

**CONSTRAINTS ENCOUNTERED BY TEACHERS TEACHING
LEARNERS WITH MATHEMATICS DIFFICULTIES IN
STANDARD EIGHT, EMBU EAST DISTRICT,
EMBU COUNTY- KENYA**

BY

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**A RESEARCH PROPOSAL SUBMITTED TO FOR THE DEGREE
OF MASTER OF EDUCATION (SPECIAL NEEDS EDUCATION)
IN THE SCHOOL OF EDUCATION OF
KENYATTA UNIVERSITY**

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DECLARATION

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

Sign  Date 24/9/2014

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Supervisor

This proposal has been submitted for review with my approval as a University Supervisor

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Abstract

This study aims at investigating constraints that teachers encounter when teaching learners with learning difficulties and interaction during teaching and learning process. Unless, mathematics constraints encountered by teachers are solved with seriousness it deserves, opportunities that would have been available to improve students' performance will not be realized. Although training through INSET, workshop and seminars have been carried out by the Ministry of Education to develop and help teachers achieve in improving mathematics performance, constraints encountered by teachers have not been addressed. In an attempt to respond to this problem, the Kenya mathematics scholars have carried out many studies in mathematics education. Despite these studies, students' performance remains poor. This means that the main reason for this poor performance has not been established. It also looks at the attitude teachers have towards learners with mathematic difficulties. Mathematics in schools is an issue which needs to be given greater attention by teachers, parents and society at large because it affects the individual child. This recognition of the subject indicates that mathematics is crucial in achieving the objectives of the 8-4-4 system of education. The study objectives are constraints encountered by teachers when teaching mathematics, instructional methods used by teachers when teaching mathematics, perception of teachers towards learners with mathematics difficulties and how teachers use educational resources during learning process. The study will be carried out in Embu East District, Embu County. This study will use descriptive survey and adopt both qualitative and quantitative approaches. Both will be used to maximize the strengths and minimize the limitation of each. This study as a target population of 67 schools 80 teachers. Purposive sampling will be used to select teachers. Standard eight in this study is used because KCPE is done by this class and many stakeholders are interested with the results. A sample size of 28 schools to represent 42% and 28 teachers representing 35% will be used. Tools to be used to gather data are questionnaires. Piloting will be done in one school and in one day. Validity of the research instrument will be done through expert judgment of academic staff from special education department. Reliability will be measured through test -retest technique and reliability coefficient will be calculated using Spearman's Rank Order Correlation Coefficient (RHO). A significance level of 0.75 will be used. For data collection, research permit from the Ministry of Education will be acquired through introduction letter from Kenyatta University. In terms of quantitative analysis, the data will be analyzed using descriptive statistics and presented in form of frequency tables, pie charts, percentages and bar graphs. Qualitative data will be analyzed thematically by categorizing the data into themes in relation to the opinion, views and perceptions of the respondents. This method will be used because it is quick and easy when employed in analyzing questionnaires which are the key instruments in data collection for this study. This data will be first coded and entered in SPSS spread sheet and then screened for errors. Lastly, all logistical and ethical consideration will be considered during the study by briefing the participants involved in the study.