

**CHALLENGES FACED BY LEARNERS WITH SPECIFIC LEARNING
DIFFICULTIES IN MATHEMATICS IN KATHANGACHINI ZONE, THARAKA
NORTH DISTRICT, THARAKA NITHI COUNTY.**

BY

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ABSTRACT

This research deals with challenges faced by learners with specific learning difficulties in mathematics in regular school in Kathangachini zone Tharaka North District. The researcher has used survey as a strategy to find out the challenges faced by learners with specific learning difficulties in learning mathematics. The researcher targeted the population of all teachers in Kathangachini zone. A sample size of forty pupils out of one thousand two hundred and seventy in all schools in Kathangachini zone. A total of fifty five respondent out a population of one thousand two hundred and ninety t teachers and pupils of Kathangachini zone were selected. Convenient sampling procedure was used by the researcher to select the sample size. Questionnaire were used to collect the information. The researcher had two sets of questionnaire used to seek responses from teachers and pupils. The researcher had permission fro zonal officer and head teachers of the school sampled out to carry out the researcher visited the school personally and brief the teachers and learners sampled as respondents to make the research successful. The researcher distributed the questionnaires to teachers and learners and allow them to answer and them collected the questionnaire and left with them. Data generated from this study was analyzed using quantitative analysis approach. In this method, frequency tables and percentage were used. The researcher found that the method used by teachers when teaching mathematics are wanting, teachers mostly used direct instruction which are not an appropriate method for learners with specific learning difficulties. The research also indicated that teachers have negative attitude towards the slow learners in mathematics. They think that these learners cannot perform well. The learners also negative attitudes towards mathematics. The researcher established that teachers don't offer support services to these learners. The environment is not simulative enough to encourage the learners. The research indicate that teaching and learning materials are adequate for the learners to perform well in mathematics. From the research, teachers should be in-service on how to assist the learners with specific learning difficulties. Teachers should develop positive attitude towards learners and the learners to develop positive attitudes towards mathematics. Teachers should also offer remedial teaching and support services to the learners with specific learning difficulties in mathematics.