

**AVAILABLE INTERVENTIONS FOR PSYCHOSOCIAL CHALLENGES OF
DYSLEXIC AND GIFTED CHILDREN IN REGULAR PUBLIC PRIMARY
SCHOOLS OF MWATATE SUBCOUNTY, TAITA TAVETA COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfillment of the Requirements
for the Master of Education Degree in Guidance and Counselling Psychology, of
Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This research is my own original work and has not been previously published or presented for the award of a degree in any other university.

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Recommendation

This thesis has been submitted for examination with our approval as University supervisors.

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DEDICATION

I dedicate this work to children with dyslexia and those who are gifted in public primary schools in Kenya. I pray that you may find the necessary help to enable you to attain your full potential in life.

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I am truly thankful to the Lord my God, the Father of our Lord Jesus Christ for giving me the grace to undertake this study. I am very much indebted to Dr.Omulema and Prof. Kariuki for their help, guidance and patience with me during the study. Many thanks to other lecturers in the Department of Psychology, Counseling and Educational Foundation including Dr. Ngumi and Professor Chepchieng; for their expert advice on the research. My sincere gratitude goes to the support staff in the department for their help in the course of carrying out this research. Many thanks to the primary school teachers, head teachers and education officers of Mwatate Sub-County; for providing the necessary support towards the completion of my field work. To my family; my husband and children, thank you for providing an enabling environment for me to undertake this study. To my father and mother and siblings; thank you all for your support and encouragement.

ABSTRACT

Children with dyslexia and those who are gifted normally enroll in regular public primary schools. This is due to the fact that there are hardly any specialized schools for them. However, these children have deep psychosocial challenges that threaten their learning. In addition, their learning needs are not as obvious as those of children with physical handicaps. Due to this fact, they are subjected to regular classroom learning methods which only serve to aggravate their psychosocial challenges. The purpose of this study was to assess the available interventions for psychosocial challenges of dyslexic and gifted children in regular public primary schools of Mwatate Sub County, Taita Taveta County, Kenya. The study employed descriptive survey research design. The study population totaled to 552 teachers. These included 59 head teachers, and 493 teachers of all regular public primary schools of Mwatate Sub-County. Purposive and stratified random sampling methods were used to obtain a sample of 189 respondents. Questionnaires were used to collect data. The validity of the instruments was determined by subjecting them to the scrutiny of the researcher's supervisors and other experts from the department of Psychology, Counseling and Educational Foundations of Egerton University. In order to establish reliability, the research instruments were pilot tested in two primary schools that had close similarity to the schools in the study population. The following reliability indices were obtained: a Cronbach alpha coefficient of 0.76 for the Questionnaire for Regular Teachers (QRT); 0.74 for the Questionnaire for Head teachers (QHT); 0.76 for the Questionnaire for Special Education Teachers (QSET) and 0.84 for the Questionnaire for Teacher Counselors (QTC). The data were analyzed using descriptive statistics including frequencies and percentages and inferential statistics, specifically the ANOVA. Statistical Package for Social Sciences (SPSS) version 17.0 for windows was used in data analysis. The research findings were presented in form of tables. The study revealed that the psychosocial challenges of these children were largely neglected within regular public primary schools of Mwatate Sub-County. Workshops, seminars and in-service courses were recommended to create awareness of dyslexia and giftedness among regular public primary school teachers. In addition, it was recommended that the curriculum for teaching courses should be revised so as to include detailed content on special needs in education and inclusive education.

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LIST OF ABBREVIATIONS AND ACRONYMS

EARC	Education Assessment and Research Centre
G&C	Guidance and Counseling
G.O.K	Government of Kenya
IDA	International Dyslexia Association
IE	Inclusive Education
IEP	Individualized Education Programme
IQ	Intelligence Quotient
ISE	Interview Schedule for the EARC
KISE	Kenya Institute of Special Education
M.O.E	Ministry of Education
QTC	Questionnaire for Teacher Counsellors.
QHT	Questionnaire for Head Teachers
QSET	Questionnaire for Special Education Teachers
QRT	Questionnaire for Regular Teachers
SNE	Special Needs in Education
SPSS	Statistical Package for Social Sciences
TIQET	Totally Integrated Quality Education and Technology
TTCG	Taita Taveta County Government
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The World conference on education, held in Jomtien, Thailand in 1990, declared that every human being had a right to education. As a result of this declaration, nations around the world have concentrated their efforts on ensuring that every child accesses primary education. Primary school education is compulsory in developed nations such as the United States of America and Britain (Woessmann, 2006)). Most nations have not only recognized the rights of children with special needs to education, but also, the need for these children to be educated in an inclusive setting (Tan 2012; Terzi, 2008). In Britain for instance, emphasis is placed on identification of children with special needs at the earliest opportunity (Copeland, 2000). These children are then provided with appropriate learning within the regular classroom (Oketch, 2009).

Governments in Africa and non-governmental organizations including UNESCO and the World Bank have taken up the cause of providing basic education for all children, youth and adults in Africa. They have committed to ensure that all children have access to free primary education (World Bank, 2003). Free primary education is currently being implemented in the whole East of Africa (Orodho, 2014). Learners with special needs are encouraged to learn with their peers in an inclusive setting in the regular public primary schools. However, there are challenges to inclusive education. Mmbuji (2017) points out lack of teacher training on inclusive education and lack of suitable teaching and learning materials in Tanzania. In addition, the governments have concerned themselves with the learning of children with more visible special needs including visual and hearing impairment, physical handicaps and mental retardation. Children with subtle special needs like dyslexia and giftedness are largely not mentioned.

Children with dyslexia and the gifted have long been neglected due to misconception of their learning needs. Dyslexia is the most prevalent learning disability (International Dyslexia Association [IDA], 2014). It is a learning disorder characterized by difficulties in single word decoding. As a result, individuals with dyslexia fail to attain the language skills of reading, writing and spelling commensurate with their chronological age (Ott, 2007).

Some of the psychosocial challenges of these children arise from the classroom environment. Where teachers are not aware of dyslexia; they use conventional methods to teach these children. Due to dyslexia the children cannot measure up and so they lag behind, they fail in the assignments and quizzes. According to the IDA (2014) report; many students with dyslexia worldwide go through school without being identified due to lack of awareness by most teachers. As a result, children with dyslexia may be dismissed as being too unintelligent or lazy or rude when they are unable to complete assignments in class. The children are then punished or given long lists of spellings to memorize. In some cases, teachers who are unaware of dyslexia may resort to mocking the students or name calling as a way of punishing them (Leseayne *et al.*, 2018). These practices cause deep emotional wounds which damage a child's self-concept and cause emotional problems that may affect the child even in adulthood (Ott, 2007; Ryan 2004).

Gifted children are usually overlooked when special needs are discussed. It is usually assumed that they would always make it even without any special assistance (M.O.E., 1999). According to Gross (2006), gifted children are neglected because they are viewed as being already advantaged. Thus, educational policies in many countries are geared towards helping other children with special needs such as the physically challenged and the mentally handicapped with an aim of achieving equality for all. In addition, school principals and teachers feel that attending to gifted children is elitist (Jolly & Kettler, 2008). However, research shows that many identified gifted children are unsuccessful in both their academic efforts and careers (Tan, 2012).

Using conventional learning methods in the regular classroom contributes to the psychosocial challenges of gifted children. This is because the content is way below their intellectual ability. When a gifted child completes an assignment very first, a teacher who is not aware of gifted children may react by adding more questions of the same type. This causes the children to become bored and frustrated with school (Van-tasselbaska, 2003). Some end up dropping out of school while others develop discipline problems (Tan, 2012). Gifted children may also face hostility from their peers due to their superior academic achievements. Some teachers may express discomfort towards their inquisitive nature (Kimani, 2015). Thus, a gifted child has to conform to being an average achiever so as to win both the teachers and peers' approval. This brings about internal conflict. In order to alleviate these challenges, regular teachers need to be aware of the characteristics of dyslexia and giftedness. In addition, they need to use appropriate

teaching methods for these children. Other challenges arise from their very nature. Miraca (2008) explains that these problems arise from their high intellectual abilities, which cause them to be highly sensitive to the environment around them. Thus, among other issues, they become overly concerned with social problems such as violence, injustice, child abuse and famine to a point of being depressed. Gifted children therefore, require a lot of guidance and counseling to help them understand their uniqueness and how to cope. Teacher counselors who are not aware of these unique challenges may not be useful in helping these children.

According to Ndirangu *et al.* (2007), the government seems to pay more attention to providing education for those children with severe disabilities regardless of the fact that several commissions have expressed the need for special attention to gifted children. These children do not appear to be in need of any specialized help. Thus, they are at risk of going through primary school education without being identified and consequently, without their learning needs and psycho-social challenges being addressed. The Taita Taveta County Government (TTCG, 2013) report on the declining standards of education documents the number of public primary schools in the county which have a special unit for the more obvious special needs including visual and hearing impairment, physical handicaps and mental retardation. The county government further recommends establishing 4 special schools for these conditions. It is largely silent on learning disabilities like dyslexia. About gifted children, it only recommends that they be allowed to accelerate. However, there is need to establish whether teachers are aware of these children and their unique challenges or whether they are identified in the first place.

Several teachers have done in-service training on special education. These are an important resource and may go a long way to create awareness among other teachers, of these less obvious special learning needs. They can help in making individualized education programs for these children and suggesting the best teaching methods for them. Ensuring a good learning environment would go a long way in alleviating the psychosocial challenges of children who are dyslexic and those who are gifted.

1.2 Statement of the Problem

Children with dyslexia and those who are gifted are usually enrolled in regular public primary schools because there are hardly any special public schools for them in Kenya. In addition, the Policy on Special Needs in Education (SNE) in Kenya, advocates for a departure from the

traditional way of providing special education within special schools and special units, to an inclusive setting in which; special needs in education are provided for within the regular classroom. However, these children have deep psychosocial challenges which threaten their ability to learn. These problems arise from their very nature and also from being subjected to unsuitable learning environments. The Taita-Taveta County Government Report on the causes and remedies to the declining standards of education in the county; makes provision for the more obvious special needs like visual impairment, but hardly for these less obvious special needs. In addition, there is hardly any research on dyslexia and giftedness in the sub-county. It was therefore, needful to determine the welfare of these children within the schools. The aim of this research was to assess the available interventions for psychosocial challenges of dyslexic and gifted children in regular public primary schools of Mwatate Sub County, Taita/Taveta County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to assess the available interventions for psychosocial challenges of dyslexic and gifted children in regular public primary schools of Mwatate Sub County, Kenya.

1.4 Objectives of the Study

- i) To determine if teacher counselors in regular public primary schools of Mwatate Sub County were aware of the psychosocial challenges associated with dyslexia and giftedness.
- ii) To determine if teachers of regular public primary schools of Mwatate Sub County were aware of the characteristics of dyslexia and giftedness.
- iii) To establish the services provided by teachers trained in special education towards the learning of children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub-County
- iv) To find out which assessment methods are used to identify children who have dyslexia and those who are gifted in regular public primary schools of Mwatate Sub-County
- v) To establish the methods used to teach children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub-County
- vi) To determine if there were statistically significant differences in awareness of dyslexia and giftedness between teachers who had trained in special education and those who had not, in regular public primary schools of Mwatate Sub-County

1.5 Research Questions

- i) Are teacher counselors of regular public primary schools of Mwatate Sub County aware of the psychosocial challenges associated with dyslexia and giftedness?
- ii) Are teachers of regular public primary schools of Mwatate Sub County aware of the characteristics of dyslexic and gifted children?
- iii) What services are offered by teachers trained in special education towards the learning of children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub County?
- iv) Which assessment methods are used to identify children who have dyslexia and those who are gifted in regular public primary schools of Mwatate Sub County?
- v) Which methods are used to teach children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub County?
- vi) Are there statistically significant differences in awareness of dyslexia and giftedness between teachers who have trained in special education and those who have not, in regular public primary schools of Mwatate Sub-county?

1.6 Significance of the Study

The research findings will go a long way to increase awareness of the needs of dyslexic and gifted children among service providers including regular teachers, teacher counselors, curriculum developers, teacher training institutions and educational policy makers. It is hoped that the recommendation made would result in the institution of the necessary resources for the learning of dyslexic and gifted children. It is gifted people who are associated with the inventions that have significantly contributed to major developments in society.

Providing gifted children with appropriate education and support in terms of guidance and counseling therefore, would ensure that they attain their full potentials. Awareness of dyslexia will ensure that children with dyslexia are provided with appropriate instructional and remedial programs and counseling services, to enable them to attain their full potentials. As it has been mentioned, teachers give undue punishments to children with dyslexia due to mistaking them for being too unintelligent or lazy or rude. Therefore, dyslexia awareness will go a long way to save these children from being subjected to untold torture and damage to their self-concept. Children with dyslexia and those who are gifted are usually faced with intense psychosocial challenges due to their exceptionalities. If not handled properly these problems may hamper

personal growth. Awareness of these conditions by the teacher counselors will go a long way to help the children to cope and adjust in society.

Providing appropriate education to gifted and dyslexic children will reduce their tendency to get involved in indiscipline. This would save a lot of the teachers' valuable time and energy which would otherwise have been consumed in resolving discipline cases. The research findings would also be useful to the parents and guardians of children with dyslexia and those who have gifted children. They will get to appreciate the uniqueness of their children and see how they can cooperate with the school in finding the best way to help the children.

1.7 Scope of the Study

The study involved head teachers, teacher counselors, lower primary teachers and special education teachers of regular public primary schools of Mwatate Sub-County. The main focus of the study was regular public primary school teachers' awareness of the psychosocial challenges of dyslexia and giftedness and the available interventions to foster their learning.

1.8 Assumptions of the Study

The following assumptions were made about the study: that all respondents would be honest in providing the required data. In addition, it was assumed that awareness of dyslexia and giftedness by the teachers would help them to better handle these children thereby minimize their psychosocial challenges.

1.9 Limitations of the Study

- i) The participants might withhold information in order to protect the reputation of their institutions. The researcher attempted to counter this by assuring them that the information they gave would be treated with confidentiality.
- ii) The research involved regular public primary schools. Therefore, it may not be possible to generalize the research findings to private schools.

1.10 Operational Definitions of Significant Terms

The operational definitions of the terms that were pertinent to this study are explained below:

Assessment tool: A set of items used to evaluate a child's learning ability with the aim of placing him/her under the most suitable instructional and remedial programmes.

Assessment: The process of evaluating a child's learning ability with the aim of placing him/her under the most suitable instructional and remedial programmes.

Challenge – This is a condition or barrier which inhibits normal functioning of an individual with special needs.

Counseling: The process of helping an individual to discover and develop his educational, vocational and psychological potentialities and thereby, achieve optimal level of personal happiness.

Curriculum: All the organized experiences that schools provide to help children learn and develop. It includes the subjects taught, the content, the school environment and other organized learning enhancement activities that take place outside the classroom.

Dyslexia: Specific learning disability characterized by difficulties in single word decoding, manifested by inability to read and acquire proficiency in writing and spelling.

Giftedness: The possession of demonstrated or potential abilities that give evidence of high performance in general intellectual ability with a score of 130 and above in intelligence tests.

Guidance: The process of helping an individual to understand, accept and utilize her aptitudes, interests and aspirations.

Inclusive Education: An approach in which learners with disabilities and special needs are provided with appropriate education within regular schools.

Individualized Education Program: A schedule of the specific learning objectives that a child with special needs is required to achieve within a stated period of time and the most appropriate learning approaches to be used.

Intervention- This includes all the factors that help to alleviate the psychosocial challenges of dyslexic and gifted children. They include: subject teachers' awareness; teacher counselors' awareness; special education teachers' services; suitable assessment, and appropriate teaching methods.

Learning environment: the setting where learning takes place including the physical space; the teaching and learning methods and resources used during learning.

Learning: Permanent change in behavior, knowledge and skills, which is brought about by experience.

Psychosocial challenges- these are behavior problems that result from how an individual perceives and relates to the society around him/her. They include depression, low self esteem, truancy, drug abuse; external locus of control and lack of confidence for the dyslexic child. They include boredom with school, disruptive behavior in class, truancy, depression, maladjustment, perfectionism, drug abuse and failure in class for the gifted child.

Regular Public Primary Schools: A public primary school that traditionally provides education for children who are considered not to have special needs.

Regular School teacher: A teacher who is trained to meet the educational needs of children without special needs.

Special Education Teacher: A teacher who is trained to meet the educational needs of children with special needs.

Special Needs Education: This is education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning.

Special Schools: These are schools set aside to offer education to children with special needs in education, based on their respective disability.

Special Units: These are classes set aside either in regular or special schools to cater for needs of learners with special needs.

Teacher Awareness of Dyslexia: Possession of knowledge about the characteristics of children with dyslexia by the primary school teacher.

Teacher Awareness of Giftedness: Possession of knowledge about the characteristics of gifted children by the primary school teacher.

Teacher counselor: A primary school teacher who helps the pupils to discover and develop their educational, vocational and psychological potentialities and thereby, achieve optimal level of personal happiness.

Teaching Method: A set of all the activities and tasks designed to achieve an instructional goal. This would be proficiency in reading, writing and spelling for children with dyslexia and high academic achievement for the gifted children.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of relevant literature in the following areas: inclusive education; special education in Kenya; children with dyslexia; the gifted child; theoretical frame work and conceptual frame work.

2.2 Inclusive Education

Inclusive education is a learning approach in which learners with special needs are provided appropriate education within regular public schools. Each learner is given the opportunity to learn within the same setting, by use of the most suitable method to him or her (Ainscow *et al.*, 2019). It is opposed to the situation where children with special needs spend time within the regular classroom, without gaining much due to the unsuitability of the learning methods therein. Historically, special education was provided in schools and institutions that were specifically set up to provide education for children with specific exceptionalities. These included; schools for the blind, schools for the deaf and schools for the mentally handicapped. However, at the close of the twentieth century, critics argued that segregating children with special needs failed to provide them with skills required to function properly in society. In addition, studies conducted on the academic achievement of mentally handicapped children in special classes and those in regular classes revealed that there were no significant differences in achievement between the two groups (Lechtenberger, 2010). This brought about advocacy for change from parents' organizations of children with handicaps. As a result, the Education Act for All Handicapped Children; was enacted by the federal government of the United States (U.S. Department of Education, 2007).

This legislation provides for free public primary education for all handicapped children by the following principles which are discussed in Lechtenberger (2010). The principle of zero reject which obligates public primary schools to provide all children with appropriate education regardless of their handicaps; the principal of nondiscriminatory evaluation which provides that all children be assessed before placement; and the principal of provision of an individualized education programme for each child with exceptional need. Such a programme specifies the entry behavior of the learner, the objectives to be achieved, and special education services to be provided to the learner and evaluation procedures. The legislation also provides for learning in the least restrictive environment and parental participation. This brought about

the process of mainstreaming where children with exceptional needs learn together with their normal peers in the regular classroom either partially or entirely depending on the extent of their exceptionality. There was a departure therefore, from the traditional way of providing special education in seclusion to educating learners with special needs in an inclusive setting. Grynova and Kalinichenko (2018), observe that gradual changes have occurred in the legislation and education policies of North American countries and Canada towards making inclusive education as effective as possible. There is emphasis for individualized education programs for children with special needs in these countries.

Several advantages accrue to inclusive education. It helps in cutting down on costs of education and helping learners with special needs to adjust socially. According to the Salamanca Statement and Framework for Action on Special Needs Education, inclusive education is the most efficient way of dealing with discriminatory attitudes in order to build friendly communities (Ainscow *et al.*, 2019). Research findings indicate that children with special needs in education who are in inclusive settings have higher intelligence compared to their counterparts in special classes M.O.E., (2008). However, there seems to be a slow pace in the implementation of inclusive education. Machi (2007) points out three major challenges to inclusive education in South Africa: lack of special facilities for black learners within the regular schools which means that, the learners cannot access the curriculum. Secondly, teacher training has no emphasis on inclusion of learners with special needs. This implies that the teachers may not even be aware of the less visible special needs including dyslexia and giftedness. Teachers may also lack the ability to effectively handle learners with diverse learning needs. Thirdly, the class sizes are too big to allow for individualized attention. Sarton and Smith (2018) found the following challenges to inclusive education in East and South African Countries: very few children with special needs have been enrolled in schools notably 1.79 per cent of total school enrolment in Uganda, 1.1 per cent in Rwanda and 0.7 per cent in Ethiopia. This is despite the fact that there is a much higher prevalence of children with disabilities. The report further ascribes the low numbers to the fact that the children may be enrolled in schools but have remained unidentified. There is also lack of research to determine the current status of inclusive education in these countries. In addition, there are financial and human resource constraints and lack of clear policies governing inclusive education.

As earlier noted, children with dyslexia and those who are gifted, have special educational needs that are not easily noticed compared to others like physical handicaps and visual

impairment. Thus, they face the risk of going through primary school unidentified. It is therefore, necessary for teachers to be furnished with the right information about them. According to Williams and Lynch (2010), teachers are in a better position to address the needs of children with dyslexia when they understand the nature and characteristics of dyslexia. This is true for all other special needs including giftedness. Sawhney and Bansal (2014) argue that the teacher's knowledge of the specific needs of students is a pre-requisite for fruitful teacher-student interactions. Such awareness of special needs is enhanced through teacher training and workshops and seminars. Inan *et al.* (2009) found out in their research, that teachers of Kutahya city in Turkey had low awareness levels of gifted children and recommended in-service training of both administrators and teachers. In a research on challenges facing the implementation of inclusive education Mungai (2015) found out that teachers in Mwea East district, Kenya, lacked sufficient skills and knowledge to handle learners in an inclusive setting. This may be attributed to the fact that teacher training does not have emphasis on special needs and inclusive education. Most educators agree on the need for identification of disability at the earliest opportunity.

In M.O.E. (2008) it is noted that early identification and intervention are indispensable prerequisites for successful development and integration of the disabled child. According to Ott (2007), intervention at the earliest age goes a long way in minimizing the effect of disability because it prevents the cumulative effects. When dyslexia is not discovered early for instance, the child is subjected to the normal learning methods. Due to the fact that the child cannot read, she will not be able to do English literature and essay writing. In addition, the child will not be able to read and understand notes in other subjects like Science and Social Studies. Yet the child is not mentally retarded. So she goes through school without learning anything. However, if it was discovered early enough, the child would have received help on how to read, teachers would have used suitable teaching methods and this problem would have been taken care of. Thus, the child would be able to read and understand all the subjects. Early identification also helps to prepare the child and their parents psychologically, thus alleviating stress and social costs to the families (Bryan *et al.*, 2012).

The key persons in the process of early identification include parents and teachers. These detect early signs and seek further clarification. Keen parents should be able to detect early signs of disability in children with physical, sensory or severe handicaps. Teachers on the other hand, play a pivotal role in identifying the relatively invisible exceptionalities including dyslexia and

giftedness. This is because they spend most of the learning hours with the child and they are knowledgeable in child development (Mutua, 2005). Lack of awareness on the part of the teacher therefore, implies that some children with special needs may go unidentified. The early childhood development and education teachers are in the best position to provide early identification. However, most learning in the nursery schools is rote. Most concepts are repeated severally in song and recitation. Thus, even a child with dyslexia may go unnoticed (Ott, 2007; Tan, 2012). This implies that the primary school teacher is best placed for early identification.

Special educators have proposed several approaches to providing inclusive education. The basic concept underlying all of them is provision of education in the least restrictive environment possible. The most widely accepted scheme for inclusive education was formulated by Deno (1970). An adaptation of Deno’s Cascade system of Special Education in DeSpain, and Stephanie (2016) is shown in Figure 1. The width of each section in the figure indicates the proportional number of exceptional children likely to be found in each particular setting. The number is smallest at the most restrictive environment and grows as we move toward the least restrictive environment. Integration is maximized within the regular classroom and the exceptional children attend regular classes with youngsters of the same age. All their learning is catered for within the regular classroom. The regular teacher consults now and then with a trained teacher consultant to gain understanding of the children's difficulties and ways to deal with them.

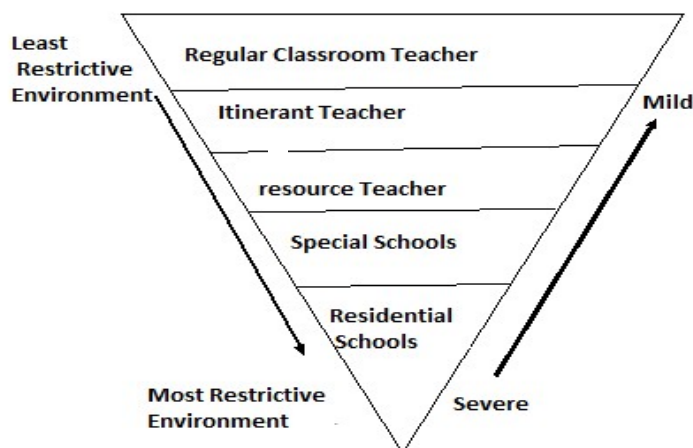


Figure 1: Denos Model for Educational Placement of Students with Disabilities

Adapted from E. Deno, 1970; M. L. Hardman, C. J. Drew, & M. W. Egan, 2014 (as cited in DeSpain, and Stephanie, 2016).

The itinerant teacher makes visits to several schools within her jurisdiction to assist in providing specialized training for special children integrated in regular schools. There are a variety of itinerant teachers including speech pathologists, physiotherapists among others. They also act as resource persons to special education teachers and regular teachers. The resource room is described by Ndurumo (2007), as any instructional setting to which a child comes for specific periods of time usually on a regular basis. The entire child's learning takes place in the regular classroom but he/she comes here for specialized help in areas like auditory training, speech reading and remedial purposes. The resource room is not intended to last the whole academic program but is designed in such a way that its need is eliminated with time.

According to Ndurumo (2007), part-time special classes are for those children who require more time for special instruction than is provided for within the resource room. They spend half of the day here and the rest in regular classes in subjects they can compete e.g. Music and Drawing. They are designed for those who cannot meet standard class requirements and need sustained remedial or developmental lessons apart from the regular classroom. The special education teacher assumes the primary responsibility of teaching the moderately and severely handicapped children throughout in the self-contained special classes. These only meet with other children during extra-curricular activities, assembly and physical education.

Special schools mainly cater for those children who are behaviorally disturbed, orthopedically handicapped and multiply handicapped. Due to integration they are becoming fewer. Students are usually assigned to these schools on temporary basis due to their handicapping conditions and upon improvement; they are taken to other more normal instructional settings. Residential Schools on the other hand, cater for children who are severely handicapped and whose needs cannot be effectively met in other schools. They have little or no integration with non-handicapped children.

Children with dyslexia and those are gifted fall in the regular classroom because they do not appear to be in much need of specialized services. However, using conventional teaching and learning methods not only denies them of any meaningful learning, but it also brings about socio-emotional challenges to these children as discussed later. Thus, inclusive education needs to go beyond only placing all children in the same setting. There is need for teachers to be aware of these children and also for appropriate learning methods and teaching materials to be provided.

2.3 Education of Children with Special Needs in Kenya

Churches and voluntary organizations mostly started special schools in Kenya (M.O.E., 2008). These include the Catholic Church; Salvation Army; the Presbyterian Church of East Africa; the Methodist church of Kenya; the Africa Inland Church and the Church of the province of Kenya. The societies include Kenya Society for the Blind; Kenya Society for Deaf Children, Association for the Disabled People of Kenya and the Kenya Society for the Mentally Handicapped. Although there has been marked growth of special education in Kenya, a lot more needs to be done. This is reflected by the fact that there are limited special schools while the estimated number of special needs far outweighs their capacity. According to M.O.E (2008), there were only 479 special schools by the time of its publication.

The number of children with special needs, who were enrolled by the year 2008, was estimated at 45,000. This, according to M.O.E (2008), is still far below the number of children with special needs. Due to the subtle nature of their exceptionality children with dyslexia and those who are gifted may be at risk of going through primary school without being identified as it has been noted in chapter one. M.O.E (2008) refers to learning disability as an 'emerging area'. Dyslexia is a learning disability characterized by difficulties in single word decoding. There are no special schools in Kenya for these children and the same report recommends that they learn within regular schools. However, these children are at risk of experiencing a great deal of psychological torture where their teachers and parents are not aware of dyslexia. In most cases, the children are misdiagnosed as being mentally retarded or just lazy and not working hard enough (Ott, 2007). Consequently, they are subjected to inappropriate instructional approaches which cause further frustration and damage to their self-concept. According to Rangel (2011), dyslexia takes the biggest share of the learning disabilities. The British Dyslexia Association estimates the number of people with dyslexia to constitute about 10% of the population in the United Kingdom.

Ministry of Education and Vocational Training (2009), affirms that the government of Kenya, like many other governments, recognizes the role of inclusive education in providing for the educational needs of children with special needs. Through the ministry of education, the government has continued to set up special units within regular public primary schools for children with special needs and to provide capitation towards their education. In addition, the Kenya Institute for Special Education (KISE) has set up an in-service course on special education (M.O. E., 2008). The government has also formulated a policy framework for special

needs in education. The Special Needs Education Policy (SNE) acknowledges a lack of data on the numbers of children with special needs and their specific requirements (M.O.E., 2008). According to the policy document, research in SNE and disability are inadequate. There is little knowledge generated through research, on special needs in Kenya. This, coupled with the fact that the ministry lacks an up-to -date research bank inventory on special needs, makes it difficult to establish the actual state within the schools. Another challenge cited in the policy, is the lack of coordination among service providers prior to the institution of the policy. This has led to duplication and disjointed service provision and sometimes to substandard services. In addition to establishing the numbers and categories of children with special needs, these disparities call for research to establish what has been accomplished already, what is substandard and what needs to be done within the area of provision of education for children with special needs.

The SNE policy also reports the lack of appropriate tools and skilled manpower for early identification. In addition, there is lack of awareness of special needs among service providers (M.O.E., 2009). This has resulted in inappropriate placement of children with special needs. However, there are no specifications as to what is available and what is missing. Misdiagnosis of children with dyslexia and children with giftedness results in wrong remedial procedures which subject the children to serious psychosocial problems that may be difficult to remedy. Towards this end, the SNE policy recommends strengthening of the existing EARCS by developing and constantly reviewing assessment tool and referral tools.

Juma and Malasi (2018) have summarized the functions of the EARCS. They include assessing children already in special schools to assist teachers in effectively planning their teaching. They are involved with assessment of children with special needs for appropriate educational placement. They offer guidance and counseling for parents of children with special needs and run seminars for teachers handling children with special needs. However, the study revealed that, majority of the EARC staff had training in the four traditional disability areas including visual impairment, hearing impairment, physical handicaps and mental retardation. This means other less visible special needs including dyslexia and giftedness was not well taken care of. Furthermore, children with dyslexia or giftedness do not appear to need assessment and only a keen teacher would recognize them. Thus, teachers need to be well versed with knowledge about these children so they can be able to identify and refer them for assessment.

KISE has developed a diploma in-service course for special needs in education with an emphasis on inclusive education (KISE, 2000). Several regular primary school teachers have taken the course and more are being trained. It is therefore, needful to find out how these teachers are involved in the learning of dyslexic and gifted children. This study endeavored to determine if these teachers were helping to create awareness of dyslexia and giftedness among the other primary school teachers. There was need to determine what role the teachers trained in special education played in the assessment of these children and their learning in the classroom.

Wamocho *et al.* (2007) have pointed out the lack of a comprehensive guidance and counseling policy for children with special needs. The educational and psychological needs of children with dyslexia and children with giftedness are rather intertwined; failure to provide these learners with the appropriate learning intervention leads to development of psychosocial challenges. Subjecting gifted children to the regular curriculum for instance, causes them to get bored and frustrated as it is way below their intellectual ability. This may result in the children developing discipline problems including aggressiveness and delinquency while others end up dropping out of school (Clark, 2008). According to Tan (2012), when gifted children are not understood for whom they are, they become problematic to their parents and educators. Some children with dyslexia, especially boys become deviant and develop discipline problems including fighting and bullying others when they cannot achieve in the regular classroom. Others regress to childhood behaviors such as bedwetting and refusing to attend school (Ott, 2007). Moreover, both children with dyslexia and the gifted still require tremendous psychological intervention even where they have been provided with appropriate learning. This is due to the emotional problems arising from their exceptionality, as it shall be explained later. It becomes imperative then, to establish whether the teacher counselors are aware of these problems.

Another challenge is the limited availability of learning materials and facilities for learners with special needs (M.O.E., 2009). The mandate of the special education policy is to provide learning materials for all its special learners. However, the policy seems to concentrate on the more obvious special needs such as visual impairment, hearing impairment, physical handicaps, autism and cerebral palsy. It has for instance, recommended the development and use of sign language, the braille and the adaptation of the physical facilities for the physically handicapped. It has put in place mechanisms to ensure the availability of support staff such as

physiotherapists, and sign language interpreters. In addition, the ministry has put in place strategies for provision of technical equipment to support the learning of these children. It has also provided for the training of teachers on the care and operation of the equipment. Not much has been said directly about the less visible special needs of dyslexia and giftedness except for the fact that they are also special needs. Yet, it is the gifted children who commonly bring about inventions that lead to major developmental strides in society. Children with dyslexia on the other hand, can grow up to be productive and self-actualized citizens if their learning and psycho-social needs are met.

2.4 Children with Dyslexia

Dyslexia is a specific learning disability characterized by difficulties in single word decoding. It is manifested by variable difficulty in reading and acquiring proficiency in writing and spelling (Ott, 2007). Very often, children with dyslexia show a discrepancy between their actual performance and their level of intelligence. Ryan (2004) describes them as having specific reading difficulties which cannot be ascribed to overall lack of intelligence or lack of educational opportunity at home or at school. Although they are of average or above average intelligence, their reading and writing ability is much lower than expected. Due to lack of awareness, this discrepancy is usually attributed to laziness or rudeness or lack of concentration on the part of the child (Ogonda, 2002). Remedial therefore, involves punishments, detentions and more spelling lists to be rehearsed. Taunts and ridicule by other classmates and teachers follow when these children cannot perform the given tasks. Due to this treatment, children with dyslexia have such terrible days in school and they would feign sickness to avoid school or develop behavior problems (Ott, 2007). Phylis Munyi, the founder of Dyslexia Organization of Kenya, asserts that classroom teachers are better placed to identify the problems in class and explain it to parents (Munyi, 2003).

2.4.1 Social and Emotional Problems Related to Dyslexia

According to Ryan (2004), the emotional problems of children with dyslexia usually begin to develop when they are exposed to reading within the school setting. This is because even though the children try hard, they just aren't able to read. With time, frustration builds up as classmates surpass the children with dyslexia in reading skills. This is compounded by the fact that, children with dyslexia cannot meet the parents and teachers' expectations. The parents and teachers cannot explain why their otherwise bright, enthusiastic child is not able to read

and write (Ogonda, 2002). Unaware of the child's real problem, the parents and teachers keep pushing the child to work even harder.

Children with dyslexia frequently have problems with social relationships because they are usually physically and socially immature in comparison to their peers. This can lead to a poor self-image and less peer acceptance. The social immaturity associated with dyslexia makes it difficult for children with dyslexia to read social cues. They may be oblivious to the amount of personal distance necessary in social interactions or insensitive to other people's body language. This makes them to look awkward. Dyslexia often affects oral language functioning. This is manifested by difficulties in finding the right words, stammering, or pausing before answering direct questions. This poses a big challenge to adolescent children with dyslexia who feel the need to speak fluently so as to identify with others in the peer group.

Children with dyslexia are usually teased and bullied by their peers due to their failure in class (Munyi ,2003). Ryan (2004) observed that, this constant frustration and confusion in school causes children with dyslexia to harbor feelings of anger and anxiety. These feelings are compounded by the inconsistencies of dyslexia. On some days, reading is achieved relatively easily while on other days even writing one's name becomes a problem. Thus, the child is never sure of what to expect in a given learning session. This makes entering new situations extremely anxiety provoking. Ryan (2004) asserts that anxiety causes human beings including children with dyslexia, to avoid whatever frightens them. However, many teachers and parents think the child is avoiding assignments due to laziness or lack of interest. Social scientists have frequently observed that frustration produces anger. The children become angry with school and teachers. It is also common for a child with dyslexia to displace his anger on his parents especially the mother. The child feels safe within the home environment, to vent out all the anger he has suppressed when in school.

Due to constant failure and frustration, children with dyslexia develop a poor self-image and an external locus of control. Their self-image appears to be extremely vulnerable to frustration and anxiety. Some may end up in depression. Depression results in a negative self-image, a negative worldview and a pessimistic attitude. According to the psychoanalyst Erik Erikson, during the first years of school, every child must resolve the conflicts between a positive self-image and feelings of inferiority. If children succeed in school, they will develop positive feelings about themselves and believe that they can succeed in life. However, when they do not

make it, they feel powerless and incompetent; they learn that their environment controls them (McLeod, 2018). This is referred to, as learned helplessness (Ogonda, 2000) and according to Ryan (2004), research findings indicate that it develops by the age of ten and is difficult to correct. This is why the need for early identification and intervention cannot be overemphasized.

The greater bulk of these challenges are a direct result of lack of awareness by the teachers and inappropriate teaching learning methods. According to Duranovich *et al.* (2011), children with dyslexia learn within regular classrooms in Bosnia and Herzegovina and Montenegro. However, teachers in these schools do not receive any formal training on dyslexia. A research on teachers' attitudes conducted by these authors revealed that teachers from both countries needed more training on how to handle learners with dyslexia. A study on teacher attitudes towards dyslexia by Honstra *et al.* (2010), in Netherlands, revealed that most of the teachers had negative attitudes towards children with dyslexia which in turn, affected the academic performance of the children. Where teachers are aware of dyslexia, they will be more tolerant of these children and endeavor to help them by using appropriate teaching methods.

2.4.2 Characteristics of Children with Dyslexia

Various authors (IDA 2017; Munyi 2003; Ogonda 2000; Ott 2007) have discussed the characteristics of children with dyslexia. The learners show a discrepancy between intellectual level and reading ability. Their reading level is lower than what is expected of their intellectual age. The children usually confuse b and d; and p and q in either reading or writing because the letters are mirror images. When asked to read a text, a child with dyslexia will lose the place he is reading severally. Children with dyslexia show difficulties in various forms of representational learning e.g. telling the time, marking the months and seasons of the year, or days of the week, and the distinguishing left from right or up from down. When asked to spell words, they write things that are totally unrelated to the words they are supposed to spell such as raul for urchins, kss for snake, gars for gasket. They confuse the sounds for example, 'e' for 'i', 'e' for 'a and exhibit poor sound blending when reading words and sentences such as pausing at wrong places, spelling phonetically e.g. sight is spelt as site. They mix capital and small letters in spelling as in FLOWeR . They visualize the beginning and the ending of words and omit the middle part e.g. 'hose' instead of house.

2.4.3 Helping Children with Dyslexia to Cope with their Exceptionality

In order to help a child with dyslexia, both teachers and parents need to offer consistent, ongoing encouragement and support. However, according to Ryan (2004), most parents and teachers hardly offer this kind of help. This is largely due to lack of awareness. The teacher counselors are expected to be on the forefront in providing intervention within the school environment. Ryan (2004) suggests four ways of providing encouragement to these children. First and foremost, it is important listen for the children's feelings. These children are loaded with anxiety, anger and depression on a daily basis and they need someone who can listen to them without being judgmental. The language problems commonly associated with dyslexia makes it difficult for them to express their feelings. The parents and teachers must be patient enough so as to understand the child.

Secondly, it is important that teachers and parents reward effort, not just the final outcome. The tremendous effort the children put in trying to read deserves recognition even when the child does not hit the target. When confronting unacceptable behavior, the teacher must not completely discourage the children with dyslexia by using harsh or condemning words such as 'lazy' or 'complete failure'. Such words can seriously damage the child's self-image (Ott, 2007). Finally, it is important for the counselors to help children with dyslexia to set realistic goals for themselves. Small attainable goals encourage further progress but high unachievable goals only serve to discourage the children further.

Ryan (2004) observes that successful adults with dyslexia learnt to overcome their emotional pain by capitalizing on areas where they are talented and by reaching out to others. Parents and teachers need to help the child to discover a talent area such as arts, music or sports, in which the child can readily succeed. This will help to create positive feelings and therefore, boost the child's self-image. In addition, the child should be exposed to opportunities within the home, school or church, where they can help others in need.

2.4.4 Assessment and Identification of Children with Dyslexia

The main reason for assessment is to provide useful information that can be used to prepare Individualized Education Programs (IEP) for each child. The most commonly used identification and assessment tools are discussed in Ott (2007) and IDA (2014). Standardized achievement test are the most commonly used. They directly assess the student's skill levels in specific academic areas. It is important to look for achievement tests that reflect the content of

the school curriculum when making purchases. This ensures those results can be directly incorporated into the child's individualized education program. Process tests stem from the perceptual theory, which is based on the assumption that certain processing pathways must function adequately before successful learning can take place. These include auditory, visual and motor channels. It is further believed that children develop different abilities or preferential modalities (processing pathways), in order to be successful learners. These tests are therefore geared toward determining the adequacy of the auditory, visual and motor abilities and the child's preferred modality. Teacher-made tests are informal tests that are prepared and administered by the classroom teacher. They are popular because of their simplicity, easy administration and scoring procedures (Ogonda, 2002). In addition, they provide useful information for the IEP because they are a direct reflection of the classroom content and objectives. Criterion-referenced tests assess the student's performance in terms of an absolute or specific criterion that has been established for the individual student. After establishing the specific criterion, (skills or knowledge) to be acquired, the student goes through an instructional program. This is followed by a test to determine the level of achievement. Since criterion-referenced tests do not lose reliability if given every day, the student can be evaluated daily in order to determine when to end instruction. However, there exists the potential danger of establishing an inappropriate criterion; either making it too high for the student or one that is not appropriate for the individual student's condition.

2.4.5 Teaching Methods for Children with Dyslexia

Several approaches are employed in teaching children with dyslexia. Ability training approach is based on the assumption that dyslexia and other learning disabilities are caused by a deficiency in any or all of the following abilities: perceptual-motor processes, sensory processes or psycholinguistic processes. Intervention activities focus on improving on these underlying deficits. They include body awareness activities e.g. bean stringing, balance beam exercises and bean bag throws; puzzles, coloring books, pegboards and nursery rhymes (Ogonda, 2000; Ott, 2007). The multisensory training approach is based on the assumption that faulty sensory processing is the cause of learning disabilities; this approach emphasizes the use of visual - auditory-kinesthetic-tactile inputs which theoretically allow the child to capitalize on the areas of strength while at the same time improving on areas of deficit. When learning a new word for instance, the teacher writes the word in large print. The student then traces the letters of the word with his/her fingers thereby, making contact with the paper (kinesthetic). As he traces the letters, he says the word aloud (auditory) and sees it (visual) (Ogonda, 2000). The

skill development training approach is based on the underlying assumption that the students demonstrated performance deficit is the actual problem that needs to be dealt with and it should not be considered as a sign of any underlying disability or process problem (Ogonda,2000). It involves the use of precise operational definitions of the specific behaviors or skills to be acquired. The objectives to be achieved should be broken down to small units and measurements done after completion of each small unit to monitor progress. Teaching methods should be directly related to the objective at hand.

2.5 The Gifted Child

Traditionally, definitions of giftedness were based on IQ where a score of 130 -140 or higher was considered giftedness. Renzulli and Reis (2003, p.185) refer to this view of giftedness as “school house giftedness”. According to this view, giftedness is based on exceptional ability in lesson learning as indicated by high scores in exams. This view considers intelligence to be fixed. Modern definitions of giftedness encompass a wider range of human intelligence including; creative or productive thinking, leadership ability, visual and performing arts and specific academic ability in addition to high intellectual ability (Gagné, 2004 & Tan, 2012). This is referred to as ‘Creative–productive giftedness’ in Renzulli and Reis (2003). Giftedness is viewed as a dynamic construct which can be developed by providing the appropriate and challenging experiences and environments. The first federal definition of gifted and talented children in the United States of America borrows from the concept of ‘creative- productive giftedness’. It states that:

The gifted and talented are children...who are identified... as possessing demonstrated or potential abilities that give evidence of high performance capabilities in areas such as intellectual, creative, specific academic or leadership ability or in the performing or visual arts and to by reason thereof require services or activities not ordinarily provided by the school (Public Law 95-561, section 902 as cited in Clark, 2008, p.16).

The TIQET report defines giftedness and talent in a similar way: gifted and talented children are those who possess demonstrated or potential abilities that give evidence of high performance in such areas as: general intellectual ability with a score of 130 or above in intelligence tests; specific academic aptitude with scores of 95-98th percentile or 2 standard deviations above the mean; creative or productive thinking; leadership ability; visual and performing arts and psychomotor ability (M.O.E., 2008).

While some researchers use the terms ‘gifted’ and talented to mean the same thing, Gagné distinguishes between them. According to Gagné (2004), giftedness is the ability to perform exceptionally well in one or more aptitude domains including intellectual, creative, socio-affective or sensorimotor without training. Talent on the other hand, comes about by training an already gifted individual to attain superior excellence in a given area. However, one can only be talented when he/ she is first gifted. This study limits itself to the intellectually gifted children.

2.5.1 Characteristics of Gifted Children

Albert Einstein and Isaac Newton were highly gifted persons yet their teachers thought them to be below average pupils (Winston, 2011). Teachers therefore, need to go an extra mile to familiarize themselves with the characteristics of gifted children. They are listed in Inan *et al* (2009); Loveless (2020) and Tan (2012). Academically, gifted children learn easily and with little repetition, they learn to read sooner and at a consistently more advanced level than their peers. These children are usually very inquisitive about the causes and reasons for various happenings and get more out of a story than others. Gifted children have original ideas and use good but unusual methods or ideas to solve problems. They have unusually advanced vocabulary for their age or class and are aware of many things which other children of their age are not. Often times, other students look to them for ideas and suggestions when in difficult situations. Gifted children verbalize ideas and opinions with ease and spontaneity. They are able to adapt learning to various situations which are generally viewed as unrelated and attempt to find easy ways out of difficult situations. They have diverse spontaneous and frequent self-directed interests. They are able to see hidden meanings and decipher ‘cause and effect’ relationships.

2.5.2 Psychosocial Challenges of Gifted Children

It is the very nature of gifted children that leads to their psychosocial challenges. These children exhibit asynchronous development in which case; their mental age is far ahead of their chronological and emotional ages (Tan, 2012). Thus, although gifted children can intellectually understand abstract concepts, they may be unable to deal with those concepts emotionally. This results in the child having intense concerns about issues such as death, the future, social problems such as hunger and crime among other issues. This is compounded by their heightened sensitivity and well-developed sense of right and wrong (Robinson *et al.*, 2007). If

they are overloaded with images and discussions of these issues, they can become introverted and withdrawn or even suffer from existential depression.

Gifted children's physical development may lead to an inability to complete a task they are capable of envisioning intellectually. This causes them to become frustrated. Due to the asynchrony between intellectual and emotional development, a gifted child may be able to fully articulate complex issues such as global warming or world hunger but still throw a tantrum because he/she has been denied candy (Bainbridge, 2014). Gifted children display advanced verbal and reasoning ability. This may cause them to be argumentative and/or manipulative. Parents and other adults often give in to this manipulation because they are impressed by the child's logical and convincing arguments. However, they ought to remember that a child is still a child and requires appropriate discipline, no matter how clever or cute the behavior may look. In fact, children who find that they can manipulate adults feel very insecure (Miraca, 2008). Being children, they need to know that they can look up to their parents.

Miraca (2008) points out two challenges that profoundly affect gifted children. Owing to their high intelligence, these children have interests that are significantly different from children of their age. They also show advanced moral judgment which causes them to view the world differently. Thus, they do not fit within their peer group and face the constant risk of being rejected. Most of them resort to concealing their true identity such as love for books and their exceptional academic excellence. Some of them go to the extent of joining bad boy gangs just to belong. This, as Miraca (2008) points out, may lead to deep internal crisis during adolescence when the individual is struggling with issues of identity, autonomy and achievement. The other challenge is in the area of building social relationships. Due to their advanced cognition, these children do not find enriching relationships among age mates and prefer to be around older children and adults. Tan (2012) observes that the sophisticated vocabulary and advanced sense of humor can cause gifted children to be misunderstood by peers. The peers retaliate by making the gifted children feel inferior and rejected. Although they fear rejection by peers and would do anything to avoid it, they still don't derive satisfaction in their peer groups.

Gifted children are usually perfectionists and emotionally sensitive. Thus, they fear to fail. This fear causes them to refuse to even try something including doing homework. Intense sensitivity predisposes gifted children to be extremely vulnerable to criticism (Tan, 2012). More often than not, the gifted children are not even aware of their own exceptionality and the

accompanying emotional problems (Van, 2003). As such, they may never come out to seek help. Some of the challenges are caused by an unsupportive learning environment. Subjecting gifted children to the conventional methods of learning such as drilling and rote learning is pure torture. Tan (2012) points out that due to this, the children develop a myriad of psychosocial challenges including; boredom, delinquency, truancy, depression and even somatic symptoms such as stomach aches and migraines.

Judging from all these psychological issues, it becomes clear that gifted children require psychological intervention so as to help them cope and to enable them to realize their potentials. It is important that the guidance and counseling teachers know about these children and their needs. Apart from helping the children, the guidance and counseling teachers can help the other teachers to understand and appreciate the behavior of gifted children. Van (2000) explains that teachers need to be aware of the emotional needs of gifted and talented children and help them to access counseling and mentoring.

2.5.3 Methods of Assessing and Identifying Gifted Children

In every generation, many gifted children pass through the education system without being identified. Loveless (2020) attributes this to lack of awareness of giftedness by school personnel. Traditionally, gifted children were identified by use of intelligence tests. However, it is now recognized that giftedness encompasses more than high intellectual achievement. In fact, many gifted children such as those from difficult backgrounds, or those with disability may not do well on intelligence tests. Moreover, intelligence tests may not accurately capture certain types of cognitive abilities such as creativity and art (Tan, 2012). A multiplicity of equipment should therefore, be employed in the assessment of potentially gifted children to ensure that none are left out. These include evaluation by teachers, peers classmates, parents, self-evaluation, achievement tests and intelligence tests (Loveless, 2020). According to Tan (2012), the most commonly assessed areas in identifying academically gifted and talented children include intellectual ability, academic aptitude, creative or productive thinking abilities and task commitment. IQ tests with the score of 130 or above, or two standard deviations above the mean are the most commonly used to measure intellectual ability. Standardized achievement tests are used to measure academic aptitude with a 95th to 98th percentile considered as the acceptable criterion or two standard deviations above the mean. A combination of recommendation from teachers, general performance and behavior are used to rate the student's performance in creative or productive thinking. Academically gifted children

are highly motivated and have the ability to work on a task until it is completed. This can be rated by the child's teacher.

2.5.4 Methods of Educating Gifted Children

There are three major methods of ensuring that gifted children get appropriate education according to their needs. These include curriculum enrichment, special ability grouping and acceleration. Curriculum enrichment involves exposing them to a deeper scope of the content being learned (Mwaura & Wanyera, 2002). While the average student is learning the characteristics of a given phenomena for instance, the gifted should be exposed to the more abstract facts about the phenomena.

Special ability grouping is an approach in which, the gifted children are brought together in an educational setting which is beyond the level of their peers. This can be done within the resource room (refer to Figure1). The gifted children are removed from the regular class for a part of the day in order to be exposed to specially designed activities focused on their abilities. Acceleration refers to admitting the gifted children to classes or levels higher than for their chronological age. It involves processes like early school admission, skipping grades, telescoping grades whereby, the children are allowed to cover the curriculum for a given grade within a shorter time and advance placement whereby the students take courses in high school for which they receive college credits.

2.6 Theoretical Framework

This research borrows from the Cognitive theory of Albert Ellis, known as the Rational Emotive Behavior Theory (Ellis, 2002). Albert Ellis emphasizes the impact of cognitive processes on behavior. According to him, behavior problems are a result of faulty belief systems. Individuals have developed beliefs about issues over time and these beliefs detect their behavior. However, these beliefs may be ill-informed and illogical leading to wrong assumptions, bad attitudes and overgeneralizations. This leads to inappropriate behavior. The work of the counselor therefore, is to help the client discover the wrong thinking patterns and help him to replace them with correct, more logical thought patterns through his ABCDE model. A refers to the action or activity that evokes response, B represents the wrong belief which results in C, the behavioral consequences towards A. D refers to disputing of the wrong beliefs (B), against A; while E refers to the new effective responses to A. For instance, a lady comes for counseling because her husband does not care about her happiness. The counselor

asks her for the indicators; she says the husband no longer takes her out for dinner nor buys her gifts. These are the A-actions that lead her to think he does not love her anymore (B). The C-consequences are her feeling sad and indignant toward him. The counselor helps the lady to realize that her happiness depends on herself and not on another human being- D. The counselor then helps the lady to find ways of being happy on her own which improves her relations with her husband - E.

The psychosocial challenges of children with dyslexia and those who are gifted arise mainly from lack of awareness of their exceptionality, both by the teachers and by themselves. Thus, failure to perform in class leads to a child with dyslexia becoming depressed and feeling that she is not good enough. She loses confidence and develops an external locus of control. The teacher on the hand demeans the pupil calling her lazy or undisciplined or mentally retarded. He gives her more spelling lists and punishment for failure to do the work. This pushes the pupil further into depression and unacceptable behavior like bullying others, and truancy or retrogression to childish behavior like bedwetting. However, when the teacher counselor helps the pupil to realize that her failure is due to a disability which is not her own making and that it is not a result of laziness or indiscipline, the child becomes hopeful and even happy. Her self-esteem rises. When teachers are aware of dyslexia, they stop mistreating the child and punishing her unduly. In addition, they seek to provide appropriate learning approaches to this child.

The same applies to giftedness. According to Van (2000), gifted children may not even understand their own intense emotions and inner struggles. They may not understand why they are so different from their peers. As mentioned earlier, they are usually burdened with matters of justice and global problems that are way beyond their ability to resolve. The unchallenging class work makes them bored and may lead to behavior problems like disrupting others during learning. These factors lead to psychosocial problems in the gifted children. When teacher counselors understand these children, they can be able to help them to understand themselves. They can make them aware of the fact that being different from their peers is normal and in fact, a blessing. They can help them to understand why their peers and some teachers react negatively towards them. When regular teachers are aware of gifted children, they would change their perceptions and attitudes towards them. They would also use more effective approaches to teach them. This would ensure that the children receive appropriate learning.

2.6.1 Conceptual Framework

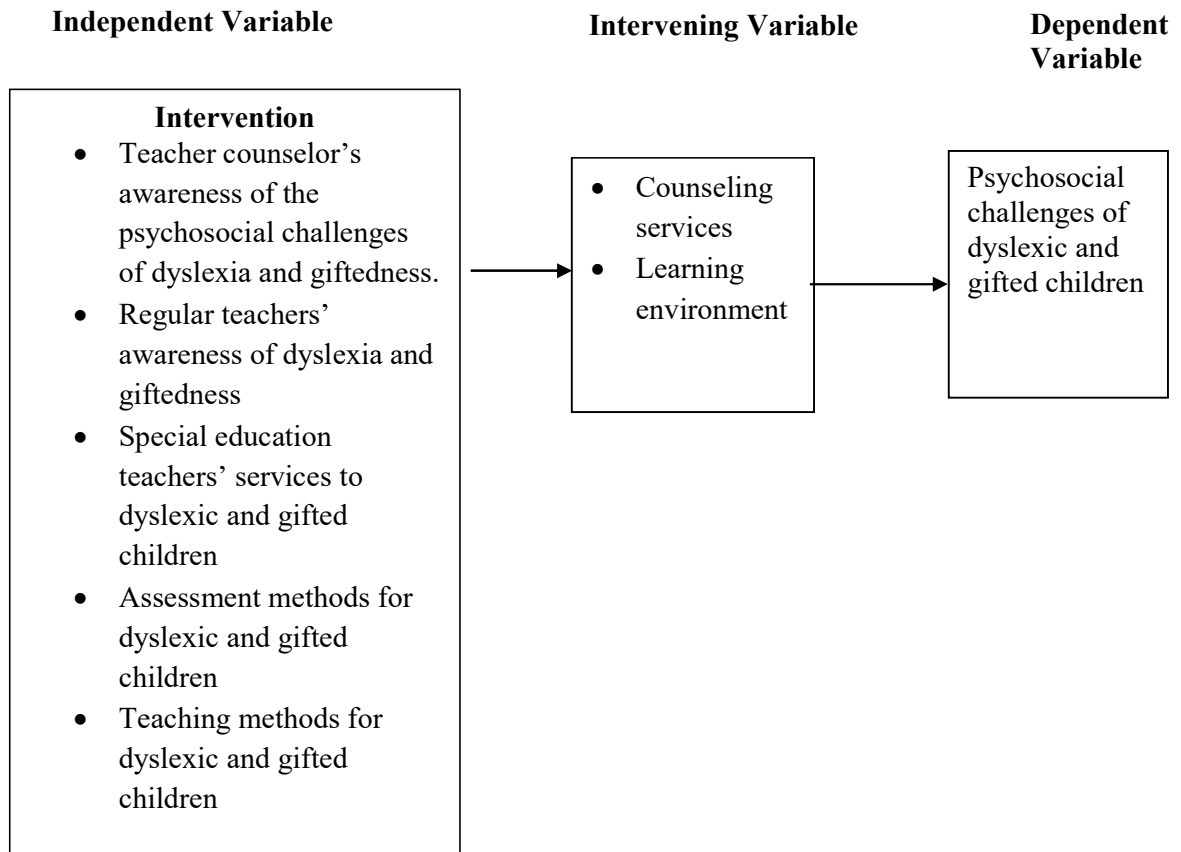


Figure 2: Available Intervention for Psychosocial Challenges of Dyslexic and Gifted Children

The independent variable constitutes the available intervention measures while the psychosocial challenges of dyslexic and gifted children constitute the dependent variable. Availability or absence of the intervention measures affects the intervening variables which in turn alleviate or aggravate the psychosocial challenges respectively. The intervening variables include counseling services and the learning environment. The learning environment refers to the setting where learning takes place including the physical space; the learning methods and resources the teacher chooses to use during learning. Teacher counselors' awareness of the psychosocial challenges of dyslexic and gifted children ensures that they give the children appropriate counseling services to cope with their exceptionalities. Guidance and counseling intervention is invaluable in ensuring the emotional wellbeing and personal growth of both children with dyslexia and the gifted. Subject teachers who have knowledge of these children are better placed to identify them and refer them early enough for assessment. This ensures that they are placed under appropriate learning methods. In addition, teachers who are aware of dyslexia and giftedness have positive attitudes towards these children and endeavor to use

appropriate learning methods for them. The availability of proper assessment tools ensures identification and correct placement. Regular teachers in consultation with special education teachers make use of appropriate instructional approaches and remedial programs to provide appropriate learning according to individual needs. All these factors help to alleviate the socio-emotional problems associated with dyslexia and giftedness. On the other hand, lack of awareness of dyslexia and giftedness by teacher counselors results in little or ineffective counseling services. This means that the children are left to bear their psychosocial challenges on their own. Lack of awareness by the subject teachers results in negative attitudes towards the children. In addition, it may lead to the use of inappropriate learning methods like spelling lists for children with dyslexia. Lack of suitable assessment methods results in wrong placement. Thus, a child with dyslexia may be placed together with mentally handicapped children. These factors aggravate the psychosocial challenges of dyslexic and gifted children.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in the study. Specifically, the chapter describes the research design, location of the study, population of the study, sampling procedures, the research instruments, data collection and data analysis procedures.

3.2 Research Design

This study was a descriptive survey. The aim of conducting a survey is to obtain data that can be used to describe an aspect of interest or determine relationships between phenomena of interest in a population (Cohen & Manion 1994; Mugenda & Mugenda 2003). The main objective of conducting this research was to establish whether regular public primary schools had the necessary interventions to manage the psychosocial challenges of children with dyslexia or giftedness. Therefore, this design was considered appropriate for the study because the researcher endeavored to give an account of conditions as they were.

3.3 Location of the Study

The study was carried out in regular public primary schools of Mwatate Sub-County. The Sub-County is in Taita-Taveta County which has three other sub-counties; Voi Sub-County, Wundanyi Sub-County and Taveta Sub-County. The county as a whole, was of particular interest to the researcher because the public primary schools had been performing poorly in the Kenya Certificate of Primary Education; TTCG (2013). This raised concern about the educational welfare of the less visible groups of children including children with dyslexia and the gifted. She observed that there were hardly any children from public primary schools who made it to join national schools. This meant that the gifted children in the county may not be attaining their potentials. In addition, several children did not complete their primary education and most of those who completed had less than 200 out of the 500 marks. Some could hardly read (TTCG, 2013). Available empirical data focused on the more obvious special needs such as mental retardation. There was need therefore, to find out about gifted and dyslexic children through research. Due to financial and time constraints, the research was limited to Mwatate Sub-County.

3.4 Population of the Study

This study targeted all teachers in regular public primary schools of Mwatate Sub-county. These included 59 head teachers and 493 teachers totaling to 552 teachers. Mwatate sub-county is divided into three educational zones including Bura, Chawia and Rong'e. This is shown on Table 1.

Table 1: Distribution of Population by Zone

Zone	Number of Schools	Number of Teachers
Bura	23	243
Chawia	20	178
Rong'e	16	131
Total	59	552

Source: Mwatate Sub County Education Office (2017).

3.5 Sampling Procedure and Sample Size

Purposive sampling and simple random sampling methods were used to obtain the sample. Purposive sampling is a form of non-probability sampling which allows a researcher to include respondents that have the necessary information as determined by the objectives of the study (Mugenda & Mugenda, 2003). The researcher was interested in obtaining information from teachers who had trained in special education hence the need to purposely include them in the sample. Therefore, the sample was drawn from 28 schools with at least one special education teacher. The total number of teachers in these schools was 273.

Out of 273 teachers, 28 were head teachers, 105 were lower primary school teachers, and 150 were upper primary teachers. All the head teachers and the lower primary school teachers were purposely included in the sample. Each school had between one to three teacher counselors and one or two special education teachers. Therefore, one teacher counselor and one special education teacher were included in the sample. They were randomly selected from among the 150 upper primary school teachers. This gave a total of 189 respondents as shown on Table 2. This constitutes 34% of the population. Mugenda and Mugenda (2003) recommend a sample population of between 20 and 30 percent. Larger sample sizes ensure that the results are accurate and more reliable (Simmons, 2018).

Table 2: Summary of Sample Distribution and Size

Zone	Head teachers	Lower primary teachers	Special education teachers	Teacher counselors	Total No. Respondents
Bura	13	48	13	13	87
Chawia	8	36	8	8	60
Ronge'	7	21	7	7	42
Total no. of respondents	28	105	28	28	189

The lower primary school teachers were considered ideal for the study, since they handled the pupils at their earliest stages of interaction with the academic content. Thus, they were best placed to identify any deviations from the norm. The head teachers on the other hand, are the administrators who deal with planning and acquisition of learning resources. In addition to assisting with the identification of children with special needs, the teacher counselors have the responsibility of helping the children to develop copying skills, to enable them to be correctly disposed in order to learn. Teachers trained in special education have knowledge on various types of special needs in education and how to handle them. They can use their knowledge to help in identifying these children and in creating awareness about them. In addition, they can serve as resource teachers to help other teachers to handle learners with special needs.

3.6 Instrumentation

Questionnaires were used to collect data. Questionnaires have a high level of objectivity as the responses are not influenced by the researcher's subjective judgment. In addition, the use of questionnaires allows respondents to express themselves freely without fear of victimization because they don't have to include their names. There were four questionnaires designed by the researcher; the questionnaire for regular teachers' (appendix A); the questionnaire for head teachers (appendix B); the questionnaire for special education teachers' (appendix C) and questionnaire for teacher counselors (appendix D).

The questionnaire for regular teachers (QRT) was used to obtain data from the lower primary school teachers. It is the teachers who spend most of the learning time with the pupils. They administer exams and monitor the academic progress of the pupils. Through the items in this questionnaire, the researcher sought to find out the regular teachers' awareness of the

psychosocial challenges of dyslexic and gifted children. The researcher also endeavored to establish the interventions available to foster learning for these children. 93 out of a possible 105 questionnaires were filled in and returned. However, 9 had too many blanks and were not considered in the analysis. Therefore, only 84 out of 105 questionnaires, making 86% were analyzed.

Items in the questionnaire for head teachers (QHT), sought to find out if the schools had clear guidelines on the assessment and education of children with dyslexia and the gifted. 25 out of a possible 28 questionnaires were completed and returned. However, one had too many blanks and was not considered in the analysis. Thus 24 questionnaires were used for the analysis. Through the items in the questionnaire for teacher counselors (QTC), the researcher sought to establish teachers' awareness of children with dyslexia and the gifted. In addition, the researcher sought to find out the role played by the teacher counselors in helping these children to cope with their exceptionality. 25 out of a possible 28 questionnaires were filled in and returned.

Through the items in the special education teachers' questionnaire, the researcher sought to establish awareness of dyslexia and giftedness and the role the teachers trained in special education played towards the learning of children with these conditions. 24 out of a possible 28 questionnaires were filled in and returned.

3.6.1 Validity

Validity refers to the extent to which an instrument measures what it purports to measure. It is concerned with how accurately the data obtained in the study represents the objectives of the study. Hayes (2000) explains that the validity of a data collecting instrument can be established by exposing it to expert judgment. The construct validity of the instruments was established by subjecting them to the scrutiny of the researcher's supervisors and other lecturers from the department of Guidance and Counseling and Educational Foundations of Egerton University. Construct validity refers to the extent to which items in the instrument measure the concept they are intended to measure.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). The questionnaires were pilot tested in two

schools purposively selected from a neighboring zone owing to their similarity to the schools in the study population. A different zone was selected in order to ensure that results of the study would not be contaminated through leakage of information in the data collecting instruments. The purpose of the pilot was to establish the reliability of the instruments by establishing the internal consistency of the items. This is a method of estimating reliability of test scores by the use of a single administration of the test (Mugenda & Mugenda, 2003). The researcher administered the questionnaires once and then analyzed the responses using the SPSS. Following the pilot testing, several adjustments were deemed necessary. These included removing several items to reduce the length of the questionnaires, adding response choices to some items and adding the “NOT SURE” column to the questionnaire for regular teachers (QRT), questionnaire special education teachers (QSET) and questionnaire for teacher counselors (Q&T). The QRT yielded a Cronbach alpha (α) of 0.76; the QHT had an alpha of 0.74; the QSET had an alpha of 0.76 and the QTC had an alpha of 0.84. According to Mugenda and Mugenda (2003), a Cronbach alpha (α) of 0.8 or above would be considered appropriate to accept the instruments as reliable. However, several authors argue that a coefficient of >7 is acceptable (Tavakol & Dennick, 2011). Therefore, the various coefficients were adopted for the respective research instruments.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction and permission from Egerton University and a research permit from the National Commission for Science, Technology and Innovation to conduct the study. Permission to carry out research within regular public primary schools of Mwatate Sub-County was then sought from the sub-county’s education office. This was followed by booking of appointments with head teachers of the sampled schools. The researcher then made visits to these schools and sought permission from the relevant school authorities to collect data. After establishing rapport with the respondents and assuring them of confidentiality, the researcher personally administered the questionnaires to the respondents. However, only 25 out of the 28 sampled schools could be accessed because of difficulties in accessibility due to the tough terrain and bad roads which were made worse by heavy rains. Therefore, twenty-five (25) head teachers; ninety-three (93) lower primary teachers; twenty-five (25) special education teachers and twenty-five (25) teacher counselors; were served with the questionnaires.

3.8 Data Analysis

They were subjected to computation of descriptive statistics including frequencies, means and percentages with the help of the statistical package for social sciences (SPSS) version 17.0.

The collected data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) version 17.0 for windows. This was done following the objectives of the study. The questionnaires were assembled and numbered for easy retrieval and data analysis. Responses in the raw data were coded and keyed into the computer. They were subjected to computation of descriptive statistics including frequencies, means and percentages with the help of the statistical package for social sciences (SPSS) version 17.0. Means, percentages and frequencies were used to present the findings of the study. The findings were presented in form frequency tables. One-way ANOVA was used to test the hypothesis at 5% level of confidence.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion of the research findings on the available intervention for the psychosocial challenges of dyslexic and gifted children in regular public primary schools of Mwatate Sub County, Kenya. Data collected from respondents was analyzed using Computer Package for Social Sciences (SPSS) for windows version 17.0. The study was guided by the following objectives:

- i) To determine if teacher counselors in regular public primary schools of Mwatate Sub County were aware of the psychosocial challenges of dyslexic and gifted children.
- ii) To determine if regular teachers in public primary schools of Mwatate Sub County were aware of the characteristics of dyslexic and gifted children.
- iii) To establish the services provided by teachers trained in special education towards the learning of children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub-County
- iv) To find out which assessment methods were used to identify children who have dyslexia and those who are gifted in regular public primary schools of Mwatate Sub-County
- v) To determine the methods used to teach children who have dyslexia or giftedness in regular public primary schools of Mwatate Sub-County.
- vi) To determine if there were any significant differences in the awareness of dyslexia and giftedness between teachers who had trained in special education and those who had not, in regular public primary schools of Mwatate Sub-County.

4.2 Demographic Characteristics

This section presents demographic characteristics that were examined in the study. They included the training level of teacher counselors.

4.2.1 Distribution of Teacher Counselors Who Participated in the Study by their Training Level

Table 3 shows the level of training of teacher counselors.

Table 3: Teacher Counselor’s Level of Training

Level of Training	Frequency	Valid Percent
Degree	1	4.1
Diploma	4	16.7
Certificate	4	16.7
As a unit	4	16.7
None	11	45.8
Total	24	100

Only one teacher counselor, making up 4.8% of the total sample, had trained in guidance and counseling at a degree level. 19% were diploma holders, another 19% trained at certificate level and yet another 19% had done guidance and counseling as a unit in their teacher training courses. However, some of the teachers (45.8%) had no training at all.

75% of the teachers who had some training in guidance and counseling indicated that they had been trained on how to handle gifted children while 25% had not. 50% of the teachers indicated that they had trained on how to handle children with dyslexia (Table 4).

Table 4: Number of Teacher Counselors Trained in Counseling Dyslexic and Gifted Children

Statement	YES	NO
Have you trained on how to give guidance and counseling to gifted children?	75%	25%
Have you trained on how to give guidance and counseling to children with dyslexia?	50%	50%

4.3 Teacher Counselors’ Awareness of the Psychosocial Challenges of Gifted and Dyslexic Children

Through the items in the QTC questionnaire, the researcher sought to determine teacher counselors’ knowledge of the psychosocial challenges of dyslexic and gifted children.

4.3.1 Teacher Counselors' Awareness of the Psychosocial Challenges of Gifted Children

Teachers' responses to awareness of the psychosocial challenges of gifted children are shown on Table 5. 59.1% of the teacher counselors agreed with the statement that 'Gifted children are overly concerned with global problems to the extent of being depressed'. However, quite a number either disagreed (13.6) or were not sure (27.3) about the statement. 63.6% agreed with the statement that 'gifted children have a strong sense of justice'. The rest disagreed (13.7) or were not sure (22.7). 90.9% agreed that 'gifted children are overly sensitive to peoples' comments'. 78.3% of the teacher counselors agreed with the statement that 'gifted children face the risk of being rejected by their age mates'. 69.6 % agreed that 'gifted children do not find enriching relationships among age mates'. Most teacher counselors disagreed with the statement, 'Gifted children are very happy and do not seem to require counseling'. This shows that most of them were aware that the children required counseling. Only 43.4% agreed that 'gifted children have problems with their identity'. 30.4% disagreed while 26.1% were not sure. This means that teacher counselors may not be able to provide appropriate counseling to a gifted youth who is grappling with identity issues.

Table 5: Teacher Counselor's Awareness of Giftedness

Statement	AGREE %	DISAGREE %	NOT SURE%
1. Gifted children are overly concerned with global problems to the extent of being depressed	59.1	13.6	27.3
2. Gifted children have a strong sense of justice	63.6	13.7	22.7
3. Gifted children are overly sensitive to peoples' comments	90.9	-	9.1
4. Gifted children face the risk of rejection by age mates.	78.3	13.0	8.7
5. Gifted children do not find enriching relationships among age mates.	69.6	21.7	8.7
6. Gifted children are very happy and do not seem to require counseling.	21.8	73.9	4.3
7. Gifted children have problems with their identity	43.5	30.4	26.1

It can be concluded therefore, that teacher counselors were fairly aware of the psychosocial challenges of gifted children. However, they offered very minimal services to these children as can be seen from Table 6. This could be attributed to the fact that most of them had minimal levels of training in guidance and counseling. Some had no training at all.

Table 6: Services Offered by Teacher Counselors to Gifted Children

Service	N	Always (%)	Very Often (%)	Often (%)	Sometimes (%)	Never (%)
1 We invite resource persons to mentor them	25	4.3	4.3	34.8	39.2	17.4
2 We provide spiritual guidance	25	27.4	13.6	22.7	22.7	13.6
3 We help in preparing individualized education programmes for them.	25	8.3	4.2	25.0	45.8	16.7
4 We sensitize other teachers on the needs of gifted children	25	21.7	26.1	8.7 1	34.8	8.7
5 We are not doing anything as of now	25	4.3	4.3	4.3 1	17.4	69.7

Items on the services offered by guidance and counseling department were rated on a 5- point Likert scale ranging from Always to Never. Low scores indicated that the service was always offered while high scores indicated that the service was rarely offered.

The results show that there was hardly any service which was consistently offered in regular schools. Only 4.3% of the teachers always or very often invited resource persons to mentor gifted children. Resource persons play a big role in inspiring gifted children (Tan, 2012) and therefore, primary schools should invest in this area. Only 8.3% and 4.2% of the teacher counselors were involved in the preparation of IEPs (item 3). According to Cartwright *et al.* (1984), the school counselor should be a member of the committee for preparing IEPs. Only 21.7% and 26.1% of the teachers always or very often, engaged in sensitizing teachers on the needs of gifted children (item 4). Several authors have discussed the counseling needs of gifted children. Gifted children have social and emotional needs arising from their asynchronous development. According to Moon (2002) gifted children need counselors to help them to

develop coping skills to fit in a society that is somewhat unfriendly towards giftedness. Gifted children are highly sensitive individuals, who are very conscious of their own uniqueness (Mendanglio, 2003). Gifted children are perfectionists (Moon, 2002) and they heavily punish themselves even when they commit minor mistakes. According to the ETC (2012), gifted children are usually bored to death by the unchallenging curriculum; they may also be segregated or bullied by peers due to exceptional academic performance. Gifted children are highly sensitive individuals who get deeply concerned with social problems including injustice, violence and the disparity between the poor and the rich (Miraca, 2008). They can get so absorbed in thinking about these problems and how to solve them, even at the expense of their studies. In addition, many develop discipline problems due to getting bored with the unchallenging curriculum. All these challenges pose a threat to the academic progress of gifted children and their overall success in life. Therefore, teacher counselors need to be deeply involved in helping them within the schools.

4.3.2 Teacher Counselors' Awareness of the Psychosocial Challenges of Dyslexic Children

Teachers' responses to awareness of the psychosocial challenges of dyslexic children are shown on Table 7 below.

Table 7: Teacher Counselors' Awareness of the Psychosocial challenges Associated with Dyslexia

No.	Statement	AGREE %	DISAGREE %	NOT SURE%
1.	Children with dyslexia are usually depressed	60.9	4.3	34.8
2.	Children with dyslexia children cannot read social cues	69.6	8.7	21.4
3.	Children with dyslexia harbor feelings of anger and anxiety	56.6	21.7	21.7
4.	Children with dyslexia become deviant in school so as to be noticed.	60.9	26.1	13.0
5.	Children with dyslexia would come up with any excuse just to avoid school.	56.6	21.7	21.7
6.	Children with dyslexia are often punished by teachers when they do not complete assignments even though it's not their fault.	65.3	21.7	13

As with giftedness, teacher counselors were largely aware of the psychosocial challenges of dyslexic children. Over 55% responded correctly to all the statements on dyslexia. However, nearly 40% of the teachers were either not sure or gave incorrect responses to the statements. This implies that quite a number of teacher counselors would not be in a position to give appropriate help to the children. In addition, the teacher counselors offered minimal services to children with dyslexia as can be seen on Table 8.

Table 8: Services offered by teacher counselors to children with dyslexia

Service	Always (%)	Very often (%)	Often (%)	Sometimes (%)	Never (%)
We sensitize other teachers on the needs of children with dyslexia.	18.2	9.1	18.2	50.0	4.5
We help in preparing individualized education programmes for them.	-	9.1	9.1	31.8	50.0
We provide spiritual guidance	40.9	-	13.6	22.8	22.7
We invite successful people who have dyslexia to come and encourage them.	4.5	4.5	4.5	22.8	63.6
We are not doing anything as of now	4.5	-	4.5	18.3	72.7

The items on services offered by teacher counselors were rated on a 5 point Likert scale in which, a score of 1 indicated that the service was always offered, a score of 2 - the service was very often offered; 3 - often; 4 - sometimes and 5 - never offered.

Responses to most of the items indicated that little was being done to help children with dyslexia in the regular primary schools except for offering spiritual guidance. This may be attributed to the fact that several teachers lacked substantial training in guidance and counseling as indicated earlier. Furthermore, most of the schools lacked any formal policy for handling children with special needs. Only 18.2% of the teachers indicated that they 'ALWAYS' sensitized other teachers on the needs of children with dyslexia. 50% indicated that they 'SOMETIMES' did so. Teacher counselors were hardly ever involved with preparing IEPs for children with dyslexia. None of the teachers indicated to 'ALWAYS' being involved in the preparation of IEPs and 50% indicated to have 'NEVER' been involved. According to Cartwright *et al.* (1984) the school counselor is supposed to be a member of the IEP committee. Offering spiritual guidance was rated highest with 40.9% of the teacher counselors always offering spiritual guidance. Successful who have dyslexia were hardly ever invited to encourage children with dyslexia. Due to their constant failure in academic work and the resultant negative feedback from peers, teachers and sometimes parents, children with dyslexia

are usually faced with deep feelings of anxiety and self doubt. According to IDA (2017), children with dyslexia need much support and encouragement from understanding persons early in life. Teacher counselors would go a long way in providing such help. In addition, their learning environment would greatly improve if both teacher counselors and special education teachers were actively involved in creating awareness about dyslexia in their schools.

4.4 Regular Teachers' Awareness of the Characteristics of Dyslexic and Gifted Children

The second objective sought to determine whether regular teachers were familiar with the characteristics of dyslexia and giftedness. The respondents were required to indicate whether they agreed or disagreed with the indicated statements on the QRT.

4.4.1 Regular Teachers' Awareness of Dyslexic Children

To determine regular teacher's awareness of dyslexia, respondents were given 10 statements which required the respondents to state whether they agreed or disagreed or were not sure about the statements. The results are shown on Table 9.

Table 9: Regular Teachers' Awareness of Dyslexia

No.	Statement	N	AGREE %	DISAGREE %	NOT SURE %
1	I have not handled a child with special needs in my class in the last three years	84	31	67.8	1.2
2	I have never taught children with dyslexia in my entire teaching profession.	84	9.5	76.2	14.3
3	Children with dyslexia are usually of average or above average intelligence;	84	42.9	35.7	21.4
4	Dyslexia is a reading disorder which can occur in children of normal intelligence;	84	56.0	29.7	14.3
5	Children with dyslexia are mentally retarded;	84	35.7	44.1	20.2
6	Children with dyslexia have major difficulties with reading and spelling	84	79.8	6.0	14.2
7	I would greatly benefit from an in-service course on how to teach children with dyslexia	84	90.4	3.6	6.0
8	Due to frustration with reading, children with dyslexia often develop discipline problems;	84	57.1	25.0	17.9
9	Children with dyslexia usually have temper tantrums	84	50.0	20.2	29.8
10	According to the special needs in education policy, children with dyslexia and those who are gifted are supposed to learn within regular schools in the regular classroom.	84	59.5	25.0	15.5

Through item 1 and 2, the researcher sought to determine regular teachers' experience with children who had special needs generally, and those who had dyslexia. As it can be seen from Table 9, 69.7% of the teachers responded with DISAGREE to the item, 'I have not handled a

child with special needs in my classes and 76.2 % of the teachers responded with DISAGREE, to the item; ‘I have never taught children with dyslexia in my entire teaching profession’. This implies that most of the teachers thought they had taught children with special needs and specifically, children with dyslexia at some point in their profession.

Items 3,4,5,6,8,9 and 10 on the Questionnaire for Regular Teachers (QRT) tested the teachers knowledge of the characteristics of dyslexia . Through statement 3 and 4 the researcher sought to determine regular teachers’ awareness on the intelligence of children with dyslexia. A total of 58.9% and 44.1% of the teachers responded with either DISAGREE or NOT SURE to statement 3 and statement 4 respectively. This shows that majority of the teachers did not think that children with dyslexia could have average or above average intelligence. These findings agree with the sentiments of Ott (2007), that many children with dyslexia are mistakenly regarded as mentally retarded. In their research, Sawhney and Bansal (2014), found out that most teachers regarded learning disabled children (including those with dyslexia) as having low IQ. This means that most of the children with dyslexia may be subjected to inappropriate remedial programs.

50% of the teachers responded to statement 8 with DISAGREE or NOT SURE and were therefore, not aware of the discipline problems that could result due to dyslexia. The general lack of awareness of dyslexia is further confirmed by item 7, ‘I would greatly benefit from an in-service course on how to teach children with dyslexia’. 90.5% indicated that they would benefit from in - service training. Table 10 shows the regular teachers group mean score for dyslexia awareness. The teachers’ responses to items 3,4,5,6,8,9 and 10 in Table 10, were used to calculate the group’s overall mean score (Appendix E).

Table 10: Regular Teachers’ Mean score on Awareness of Dyslexia

N	Mean %	Mode%	Std. deviation
Valid	84	54.96	53.14
		24.786	

Teachers had a mean score of 54.96% and a mode of 53.14%. It can therefore, be concluded that generally, regular public primary school teachers had minimal to average knowledge of the characteristics of dyslexia. These findings augur well with the research findings of Duranovic *et al.* (2011) and IDA (2014), which found out that regular teachers had minimal

levels of awareness of dyslexia. They attributed this to insufficient coverage of special needs in education during teacher training. A study by Chitsa and Mpofu (2016) determined that teachers in mainstream schools in Bulawayo, South Africa admitted that they had challenges in handling children with dyslexia due to lack of adequate knowledge about them. These factors imply that children with dyslexia may not be identified in the first place and they may not be receiving any appropriate learning.

4.4.2 Regular Teachers' Awareness of Gifted Children

To determine regular teacher's awareness of giftedness, respondents were given 8 statements which required the respondents to state whether they AGREED or DISAGREED or were NOT SURE about them. The results are shown on Table 11.

Table 11: Regular Teachers' Awareness of Giftedness

No	Statement	AGREE %	DISAGREE %	NOT SURE%
11	I have not handled a gifted child in my entire teaching profession	19.1	69	11.9
13	Gifted children do not find fulfilling relationships among their age mates	48.8	35.7	15.5
14	Gifted children fear to fail and may never raise their hands to answer questions during the lesson.	34.5	56.0	9.5
15	Gifted children are highly disturbed by global problems such as human injustice, war and famine.	50	26.2	23.8
16	Gifted children can have dyslexia.	41.7	32.1	26.2
17	Gifted children get bored when placed in the same class room as their age mates.	78.5	16.7	4.8
18	Gifted children will always do well, with or without the teachers help.	47.6	52.4	0
19	Children who are always topping the class are not necessarily gifted.	76.2	16.7	7.1

The teachers' responses to items 13 to 19 were used to calculate the group's mean score. (Appendix E)

Table 12: Regular Teachers' Group Mean Score on Awareness of Giftedness

N	Mean %	Mode	Std. deviation
84	54.59	57.14	12.17864

Teachers had a mean score of 54.59% and a mode of 57%. It can therefore, be concluded that regular school teachers had little to average knowledge of the characteristics of giftedness. However, a consideration of individual statements (Table 11) revealed that a majority of the teachers were not aware of some core characteristics of gifted children. 51.2% of the teachers responded with DISAGREE or NOT SURE to statement 13 implying that teachers were not aware of gifted children's internal conflict between the need to fit in with peers and the need to be oneself. 56% responded with DISAGREE and 9.5% with NOT SURE to statement 14; gifted children fear to fail and may never raise their hands to answer questions during the lesson. This could result in the children being regarded as rude when they don't participate in class. Teachers may therefore, develop a negative attitude towards such a child. 50% responded with DISAGREE or NOT SURE to statement 15; Gifted children are highly disturbed by global problems such as human injustice, war and famine. This means that the teachers may not be there to provide the much needed support as gifted children grapple with these global issues. They may end up spending too much energy and time on these matters at the expense of their studies. 58.3% responded with DISAGREE or NOT SURE to statement 16; Gifted children can have dyslexia. Gifted children who are dyslexic therefore, risk going through primary education unidentified.

4.5 Services Provided by Teachers Trained in Special Education

The items on the role played by teachers trained in special education were rated on a 5 point Likert scale in which, a score of 1 indicated that the service was always offered, a score of 2- the service was very often offered; 3-often; 4-sometimes and 5-never offered.

Table 13: Services Provided by Teachers Trained in Special Education

Role	N	Always %	Very Often%	Often %	Sometime %	Never %
1. Teaching children with dyslexia in a special unit.	24	-	-	8.3	12.5	79.2
2. Sensitizing other teachers about giftedness	24	8.3	16.7	25	37.5	12.5
3. Sensitizing other teachers about dyslexia	24	8.3	12.5	41.7	16.7	20.8
4. I do not have any specific role but just teach in the regular classroom.	24	37.5	4.2	8.3	4.2	45.8
5. I give remedial teaching to children with dyslexia	24	8.3	12.5	29.2	29.2	20.8
6. Help in assessing children with dyslexia	24	0	16.6	50	4.2	29.2
7. Help in assessing gifted children	24	16.7	16.7	33.3	20.8	12.5
8. Help in preparing IEP for children with dyslexia	24	0	4.2	25	20.8	50
9. Help in preparing IEP for gifted children	24	4.2	4.2	16.7	16.7	58.2

From table 13, it can be seen that none of the roles was always or often carried out by teachers trained in special education. Most of the teachers indicated to often or sometimes carry out the specified roles. This can be attributed to the fact that there were no school policies that directly addressed the needs of dyslexic and gifted children. Teachers trained in special education were hardly ever involved in preparing IEPs for both children with dyslexia and giftedness. 0% and 4.2% indicated to ‘ALWAYS’ or ‘VERY OFTEN’ help in preparing IEPs for children with dyslexia. Likewise, only 4.2% and another 4.2% were ‘ALWAYS’ or ‘VERY OFTEN’ involved in preparing IEPs for gifted children. Teachers trained in special education were often involved in assessing both gifted and dyslexic children, offering remedial teaching to children with dyslexia and in sensitizing other teachers about giftedness and dyslexia. Quite a number of special education teachers indicated that they often played no specific role but taught in

regular classes like other teachers (37.5% responded with always). Gifted children are a great resource to a nation (Education and Training Committee, ETC (2012). They are the future inventors and carry in them the potential of resolving global problems by making discoveries in the fields of medicine and science. Special education teachers attached to regular schools can do a lot to improve the welfare of gifted children. They can be actively involved in creating awareness among other teachers of the unique needs of these children. They need to help other teachers to appreciate the learners' unique needs and this way, improve the teachers' attitude toward gifted children. Likewise, it is the special education teachers who are well versed with the appropriate methods of teaching children with dyslexia. Therefore, they should really be involved in teaching these children and in creating awareness about them.

4.6 Methods Used to Assess Dyslexic and Gifted Children

This section discusses the methods that were used to identify gifted children and those who are dyslexic in regular public primary schools of Mwatate Sub-County.

4.6.1 Methods Used to Assess Gifted Children

In order to determine the methods used to assess gifted children, the researcher first determined the number of teachers who had actually taught a gifted child in the course of their teaching profession. Table 14 shows the results.

Table 14: Number of Regular Teachers who had Ever Taught a Gifted Child

	YES	NO
	%	%
Have you ever taught a gifted child?	72.6	27.4

72.6% of the teachers said that they had taught a gifted child. Responses from these teachers were used to determine the assessment methods. They totaled to 61 teachers. Table 15 shows the results.

Table 15 : Methods Used to Assess Gifted Children

Method	N	Response	Frequency	Valid percent
Recommendation by EARC	Valid	Yes	3	4.9
		No	58	95.1
	Total		61	
Self prepared tests	Valid	Yes	58	96.7
		No	2	3.3
	Total		60	
	Missing		1	
Standardized Intelligence Tests	Valid	Yes	8	13.1
		No	53	86.9
	Total		61	

Most teachers hardly ever got recommendations from the EARC (3.6%) or used Standardized IQ tests (13.1%). This could be due to the limited access to standardized IQ tests in Kenya and also lack of conscious awareness of the need to identify gifted children. The method that was most commonly used was the second one in which teachers prepared their own assessment tests. 96.7% of the respondents indicated to have used this method. This method is susceptible to teachers' bias and subjective opinion and may not capture all gifted children. Thus, gifted children risk having to go through the normal routine teaching which only aggravates their psychosocial challenges.

4.6.2 Methods used to Assess Children with Dyslexia

Most of the teachers indicated that they had ever taught children with dyslexia as it can be seen on Table 16.

Table 16: Number of Regular Teachers who had Ever Taught a Child with Dyslexia

	YES		NO	
	Frequency	%	Frequency	%
Have you ever taught a child with Dyslexia?	60	71.4	24	28.6

60 teachers, making up 71.4% of the teachers, responded with YES to the question: Have you ever taught a child with dyslexia? Responses from these teachers were used to determine the assessment methods used for identifying children with dyslexia. They are shown on Table 17.

Table 17: Methods Used to Assess Children with Dyslexia

Assessment method	N	Response	Frequency	Valid percent
Recommendation by the EARC	60	YES	3	5
		NO	57	95
Self-prepared tests	60	YES	54	90
		NO	6	10
IQ tests	60	YES	5	8.3
		NO	55	91.7
Parents informed me	60	YES	17	28.3
		NO	43	71.7

The most commonly used assessment method was self-prepared tests. The frequencies on Table 17 indicate that 90% of the teachers used this method in assessment. This may be because the tests are easy to administer and score (Ogonda, 2002). However, they are susceptible to teacher’s bias and subjective judgment. In addition, most teachers were not well informed on the characteristics of dyslexia as discussed in section 4.4. This means that children with dyslexia risk going through primary school education without being identified. Thus, they are subjected to conventional methods of teaching and the consequent psychosocial challenges that result from their inability to cope with the system. Other methods were rarely used as indicated on the table. Only 5% of the respondents indicated that they got recommendation from the EARC. This may be because there is only one such center in the whole of Taita-Taveta making it expensive to access. 8.3% indicated to have used IQ tests. This is because such tests are rarely available and may not be standardized (Ogonda, 2002). 28.3% indicated that parents had informed them. Most parents may not even be aware of these exceptionalities and therefore, teachers need to be in the fore front to help identify such children.

4.7 Teaching Methods for Children with Dyslexia and those who are Gifted

The researcher sought information on the learning methods used to teach dyslexic and gifted children from regular teachers who had indicated to have ever taught these children.

4.7.1 Methods Used to Teach Children with Dyslexia

Table 18 shows the methods that were used to teach children who had dyslexia. Responses were obtained from the 60 teachers who indicated to have ever taught a child with dyslexia (Table 16). The researcher was also interested in finding out if the teachers prepared IEPs for these children. This is a necessary tool in the teaching of children with special needs. Results are shown on Table 18.

Table 18: Methods Used to Teach Children with Dyslexia in Regular Public Primary Schools

Teaching approach	N	Always	Very Often	Often	Sometimes	Never
1. I give them lists of spellings to memorize	60 24	15	6.7	43.3	30	5
2. I emphasize the use of pre-reading activities	60 24	41.7	15	18.3	21.7	3.3
3. I give multisensory training approach	60 24	12.9	12.9	24.2	30.6	19.4
4. I teach them the sound of each letter (phonic method)	58 26	34.5	13.8	32.8	19.0	-
5. I help them to build a vocabulary of sight words	60 24	3.3	-	1.7	18.3	76.7
6. I do not give any special attention	60 24	16.7	16.7	35	11.7	20.0

Most of the teachers indicated that they often gave spelling lists for memorization (43% often, 7% very often and 15% always). This is not a recommended approach because it only results in frustration and a damaged self-esteem to the children (IDA, 2014; Ott, 2007). Methods that were used very often included emphasis on the use of pre-reading activities and the phonic method. Table 19 indicates that 41.7% and 15% of the teachers always and very often respectively, emphasized the use of pre reading activities. Multisensory training approach was only often 24.2 % to sometimes, 30.6% used. . Building a vocabulary of sight words was often

(35%). Very few teachers indicated that they did not give any special attention to children with dyslexia.

However, there were hardly any IEP's for children with dyslexia. As shown in table 20, only 25% of the teachers indicated to have IEP's for children with dyslexia. An IEP shows the objectives to be achieved during learning, methods to be used to achieve these objectives and an evaluation of the extent to which the objectives have been achieved (Ogonda, 2002). Lack of IEPs confirms that there were no established policies within the schools for handling children with dyslexia and those who are gifted. In addition, the children were not receiving any specialized help.

Table 19: Number of Teachers who Prepared IEPs for Children with Dyslexia

Statement	YES		NO	
	Frequency	%	Frequency	%
Do you have any IEP for the gifted children In your class?	21	25	63	75

4.7.2 Methods Used to Teach Gifted Children

Table 20 shows the results of the methods that were commonly used to teach gifted children in regular schools of Mwatate Sub-County Respondents included those who had indicated to have ever taught gifted children (Table 16).

Table 20: Methods used to Teach Gifted Children in Regular Public Primary schools

No.	Method of teaching gifted children	N	Always (%)	Very Often (%)	Often (%)	Sometimes (%)	Never (%)
1.	I do not give them any special Treatment	61	10	55	9	2	24
2.	I give them extra work that is deeper in scope.	61	28	18	12	42	0
3.	They are usually doing the next topics ahead of the other pupils.	61	23	13	24	36	5
4.	Highly gifted children are allowed to skip classes.	61	2	-	5	54	39

The responses indicate that there was no strongly established policy for handling gifted children within these schools. This is further reflected by the fact that there were hardly any IEP's for gifted children. As indicated on table 21, only 18% of the teachers indicated to have IEP's for gifted children.

Table 21: Number of Teachers who Prepared IEPs for Gifted Children

Statement	Yes		No	
	N	%	N	%
Do you have any IEP for the gifted children In your class?	15	17.9	69	82.1

The method that was very often used was giving extra work that was deeper in scope. The mean for this approach was 2.37 and a mode of 3. The approach of allowing gifted children to do the next topics ahead of others was only used sometimes (mean of 3.81 and a mode of 4). Most of the teachers indicated that sometimes they never gave any special treatment to gifted children with a mean of 3.81 and a mode of 4. On skipping classes, regular teachers indicated that this only happened sometimes. The mean was 4.23 and the mode was 4. It can be concluded generally, that little was being done to meet the learning needs of these children. This agrees with the observations of Jolly and Kettler (2008) and Tan (2012), that many teachers did not feel the need to give special attention to gifted children. This is because gifted children were thought to be privileged already and therefore, any extra time should be devoted to the more needy children.

4.8 Difference in Awareness of Giftedness and Dyslexia between Teachers Trained in Special Education and Those who have Not Trained

ANOVA was carried out to compare the means between regular public primary school teachers and those who had trained in special education. There were statistically significant differences in awareness of both giftedness and dyslexia, between teachers who had trained in special education and those who had not. The results are shown on Table 22 and Table 23 respectively. Teachers trained in special education were more aware of the characteristics of both giftedness and dyslexia compared to those who had not. It can be concluded therefore, that teacher training in special education increased teachers' awareness of giftedness and dyslexia. These findings are in line with the research findings of IDA (2014) and Tan (2012) that training helped to improve teachers' attitudes towards children with dyslexia and gifted children respectively.

Table 22: ANOVA for Differences in Awareness of Giftedness

Training	Mean	Std. deviation	F	P
Teachers Not Trained in Special Education	54.5918	12.179	12.1786	0.001
Teachers Trained in Special Education	64.8810	14.5803		

Interpretation Rule:

1. If p is less than or equals to 0.05, ($p \leq 0.05$), there is a statistically significant difference between groups.
2. If p is greater than 0.05 ($p > 0.05$), there is NO statistically significant difference between groups.

Table 23: ANOVA for Differences in Awareness of Dyslexia

Training	Mean	Std. Deviation	F	P
Teachers not Trained in Special Education	54.9600	24.7856	20.038	0.001
Teachers Trained in Special Education	78.4717	12.5083		

Interpretation Rule:

1. If p is less than or equals to 0.05, ($p \leq 0.05$), there is a statistically significant difference between groups.
2. If p is greater than 0.05 ($p > 0.05$), there is NO statistically significant difference between groups.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the major findings, conclusions and recommendations in line with the objectives of the study which included:

- i) To determine if teacher counselors in regular public primary schools of Mwatate Sub County were aware of the psychosocial challenges of dyslexic and gifted children.
- ii) To determine if regular teachers in public primary schools of Mwatate Sub County were aware of the characteristics of dyslexic and gifted children.
- iii) To establish the services provided by teachers trained in special education towards the learning of children who had dyslexia or giftedness in regular public primary schools of Mwatate Sub-County.
- iv) To find out which assessment methods were used to identify children who had dyslexia and those who were gifted in regular public primary schools of Mwatate Sub-County
- v) To determine the methods used to teach children who had dyslexia or giftedness in regular public primary schools of Mwatate Sub-County.
- vi) To determine if there were any significant differences in the awareness of dyslexia and giftedness between teachers who had trained in special education and those who had not, in regular public primary schools of Mwatate Sub-County.

5.2 Research Findings

Research findings revealed that:

- i) Although teacher counselors in regular public primary schools of Mwatate Sub County were largely aware of the psychosocial challenges associated with dyslexia and giftedness, they provided very minimal help to these children.
- ii) Regular public primary school teachers of Mwatate Sub County had minimal awareness of the characteristics of dyslexia and giftedness.
- iii) Teachers trained in special education provided very minimal services towards the learning of children who had dyslexia or giftedness in regular public primary schools of Mwatate Sub-County
- iv) Teachers mostly used self made tests in the identification of children with dyslexia or giftedness and there was hardly any contact between the schools and the EARC.
- v) Teachers mostly used conventional learning methods for both dyslexic and gifted children and they hardly prepared IEP's for these children.

- vi) There were statistically significant differences in awareness of both dyslexia and giftedness, between teachers who had trained in special education and those who had not.

5.4 Conclusions

From the study it can be concluded that:

- i) The psychosocial challenges of dyslexic and gifted children were not adequately managed by teacher counselors in regular primary schools.
- ii) Learners with dyslexia and those who were gifted were majorly subjected to inappropriate learning methods due to minimal awareness of the characteristics of dyslexia and giftedness among regular teachers.
- iii) Teachers trained in special education were underutilized in as far as providing a specialized service to learners with special needs is concerned. Most of them only taught in the regular class as other regular teachers.
- iv) The methods used in identification of children with dyslexia or giftedness were ineffective implying that some children may go unidentified or be wrongly identified.
- v) Teachers hardly prepared IEPs for dyslexic or gifted children. This is a pointer to the fact that the schools lacked deliberately thought out strategies for their gifted children and those who were dyslexic.

5.3 Recommendations

- i) There was need for workshops and in-service courses for regular public primary schools, to create awareness of dyslexia and giftedness.
- ii) There was need for teacher counselors to be trained on handling the emotional needs of gifted children and children with dyslexia.
- iii) Teachers trained in special education are an important resource and should be utilized to the maximum for the sake of gifted children and children with dyslexia. They should be involved in preparation of IEPs, assessment and regular consultation with regular public primary school teachers.
- iv) There was need for public schools to establish policies governing the teaching of children with dyslexia and those who are gifted.
- v) Teacher training courses should have a practical element on handling an inclusive class.

5.4 Suggestions for Further Research

- i) Research into the development of standardized assessment tests for Kenya schools.
- ii) Research into the exact number of gifted children and those who are dyslexic within public primary schools.
- iii) Research into teachers attitudes towards inclusive education.

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APPENDICES

Appendix A: Questionnaires for Regular Teachers

My name is Matilda Wawuda from Egerton University. I am carrying out a research to determine the preparedness of regular schools to provide for the learning and socio-emotional development of children with dyslexia and those who are gifted. Please help me by giving accurate and full information as asked in this questionnaire. Do not fear to give the correct information because the information will be treated as confidential. Thank you.

Section A

1. Please indicate the class that you teach _____

2. How long have you worked as a teacher?

Duration (✓)

0-2 year

2-5 years

5-10 years

More than 10 years

Section B

Please put a tick (✓) in the AGREE column on the right hand side of the page, if you agree with the statement and a tick (✓) in the DISAGREE box if you do not agree with the statement.

NO.	STATEMENT	AGREE	DISAGREE	NOT SURE
1.	I have not handled a child with special needs in my class in the last three years.			
2.	I have never taught children with dyslexia in my entire teaching profession.			
3.	Children with dyslexia are usually of average or above average intelligence.			
4.	Dyslexia is a reading disorder which can occur in children of normal intelligence.			

5.	Children with dyslexia are mentally retarded.			
6.	Children with dyslexia usually lose place severely when reading a text.			
7.	I would greatly benefit from an in-service course on how to teach children with dyslexia.			
8.	Due to frustration with reading, children with dyslexia often develop discipline problems.			
9.	Children with dyslexia usually have temper tantrums.			
10.	According to the special needs in education policy, children with dyslexia and those who are gifted are supposed to learn within the regular schools in the regular classroom.			
11.	I have not handled a gifted child in my entire teaching profession			
12.	Gifted children have a highly developed vocabulary compared to their chronological age.			
13.	Gifted children do not find fulfilling relationships among their age mates.			
14.	Gifted children fear to fail and may never raise their hands to answer questions during the lesson.			
15.	Gifted children are highly disturbed by global problems such as war and famine.			
16.	Gifted children can have dyslexia.			
17.	Gifted children get bored when placed in the same class as their age mates.			
18.	Gifted children will always do well, with or without the teachers help.			

19.	Children who are always topping the class are not necessarily gifted.			
20.	The learning methods we use are not stimulating enough for the geniuses (gifted).			
21.	I am uncomfortable with the way gifted children ask too many questions			
22.	Gifted children may develop disruptive behavior due to being too bored with the unchallenging class work			

23. a) Have you ever taught a gifted child? YES [] NO []

b) How did you arrive at the conclusion that he/she is gifted?

- They were recommended by the EARC []
- I administered my own self prepared tests []
- The school administered a standardized intelligence test []

24. Kindly put a tick against all the methods you mostly use when teaching gifted children.

Method	Always	Very often	Often	Some times	Never
I do not give them any special treatment					
I give them extra work that is deeper in scope					
They are usually doing the next topics ahead of the other students					
Highly gifted children are allowed to skip classes					

25. a) Do you have any individualized education programmes for the pupils who have exceptional needs in your class? YES [] NO [].

b) If yes, please indicate the special need of the pupils for whom you have prepared individualized education programmes, using a tick.

Special need	Indicate by putting a tick
Gifted children	
Children with dyslexia	

Mental Handicap	
Visually Impaired	
Hearing Impaired	

26. Have you ever taught a child with dyslexia? YES [] NO []

b) If yes, how did you arrive at the conclusion that he/she had dyslexia?

- They were recommended by the EARC []
- I administered my own self prepared tests []
- The school administered a standardized intelligence test []
- The parents informed me []

27. Kindly put a tick against all the methods you use when teaching children with dyslexia.

Method	Always	Very often	often	Some times	Never
I give them lists of spellings to memorize					
I emphasize the use of pre-reading activities					
I use multisensory training approach					
I teach them the sound of each letter (phonic method)					
I help them to build a vocabulary of sight words					
I do not give any special attention					

28. Have you had any training on special education? YES [] NO []

Appendix B: Questionnaire for the Head Teachers

My name is Matilda Wawuda from Egerton University. I am carrying out a research to determine the how well equipped regular public primary schools are, to provide learning for children who have dyslexia and those who are gifted. Please help me by giving accurate and full information as asked in this questionnaire. All the information you provide will be treated with confidentiality. Thank you.

Section A

1. In which year were you posted to this institution as the head teacher? _____

Section B

1. Please indicate the number of children with the following special needs in your school for the years, 2013 and 2014.

Year	Category	Number
2013	Children with dyslexia	
	Gifted children	
2014	Children with dyslexia	
	Gifted children	

2. How is the school administration involved in promoting learning for these children?

	Always	Very Often	Often	Some times	Never
Gifted Children					
Creating awareness among teachers about their needs.					
The administration has no direct involvement in their learning, it is up to the class teacher					
Conducting screening tests to identify them while still in lower primary school.					
Ensuring that individualized education programmes are created for them.					

We allow for skipping of classes.					
Children with Dyslexia					
We encourage teachers to give them individualized attention during free time.					
We ensure that individualized education programmes are created for them.					
Creating awareness among teachers about their needs.					
Conducting screening tests to identify them while still in lower primary school.					
The administration has no direct involvement in their learning, it is up to the class teacher					

3. Please indicate the instructional approaches that are mostly used in your school to teach gifted children.

Learning Approach	Always	Very often	Often	Some times	Never
Skipping of classes					
Curriculum enrichment					
Special ability grouping					
The same method as the Other pupils.					
This is left for the class teacher to decide; the administration has no official directive.					

4. Please indicate the instructional approaches that are mostly used in your school to teach children with dyslexia.

Teaching Approach	Always	Very often	Often	Some times	Never
Phonic method(emphasis On letter sounds)					
Multisensory training					
Sight word approach					
The same method as the Other pupils.					
This is left for the class teacher to decide; the administration has no official directive.					

5. How do you identify children with special needs in your school?

Method	Always	Very often	Often	Some times	Never
It is upon the class teacher to make observation and carry out informal tests.					
Through parents observations.					
Administering formal tests during class 1 intake.					
It is assumed that all pupils enrolling in this school have no special needs.					

6. What in your opinion should be done to improve the teaching of children with dyslexia or giftedness in your school?

	Very important	Important	Not important
A special class should be created for them			
We need standardized approach to identifying them			
More stimulating educational materials should be provided for gifted children.			
Class sizes should be reduced to allow the teacher to give special attention to those with special needs.			

Teachers should be trained on how to handle children with dyslexia.			
---	--	--	--

7. Indicate whether the following statement are AGREE or DISAGREE
- a) Children with dyslexia are mentally retarded. AGREE [] DISAGREE []
- b) Children who are always topping in class are not necessarily Gifted. AGREE [] DISAGREE []

8. a) How many teachers have trained in special education in your school?

Number of teachers None One Two Three More than Three

Tick as necessary

- b) What role do they play in helping children with special needs?

Role	Always	Very Often	Often	Some times	Never
They teach in a special unit.					
They are involved in sensitizing other teachers about dyslexia.					
They are involved in sensitizing other teachers about giftedness.					
They do not have any specific role but just teach in regular classes like other teachers.					
They give remedial teaching to children with dyslexia.					
They help in assessing children who may have dyslexia.					
They help in assessing children who may be gifted.					
They help regular teachers to prepare individualized education programmes for gifted children.					
They help regular teachers to prepare individualized education programmes for children with dyslexia.					

9. How would you rate your school on the following aspects?

Aspect	Excellent	Very Good	Good	Fair	Poor
Number of gifted children from this school who qualify to go to national school.					
Number of children with dyslexia who learn to read by the time they are sitting their KCPE					
Willingness of teachers to give special attention to gifted children.					
Willingness of teachers to give special attention to children with dyslexia.					

Appendix C: Questionnaire for Special Education Teachers

My name is Matilda Wawuda from Egerton University. I am carrying out a research to determine the preparedness of regular primary schools to provide learning and socio-emotional development for children who have dyslexia and those are gifted. Please help me by giving accurate and full information as asked in this questionnaire. The information you give will be treated as confidential. Thank you.

1. Please indicate your level of training as a special education teacher

Certificate []

Diploma []

Degree []

Other (please specify) []

NO.	STATEMENT	AGREE	DISAGREE	NOT SURE
1.	I have not handled a child with special needs in my class in the last three years.			
2.	I have never taught children with dyslexia in my entire teaching profession.			
3.	Children with dyslexia are usually of average or above average intelligence.			
4.	Dyslexia is a reading disorder which can occur in children of normal intelligence			
5.	Children with dyslexia are mentally retarded			
6.	I do not know how to handle the learning needs of children with dyslexia.			
7.	Children with dyslexia usually lose place severally when reading a text.			
8.	Children with dyslexia have a problem with representational information such as distinguishing left from right or reading time from a clock.			
9.	According to the special needs in education policy, children with dyslexia and those who			

	are gifted are supposed to learn within the regular schools in the regular classroom.			
10.	I have not handled a gifted child in my entire teaching profession			
11.	Gifted children have a highly developed vocabulary compared to their chronological age.			
12.	Gifted children become fearful when they are spoken to in a harsh voice.			
13.	Gifted children are perfectionists.			
14.	Gifted children are highly disturbed by global problems such as war and famine.			
15.	Gifted children are more advanced intellectually compared to their chronological age.			
16.	Gifted children can have dyslexia.			
17.	Gifted children get bored when placed in the same class as their age mates			
18.	Gifted children may be naughty			
19.	I can usually tell if a child is a genius (gifted).			
20.	The learning methods we use are not stimulating enough for the geniuses (gifted).			
21.	Gifted children do not require counselling services .			
22.	Whether a child is a genius (gifted and talented) can be clearly seen from the way she performs in class tests and exams; high scores indicate that a child is gifted while poor scores indicate non-giftedness.			
23.	Gifted children have a strong sense of right and wrong.			
24.	Gifted children get motivated by challenging tasks.			

26. Do you have any children with dyslexia in your school? YES [] NO []

27. Do you have any children with giftedness in your school? YES [] NO []

28. How are you involved in helping children with dyslexia or giftedness in this school?

Role	Always	Very often	Often	Some Times	Never
I teach children with dyslexia in a special unit.					
I am involved in sensitizing other teachers about giftedness.					
I am involved in sensitizing other teachers about children with dyslexia.					
I do not have any specific role but just teach in regular classes like other teachers.					
I give remedial teaching to children with dyslexia.					
I help in assessing children who may have dyslexia.					
I help in assessing children who may be gifted.					
I help regular teachers to prepare individualized education programmes for children with dyslexia.					
I help regular teachers to prepare individualized education programmes for gifted children.					

Appendix D: Questionnaire for Teacher Counsellors

My name is Matilda Wawuda from Egerton University. I am carrying out a research to determine the preparedness of regular primary schools to provide learning and socio-emotional development of children who have dyslexia and those who are gifted. Please help me by giving accurate and full information as asked in this questionnaire. The information you give will be treated as confidential. Thank you.

Section A

i) Year of appointment as a teacher

Counsellor _____

Section B

1. Are you trained in guidance and counseling? YES [] NO []

If yes, indicate the level of training

Degree []

Diploma []

Certificate []

As a unit []

None []

2. Have you been trained on how to give guidance and counseling to gifted children?

YES [] NO []

3. Have you been trained to give guidance and counseling to children with dyslexia?

YES [] No []

Please put a tick against the most suitable response to the statements below.

No.	Statement	AGREE	DISAGREE	NOT SURE
4.	Gifted children are overly concerned with global problems to the extent of being depressed.			
5.	Gifted children have a strong sense of justice			
6.	Gifted children are overly sensitive to peoples' comments			
7.	Gifted children have a deep sense of fear of failure.			

8.	The asynchronous development of gifted children may lead to emotional problems.			
9.	Gifted children face the risk of rejection by age mates			
10.	Gifted children may not even be aware the emotional problems accompanying their giftedness			
11.	Gifted children do not find enriching relationships among agetates.			
12.	Gifted children are very happy and do not seem to require counseling			
13.	Gifted children have problems with their identity			
14.	Children with dyslexia children are usually depressed			
15.	Children with dyslexia cannot read social cues			
16.	Children with dyslexia have low self esteem.			
17.	Children with dyslexia harbor feelings of anger and anxiety			
18.	Children with dyslexia often displace their anger on parents when they go home from school.			
19.	Children with dyslexia become deviant in school so as to be noticed.			
20.	Children with dyslexia would come up with any excuse just to avoid school			
21.	Children with dyslexia are often punished by teachers when they do not complete assignments even though it's not their fault.			

22. What are some of the challenges you face in counselling children with dyslexia?

	Really challenging	challenging	Not Challenging
I do not have much information about them			
I have no training on how to handle them			
The school does not have reliable tests to identify them			

23. What are some of the challenges you face in counselling gifted children?

	Really challenging	challenging	Not challenging
I do not have much information about them			
I have no training on how to handle them			
The school does not have reliable tests to identify them			

24. What services are offered by the G& C department in your school for children with dyslexia?

	Always	Very often	often	Some times	Never
We sensitize other teachers on the needs of children with dyslexia.					
We help in preparing individualized education programmes for them.					
We provide spiritual guidance					
We invite successful people who have dyslexia to come and encourage them.					
We are not doing anything as of now					

25. What services are offered by the G&C department in your school for gifted children?

Service	Always	Very often	often	Some times	Never
We invite resource persons to mentor them					
We provide spiritual guidance					
We help in preparing individualized education programmes for them.					
We sensitize other teachers on the needs of the gifted children					
We are not doing anything as of now					

Appendix E: Key Data Analysis Outputs

Awareness of Dyslexia and Giftedness

Items 3,4,5,6,8,9 and 10 on the Questionnaire for Regular Teachers (QRT) tested the teachers knowledge of the characteristics of dyslexia.

The mean score was calculated by first computing the percent score for each teacher on their awareness of dyslexia. The mean score for all the teachers was then computed using the formula:

$$\sum \frac{x}{n}$$

Where ,

x- individual teachers score

n-number of teachers

Group mean for Regular teachers’ of Giftedness

The teachers’ responses to items 13 to 19 were used to test teacher’s awareness of giftedness. The mean score was calculated by first computing the percent score for each teacher on their awareness of giftedness. Group mean was obtained by using the formula:

$$\sum \frac{x}{n}$$

Where,

x- individual teachers score

n- total number of teachers

Regular Teachers’ Group Mean Score on Awareness of Giftedness and Dyslexia

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Dyslexia	84	.00	100.00	54.4218	27.56187
Giftedness	84	28.57	85.71	54.9006	12.17864
	84				

ANOVA for Differences in Awareness of Giftedness

ANOVA

Anova for awareness of giftedness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1976.163	1	1976.163	12.179	.001
Within Groups	17199.951	106	162.264		
Total	19176.115	107			

Descriptives

Descriptive statistics for differences in giftedness awareness between regular teachers and special education teachers

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					1.00	84		
2.00	24	64.8810	14.58030	2.97619	58.7242	71.0377	28.57	85.71
Total	108	56.8783	13.38716	1.28818	54.3246	59.4320	28.57	85.71

Training	Mean	Std. deviation	F	P
Teachers Not Trained in Special Education	54.5918	12.179	12.179	0.001
Teachers Trained in Special Education	64.8810	14.5803		

ANOVA for Differences in Awareness of Dyslexia

ANOVA

Anova for dyslexia awareness

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	10318.905	1	10318.905	20.038	0.001
Within Groups	54587.762	106	514.979		
Total	64906.667	107			

Descriptives

Descriptive statistics for differences in dyslexia awareness between regular teachers and special education teachers

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					1.00	84		
2.00	24	78.4717	12.50829	2.55324	73.1899	83.7535	50.00	100.00
Total	108	60.1848	24.62934	2.36996	55.4866	64.8830	.00	100.00

Anova for Differences in Awareness of Dyslexia

Training	Mean	std. Deviation	F	P
Teachers trained in special education	78.4717	24.786	20.038	0.001
Teachers not trained special education	54.9600	12.50829		

Appendix G: A Snapshot of the Abstract Page Paper Published From the Work



Assessment of Teacher Awareness of Gifted Children and Resource Availability for their Learning in Regular Public Primary Schools of Mwatate Sub-County, Kenya

Authors: Mwangasha Matilda¹, Mary Kariuki² and Omulema, B.E.E³

¹Department of Guidance and Counseling, Egerton University

^{2,3}Lecturers at Egerton University, P.O. Box 536, Njoro, Kenya

Corresponding Author Email: wmwaki@gmail.com

Abstract

Among the pupils with special needs in education to be found within regular public primary schools, are gifted children. The purpose of this study was to assess whether regular public primary school teachers of Mwatate Sub-county were aware of gifted children and whether resources were available within these schools, to meet their unique learning needs. The study employed a survey research design. The population of the study constituted regular public primary school teachers and special education teachers in all the fifty nine (59) regular public primary schools of Mwatate sub-county in Taita Taveta County. Purposive sampling and random sampling methods were used to select a sample of one hundred and eighty nine (189) respondents. Questionnaires were used to collect data. The data were analyzed using descriptive statistics including frequencies and percentages. The research findings were summarized using tables. The study revealed that regular public primary school teachers were not well informed about giftedness. In addition, there were hardly any specialized approaches for teaching these children. Special education teachers attached to the regular schools and teacher counselors did very little towards helping gifted children. Workshops, seminars and in-service courses were recommended to create awareness of giftedness among regular public primary school teachers.

Keywords: Giftedness, teacher awareness, regular public primary school teachers, special education teachers, resource availability.

Appendix H: Research Permit

THIS IS TO CERTIFY THAT:


MS. MATILDA WAWUDA MWANGASHA
of EGERTON UNIVERSITY, 172-80300
voji, has been permitted to conduct
research in Taita-Taveta County
on the topic: ASSESSMENT OF TEACHER
AWARENESS AND RESOURCE
AVAILABILITY FOR THE LEARNING OF
DYSLEXIC AND GIFTED CHILDREN IN
REGULAR PUBLIC PRIMARY SCHOOLS OF
MWATATE DISTRICT, KENYA

Permit No. : NACOSTI/P/16/86736/12513
Date Of Issue : 2nd August, 2016
Fee Received :Ksh 1000

for the period ending:
30th July, 2017

Applicant's Signature


Director General
National Commission for Science, Technology & Innovation




CONDITIONS

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

REPUBLIC OF KENYA



NACOSTI
National Commission for Science, Technology and Innovation



RESEARCH CLEARANCE PERMIT

Serial No. A 10472

CONDITIONS: see back page

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OFFICE OF THE DIRECTOR, GRADUATE SCHOOL

Ref:.....
EM16/1079/03

28th October, 2014
Date:.....

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

Dear Sir,


**RE: REQUEST FOR RESEARCH PERMIT – MS. MATILDA WAWUDA
REG. NO. EM16/1079/03**

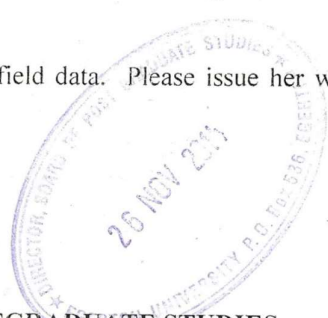
This is to introduce and confirm to you that the above named student is in the Department of Psychology, Counseling and Educational Foundations, Faculty of Education and Community Studies.

She is a bonafide registered Masters student in this University. Her research topic is entitled “Assessment of Teacher Awareness and Resource Availability for the Learning of Dyslexic and Gifted Children in Regular Public Primary Schools of Mwatate District, Kenya.”

She is at the stage of collecting field data. Please issue her with a research permit to enable her undertake the studies.

Yours faithfully,


Prof. M. A. Okiror
DIRECTOR, BOARD OF POSTGRADUATE STUDIES



MAO/ear

*“Transforming Lives Through Quality Education”
Egerton University is ISO 9001:2008 Certified*