Conceptual Framework 11
1.6.1. Theoretical Framework..... 11
1.6.2. Conceptual Framework..... 12
1.7. Operational Definition of Terms..... 14

CHAPTER TWO: REVIEW OF RELATED LITERATURE 16

2.1. Introduction..... 16
2.2. Prevalence of Learners with Language Disorders 16
2.3. Influence of Language Difficulties on Learners’ Performance in Class Activities... 18

2.4. Strategies used by Teachers to Enhance Learners Performance in Class Activities .	22
2.5. Summary of Literature Review and Research Gap.....	24

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY 26

3.1 Introduction.....	26
3.2. Research Design.....	26
3.3. Study Variables	26
3.3.1. Dependent Variable for the Study.....	27
3.3.2. Independent Variables for the Study.....	27
3.3.3. Intervening Study Variables	27
3.4. Location of the Study.....	28
3.5. Target Population.....	28
3.6. Sampling Technique and Sample Size.....	28
3.6.1. Sampling Techniques.....	28
3.6.2 Sample Size.....	29
3.7. Research Instruments	30
3.7.1 Questionnaire Schedules.....	31
3.7.2. Interview Guides for Learners in Grade 2 and Grade 3.....	31
3.8. Pilot Study.....	32
3.9. Validity and Reliability of Research Instrument	32
3.9.1. Validity of Research Instrument	32
3.9.2. Reliability of Research Instrument	33
3.10 Data Collection Procedure	33
3.11. Data Analysis and Presentation	34
3.12. Logistical and Ethical Consideration.....	34
3.12.1. Logistical Consideration.....	34
3.12.2. Ethical Consideration.....	35
3.12.3. Legal Considerations	35
3.13. Summary	35

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION	37
4.1. Introduction.....	37
4.2. General and Demographic Information	37
4.2.1. General Information.....	37
4.2.2. Demographic Information.....	38
4.2.3. Age Bracket of the Respondent	39
4.2.4. The Work Experience of the Respondent.	40
4.2.5. Education Background.....	41
4.3. The Prevalence of Learners with Language Disorders.....	42
4.4. Influence of Language Difficulties on Learners’ Performance in Class Activities... ..	47
4.5 Strategies used by Teachers to Enhance Learners’ Performance in Class Activities .	50
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	54
5.1 Introduction.....	54
5.2 Summary of the Main Finding	54
5.3. Conclusion of the Study.....	55
5.3.1 The Prevalence of Learners with Language Disorders	55
5.3.2. Language Difficulties and Learners’ Class Activities	56
5.3.3. Strategies used by Teachers to Enhance Learners Class Performance	56
5.4 Recommendations of the Study	57
5.4.1 Policy Recommendations.....	57
5.4.2 Recommendations for Further Research.....	58
REFERENCES.....	60
APPENDICES:.....	64
Appendix i: Transmittal Letter.....	64
Appendix ii: Questionnaire for the Teachers	65
Appendix iii: Interview Schedule the Head Teachers.....	69
Appendix iv: Interview Schedule for Learners in PP2, Grade 2 and Grade 3	70
Appendix iv: Research Budget	71

Appendix v: Work Plan	72
Appendix vi: Research Authorization Letter From Graduate School KU	73
Appendix vii: Research Licence From NACOSTI Letter.....	74

LIST OF FIGURES

Figure 1: Conceptual Framework	12
Figure 2 : Gender Representation of Respondent	38
Figure 3: Do you have Learners with Language Disorders in Your School?.....	45

LIST OF TABLES

Table 1: Target population -----	28
Table 2: Sample Size -----	30
Table 3: Age Bracket -----	39
Table 4: Work Experience -----	40
Table 5: Educational back ground -----	41
Table 6: Prevalence of Learners with Language Disorders -----	44
Table 7: Influence of Language Difficulties on Learners' Performance in Class Activities -----	48
Table 8: Strategies used by Teachers to Enhance Learners' Performance in Class Activities -----	51

LIST OF ABBREVIATIONS AND ACRONYM

ASHA	American Speech and Hearing Association
ASD	Autism Spectrum Disorder
CD	Communication Difficulties
DLP	Data Loss Prevention
EFA	Education for All
KCPE	Kenya Certificate of Primary Education
KU	Kenyatta University
LD	Language Disorder
MoE	Ministry of Education
NACOSTI	National Commission for Science Technology and Innovation
PP1	Pre-Primary 1
PP2	Pre- Primary 2
SLD	Specific Learning Disability
SPSS	Statistical Package for Social Science
TSC	Teachers' Service Commission
UWEZO	Empowerment for Youth Women and People with Disability

ABSTRACT

Achieving academic excellence is the aim of all learners in inclusive primary schools. However, language disorders in primary school children negatively affect their performance in class activities. This research sought to investigate language disorders and learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County, Kenya. The objectives for the study included: the prevalence of learners with language disorders, assessment of how language disorders influence learners' performance in class activities and to determine the strategies teachers use to improve learners' performance in class activities. The study was guided by the Liberal Theory of Equal opportunity which was propounded by Bryman. The dependent variables were the learners' performance in class activities and the independent variables were language disorders. The study incorporated descriptive study design. This design for a research study was ideal in determining language disorders and learners' performance in class activities in selected primary schools in Mumoni Sub-County, Kitui, Kenya. The study considered an entire population of 46 teachers in Mumoni Sub-County where an average of two teachers was purposively sampled as the target population from the 23 inclusive primary schools in Mumoni Sub-County, Kitui County. The study purposively sampled 26 learners for in-depth interviews from PP1, PP2 and grade 1, 2 & 3. The researcher used structured research questionnaires and interview method to aid the collection of primary data from the study respondents. To achieve adequate content validity, the expert judgmental method was adopted. Sample of questionnaires were rendered to the research supervisor who carried out an examination and later gave out feedback on the same. Test re-test method was used to determine the reliability of the research instrument. A tenth of the entire sampled population of the study was put into consideration for piloting and was not included in the actual study. The survey collected both qualitative and quantitative data. In analyzing the quantitative data, SPSS software was used and descriptive statistics was employed to report the data. Presentation of the same data was done through percentages, frequencies, tables and charts while qualitative data was written in themes and presented in narrative form. The respondents' consent was sought and they were assured their confidentiality. The study found that the common prevalence language disorders were both expressive and receptive language difficulties, reading, writing and spelling challenges. Further, the study found that learners with language difficulties have low performance in class activities which resulted to low self-esteem. Moreover, the study found that teachers give support to learners with language disorders, however, there were no collaboration and team work with other professionals and teachers lacked in -service training. The study found that there were inadequate resources to provide services to learners with language disorders. The study recommended that TSC should supply trained teachers and in-service training to be conducted for teachers to have skills to support learners with language disorders. Further, the study recommended that the government to provide resources to inclusive schools to enable headteachers source for qualified professionals.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0. Introduction

This chapter looks at the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation and delimitation, research assumptions, theoretical and conceptual framework and operational definition of terms.

1.1. Background of the Study

Language disorders is a significant impairment in the comprehension and or use of language. It affects any of the five language domains which are form, content and function of language in spoken written and other symbol system according to (ASHA, 2015). Learners with language disorders often face challenges of understanding a language and communication challenges (Calder et al., 2022). Language disorders are wide spread and very common with learners with communication difficulties. According to international journal of pediatric Otorhinolaryngology, (2012) the prevalence of language disorders include hearing impairment, both receptive and expressive language disorders , dyslexia, dysarthria, stammering which are common with children aged 3-6 years old. The language disorders influence learners' performance in an inclusive learning setup to a great extent. As Parkinson B. (2021) pointed out, those learners with receptive language disorders often face challenges in understanding the words they read and hear. It is highlighted by Roseberry & O'Hanlon, (2018) that teachers must therefore have the right strategies to teach those learners with language difficulties and so as to significantly enhance their participation in class activities within a learning environment. Further, it

was highlighted that the adopted strategies need to be different from those strategies used for mainstream learners to achieve increased participation in the learning process. According to an observation made by Mendy et al., (2018), developing the right communication skills for all pupils, especially in inclusive learning environments in primary schools may be difficult, especially when teachers fail to implement the right strategies geared toward improving the learning process.

In Russia, teachers get to interact with learners with language disorders on a one-on-one basis to improve their performance in schools (Sun & Wallach, 2018). This has easily been achieved because a class has an average of 10 pupils. Education providers have the mandate of putting in place various measures and policies that can see those learners with communication disorders be able to communicate and participate effectively within the learning environment. This can be achieved when teachers put much room for flexibility and variation in content, activities, classroom organization and teaching period. Learners with special needs, more so language disorders, need ample time to concentrate on relevant tasks resulting in them completing the compulsory education cycle. In Bosnia, teacher trainees are taken through advanced preparations to handle any child with communication disorders in inclusive settings, irrespective of their diverse and peculiar needs (De Bortoli, 2018).

In the Middle East, substantial studies have been done in relation to assessing the influence of language disorders on learners' academic performance in inclusive primary and secondary schools. Arora, (2018) highlighted from her study that, persistent language

and communication difficulties among learners in low-level learning institutions expose them to multiple developmental difficulties affecting their academic performance levels. Compared to other learners in an inclusive learning environment, learners with language and communication disorders are characterized by low self-esteem and inactive participation in class and other school activities, as pointed out by Sambu et al., (2018). It was further highlighted by Juma, (2018) that learners with language disorders have a greater risk than typically developed learners, more so when it comes to addressing matters of peer problems, self-confidence and emotional difficulties.

From the perspective of inclusive education, it is essential to consider inclusive education as learners are born with different potentials and abilities that need to be covered in the same class environment and same teachers' instructions (UNESCO, 2016). Enhancement of the learner's performance is founded in the principle of inclusion as well as the diverse needs of all the learners to be met in an inclusive classroom. According to the United Nations Standard Rule on Equalization of Opportunities, (2021), those learners having language difficulties need to be given the right education in an inclusive and interactive learning setting. In Birmingham, Owens (2018), identified that, the participation of learners with a language disorder in an inclusive learning process influences their academic performance.

In Nigeria, Aremu et al., (2018) determined that achieving effectiveness in the learning process among learners with communication disorders translate to improved academic performance. In essence, Jumba et al., (2019) determined that teachers' use of different

teaching strategies impact learners' performance levels irrespective of their age and learning environment. The Zambian government has made many efforts to enhance learners' improved performance, more so in inclusive and interactive education programmers. According to Norbury (2018), the National Government of Zambia has passed special legislation on education by formulating policies and laws which paved the way for the current practices on the best ways of handling those learners with language disorders. The documented education policy in 1996 by the Ministry of General Education in Zambia specified the need for integrated and adaptive education for all learners with language disorders to meet their curriculum needs (MOE, 2018).

On the other hand, it was established in Kampala by Kormos & Kontra, (2018) that the general education statistic given out by the Ugandan government is that, the highest number of learners who have communication disabilities in classrooms in Kampala suffer from expressive, receptive, stuttering writing and reading disabilities. It may be an assumption that all teachers can understand the concept of achieving improved performance in academic activities among those learners with language disorders.

Language disorder is a widespread lifelong challenge affecting learner performance in Kenyan primary schools. Otieno, (2019) determined that those learners in inclusive primary schools in Kisumu East Sub-County are affected by dyslexia, intellectual and cognitive challenges, reading and writing problems and there are those pragmatic disorders. The language disorders impact their emotional, social well-being, behavioral and cognition. This is highly associated with low academic achievement in an inclusive learning environment. Njoroge & Nyabuto (2020) post that stuttering make it challenging

for the learners to produce clear speech sounds, this may influence learners' academic performance in inclusive primary schools in Meru County. Also, language disorders pose challenge in form of language, content of language and function of language according to (Otieno, 2019). While Kenya appreciated inclusive education and embraced EFA goals according to Dakar Framework of Action (2000), the main challenge facing its implementation has been ineffective teacher preparation to manage pupils with learning disabilities and inadequate curriculum support materials (UWEZO, 2012).

Mwandikwa T.M, (2010) did a study on Trend Analysis of Academic Achievement among inclusive Primary School Pupils in Mumoni. Sub- County, The Study affirms that Mumoni Sub-County has remained a victim of a continued low academic performance in Kitui County. According to the empirical study, in the year 2019, only 131 pupils who managed to get over 250 marks out of 500 marks. This Sub-County has also remained last in academics for the last three years among inclusive primary schools in the whole of Kitui County. This raises the great concern on what the community and stakeholders can do to improve the learners' performance in class activities and more so in inclusive primary schools in Mumoni Sub-County. Therefore, there is limited scholarly study on language disorders and learners' performance in class activities, hence the current study is important. This study will be carried out to determine the impact of language disorders on learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County, Kenya

1.2. Statement of the Problem

Achieving academic excellence is the aim of all learners in inclusive primary schools. However, language disorders in primary school children negatively affect learner's performance in class activities to a great extent. There is a significant correlation between language disorders and learners' performance in learning institutions. Learners with both expressive and receptive language disorders tend to earn low grades in their academic and class activities. Most learners are most likely to fail in their assessments, and others drop out of school compared to other typical learners. Challenges in language disorders make it difficult for pupils in public inclusive primary schools to socialize, interact with others, and participate actively in class.

In Germany, learners with language disorders enjoy various teaching strategies which are learner centered. This is easy since learners are few in a class where the teacher is able to give them enough time and opportunity to complete tasks. They also have SLPs in their classroom setting who provide speech therapy to them. Other learners enjoy the assistance of shadow teachers, which is different in Kenya. This translates to high academic excellence and full participation in class activities. However, in Kenya, 80 percent of learners with language disorders take more than the required time to complete their primary school education due to the insufficient SLPs, few educational resources and learners lack the support of shadow teachers. This has led to school dropouts due to constant lower grades and low self-esteem making the transition to secondary school at two percent. Therefore, there is little empirical information on language disorders and learners' performance in class activities in inclusive primary schools in Kenya, in relation to: prevalence of learners with language disorders, how the language disorders influence

learners' performance in class activities and the strategies teachers use to improve performance in class activities. Therefore, this study intended to fill this gap by investigating the dynamics behind language disorders and learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County and suggest teaching techniques that can lead to improved learners' performance.

1.2.1. Purpose of the Study

The purpose of this study was to investigate the prevalence of learners with language disorders, determine how language disorders influence learners' performance in class activities and to find out the strategies used by teachers to enhance learner's performance in class activities in Mumoni Sub -county, Kitui County, Kenya.

1.2.2. Objectives of the Study

The study was guided by the following objectives;

- i. To investigate the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni sub-county, Kitui County.
- ii. To determine how language disorders influence learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui county
- iii. To find out the strategies used by teachers to enhance learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County.

1.2.3. Research Questions

The study was keen to answer the following study questions;

- i. What is the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni sub-county, Kitui County?
- ii. How do language disorders influence learners' performance in class activities in selected inclusive primary schools in Mumoni sub-county, Kitui County?
- iii. What are the strategies used by teachers to enhance learners, performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui county, Kenya.

1.3. Significance of the Study

The findings from the study may be of great significance to the Kenyan Ministry of Education as it may provide information on the extent to which language disorders impact learners' performance in class activities in inclusive primary schools. The findings from the study may also benefit the policymakers and other key stakeholders within the Kenyan Ministry of Education in understanding the common language disorders that affect learners class participation this may help them come up with the solution to the great challenge.

The findings from the study may offer an essential contribution to Kitui County Education Officers as well as the Sub-County Education Director Mumoni sub-county in implementing the best strategies needed to achieve improved performance in class activities in inclusive primary schools in Mumoni. Also, this study may be of great benefit to the heads of inclusive primary schools within Mumoni Sub-County, Kitui

County for the study may enable them source for the resources to employ SLPs , shadow teachers and train teachers on evidence-based strategies used in improving learners class activities performance. The study may be also helping teachers in implementing the best intervention strategies for the learners with language disorders so as to improve their participation in class activities. Finally, the findings will fill the gap by adding new knowledge in the existing body of knowledge and literature.

1.4. Limitation and Delimitation

1.4.1. Limitation of the Study

The study involved only teachers teaching learners with language difficulties in inclusive primary schools. This significantly compromised the study generalization because special needs schools in Mumoni Sub-County were not included in the study. Some teachers were also unwilling to provide the correct information about the strategies they use to improve class performance. This was mitigated by creating rapport with them during the pre-visit. Some learners with severe language disorders such that they were unable to respond to questions. The researcher mitigated this by giving them enough time and guidance through simplifying questions. Some teachers felt threatened by the study therefore were unwilling to participate in the study. The researcher assured them of a strict adherence to confidentiality and anonymity and they were told that their participation was used for academic purpose only.

1.4.2. Delimitation of the Study

The aim of the study was to determine the impact of language disorders on learner's performance in class activities. The three objectives are: to investigate the prevalence of learners with language disorders, to determine how language disorders influence learners' performance in class activities and to find out the strategies teachers use to enhance learners' performance in class activities. The study sought to investigate the three objectives focusing on teachers working in 23 inclusive primary schools in Mumoni Sub-County and 26 learners in grade 2 and 3. Therefore, those learners with language disorders in special needs primary schools in Mumoni Sub-County were not considered. Although Parents have vital role to play in giving information concerning their children, this study did not consider them since teachers and learners provided the information that was needed.

1.5. Assumption

This study was guided by the following assumptions;

- 1.** This study assumed that all learners and teachers would respond to the question truthfully, honestly and willingly.
- 2.** This study assumed that all the teachers in Mumoni Sub-County are trained and use improved teaching strategies while teaching all learners with language disorders in inclusive schools and they are aware of those learners with language disorders.
- 3.** The study also assumed that the allocated time would be enough to collect the needed information.

1.6. Theoretical and Conceptual Framework

1.6.1. Theoretical Framework

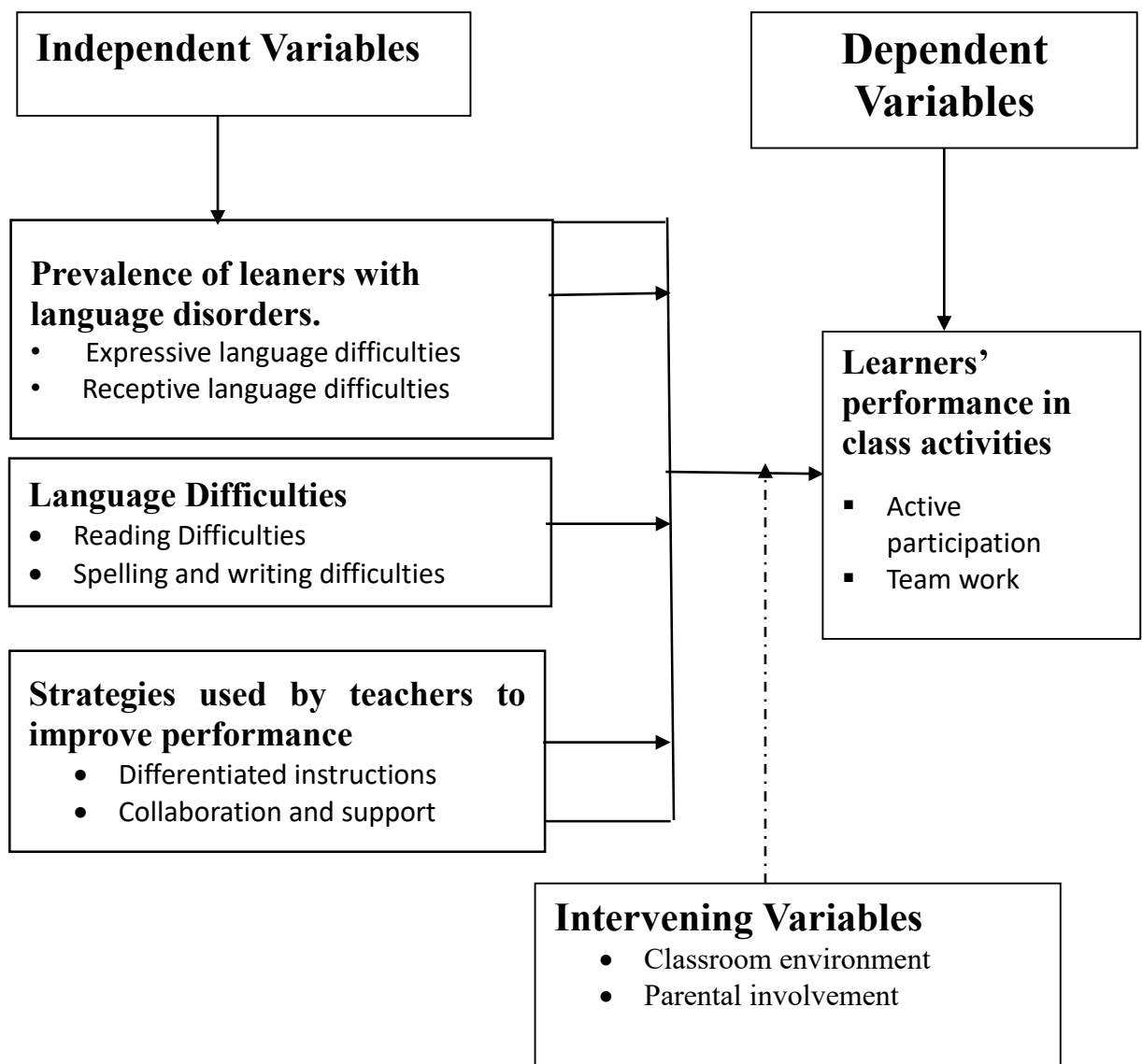
This study adopted The Liberal Theory of Equal opportunities which was propounded by Bryman (2004). The theory highlights that everyone should have access to education despite individual variations such as class, gender, race or Language disabilities. This approach contends that a person's ability to learn should be considered rather than their impairment when determining their access to education at all levels (primary, secondary, and tertiary). Learners with learning disabilities can get the essential knowledge and skills by establishing inclusive educational opportunities where they are able to interact with typical pupils. It also affirms that learners with language disorders need to be given more time to finish the task compared to typical learners in class setting. They should be given enough time, guidance and opportunity to try and accomplish the given class activity. This may be achieved by use of variation of teaching strategies which enhance more guidance in class setting. This approach aims to promote academic excellence for all learners, regardless of their class, race or gender, thereby creating equality. Therefore, atypical learners need more time, more opportunity and guidance to accomplish the given task. The advancement of this theory is that a teacher has a duty to create a healthy, conducive and interactive social environment which gives the enough time, more opportunity, more guidance and assistance to the learners with language disorders.

Therefore, teachers need more training in speech and language pathology so as to have enough knowledge on the best evidence -based strategies to use while teaching learners with language disorders so as to have improved class activities performance. The task

given to learners with language disorders need to be simplified more than that of other normal learners.

1.6.2. Conceptual Framework

Figure 1: Conceptual Framework



The figure 1 above shows that the learner's performance in class activities is largely influenced by the reduced language difficulties. This also shows that the increase in language difficulties result to poor performance in class activities. When learners have more challenges in reading, writing, or spoken challenges, may result to reduced self-esteem which reduce class participation in any task given hence incomplete task. Teacher's use of differentiated method, simplified task, group discussion, giving learners with language disorders enough time to accomplish task and guidance may result to improved performance in class activities. However, such improvements need the support of parents and a conducive class environment which is free from risk of injury.

1.7. Operational Definition of Terms

Academic Performance Refers to the level of achievement or success that a student demonstrates in their educational pursuits.

Class Activities Refer to the tasks, exercises, or projects that students engage in during a classroom session or educational setting. These activities are designed to facilitate learning, promote active participation, and reinforce the concepts and skills being taught.

Communication disorders These are difficulties in receiving, processing sending and comprehending information and communication such as concepts, verbal, and graphic language and speech.

Inclusive education It is when all learners, in the same classroom regardless of any challenges they may have to enable them receive high-quality instruction, interventions and support that enable them meet success in their learning and social interaction.

Inclusive Education This is when all learners regardless of any challenge they may have been placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction and support together with typical learners.

Language Difficulties Refer to challenges or impairments that individuals may experience in understanding, producing, or using language effectively.

Language Disorder

It is a communication disorder, where a person has a significant impairment in the comprehension or understanding a word, use of spoken, written, or other forms of language.

Teaching Strategies

Refer to the methods, techniques, and approaches used by educators to facilitate learning and instruction in the classroom or any educational

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section reviewed a variety of scholarly work related to language disorders and learner performance in class activities. It covers the prevalence of learners with language disorders, impact of language disorders on learners' performance in class activities and the strategies used by teachers to achieve improved performance in class activities and the summary of literature review and research gap.

2.2. Prevalence of Learners with Language Disorders

There are several studies that have been done in the past to highlight the relationship of prevalence for learners with language disorders and academic performance. In Canada, (Kivaas & Dysviic, 2020) conducted a study to determine the prevalence of communication disorders and academic performance of learners with disabilities in high schools in Montreal. The study made use of longitudinal and cross-sectional designs. The study targeted a population of 55 high school teachers within selected 14 schools in Montreal, Canada. Data collection was achieved through the use of structured questionnaires and interview guides. It was determined by the study that expressive and receptive language disorders were the common communication challenges that affected learners' academic performance. The study also reviewed that Learners with dyslexia, ASD and articulation disorders had low academic performance since they had challenges in reading, writing, speaking, and listening. The current study targeted 46 teachers, 22 learners in pre-primary school up to grade three in a rural village in Mumoni Sub-

County, Kitui County while the reviewed study was carried out in a developed city Montreal, Canada. The reviewed study focused on the high school learners in Canada while in this study, data was collected from inclusive primary school learners in Kitui county,

In Guinea, Nathanh & Herodd, (2018) assessed the common speech disorders and academic excellence in special needs institutions of higher learning in Guinea. The survey adopted the use of a descriptive survey study design. The study targeted a population of 245 teaching staffs from 65 institutions of higher learning. The survey adopted the Census sampling technique from which the study considered all the 245 staff in the institutions of higher learning. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study was analyzed with the use of multiple regression and correlation analysis. Quantitative data was analyzed through statistical packages, while content analysis was helpful in the analysis of qualitative data. The findings from the study determined that there is a correlation between high prevalence of learners with language disorders and academic performance in the inclusive learning institutions. The study further established that learners with stuttering, apraxia and dysarthria experience challenges when it comes to reading, writing and spoken language. The findings also established that language disorders can lead to difficulties in reading comprehension, decoding, spelling, and written expression. These challenges can make it harder for learners to understand and engage with academic texts, complete writing assignments, and effectively convey their knowledge. The current study considered primary school teachers in inclusive schools in Mumoni sub- County, Kenya

unlike the reviewed study which considered staffs in special needs institution of higher learning in Guinea.

In Kenya, Chepkemoi, E, M., did a study on prevalence of communication disorders and pupils' academic performance: a case of selected inclusive primary schools in Kaplamai Sub-County, Nandi central - Kenya. (2011). The study used both qualitative and quantitative methods and the pupils were randomly selected. The finding showed that pupils had articulation disorders, stuttering, expressive disorders. Further, the study reviewed that some pupils had hearing disorders, semantic and there were those pupils with pragmatic disorders. The current study was carried to determine the prevalence of language disorders and academic performance in class activities in Mumoni Sub-County, Kitui County while the reviewed study was carries out in Nandi County to determine the prevalence of communication disorders primary school pupils. The reviewed study emphasized on class five pupils in Kaplamai Sub -County while the current study focused on PP1, PP2 grade 1-3 learners in Mumoni Sub County.

2.3. Influence of Language Difficulties on Learners' Performance in Class Activities

Numerous studies have revealed that children with speech and language impairments are more likely than peers without SLD to experience academic and socio-emotional challenges. In America, children with speech sound issues, demonstrate inferior academic capabilities than their classmates without speech sound disorders, and severity is inversely associated to reading and spelling challenges (Bradley, 2019). The literacy (reading and writing) skills of children with developmental language delay are also weaker than those of children without such a disability (Argwins, 2019). The deficiencies

among children with SLDs are highlighted by the focus placed on verbal communication skills in the American school system. In other words, since verbal communication is mostly used in educational settings in the United States, children who struggle academically may exhibit laborious speech production, articulation mistakes, or other signs of SLDs. As a child's SLD becomes more severe, routine educational tasks like reading aloud, writing, spelling and participating in class discussions may become more difficult, which could have an adverse effect on a child's academic progress (Brilliant, 2021).

In Belgium, Prizant et al., (2019) conducted a study on communication disorders and academic performance of adolescent students in Brussels, Belgium. The study was conducted for one year, from January to December 2019. The study targeted 64 teaching staff members. Stratified random sampling was used in sampling the study population from which the study identified 32 respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed with the use of multiple regression and correlation analysis. The findings from the study highlighted those learners with speech and language disorders face reading difficulties, decoding, fluency, and reading comprehension. Learners with language disorders may have difficulty recognizing and understanding words, making it challenging to read and comprehend academic texts. This affected their ability to understand subject-specific content, leading to poor performance in academic. The reviewed study considered adolescent students while the current study considered pre-primary learners in pp1, pp2 and grade one, two grade and three learners. Therefore, the challenges of adolescent and those of lower primary learners is quite difference.

In Congo, Ogboma & Harms, (2019) assessed the association between communication disorders and Use of Intervention Services among Children in North Kivu, in the Democratic Republic of Congo. The study duration was one and half years, from June 2019 to December 2020. The study targeted 121 staff members within the selected primary schools. A systematic sampling technique was adopted by the study, from which the study selected a total of 54 respondents. Data obtained by the study were analyzed using multiple regression and correlation analysis. The findings from the study determined that learners with speech and language disorders face challenges in relation to written expression. The study determined that language disorders can significantly impact a student's ability to express themselves in writing. The study findings also established that learners may struggle with sentence structure, grammar, spelling, and organizing their ideas effectively. As a result, their written assignments and essays may lack clarity and coherence, leading to lower grades in subjects requiring written work. This study used a descriptive research design, target 46 teachers and pp1, pp2 and grade 1, 2, 3 learners. The data was collected using questionnaires and both head teachers and grade 2 and 3 was randomly sampled for oral interviews and teachers were purposively sampled while all the inclusive schools were selected using censors sampling technique.

In Kenya, Ngugi & Muli, (2019) conducted a study on the effects of speech and language disorders on the wellbeing of learners in inclusive primary schools in Murang'a County. A cross-sectional study design was adopted for the survey. The study targeted a population of 23 teaching staff members. Census sampling was used in sampling the study population, from which all the 23 staff members were declared to be the study respondents. Data collection was achieved through the use of structured questionnaires

and interview guides. Data obtained by the study were analyzed using multiple regression and correlation analysis. The findings from the study determined that learners with language disorders often have challenges with regard to listening comprehension. The findings from the study further highlighted that language disorders can affect a learner's ability to comprehend spoken language. They may have difficulty understanding instructions, lectures, and classroom discussions. This resulted in missed information and hindered their overall understanding of the curriculum, leading to academic challenges. The reviewed study was carried out in Murang'a in Central region Kenya while the current study was carried out in Kitui County which is in Eastern region Kenya. The reviewed study used cross sectional study design while this study used descriptive research design and learners in lower primary was scheduled for the oral interview unlike the reviewed study which targeted class seven and eight pupils.

In Kitui County, A study on Trend Analysis of Academic achievement among Primary Schools in Mumoni Sub-County by (Mwandikwa, 2010), affirms that Mumoni Sub-County has remained a victim of a continued low performance for the last few years in Kitui County. The findings showed in the year 2009, only 131 pupils who managed to get over 250 marks out of 500 marks. The sub county has also remained academically challenged for the last three years among inclusive primary schools in the whole of Kitui County, this raises the great concern. The reviewed study focused on what the community and stakeholders can do to increase the academic performance in inclusive primary schools in class seven pupils in Mumoni Sub County, while the current study focused on the impact of language disorders on academic performance in class activities among learners in PP1 up to grade 3 in inclusive primary schools.

2.4. Strategies used by Teachers to Enhance Learners Performance in Class Activities

In Norway, (Mengi, P. 2018) conducted a research study to determine the behavioral interventions and supports and student outcomes in Oslo, Norway. The study was conducted among secondary school teachers in secondary schools. The study targeted a population of 214 teaching staff members from the selected institutions. Stratified random sampling was used in sampling the study population, from which 109 were declared to be the study respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed with the use of multiple regression and correlation analysis. The findings from the study determined that teachers who use differentiated instruction tailor their teaching methods and materials to accommodate the diverse needs of learners with language disorders. This can include providing additional explanations, using visual aids, incorporating hands-on activities, and offering alternative assessment formats. By addressing individual learning styles and adapting instruction, teachers can enhance comprehension and engagement, leading to improved academic performance. The reviewed study was conducted in Norway in a developed country and targeted secondary school teachers while the current study targeted inclusive primary school teachers and pp1 to grade 3 learners in a developing country Kenya.

In Zambia, Cooper C., (2020) assessed the relationship between teaching strategies and performance of learners with language disorders in secondary schools in Zambia. The study targeted a total population of 25 language teachers. The study adopted the Census

sampling technique from which the study selected all the 25 staff members. Data collection was achieved through the use of structured questionnaires. Data obtained by the study was analyzed with the help of linear correlation and multiple regression models to assess the extent of association between employee performance and internal recruitment practice. The findings from the study established that teachers frequently use explicit instruction to enhance class performance. The study further determined that learners with language disorders benefit from explicit instruction that provides clear and structured explanations, models, and demonstrations. Teachers who use explicit instruction break down complex tasks into smaller, manageable steps and provide explicit guidance on strategies for approaching academic tasks. This approach can enhance understanding, build skills, improve class participation and improve academic performance among learners with language disorders. The current study was conducted in Kenya targeting 46 teachers and 76 learners. Although the reviewed study used correlative and multiple regression models in secondary school students in Zambia, the current study used the descriptive design targeting learners in PP1 to grade 3 learners in rural village in Mumoni Sub- County Kitui County-Kenya.

In Kenya, Mwamba J.B, (2018) conducted a study to determine the relationship between teachers teaching techniques and performance of learners with speech and language disorders in Nyamira County. The study was conducted for one year, January and December 2018. The survey made use of a cross-sectional survey study design. The survey adopted the Census sampling method from which the analysis considered all the respondents. Data collection was achieved through the use of structured questionnaires and interview guides. Data obtained by the study were analyzed using multiple regression

and correlation analysis. The findings from the study highlighted that vocabulary and language development is a key strategy used by teachers in aiding financial performance of learner with language disorders. Teachers who prioritize vocabulary and language development can significantly impact the academic performance of learners with language disorders. A study by Onyango, P. (2018) in Kisumu determined that utilizing multisensory approaches can benefit learners with language disorders. Teachers can engage multiple senses (e.g., visual, auditory, kinesthetic) during instruction, such as using manipulatives, visual aids, and gestures to support learning. This approach can enhance memory, understanding, and retention of academic concepts, leading to improved academic performance. While the reviewed study by Onyango, P focused on the use of multisensory approach to benefit leaners, this current study used differentiated instruction, collaboration and support to learners with language disorders. The reviewed studies were carried out in Nyamira and Kisumu respectively while this study was conducted in Kitui County in inclusive primary school in Mumoni Sub- County. The descriptive research design was employed while the revied studies used a cross-sectional survey study design.

2.5. Summary of Literature Review and Research Gap

The reviewed studies established the common language disorders included expressive language disorders, receptive, apraxia, dysarthria, articulation disorders, stuttering and hearing disorders according to Kivaa & Dysviic (2020), Nathann & Herodd (2018), and Chepkemoi E., (2011), respectively. The language disorders resulted in reading, writing difficulties and hearing loss translating to poor performance in academic. The reviewed

studies also established the need for multisensory techniques, vocabulary and language development, use of differentiated techniques is key to improving learners' performance in academics. Further, the cooperation of parents and school management to create conducive learning environment can boost learner's performance. The study by Mengi P. 2018, Onyango, 2018, in Kisumu, Ngugi & Muli 2019 and Mwamba, 2018 in Nyamira County respectively demonstrate the above. This offers the impetus for current study in Mumoni Sub- County so as to determine the language disorders and learners' performance in class activities in inclusive primary schools in Mumoni Sub-County, Kitui County among pp1 to grade 3 learners. The reviewed studies also focused on performance of KCPE exams while the current study focused on performance in classroom activities and tasks. The above studies used samples take away from Mumoni Sub-County which has unique social standards, different characteristics and norms. Moreover, there has been no study on language disorders and learners' performance in class activities carried out in Kenya and more so among pp1 to grade 3 learners. There is therefore a knowledge gap regarding intervention strategies to enhance learner's performance in class activities on learners with language difficulties in Mumoni Sub-County, Kitui County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter highlights the research design, study location, target population, sampling techniques and sample size, study instruments, pilot study, validity and reliability, data analysis, data collection techniques, logistical and ethical consideration, and legal consideration.

3.2. Research Design

The study adopted mixed research approach and a descriptive study design. This design is ideal in determining language disorders and learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County. This design was suitable for this study for it seeks explanation for correct existing condition without manipulating any variables (Creswell, 2015). The current phenomena were language disorders. A descriptive research design allowed in-depth investigation of the problem at hand so as to understand the situation (Kombo & Tromp 2011). This design helped in presenting the way things are on ground. This study used interview guides and questionnaire schedules for data collection (Denzin & Lincon 2019).

3.3. Study Variables

For this study, the variables were broadly categorized into dependent study variable, intervening variables and independent study variables. A dependent variable in a study is one that gets to be measured and affected during the experimental research study. On the other hand, a research independent variable is one that is regarded to be presuming all the

dependent variables. Intervening study variable are those that help explain the underlying mechanism or process through which the independent variable influences the dependent variable. Intervening variables can affect the study however this study will not consider them (Gennings, 2016).

3.3.1. Dependent Variable for the Study

The dependent variable for the study was learners' performance in class activities. The indicators were learners' active participation in class activities, collaboration and teamwork which increase the learners' performance in class activities. Failure to have them, the performance of learners is likely to go down.

3.3.2. Independent Variables for the Study

The independent variables for the study included: Prevalence of learners with Language disorders, impact of Language disorders on learners' class performance and Strategies used by teachers to achieve improved learners' performance in class activities. The indicators were the expressive and receptive language difficulties, reading and spelling difficulties which had a negative impact on learners' performance in class activities. However, teachers' use of differentiated, collaboration strategies and support for learners with language difficulties improved learners class activities performance.

3.3.3. Intervening Study Variables

Specialized educational support, Classroom environment and Parental involvement. However important these variables are in enhancing learners' class performance, they were not considered in this study.

3.4. Location of the Study

The study was carried out in selected inclusive primary schools in Mumoni sub-county, Kitui County, Kenya. Mumoni Sub County is located along Mwing-Kyuso-Tseikuru Road, approximately 63 km from Mwingi town along A83 road. Mumoni Sub- County has a total of 23 inclusive primary schools. From the empirical data, Mumoni Sub- County had the highest number of learners with language disorder in inclusive primary school than other Sub-County in Kitui County hence making the study location suitable to achieve the desired outcome.

3.5. Target Population

A target population encompasses of all persons, items or objects of interest to which research is carried out on (Mugenda, 2013). The target population comprised a total of 124 teachers from a total of 151 primary schools in Mumoni Sub County, Kitui County, and a total of 208 learners which was the target population.

Population	Number (N)
Teachers	124
Learners	208
Total	332

Table 1: Target population

3.6. Sampling Technique and Sample Size

3.6.1. Sampling Techniques

Selecting units is what sampling entails. Sampling is the process of choosing units such as individuals or groups of people from an interested community so that, after examining

the sample, a fairly general conclusion may be drawn about the population from which the units were selected (Trochim, 2016). Given a small study population, the study made use of mixed sampling technique where census sampling technique was used to select all 23 inclusive primary schools in Mumoni Sub-County. According to Mugenda and Mugenda (2013), this sampling technique provided the respondents with an equal opportunity to give responses to the study variables. The 46 teachers were purposively sample. Purposive sampling was preferred since it allowed the researcher to rely on judgment of respondents considered to hold crucial information for the study (Mugenda & Mugenda, 2013). The 32 learners were purposively sampled. Purposive sampling allowed the researcher to target only the learners with language disorders (Mugenda & Mugenda, 2013).

3.6.2 Sample Size

According to Mugenda and Mugenda (2013), when carrying out descriptive research, a sample size of 10-30% is a good representation when the population of study is less than 10, 000. In this study, 46 teachers were purposively sampled which was approximately 23% and 26 learners was purposively sampled which was approximately 13% as it is indicated on the divisional distribution on the table below. All 23 inclusive primary schools were sampled. Out of 124 teachers, 46 teachers were purposively sampled. In each school, only 2 teachers were purposively sampled from each school. This included 11 head teacher and 35 teachers. Out of 208 learners, 11 was purposively sampled from pp2 and 21 purposively picked from grade 2 and 3.

No	Population	Number (N)		Sample (n)	Percentage sampled	Sampling technique
	Schools	23		23	100%	Censors
1	Head teachers	23		11	47 %	Purposive sampling
3	Teachers in primary	101		35	23%	Purposive sampling
5	Learners in grade 2&3	111		21	15%	purposive sampling
6	Learners in PP2	97		11	11%	Purposive
	Total	332		78	23%	Mixed sampling

Table 2: Sample Size

3.7. Research Instruments

This section included the description of the instruments that was used in the study. Two instruments were used in the study namely: the questionnaires and interviews. Questionnaires was administered to teachers while interviews guides were scheduled for head teachers, PP2 learners and grade 2 & 3 learners. The questionnaires gathered information on the prevalence of learners with LD, the impact of LD on learner's performance in class activities and strategies teachers used to enhance learners performance in class activities while the interview guide gathered information from the learners on strategies used by teachers to improve learner's performance in class

activities while head teachers were interviewed on the support school provided to enhance improved learners performance in class activities.

3.7.1 Questionnaire Schedules

A questionnaire is a research instrument that collect and gather data over a large sample (Kombo & Tromp, 2016). The questionnaires were used to collect data from 46 teachers. The questionnaire had both open and closed ended questions. There were two sections: Section A contained the background demographic characteristics of the respondents whereas section B of the questionnaire provided questions regarding prevalence of language disorders, influence of LD on leaners' performance in class activities in inclusive primary schools and the strategies teachers used to enhance learners' performance. This instrument was preferred because it was easy to administer to a large group of respondents and provided room for the learners from pp1 and pp2 to be simplified the question orally. It is also administered to a large population within a short time (Orotho & Kombo, 2018). The researcher utilized the data obtained from questionnaires to draw conclusions for this research.

3.7.2. Interview Guides for Learners in Grade 2 and Grade 3

The interview guides were used to gather data from 11 head teachers, 11 leaners in pp2 and 21 learners in grade 2 and 3. The researcher used English, Kiswahili and Kamba for interviews. This was to obtain an in-depth information from the respondent through probing the respondent. Kombi, (2019) affirms that this strategy allows flexibility in probing and exploring certain subjects in greater depth. It contained -open and closed-ended questions and a total of 5 questions for the head teachers and learners to respond

to. The interview guides were preferred because they helped collect data on key issues and use of gestures and facial expression also guided in getting in getting the depth meaning of sensitive issues.

3.8. Pilot Study

A tenth of the entire sample size for the study was put into consideration for piloting and was hence not included of the entire study respondents. Having a minimum of ten percent of the entire study population as part of the pilot study was sufficient in achieving high instrument reliability (Mugenda and Mugenda, 2003). A pilot test was conducted to 4 teachers and 5 learners in Masaani primary school in Mwingi West Sub-County to ascertain the validity and reliability of data collection instrument and appropriateness of the item. The procedure to be used in pre-testing was the same as the main research. Data was collected using questionnaires and interview guides. This locale was preferred for pilot study because it had the same characteristics as the location of the study which was important in assessing the reliability and validity of research instrument. The item was improved to test their reliability, Validity, and efficiency.

3.9. Validity and Reliability of Research Instrument

3.9.1. Validity of Research Instrument

Instrument validity is described to be the extent to which the research instrument is accurate in giving out the expected findings of the study (Mugenda, 2003). For this study, to achieve adequate content validity, the researcher validated the research instrument by subjecting it to intense scrutiny by a panel of 3 Senior Lectures from the Department of Early Childhood Special Needs Education for expert judgement according

to Orotho, (2017). Sample of questionnaires were rendered to the research supervisor who carried out an examination and later gave out feedback on the same.

3.9.2. Reliability of Research Instrument

According to Kombo & Tromp (2016), Instrument reliability is the determination of the extent to which research data collection tools are able to produce consistent and reliable same results. This study however used a test-retest method. The reliability of the study was determined by subjecting the questionnaire to the statistical analysis to find its consistency. This method was useful towards determination of the response given during the pilot study. If the responses are matching the expectations, then the research instrument was being considered reliable. A Cronbach's Alpha was calculated to measure the consistency of the research instrument. The study took coefficient of 0.70 or more as an acceptable the desired response. The tool for this study established a reliability of 0.84. The showed that the research instrument was reliable for data collection.

3.10 Data Collection Procedure

Data collection was done through questionnaires and interview schedules. The researcher visited the primary schools to make arrangements on the appropriate date for interview with the learners, while the questionnaires were issued and collected within 1 month after administration. On the interview day, permission was sought from the director Mumoni Sub-County and the school head teachers. For the young learners, probing and interpretation was done where possible to ensure they understand the question and

provide appropriate responses. For each child, the interview took a minimum of ten minutes.

3.11. Data Analysis and Presentation

The study collected both qualitative and quantitative data. In analyzing the quantitative data, descriptive statistics was employed. The descriptive statistics were significant in providing a highlight of the study variables. Quantitative data was coded and entered into the computer for analysis using Statistical Package for Social Science (SPSS) version 26.0. Quantitative data was analysed using descriptive statistics such as Percentages and frequencies and presented in graphs and tables. Qualitative data from open headed section of the questionnaires and interview guides was summarised in themes and written in narrative form (Braun & Clarke, 2016).

3.12. Logistical and Ethical Consideration

3.12.1. Logistical Consideration

The researcher sought an introductory letter from the Dean graduate school (KU) after the approval of the proposal by graduate school board. The researcher obtained permit from NACOSTI to enable data collection. The researcher sought permission from the Mumoni Sub-County Director to be allowed to go to school. The researcher further sought permission from head of the institution. Piloting was conducted to ensure the instruments meet the study requirements. The researcher then visited the school prior to the actual date to develop a good rapport with the respondents.

3.12.2. Ethical Consideration

Participants were informed that they would participate in the study voluntarily and would be free to withdraw anytime they wished. They were also requested to sign consent forms as a sign of free participation. The researcher also assured the respondents that their identity would be fully protected by carrying out a careful exercise of anonymity and confidentiality. Further, they were also informed that no identifiers or personal information such as names, school, was collected. In doing so, the questionnaires were serialized for ease of issuance and collection. Consent was sought from respective heads of institutions before interviewing the young learners. The researcher put into consideration the use of appropriate language. The only language used was either Kamba, Kiswahili or English. Dressing code and respect of one's culture was also considered during the research.

3.12.3. Legal Considerations

In order to acknowledge other scholarly contributions, all cited work was referenced and checked against plagiarism to ensure originality of the study and thus reduced chances of litigation.

3.13. Summary

This chapter highlighted the research design, study locale, target population, sampling techniques and sample size, research instrument, pilot study, Validity and reliability of research instrument, data collection techniques, data analysis, logistical and ethical consideration and legal considerations.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter presents the results of data collection of the study based on the data analysis of the data collected from the field, findings interpretation and discussion. The main study was to investigate language disorders and learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County, Kenya. The demographic information is presented followed by findings based on the objectives of the study. The researcher formulated the following objectives to guide in the study:

- i. To investigate the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni sub-county, Kitui County.
- ii. To determine how language disorders influence learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui county
- iii. To find out the strategies used by teachers to enhance learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County

4.2. General and Demographic Information

4.2.1. General Information

The study sought to establish the demographic information of respondents in terms of age, gender, level of education and teaching experience. The respondents were teachers in selected inclusive primary schools in Mumoni Sub-County- Kitui County. The teachers

and head teachers were purposively sampled and were expected to tick the appropriate gender, age work experience and educational background. The results that were obtained are presented in the subsequent sections.

4.2.2. Demographic Information

Gender disparity was observed in favor of females. The responses are shown in figure 2 below.

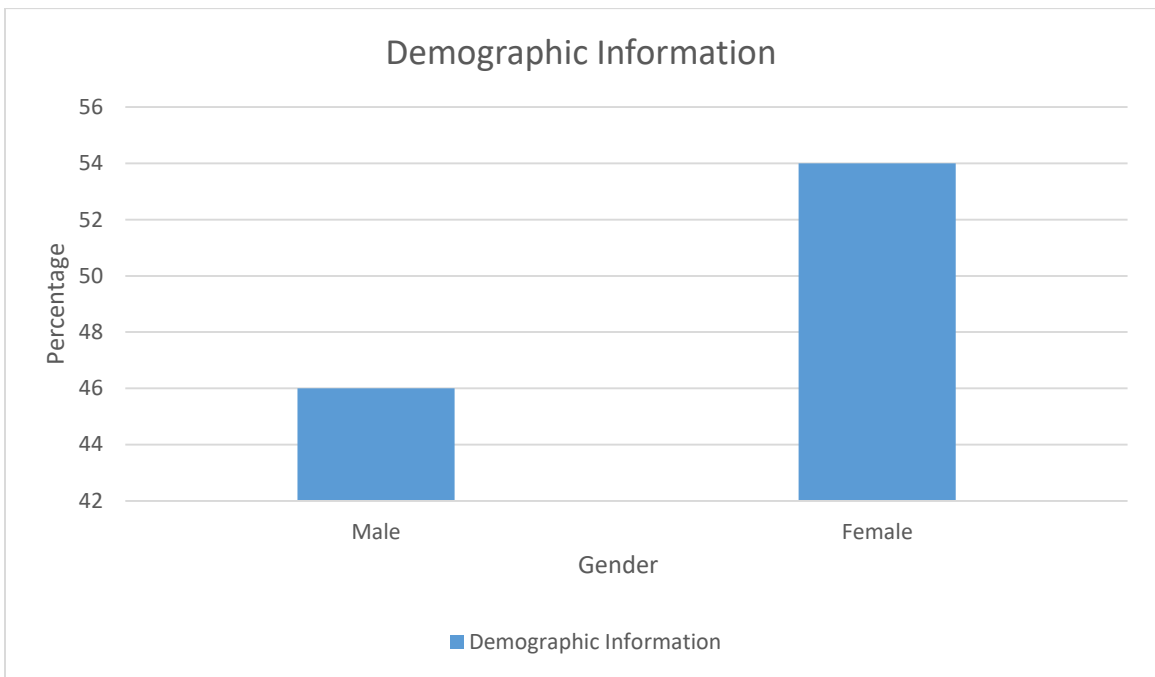


Figure 2 : Gender Representation of Respondent

Figure 2. above Shows that slightly half of the respondents were female 19(54%) while males comprised of 16(46%). This figure indicated that both male and female were fairly represented. Although the female respondent comprised of the majority of the respondent, gender disparity did not have any significant implication to the study.

4.2.3. Age bracket of the respondent

Table 3 below records the age bracket of the respondents.

Age	Frequency	Percentage
Below 25 years	00	00%
26-30 years	5	14.29
31-35 years	7	20%
36-40 years	9	25.71%
Above 40 years	14	40%
Total	35	100%

Table 3: Age Bracket

According to table 3 above, the great percentage of the respondent 14 of them were over 40 years representing (40%), nearly quarter of the respondent 25.71% were between 36 and 40years, a quarter of the them 20% were between 31 and 35 years and the limited respondents represented 14% were between 26 and 30 years. The findings showed that the survey respondents were of varies ages. The age diversity according to Kuuze, Boechm & Bruch (2011), all together influence the work execution and the general exhibition of the institution. However, the young teachers were limited which denied the school the contribution of the newly employed teachers who are likely to have computer skills. This information posed a challenge of the need for continuing teacher recruitment.

4.2.4. The Work Experience of the Respondent

The table 4 shows the work experience bracket

Work experience	Frequencies	Percentage
0-5 years	4	11.40%
6- 10 years	5	14.30%
11-15	7	20.00%
16-20 years	8	22.90%
More than 15 years	11	31.40%
Total	35	100%

Table 4: Work Experience

According to table 4 above, the huge percentage of the respondent had work experience above 15 years (31.40%). This shows they have a better work experience to provide the correct information that the researcher wanted, between 16- and 20-years work experience were at 22.90%, quarter of the respondents (20%) were between 11 and 15 years of working experience and the teachers with the limited work experience were those who had worked between 6 and 10 years which was at 14.3% and the lowest percentage was those with 0-5 years of working experience at 11.4%. The findings showed that the majority of teachers who filled in the questionnaires had the required work expertise. Mogashi and Chang's (2010) research in secondary schools, noted that, work experience is a great factor in providing the expertise in work environment.

4.2.5. Education background

The table 5 below is a representation of the educational background of the respondent.

Level of education	Frequencies	Percentages %
Masters	3	8.6%
Degree	19	54.3%
Diploma	8	22.8%
Certificate	5	14.3%
Any other	0	00%
Total	35	100%

Table 5: Educational back ground

The table 5 above, showed that the majority of the respondents comprising of 19 (54.3%) had a degree, nearly quarter of them amounting to 8 (22.8%) a diploma, 5 respondent who represented 14.3% passed a certificate while less than half comprising of 3(8.6%) with master's degree. This indicates that the respondent had the essential education to provide the necessary information that the researcher was looking for. According to Kasila, (2015), the higher education and skills of a scholar, the great positive impact on management in any firm.

4.3. The prevalence of learners with language disorders.

The first objective was to examine the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni Sub -County, Kitui County. To address this, the respondents were exposed the questions in which they were expected to give responses levels on Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree. The mean response was computed. The teacher level of agreement on the prevalence of learners with language disorders is presented in the Table 6.

Statements	SA	A	N	D	AD
	F %	F %	F %	F %	F %
1. Learners with expressive language disorder hinder their ability to participate in group activities	15(42.9)	9(25.7)	5(14.8)	5(14.3)	1(2.9)
2. The learner often avoids participating in verbal class activities due to expressive language difficulties.	11(31.4)	10(28.6)	9(25.7)	5(14.3)	0(0)
3. The learner has difficulty organizing their thoughts when explaining concepts	11(31.4)	10(28.6)	9(25.7)	4(11.4)	1(2.9)
4. The learner's expressive language	11(31.4)	9(25.7)	7(20)	5(14.3)	3(8.6)

Statements	SA	A	N	D	AD
	F %	F %	F %	F %	F %
challenges impede their ability to answer oral questions effectively in class					
5. The learner's expressive language difficulties affect their overall performance in class.	15(42.9)	9(25.7)	6(17.1)	3	2(5.8)
6. The learner with receptive language difficulties frequently exhibits difficulty in understanding verbal and written instructions given during class activities.	13(37.1)	9(25.7)	6(17.1)	5(14.3)	1(2.9)
7. The learner's receptive language challenges affect their ability to provide accurate responses to questions in class activities	15(42.9)	11(31.1)	5(14.3)	2(5.8)	0(0)
8. The learners with receptive language difficulties experience frustration and anxiety during class activities	17(48.6)	8(22.8)	5(14.3)	5(14.3)	0(0)

Statements	SA	A	N	D	AD
	F %	F %	F %	F %	F %
9. The learner with expressive language difficulties requires additional support to effectively understand class activities questions	21(60)	10(28.6)	4(11.4)	0(0)	0(0)
10. The learner frequently seeks clarification or repetition of verbal information.	17(48.7)	11(31.1)	5(14.3)	2(5.8)	0(0)

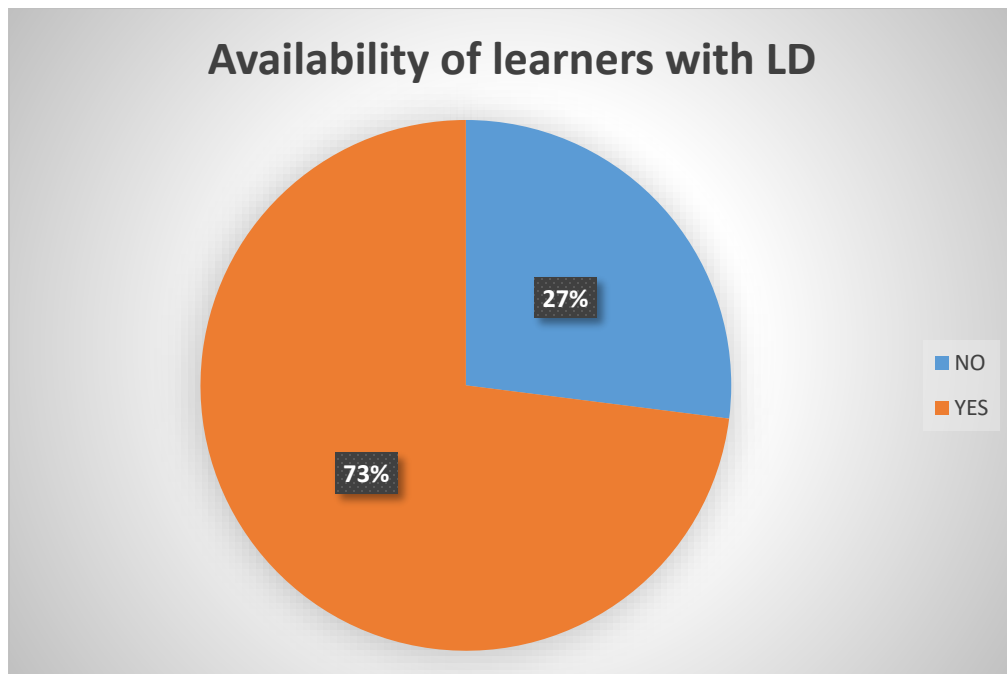
Table 6: Prevalence of Learners with Language Disorders

The table 6 above shows that the nearly half of the respondent (15) 42.3% strongly agreed that the common prevalence language disorder was expressive language disorders which hindered them from fully participating in classes activities, 25% agree, 14% are neutral, while 1% disagree. This also indicated that the learners with expressive language disorders remain inactive in group participation 31.4% of the respondents strongly agreed that learners with expressive language difficulties avoided participating in and 14.3% disagree and none strongly disagreed with the statement. The teachers strongly agreed (37.1%) that learners with receptive language difficulties exhibit difficulties in understanding both verbal and written task. This is in line with what Ashuzzaman, G., (2012) who said that individuals with language barriers struggle to communicate effectively due to challenges in comprehension. Nearly half of the respondent 49.9% strongly agreed that receptive language challenges affect their ability to provide accurate

responses with 31.1% agree. 14.3% neutral, 8.6% disagree while none of the respondent disagree strongly. Elizabeth P., (2023), confirmed that language disorders hinder children from communication their thoughts effectively, name objects, tell stories, communicate a point, asking or answering questions, and may lead to improper grammar usage when communicating.

Nearly three quarters 21 (60%) of the respondent strongly agree that learners with expressive language difficulties require additional support to effectively understand class activities questions. This was supported by John Hookway, (2017) who said that teachers play a crucial role in supporting learning process of learners with communication challenges. Although 4 respondent which translated to 11.4% remained undecided.

Figure 3: Do you have Learners with Language Disorders in Your School?



From one-on-one interview with head teachers, it was noted that there are 8(73%) of learners with communication difficulties in their school. Some of the common language difficulties that they experienced included expressive and receptive language disorders, Stammering, Delayed Learning Disability. Articulation challenges, Spelling and reading difficulties. However, 3(27%) of the head teachers confirmed that there are none of the learners with language disorders in their school currently, though two of them confirmed that some learners with communication difficulties transferred to special need schools. This was seen in figure 3 below.

From the learners' one on one interview with learners, it was confirmed that 23 learners that was nearly three quarters (70%) agreed that their teachers have adequate skills to handle learners with language disorders. This was in line with Munyi A.T, (2019), who confirmed that teachers play a major role in supporting children's educational, social and psychological development. However, 11 of them which was below half (30%) of the learners disagreed said that some of their teachers do not have adequate skills to teach learners with communication challenges.

4.4. Influence of Language Difficulties on Learners' Performance in Class Activities

To address this, the respondents were exposed to the ten statements in which they were expected to give responses levels on Likert scale ranging from Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The mean response was computed. The teachers' level of agreement on the prevalence of learners with language disorders is presented in the Tables 7 below.

Statement	SA	A	N	D	SD
	F %	F %	F %	F %	F %
1. The learner with LD struggles to read age-appropriate tasks independently.	18(51)	9(25.6)	5(14.3)	3(8.6)	0(0%)
2. The learner's reading speed is noticeably slower than their peers.	19(54.2)	9(25.6)	7(20)	0(0)	0(0%)
3. The learner's reading challenges make it difficult for them to complete assigned reading tasks	13(37.1)	11(31.4)	7(20)	4(11.4)	0(0%)
4. The learner's reading difficulties impact their overall class performance.	23(62.9)	9(25.6)	3(8.6)	0(0)	0(0%)
5. The learner's peers sometimes need to assist them with reading-related tasks.	17(48.6)	11(31.4)	5(14.6)	2(5.8)	0(0%)
6. Many of my learners' struggle with spelling and basic writing mechanics.	16(45)	11(31.4)	5(14.3)	3(8.6)	0(0%)
7. Learners frequently have difficulty with structuring with their written work (e.g., organizing paragraphs, using appropriate headings).	15(42.9)	9(25.6)	7(20)	3(8.6)	1(2.9)
8. Learners with language difficulties frequently hesitate or become anxious when asked to speak in front of the class.	11(31.14)	10(28.6)	7(20)	6(17.1)	1(2.9)

Statement	SA	A	N	D	SD
	F %	F %	F %	F %	F %
9. Learners with LD often find it challenging to generate ideas and content when writing class tasks.	18(51.4)	7(20)	5(14.3)	3(8.6)	2(5.8)
10. Learners with language disorders struggle with writing activities.	15(42.9)	10(28.6)	8(22.7)	2(5.8)	0(0)

Table 7: Influence of Language Difficulties on Learners' Performance in Class Activities

The table 7 above shows that nearly half of the respondents strongly agree 18 (51%) that learners with LD struggles to read age-appropriate tasks independently, 9 (25.6 %) agree, 5(14.3%) neutral, 3 (8.6%) disagree and none of the teachers strongly disagreed. Slightly above half of the teachers 19(54.2%) strongly agree that the learner's reading speed is noticeably slower than their peers, with quarter 9(25.6%) agree, 7(20%) neutral and none disagree or strongly disagree. The learners reading speed make them difficult to complete task. Nearly quarter of the respondent 13 (37.1%) of teachers strongly agree that learners' reading challenges make it difficult for them to complete assigned reading tasks with 11(31.4%) agree, 7(20%) remained neutral 4 (11.4%) of the teachers disagreed. This was in line with Karen B., Velerie S, (2021) who confirmed that children with developmental language disorders have reading, attention and learning challenges.

Nearly three quarters of the teachers 23 (62.9%) strongly agreed that the learners' reading difficulties impact their overall class performance with 9(25.6%) agree, 3(8.6%) neutral while none of the teachers disagree or disagreed strongly. This was supported by ASHA, (2011) said that Children with communication disorders frequently perform poorly in academic level, struggle with reading, have difficulty understanding and have difficulty

with tests. Nearly half of the respondents 16 (45%) strongly agreed that Many of my learners' struggle with spelling and basic writing mechanics, 11 (31.4%) agree, 5 (14.3%) neutral, 3(8.6%) and none of the teachers disagreed strongly. About half of the learners 15(42.1%) strongly agree that learners frequently have difficulty with structuring with their written work (e.g., organizing paragraphs, using appropriate headings).9(25.6%) agree, 7(20%) were neutral, 3(8.6%) disagreed and 1(2.9%) disagreed strongly. Slightly above half of the respondents 18 (51.4%) strongly agreed that learners with LD often find it challenging to generate ideas and content when writing class tasks. About quarter of the respondents 7 (20%) agreed, 5(14.3%) neutral, 3(8.6%) strongly disagreed. Maria F. (2021) said that children with DLD influence social economic and academic variables of children in class.

From one- on- one interview with head teachers showed that nearly three quarters of them confirmed that learners with language difficulties perform poorly in class task. They need more time to accomplish class task, many have reading, writing and social challenges. One head teacher said that their class performance significantly lower compared to typical learners. This view was also supported by Muhindi.A.K (2013) that communication difficulties effect child dropout and academic performance. In addition, it was reviewed that the government did not allocate any extra monies to inclusive schools so head teachers had to go extra miles so as to provide the required material needed.

The one- on -one interview with learners it was indicated that teachers used the available resources to support learners with of language difficulties to achieve better performance in class activities. This was due to the view that learners responded that those of them

with communication difficulties experienced fear, anxiety, stigma in class, spelling challenges others could not read or write age appropriate task.

4.5 Strategies Used by Teachers to Enhance Learners’ Performance in Class Activities

To assess the strategies used by teachers to enhance learners’ performance in class activities the respondents were required to either strongly agree, agree, Neutral, disagree or strongly disagree with the ten statements are provided in Table 8 below.

Statement	SA	A	N	D	SD
	F %	F %	F %	F %	F %
1. I frequently adapt my teaching methods to meet the diverse learning needs of my students	21(60)	5(14.3)	4(11.4)	3(8.6)	2(5.8)
2. I use a variety of instructional materials to address different learning styles in my classroom.	17(48.6)	7(20)	6(17.1)	4(11.4)	1(2.9)
3. Differentiated instruction has a positive impact on my students' class task performance	15(42.9)	13(37.1)	5(14.3)	7(20)	0(0)
4. Differentiated instruction helps address individual learning needs and learning disabilities in my classroom.	17(48.6)	9(25.6)	7(20)	2(5.8)	0(0)
5. Differentiated instruction improves overall class activities performance and motivation.	21(60)	9(25.7)	4(11.4)	1(2.9)	0(0)
6. Teachers encourage collaborative learning and group activities in my classroom with learners with language disorders.	12(34.1)	11(31.4)	8(22.8)	3(8.6)	1(2.9)
7. Teachers provide opportunities for peer support and peer teaching during class activities.	19(54.2)	7(20)	3(8.6)	4(11.4)	2(5.8)

8. Teachers believe that involving learners in the learning process positively impacts class task performance.	18(51.4))	6(17.1)	5(14.3)	4(11.4)	2(5.8)
9. I offer additional support to struggling learners including one-on-one assistance.	22(60)	9(25.6)	2(5.8)	2(5.8)	1(2.9)
10. Collaboration and support strategies effectively address individual learning needs and learning disabilities in my classroom.	17(48.6))	7(20)	5(14.3)	4(11.4)	2(5.8)

Table 8: Strategies used by Teachers to Enhance Learners' Performance in Class Activities

The table 8 above showed that 21(60%) of headteachers and learners strongly agree that teachers frequently adapt their teaching methods to meet the diverse learning needs of my learners with 5(14.3 %) agree, 4(11,4 %) neutral, 3(8.6%) disagree and 2 (5.8%) disagree. Also, it showed that 17(48.6 %) strongly agree, 7(20%) disagree, 6(17.1%) disagree and 3(2.9%) strongly disagree that teachers use a variety of instructional materials to address different learning styles in my classroom. Slightly above -half of the respondent reviewed that teachers provide opportunities for peer support and peer teaching during class activities which was supported by Muhindi, A.K (2013) who said that teachers who foster a sense of communism create better academic performance. Slightly above -half of the 18(54.2%) strongly agreed that teachers provide opportunities for peer support and peer teaching during class activities with quarter 7(20%), and below quarter representing 4(11.4%) neutral, 3(8.6%) disagree and 2(5,8%) disagree strongly. This showed that teachers support to peer teaching greatly helped learners as Paul K.M. teachers' use of different strategies to supply pupils' learning. About three quarters of the respondent 21

(60%) of headteachers strongly agree that differentiated instruction, clear and short sentences improve overall class activities performance and motivation of learners with language disorders with 9(25.6%) agree, 4(11.4%) neutral, and 1(2.9%) disagree and none of headteachers disagreed strongly. Nearly half of headteachers 17(48.6%) strongly agreed that collaboration and support strategies effectively address individual learning needs and learning disabilities in classroom. This was supported by Elise P., (2023) who said that strategies used to support learners with language disorders include. Positive reinforcement, clear and short instruction. Probing question and peer support. However, 7 (20%) agree, 5(14.3) neutral, 4(11.4%) disagree and 2(5.8%) disagree strongly.

During the interview, the headteachers suggested that adequate resources are needed to provide in-service training for the teachers which was supported by majority of the respondents. In addition, the head teachers said the resources where not adequate for collaboration strategies so they do not collaborate with other professionals such as speech therapy, special need teachers and guidance and counselling officers to enhance increased support to class activities. This was supported by the majority of respondents. The headteachers also suggested the important of advocacy to create awareness on collaboration which was supported by many respondents and the need to be given financial support so as to implement collaboration strategies.

An oral interview with learners, confirmed that some teachers use group work, divide task in to manageable task, use short sentences and give them extra work. However, quarter of the learners said that there were no specialized strategies used by teacher as all of them are taught the same. When asked if the class learning resources were adequate

and available to support learners with learning difficulties. Three quarters of the learners said their class has relatively few books, pencils, manila papers and ration was 1:5. However, quarter of the learners confirmed that their school had enough resources which was available. This indicated that the schools did not fully support learners in inclusive primary schools. In addition, learners confirmed that majority of teachers did not support peer teaching as they said they were making noise and wasted a lot of time.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion and recommendations of the study and areas of further research. The purpose of this study was to investigate language disorders and learners' performance in class activities in selected inclusive primary schools in Kitui County, Kenya. The study was based on the following objectives: To investigate the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni Sub-County, Kitui County, to determine how language disorders influence learners' performance in class activities in selected inclusive primary schools in Kitui county and to find out the strategies used by teachers to enhance learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-county, Kitui County.

5.2 Summary of the Main Finding

The finding of this study indicated that there are learners with language disorders who experience challenges in both expressive and receptive language difficulties, others experience reading challenges, writing and spelling difficulties, stammering and there are those with autism spectrum disorders. The study also found that the language disorders greatly affect learners' performance in class activities. Many of them are unable to complete age- appropriate task within the required time, learners experience difficulties in following instruction in handling task this leading to low self-esteem due to being stigmatized as a result of low performance. This study also found that teachers use different strategies to enhance performance in class activities is insufficient. Teachers do

not collaborate with other professionals, insufficient peer support, and there is limited group activities that can help to enhance the class performance of learners with language disorders.

However, the finding of this study indicated that teachers have inadequate training on how to help learners with language disorders. It also found that the schools lack enough resources needed in teaching learners in inclusive schools. There were limited training of teachers handling learners in inclusive schools so the TCS should practice continuous in-service training. The head teachers confirmed that there were no funds allocated to support learners with communication difficulties so they were not able to source adequate human resource. The study also confirmed that the schools did not have speech therapy who could help learners with language difficulties to maximize their communication skills and class performance. The study found that there is need for community advocacy to enable caregivers' value and appreciate the inclusive education since it was found that many of parents preferred taking their atypical children to special needs schools.

5.3. Conclusion of the Study

5.3.1 The Prevalence of Learners with Language Disorders

The first objective was to investigate the prevalence of learners with language disorders in selected inclusive primary schools in Mumoni Sub-County, Kitui County. Most of the teachers confirmed that most learners in their class have both expressive and receptive language disorders, delayed learning disability, spelling errors and reading problems, stammering, articulation problem, autism spectrum disorders and developmental language disability. The language disorders were common problem in most of the

learners. Teachers have inadequate skills to help learners handle class activities. The school head teachers said that there are no extra resources allocated to inclusive schools to in in-service training of teachers and to source for trained professionals.

5.3.2. Language Difficulties and Learners' Class Activities

The second objective was to determine how language disorders influence learner's performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County. The teachers said that learners with language disorders were slow in accomplishing age – appropriate class task, have anxiety and fear, while other learners experienced a lot of low self-esteem. All these challenges influenced negatively their class performance in any task they were given. They scored poorly in class task; some did not finish their task at the required time. The teachers noted that learners with language difficulties struggle to read age- appropriate task and have reading and writing challenges. The learners admitted that their teachers provided support to learners with language difficulties. However, learners also admitted that many of them performed poorly in the class activities.

5.3.3. Strategies Used by Teachers to Enhance Learners Class Performance

The third objective was to find out the strategies used by teachers to enhance learners' performance in class activities in selected inclusive primary schools in Mumoni Sub-County, Kitui County. Headteachers said that teachers supported learners with language disorders by dividing task in to manageable task, giving the group activities while others practiced peer teaching, group activities, they repeat activities and oral questions and written task for them. However, headteachers admitted that teachers lacked in-service

training to support learners with language disorders and no collaboration with professionals was practiced and differentiated instruction was needed to enhance improved class activities performance. Teachers also offer additional support to struggling learners including one-on-one teaching. However, they confirmed that there is need for TSC to supply trained teachers and conduct in-service training.

5.4 Recommendations of the Study

This section discussed policy recommendations and recommendations for further research.

5.4.1 Policy Recommendations

Based on the findings and conclusions, the study recommended that:

- i. The government should provide more resources to inclusive primary schools to help them in out sourcing speech and language therapies, occupational therapies and other professionals so as to assist learners with language disorders and delayed learning disability. Inclusive public primary schools in Kitui County have not implemented fully the call for inclusive education due to lack of human resource like SLP, occupational therapist and special needs teachers, the Ministry of education should put policies in place to ensure proper support of learners with language disorders in inclusive schools. The government official should make regular visitation and monitoring of such inclusive schools.
- ii. In-service training should be conducted by the Teachers Service Commission to ensure all teachers teaching in inclusive primary school have enough skills and use appropriate strategies in helping learners with communication difficulties.

This is because it was noted that most teachers do not have pre-service training or in service training.

- iii. The Kenya Institute of Curriculum Development should make adjustments to the Curriculum to accommodate learners with language disorders in inclusive schools. It was discovered that the teachers use the same curriculum with both typical and atypical learners. In addition, there was also a widespread belief among headteachers and instructors that the present school curriculum needed to be modified to accommodate students with language disorders. This resulted in inability to adequately execute the curriculum.
- iv. Public awareness campaigns should be carried out to create awareness to parents about the value of sending their children with language disorders to inclusive schools where they would socialize with typical learners for improved delayed speech. This was confirmed by the fact that there were just a few parents who trusted taking their children with language disorders to inclusive schools.
- v. Public awareness campaign should be done to create awareness to the parents and caregivers on the important of special needs school especially for the learners with severe communication difficulties. This was noted since there were learners with severe ASD in inclusive schools where there were inadequate qualified professionals.

5.4.2 Recommendations for Further Research

- i. The research was limited to inclusive public primary school in Kitui County, Mumoni -Sub -County. There was no consideration given to neighboring

counties. Public Special needs schools and Private schools were also excluded from the research. Comparable research should be conducted throughout the rest of the nation including the private schools.

- ii. The research also addressed headteachers, teachers, and learners in PP1 to grade 3 while excluding learners in grade 4 to grade eight, parents, caregivers and siblings of learners with language disorders whose perspectives may have aided in building support needed to aid learners with language disorders to realize better performance in class activities. A comparable study including these stakeholders should be conducted.
- iii. Further study should be conducted on the assessment and evidence-based treatment methods for minimizing learners with language disorders. This was excluded this study.

REFERENCES

- Aremu, S. K., Afolabi, O. A., Alabi, B. S., & Elemunkan, I. O. (2018). Epidempological profil of speech and language disorder in North Central Nigeria. *International journal of biomental science IJBS*, IJBS,7(4),268.
- ASHA. (2015). Effects of Language disorders on Academic Performance. *American Speech and Hearing Association* , 334-356.
- Bashir. (2018). children with language disorders: Natural history and academic success. *Journal of Learning Disabilities*, 539(1)-65.
- Bashir, A. S. (2018). children with language disoreders: NAaturel history and academic success. *Journal of Learning Disabilities*, 25 (1), 53-65.
- Bloom, L. 2. (2017). Language development ,language disorders , and learning disabilities. *Bulletin of the asocuety*, 30.115-133.
- Calder, A. H. (2017). Characteristics of Language Disorders in Learning Disabled Students . *Academic Therapy*,25 (3) , 333-343.
- Calder, S. D.-J. (2022). The Prevalence of potential risk factors for Developmental Language Disorder at 10 years in the Raine Study. *journal of Paediatrics and Child Health*, 2044-2050.
- Cooper, K. T. (2017). Relationship Between Teachers Strategies and Perfoemance of Learners in Zambia. *A Journal of Speech and Language Disorders*, 567-583.
- Eadie, P., Morgan, A., Ukoumunne, O. C., Ttofari, E. K., Wake, M., & Reilly, S. (2016). Speech Sound Disorder at 4 yeass: Prevalence, Comorbidities, and Predictors in a Communitu Cohort of Children. *Developmental Medicine & Child Neurology*, 57(6), 57(6) 578-584.
- Hameed, W. T., & Waheed, S. (2018). Factors influecing Academic Performance of Students with SpecialNeeds i Institutions of High learning in Guenea. *International Journal of Education and Research* , 345-398.
- Hulme, C. &. (2020). Developmental disorders of language learning and cognition . Jonh Wiley & Sons.
- Karbasi, A. G. (2019). The prevvalence of Speech Disorder in Primary School Students in Yazd-Iran. *Acta Medica Iranica* , 33-37.
- Katusi, S. K. (2009). The forgotten Learning Disability: Epidemiology of written-language disorder in a population-based birth cohort (1976-1982). *Rocheste, Minnesota. Paediatrics*,123(5), 1306-1313.

- Kivaas, M., & Dysviic, B. (2020). Factors Influencing Academic Performance of Learners with Disability in High School in Montreal. *Journal of Educational and Social Research* , 1056-1089.
- Kormos, J. &. (2018). AN international perspectives (Vol. 31). *Multilingual Matters*.
- Kothari, C. R. (2003). In *Research Methodology: Methods & Technology*. Newdhethi: New Age International Publishers Limited..
- Law, J. B. (2019). Prevalence and Natural History of Primary Speech and Language Delay: Findings from Systematic Review of the Literature . *International Journal of Communication Disorders*,35., 165-188.
- M., N. K., & ., M. P. (2019). The eEffects of l Language Disorders on wWellbeing of Learners in Inclusive Schools in Muranga.
- Machuka, M. P. (n.d.). Institutional Related Factors Affecting Performance of Learners With Language Disorders in Kamukunji. *unpublished Kenyatta U niversity*.
- Mccauley, R. J., & Strand, E. A. (2008). *Differential Diagnosis of Severe Speech Disorders*.
- Mengi, M. N. (2018). Effects of Schoolwide positive behavioral Internet and Support on Students outcome. *unpublished* .
- Mugeda, O., & Mugeda. (2013). Research Methods : Quantitative and Qualitative Approach (Revised). *Research Methods Africa Center for Technology Studies*.
- Muriithi, G. W. (2018). Parental deParental Determinants of Academic Performance of Learners in Public Day Secondary Schools in Imenti North Sub county Meru County, Kenya. *Unpublished Masers Thesis , Kenyatta University* .
- Mwamba, J. B. (2018). Relationship Between Teachers Teaching Techniques and Perfomance of Learners with Speechand Language Difficulties. *unpublished*.
- Mwandikwa, M. T. (2010). Trend Analysis of Academic Achievement Among Primary Schools Pupils in Mumoni .
- Nato, P. B. (2016). Analysis of Family Structure Influence on Academic Performance Among Secondary School Students in Bungima East Sub -County . *InternationalJournal of Secondary Education*, 4(2)., 12-22.
- Njoroge, P. M., & Nyabuto, A. N. (2020). Disccipline as a Factor in Academic Performance in Kenya. *Journal of Educational and Social Research*, 4(1),, 286.
- Norbury, C. F. (2016). The Impact of Noverbal Ability on Prevalence and Cincial Presentation of Language Disorder: Evidence From a Population Study . *Journal of Child Psychology and Psychiatry*, 37(5)., 1247-1257.

- North, K. P. (2016). Cognitive Function and Academic Performance in Children with Neurofibromatosis Type1. *Developmental Medicine & Child Neurology*, 37(5), 427-436.
- Nyagah, G., & Irungu, N. M. (2016). Determinants of Academic Performance in Kenya Certificate of Secondary Education in Kiambu County , Kenya. *unpublished , Kenyatta Universty*.
- Orotho, J. A., & Kombo, D. R. (2002). Research Methodes. *Nairobi : Masala*.
- Otieno, O. .. (2016). Teaching / Learning resources and academinc performance in Mathematics in secondary schools in Bondo District , Kenya. *Asian Social science*, 6(12), 126.
- Owens Jr, R. E. (2019). Language Disorders, Birmingham , England.
- Paradis, J. G. (2011). *Dual Language Gevelopment and Disorders*. A handbook of Bilingualism and Second Language Learning, 2.
- Parkinson, G. M. (2021). High Incidence of Language Disorders in Children with Focal Epilepsies. *Developmental Medicine and Child Neurology*, 44(8), 533-537.
- Roseberry-Mckibbin, C. &. (2019). Nonbiased Assessment of English Language Learners. *Communication Disorders Quarterly*, 26(3), 178-185.
- Sambu, M. C. (2018). Assessment of Academic Performance of Learners with Hearing Impairment in Selected Special Needs Primary Schools in Kenya . *Internatonal Journal of Education and Research* , 6(2), 1-2.
- Sellar, L. J. (2018). Predictive Power of Cognitive Styles on Academic Performance of Students in Selected National Secondary Schools in Kenya. *Cogent Psychology*, 5(1), 1444908.
- Semrud-Clikeman, M., & Ellison, P. A. (2009). Language-related and Learning Disorders,Child Neurophycology. *Assessmnet and Intervention for Neurodevelopmental Disorder*, 275-327.
- Stoeckel, R. E. (2013). Early Speech - Language Impairment and risk for written Language Disorder: A Population -based Study. *Journal of Developmental and behavioral Pediatrics.*, 34(1), 38.
- Sun, L. &. (2018). Language Disorders are Learning Disabilities: Challenges on the Divergent and Diversie Paths to Language Learning Disability. *Topics in Language disorders*, 25-38.
- Tallal, P. R. (2018). Familial Aggregation In Specific Language Impairment. *Journal of Speech and Hearing Disorders*, 54(2), 167-173.
- Tomblin, J. B. (2017). Prevalence of Specific Language Impairment in Kindergarten Children. *Journal of Speech and Hearing Research*, 40(6), 1245-1260.

Van agt, H. M.-S. (2017). Acluster-randomised Trial of Screening for Language Delay in Toddlers:Effects on School Performance and Languane Development at age 8. *Pediatrics* , *120*(6), 1317-1325.

APPENDIX I: TRANSMITAL LETTER

Dear Respondent,

RE: SEEKING FOR YOUR PARTICIPATION IN THIS STUDY

In my academic journey at the Kenyatta University, I am required to pursue a research study on language disorders and learners performance in class activities in selected inclusive primary schools in Mumoni Sub-county, Kitui County, Kenya.

I am therefore making a humble request for your engagement in the research study by filling in the research study questionnaires. Participation in this research is voluntary and there is no financial benefit attached to this. The gathered data will be treated with high confidentiality level and anonymity. Once you accept, please fill in this questionnaire to the best of your knowledge. I will highly appreciate your willingness to participate. Thank you.

Yours Faithfully,

Pamela Kunu Kivelenge

E55/CE/27955/2019

Masters in Speech and Language Pathology

Kenyatta University

0723719953

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

Serial Number-----

Date: -----

My name is Pamela Kivelenge. I am a Masters Student from Kenyatta University. I am conducting a study on “Language disorders and learners” performance in class activities in Mumoni Sub-County Kitui County, Kenya.” The information will be used by MoE, school administrators (head teachers) to improve learners’ performance in class activities.

My contacts are: Phone: 0723719953

Instructions

- i. Please don't compose your name on this survey
- ii. Answer all the questions genuinely.
- iii. Use space provided and tick your choice in the correct box or give a brief explanation.
- iv. Data given will be treated with confidentiality and will only be utilized for survey purpose.

Section A: Demographic characteristics of the respondents

1. Personal Bio Data

Gender: Male Female

Age: 20 - 25 years 26 - 30 years 31 - 35 years

36 - 40 years 41 - 45 years above 40 years

2. Working experience:

0 -5 years 16 -20 years 6-10 years

More than 21 years 11 - 15 years

3. Level of education:

Certificate Diploma Bachelors Masters

Any other specify.....

Section B: Prevalence of learners with language disorders.

Instructions: Please indicate the extent to which you agree or disagree with the following statements by selecting a number on the Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree).

Statements	1	2	3	4	5
1. Learners’ expressive language disorder hinder their ability to participate in group activities					
2. The learner often avoids participating in verbal class activities due to expressive language difficulties.					
3. The learner has difficulty organizing their thoughts when explaining concepts					
4. The learner's expressive language challenges impede their ability to answer questions effectively in class					
5. The learner's expressive language difficulties affect their overall performance in class.					
6. The learner with receptive language difficulties frequently exhibits difficulty in understanding verbal and written instructions given during class activities.					
7. The learner's receptive language challenges affect their ability to provide accurate responses to questions in class activities					
8. The learners with receptive language difficulties experience frustration and anxiety during class					
9. The learner with expressive language difficulties require additional support to effectively understand class activities questions					

10. The learner frequently seeks clarification or repetition of verbal information.					
---	--	--	--	--	--

Section C: Influence of Language Difficulties on learners’ performance in class activities

Statement	1	2	3	4	5
1. The learner with LD struggles to read age-appropriate tasks independently.					
2. The learner's reading speed is noticeably slower than their peers.					
3. The learner's reading challenges make it difficult for them to complete assigned reading tasks					
4. The learner's reading difficulties impact their overall class performance.					
5. The learner's peers sometimes need to assist them with reading-related tasks.					
6. Many of my learners’ struggle with spelling and basic writing mechanics.					
7. Students frequently have difficulty with structuring their written work (e.g., organizing paragraphs, using appropriate headings).					
8. Learners frequently hesitate or become anxious when asked to speak in front of the class.					
9. Learners often find it challenging to generate ideas and content when writing class tasks.					
10. Learners with language disorders struggle with writing activities					

Section D: Strategies Used by Teachers to enhance learners’ performance in class activities

Statement	1	2	3	4	5
1. I frequently adapt my teaching methods to meet the diverse learning needs of my students					
2. I use a variety of instructional materials to address different learning styles in my classroom.					
3. Differentiated instruction has a positive impact on my students' class task performance					
4. Differentiated instruction helps address individual learning needs and learning disabilities in my classroom.					
5. Differentiated instruction improves overall class activities performance and motivation.					
6. Teachers encourage collaborative learning and group activities in my classroom with learners with language disorders.					
7. Teachers provide opportunities for peer support and peer teaching during class activities.					
8. Teachers believe that involving learners in the learning process positively impacts class task performance.					
9. I offer additional support to struggling learners including one-on-one assistance.					
10. Collaboration and support strategies effectively address individual learning needs and learning disabilities in my classroom.					

You are highly appreciated

APPENDIX III: INTERVIEW SCHEDULE THE HEAD TEACHERS

Serial Number..... Date.....

This interview schedule is meant to give information on the support head teachers provide to learners with language difficulties to enhance learners' performance in class performance. Any information given will be treated with confidentiality and will be used for this research only.

Personal Bio Data

Gender: Male: [] Female []

Age: 20-40 years [] above 40 years []

- 1 Do you have learners with language disorders in your school?
- 2 Which are the common language difficulties that your learners have?
- 3 Do you think language difficulties have any influence on learner's performance in class activities?
- 4 Does your school collaborate with other professionals such as speech therapy, special need teachers, occupational therapies and guidance and counselling officers to enhance increased support to class activities?
- 5 Does your school allocate any resources (money) to support learners with language difficulties and which strategies do teachers use to enhance class activities performance?

Thank you for participating

**APPENDIX IV: INTERVIEW SCHEDULE FOR LEARNERS IN PP2, GRADE 2
AND GRADE 3**

Serial Number..... Date.....

This interview schedule is meant to give information on strategies teachers use to enhance learners' performance in class activities in learners with language difficulties. Any information given will be treated with confidentiality and will be used for this research only.

Personal Bio Data

Gender: Male: [] Female []

Age: 5-`10 years [] above 10 years []

1. Do you think there is enough support from your teachers for the learners with language disorders?
2. Are class learning resources adequate and available to support learners with learning difficulties?
3. What are some of the challenges that learners with communication challenges have?
4. Can you describe any specific strategies your teachers use to help learners with communication difficulties to enhance their performance in class activities?
5. Do your teachers encourage you to have collaboration and team work with peers doing class activity?

Thank you for participating

APPENDIX IV: RESEARCH BUDGET

S/No	Activity	Expected Cost (ksh.)
1.	Proposal development	48000
2.	Pilot study	29000
3.	Transportation	51000
4.	Communication	16000
5.	Cost on internet	21000
6.	Development of project	150000
	TOTAL	315000

APPENDIX V: WORK PLAN

TIME	Jan- October -March 2023	April - June 2023	July 2023	Dec2023 -ma2024	April- May 2023 -Feb 2024	June 2024	JULY 2024	November 2024	December 2024
ACTIVITIES									
Proposal Development									
Review of the Literatures									
Checking for corrections									
Defending the Proposal									
Correcting proposal									
Conducting a Pilot Study									
Data Collection									
Data Analysis									
Compilation of the entire project									
Final proposal Submission									

**APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM GRADUATE
SCHOOL KU**



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

F.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/27955/2019

DATE: 16th February, 2024

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,


RE: RESEARCH AUTHORIZATION FOR PAMELA KUNU KIVELENGE – REG. NO.
E55/CE/27955/2019

I write to introduce Pamela Kunu Kivelenge who is a Postgraduate Student of this University. The student is registered for M.Ed degree programme in the Department of Early Childhood and Special Needs Education.

Pamela intends to conduct research for a M.Ed Project Proposal entitled, "Language Disorders and Learners' Performance in Class Activities in Selected Inclusive Primary Schools in Kitui County, Kenya.

Any assistance given will be highly appreciated.

Yours faithfully,


PROF. ELISHIBA KIMANI
EXECUTIVE DEAN, GRADUATE SCHOOL



EM/mo

APPENDIX VII: RESEARCH LICENCE FROM NACOSTI LETTER



REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.

Ref No: 195819

Date of Issue: 26/February/2024

RESEARCH LICENSE



This is to Certify that Ms. Pamela Kunu Kivelenge of Kenyatta University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kitui on the topic: LANGUAGE DISORDERS AND LEARNERS' PERFORMANCE IN CLASS ACTIVITIES IN SELECTED INCLUSIVE PRIMARY SCHOOLS IN KITUI COUNTY, KENYA for the period ending : 26/February/2025.

License No: NACOSTI/P/24/33423

195819

Applicant Identification Number



Director General

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions