

# **Effects of mainstreaming learners with communication disability and their effects on educational performance in public primary schools in Kericho County, Kenya**

**Mutai Paul Kipkorir**

## **Abstract**

This study sought to establish communication disability and their effects on educational performance of learners in mainstreamed public primary schools in Kericho County, Kenya. The study was guided by five objectives, these are to find out how learners with communication disability are mainstreamed in public primary schools, school's policies on mainstreamed learners' with communication disability in public primary schools, establish the teachers' attitudes towards mainstreamed learners with communication disability in public primary schools, evaluate intervention strategies used to support learners with communication disability in public primary schools and determine the effect of mainstreaming learners with communication disorders on educational performance in public primary schools. The study was based on the Albert Bandura's social learning theory which states that learning, both cognitive and behavioral, takes place through the observation, modeling, and imitation of others. This theory proposes that academic and behavior modeling takes place through verbal instruction, live modeling by a person, and symbolic modeling through four steps: attention, retention, reproduction, and motivation. Questionnaires were the main instruments of data collection. There was a questionnaire for head teachers, one for teachers and a different questionnaire for learners with CDs. Document analysis guide was used for collecting data on learners' performance in the year 2017. The study yielded both quantitative data and qualitative data. Qualitative data was analyzed using descriptive statistics; frequencies, percentages and the finding presented on pie charts, bar graphs and tables. Quantitative data was then analyzed using one-way ANOVA as it yielded a 2x3 factorial design. The study also established that teachers adopted various teaching strategies to assist learners with CD. Findings from the study also showed that schools were less equipped with teaching and learning resources for use with learners with CD and this affected their educational performance. The study recommends the training of all teachers to be able to teach learners with CD. The KICD should develop and disseminate teaching and learning resources specifically made for learners with CDs. The study suggests further research to be conducted to compare the effect of learners with CD in mainstream education on the performance of learners without CD.

**Full text:** <https://ir-library.ku.ac.ke/handle/123456789/18565>