

**FACTORS INFLUENCING MANAGEMENT OF PERSONS WITH DISABILITY IN
INCLUSIVE PRIMARY SCHOOL SETTINGS IN MBEERE NORTH SUB COUNTY,
EMBU COUNTY, KENYA**

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DECLARATION

This research project report is my original work and has not been presented for any academic award in any other University.

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DEDICATION

This research project is dedicated to my husband Julius, daughter Shayan, mum Joyce, dad James and my siblings Maureen, Florence, Mary and Ben for their moral support. Above all I would like to thank God for the gift of life which made all this work possible.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|---|
| APDK | Association for the Physically Disabled of Kenya |
| CWSN | Children with Special Needs |
| EARC | Educational Assessment and Resource Centre |
| EARS | Educational Assessment and Resource Services |
| KIE | Kenya Institute of Education |
| KISE | Kenya Institute of Special Education |
| MDGs | Millennium Development Goals |
| Most | Ministry of Education, Science and Technology |
| MoHEST | Ministry of Higher Education, Science and Technology |
| NCST | National Council for Science and Technology |
| OERs | Open Educational Resources |
| SEN | Special Education Needs |
| SNE | Special Needs Education |
| TESSA | Teacher Education in Sub-Saharan Africa |
| TSC | Teachers Service Commission |
| UN | United Nations |
| UNESCO | United Nations Educational Scientific and Cultural Organization |

ABSTRACT

Children with disabilities arguably form the largest group of readily identifiable children who have been and continue to be persistently excluded from education. The World Bank estimates that of the 115 million children worldwide who are not in school, 30-40 per cent are those children with disabilities. Education is perceived as a basic human right for all regardless of individual differences and a key ingredient for socio-economic development. Access, retention and participation are achieved through emphasis on inclusive education in regular schools for learners with special needs and disabilities. The purpose of the study was to investigate factors influencing management of persons with disability in inclusive primary school settings, with specific reference to Mbeere North Sub County in Embu County. The objectives of the study are to establish the influence of school structures in management of persons with disability; to investigate the influence of teachers' skills in management of persons with disability; and to examine the influence of school stakeholders in management of persons with disability. This study used descriptive research design. The study has established that all three study variables positively influenced management of persons with disability in inclusive primary school settings, all be it at varying extent levels. The study recommends that the school structures be modified to enable children with special needs have free circulation around the classroom and can access storage areas, equipment, sinks and sockets. The provision of ample space and level access should be ensured through provision of assistive devices, such as wheelchairs, crutches or canes.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Children with disabilities arguably form the largest group of readily identifiable children who have been and continue to be persistently excluded from education. The World Bank (2015) estimates that of the 115 million children worldwide who are not in school, 30-40 per cent are children with disabilities. According to the Ministry of Education (2009) despite the introduction and support of inclusion worldwide and Kenya in particular, the formation of numerous commissions, change of policies and education systems, support from NGOs and group activists all advocating for better lives for persons with special needs, it has been observed that persons with disability still face stigmatization.

Yet inclusive education was recommended to be practiced in all schools so that issues such as seclusion, stigmatization, and easy accessibility to school could be attained. Ainscow and Memmenesha (1998) pointed out that throughout the world, children with disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. They further stated that the provision of education for children with special needs has not been easy in Sub-Saharan Africa. According to UNESCO (2010) the hardest hit were those with severe disabilities who were excluded from the public education system altogether. The situation is austere in rural areas where regular schools lacked facilities to cater for the handicapped.

According to Nyongesa (2007), management is a complex and demanding activity. Management of Persons with Disability includes ensuring the disabled pupils' needs are well catered for in order to ensure inclusive education. According to Ministry of Education (2009:23) in Mbeere North Sub County the main constraints relating to access, equity, and quality in the provision of education

and training for learners with special needs include; lack of guidelines to support inclusive education implementation, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment.

This implies that special education had not been mainstreamed in all educational sub-sectors and programs. The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment, which make it difficult to integrate special education in regular programs. In addition, inadequate capacity among many teachers to handle children with special needs and inadequate teaching and learning materials worsen the situation. Although the idea of regular class delivery for learners with special education needs is seen as a recent movement, it had been suggested in Kenya, since independence. Nevertheless, little has been realized as far as inclusive education is concerned. This triggered the researcher to carry out a study on the factors influencing the management of persons with disability in inclusive primary school settings.

1.2 Statement of the Problem

Management of persons with disability has been of great concern to educationists. The Government of the Republic of Kenya has expressed her commitment to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socioeconomic development. To increase access and participation, Kenya has placed emphasis on inclusive education through regular schools for learners with special needs and disabilities. This goal however, could remain theoretical regarding its implementation for children with special needs unless effective equalization of opportunities for the exercise of their right to education is affected. Indeed, according to Republic of Kenya (2007), it was not enough to say that everyone has the right to education without putting in place mechanisms to ensure and facilitate access since according to Ministry of Education (2008) more than 75 per cent of children with disabilities in

Mbeere North Sub County are out of school. It is for this reason that this study proposes to study the factors influencing management of persons with disability in inclusive primary school settings

1.3 The Purpose of the Study

The purpose of the study was to examine the factors that influence management of persons with disability in inclusive primary schools' settings in Mbeere North Sub County Embu County.

1.4 Research Objectives

The following were the objectives of the study

- i. To establish the influence of school structures in management of persons with disability in inclusive primary school settings in Mbeere North Sub County.
- ii. To investigate the influence of teachers' skills in management of persons with disability in inclusive primary school settings in Mbeere North Sub County.
- iii. To examine the influence of school stakeholders' involvement in management of persons with disability in inclusive primary school settings in Mbeere North Sub County.

1.5 Research Questions

The following were the research questions:

- i. To what extent do school structures influence management of persons with disability in inclusive primary school settings in Mbeere North Sub County?
- ii. To what extent do teachers' skills influence management of persons with disability in inclusive primary school settings in Mbeere North Sub County?
- iii. What is the stakeholders' influence on management of persons with disability in inclusive primary school settings in Mbeere North District?

1.6 Significance of the Study

The study provided useful information on the challenges that disabled pupils face while in school. This information may be used by the Ministry of Education policy makers and educational planners as they consult on ways and means of improving accessibility, retention and participation of learners with disability in education in public primary schools. The study may also benefit school managers and other stakeholders as they execute their administrative roles. Finally, the study may benefit researchers by providing extra information on the objectives of the study.

1.7 Limitation of the Study

Time and money had been foreseen as major constraints since the schools are distributed in different parts of the district. The head teachers who are the school managers could also be busy running the affairs of the schools thus lack time to attend to the questionnaires. However, the researcher ensured that the questionnaires are delivered on time to give the respondents adequate time to react effectively.

1.8 Delimitation of the Study

This study population comprises of 95 head teachers and 903 teachers from the 95 public primary schools in Mbeere North Sub County in Embu County.

1.9 Basic Assumptions of the Study

The study assumed that all selected respondents will be available and that they will respond to the questions honestly.

1.10 Definitions of Significant Terms

The following are the significant terms of this study:

Management of Persons with Disability: Ensuring that the disabled pupils' needs are well catered for in order to ensure inclusive education.

School Structures: Structure is a constructed building or physical facilities, equipment, teaching and learning materials that can be used by disabled person to ease their operation

Teachers' Skills: Teachers' skills include their professional qualifications, experience in dealing with children with disability and their attitude towards them

Stakeholders' Involvement: refers to stakeholders' involvement in terms of provision of finances, policy suggestions and service in PTAs of all the parties, including the Government and non-governmental organizations; community-based organizations, such as religious ones; parents and individuals with interest and responsibility in welfare of children with disability in schools.

1.12 Organization of the Study

This research study is organized in five chapters. Chapter One covers the background of the study, statement of the problem, purpose of the study, objectives and research questions. It also covers the significance of the study, delimitation, limitations of the study, assumptions of the study, definitions of the significant terms as well as the organization of the study. Chapter Two covers literature review explaining the factors influencing management of persons with disability in inclusive primary school settings, theoretical framework and conceptual framework, the relationship between the factors on the conceptual framework, gaps in the literature review. Chapter Three outlines the research methodology which includes research design, target population, sample size, sampling technique, research instruments reliability and validity and procedures for data collection and analysis techniques. Chapter Four contain the data analysis,

presentation, interpretation of the research findings. Chapter Five contain the summary of research findings, discussions, conclusion, recommendations and suggestion for future studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews relevant literature on management of persons with disability in inclusive primary school setting in Mbeere North District in Embu County in Kenya from global, regional and local perspectives. The chapter also offers both theoretical and conceptual frameworks on which the study is based. Finally, research gap is identified.

2.2 Management of Persons with Disability in Inclusive Primary School Settings

Management is defined by Nyongesa (2007) as the utilization of physical and human resources through cooperative efforts. Management is a complex and demanding activity. It is also viewed as an art of getting things done through other people to accomplish set goals, KCA (2010). The head teacher who is the Chief Executive Officer (CEO) has to utilize, organize, plan, command, control, motivate and forecast all the resources at his disposal in order to manage the school. This study will view management as a process of guiding, caring, teaching, training, mentoring, planning, controlling, monitoring and evaluating among many other activities and roles performed by school managers while managing special needs education in an inclusive setting.

According to United Nations Educational Scientific and Cultural Organization (1994) education is recognized as a fundamental right for every child and an opportunity to achieve and maintain acceptable level of learning. It is advocated that, educational systems should be designed and programs implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. The Salamanca Statement and Framework for Action on Special Needs Education of 1994, re-affirmed the right to education of every individual, as enshrined in

the 1948 Universal Declaration of Human Rights, and renewed pledge made by World Community at the 1990 World Conference on Education for All (EFA) to ensure that right for all, regardless of individual differences.

According to Republic of Kenya (2005), education is recognized as basic right of children and EFA goals can be achieved by embracing inclusive education philosophy. Ministry of Education (2009) considers inclusive education as an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools. UNESCO (2001) asserts that, full participation and equality should be encouraged for the special child since children's learning does not only take place in schools, but also from their families through contact with peers, friends and participation in all diverse activities that occur in communities. The latter contends that through EFA, it is possible to enable all human beings, including the disabled, to develop their full potential, to contribute to society and above all, to be enriched by their differences and not devalued. UNESCO (1999) adds that inclusion calls for respect for differences and not identifying and referring to the disabilities of learners or to provide particular kinds of support where and when needed.

Studies have revealed that provision of inclusive education is possible in inclusive schools. Stainback and Stainback (1996) posited that an inclusive school was a place where everyone belonged, was accepted, and supported by his or her peers and other members of the school community in the course of having his or her educational needs met. Hannu, Marja and Heikki (2006) contend that by removing physical and social barriers to learning we could create true inclusive classrooms and societies, and speak of Education for All in a holistic sense. They argue that inclusion supports child's right to participate in education and it is the school's duty to accept and ensure it. They further hold that all learning needs could be met by opposing and rejecting

exclusion of learners and restructuring school policies and practices. A survey on the status of inclusive education in Kenya, conducted by Karugu (2001) as cited in Ogolloh (2008) revealed that 90% of the educators agreed that Kenya should practice the philosophy of inclusion in delivering educational services to children with special educational needs. To achieve this, some of the recommendations made included; massive public awareness campaigns on education for children with special needs, policy on inclusion to be enacted, national curriculum to be revisited and all teachers to be trained in the practices of inclusive education.

Ministries of Education (2009) and the Republic of Kenya (2005) confirm that the Kenya Government is committed to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socioeconomic development. To increase access and participation, the government has placed emphasis on inclusive education for learners with special needs through regular schools as opposed to the practice of using special schools and special units attached to regular schools through the introduction of Free Primary Education (FPE) in January 2003 and formulation of policy on inclusive education.

Literature has indicated that inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interactions because learners are exposed to real environment in which they have to interact with other learners each one having unique characteristics, interests and abilities. According to Ministry of Education (2003) inclusive education promotes social interaction between learners with special needs and their ordinary peers. Such interaction in turn enables the rest of the learners to develop such virtues as being accommodating, accepting, cooperative, considerate, patient, humble and supportive. The rest peers also learn to share knowledge, experience and resources with special

need education learners. It indeed lays a foundation to an inclusive society accepting, respecting and celebrating diversity.

UNESCO (1993) asserts that inclusive programs are desirable in developing countries in that, it is estimated that 80% of the world's population of people with disabilities live in developing countries of Asia; Africa; the Caribbean; Latin America; and the Middle East, with 150 million of them being children and only 2% are receiving special needs services. It opined that a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for children with disabilities in inclusive schools.

However, according to Carrington and Robinson (2004) in many developing countries, special education services are not being adequately funded due to their prevailing economic and political turbulence. UNESCO (2000) attributes serious shortages of resources: lack of schools or inadequate facilities, lack of teachers and/or shortage of qualified staff, lack of learning materials and absence of support to the poor economy. The inadequacy of resources available to meet the basic needs in education is a pervasive theme. It was estimated that achieving education for all will require additional financial support from countries and donors of about US\$ 8 billion per year (ibid).

Additionally, funding is adversely affected by lack of relevant research: data available for funding educational services in inclusive schools was at best scanty (UNESCO, 1993). According to UNESCO (1994), the Salamanca Declaration in 1994 in Italy at the World Congress on special needs education, reaffirmed the commitment of the world community (including developing countries), to give the highest policy and budgetary priority towards inclusive education, in order to include all children regardless of individual differences and disabilities. However, World Bank (1996) report shows that educational services are deteriorating as a result of severe decrease in

funding in many African countries. Brohier (1995): Kisanji (1995) and McConkey & O'Toole (1995) report that in many developing countries, it remains the case that special needs provision has not been a priority of government policy and expenditure. This is due to the needs of the "normal" who were in the majority had to be met first prior to meeting those of individuals with special needs who were in the minority; lack of awareness of the potentials of people with disabilities, expenditure for services for people with disabilities was considered "a waste of scarce funds"; and meeting the needs of citizens with disabilities was considered "too costly", without return.

Literature has identified various sources of financing education. Assie-Lumumba (2005 cited in Onsomu, Muthaka, Ngware and Kosimbei, 2006) identifies five sources of financing education: the state, local communities, families, business and external sources. According to Ministry of Education (2009) the Government of the Republic of Kenya under the FPE program facilitates provision of additional capitation grants to facilitate implementation of inclusive education. This is in line with her policy measures and investments in education are designed to provide sufficient funding for primary education in order to alleviate household costs burden, to increase access, to ensure adequate teaching learning inputs and ensure internal efficiency (Republic of Kenya 2003). Ministry of Education (1987 cited in Eshiwani 1993) asserted that the government's contribution alone was not enough for schools.

It indeed warns that without parents'/guardians' contributions, the development of many schools would be affected as the available government resources are inadequate in meeting the demands of education. Republic of Kenya (1999) echoes that providing quality education to increasing numbers of students meant first expanding the resource base beyond government sources to fill up costing gaps, utilizing the available resources more efficiently, establishing autonomous funding

system, strategizing the allocation of funds and providing incentives for quality improvement in all components of education.

Fisher and Kennedy (2001) contend that in several developing countries financial provision for the education and other needs of individuals with disabilities was undertaken largely by non-governmental organizations (NGOs). According to UNESCO (1995) a review of the situation of special education in developing countries indicated that, in twenty-six of them NGOs were considered the major source of funding, while in several other, NGOs provide up to 40% of the costs of special needs provision.

However, Manda, Mwambu and Kimenyi (2002, cited in Onsomu, Muthaka, Ngware and Kosimbei, 2006) maintain that state should always be the principal investor in education. They point out that such role should not be left entirely to the private sector because of the long-term objectives of human resource development. Republic of Kenya, 2005) points out that in Kenya, financing of special education still remains a major challenge for the Government. On average, the Government spent 0.2 percent of the total education budget on special education, which was grossly inadequate. Consequently, most of the financing comes from civil society, particularly local and international NGOs. Ministry of Education (2003) observed that most programs in special needs education were mainly donor funded with some support from the government.

The ministry further noted that the government was already supporting the education of learners with special needs by providing an additional sum of Ksh.2, 000 per child. However, it observed that the amount was not enough due to the unique needs of SNE learners. In that light, the task force on special needs education appraisal exercise of 2003 recommended that the government

take its rightful and leading role in the provision of education for children with special needs. It also recommended that the unit cost of educating a child with special needs be Ksh.17, 000 for a child in a day school and Ksh.32, 000 for one in a boarding school. Ogolloh (2008) quotes the Assistant Minister for Education Hon. Kirimi Mwiria who observed that FPE initiative does not adequately address the needs of disabled children country wide because such children need a lot of finances to educate. Ministry of Education (2009:25) maintains that apart from the funds allocated to every learner in primary schools/units, those with special needs and disabilities get a top up for specialized teaching/learning materials and other assistive devices. It laments that this capitation has not been formalized and it is usually done on ad hoc basis and therefore inadequate for purchase of teaching/learning materials in the institutions.

2.3 School Structures and management of persons with disability in inclusive primary school settings

Literature has indicated that physical materials play a vital role in achieving EFA goal. According to Republic of Kenya (1999), the quality and adequacy of physical facilities, equipment, teaching and learning materials have a direct bearing on the quality of education, as they determine how effectively the curriculum is implemented. Kochang Report (2003, cited in Ministry of Education, 2009:24) noted that learners with special needs and disabilities require a learner free environment to maximize their functional potentials.

Klausmeir and Goodwin (1976) observed that marked progress has been made in getting new buildings, classrooms and teachers for a rapidly increasing child population which is a significant accomplishment. However, in the planning of new buildings and in the security of school facilities and equipment, the tendency has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally

well for the nurturance of all forms of abilities in all children. Republic of Kenya (2005) points out that to achieve Universal Primary Education (UPE) by 2005 and an EFA goal by 2013, the Government of the Republic of Kenya introduced FPE in January 2003, which resulted in an increased enrollment of children in formal public primary schools. It adds that the result was overstretched facilities and overcrowding in schools which are barriers for learners with special needs. It further points out that over time; there had been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities.

According to Republic of Kenya (1999) children with special needs often need specialized aids, to move about, to read and write or to hear. For example, children with severe paralysis of the lower limbs required wheelchairs; those who were visually impaired require a Braille machine, spectacles, and white canes, while those with hearing impairments require hearing aids where necessary. It however, noted that the physically handicapped and the hearing impaired had no specific resources put in place for them.

In particular, the physically handicapped had been left to cope with the undesirable barriers that inhibit their movements. Allen and Schwartz (2001) assert that it is the responsibility of teachers to ensure that materials and equipment's are free of cracks and splinters, and in good working order. It is frustrating for any child to try to steer a wheel toy that has a bent axle; for a child with limited motor skills, it might lead to serious accidents. This could frighten the child from further efforts to join outdoor play. Teachers have to ensure that the resources are properly used and stored when not in use. Charema and Peresuh (1996) assert that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education in developing countries.

A study conducted by Kristensen and Kristensen (1997) in Uganda indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. This concurred with the findings of a study by Kisanji (1995) done in Tanzania. In his study in Zimbabwe, Charema (1990) observed that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries or cords, some of the ear molds were chipped, some speech trainers were not working and there were no spare parts to have them repaired.

Also, it was noted that some of the wheelchairs were old fashioned and cumbersome to push. One could not wheel oneself and therefore needed someone all the time, which deprived him/her of independence and privacy. The developing countries were therefore advised to make use of indigenous products to manufacture equipment that could be used and serviced within the country rather than relying on developing partners for support. Due to the financial crisis, shortage of foreign currency to import the much-needed equipment, some people with disabilities in Zimbabwe were making wheel chairs, and calipers for people with disabilities, using improvised materials. A study carried out by Kalabula and Mandyata (2003) on inclusive practices in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included. Mmbanga (2002, cited in Miles, Ainscow, Kangwa, Kisanji, Lewis, and Mmbanga, 2003) conducted a study in Tanzania and found out that schools were experiencing a shortage of classrooms, overcrowding, shortage of textbooks and other reading materials adversely affecting inclusive education.

Republic of Kenya (1999) asserts that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment and laxity on the

side of the government to fund special education materials and construction of buildings depending highly on donor funding. According to East African Standard of 31st July 2003 as cited in Ogolloh, (2008) the Taskforce set to determine the status of special education needs in Kenya established that public schools were never provided with materials or finances to enable them to meet the needs of children with special needs. This claim corresponds with Republic of Kenya (2005) and Ministry of Education (2009) assertion that implementation of inclusive education in Kenya was compounded by inadequate facilities, lack of equipment and inadequate teaching and learning materials. The study has established that school structures, in terms of physical facilities and teaching/learning resources, were highly inadequate in the schools of persons with disability in Mbeere North sub County, Embu County. This means that the children can only access their learning with difficulty; and even when they do, their learning is also compromised; a situation that negatively influences management of persons with disability in inclusive primary school settings.

2.4 Teachers skills and management of persons with disability in inclusive primary school settings

Literature has revealed inadequate personnel training programs and shortage of teachers as some of the enormous global challenges facing the education sector in developing countries. UNESCO (2007) points out that, to meet the challenges of the Education for All (EFA) goals, somewhere between 15 and 35 million new teachers are required globally by 2015. According to UNESCO (2008), in Africa, south of the Sahara alone, it was estimated that approximately 4 million additional teachers would be needed to fill both new posts and vacancies (to deliver a complete course of primary schooling for all children). This need was due to attrition caused in particular

by the effects of HIV/AIDs and the migration of trained teachers into other sectors of the economy and other countries outside of the region.

Eleweke and Rodda (2000) advocate that successful inclusive education programs require the services of different professionals who assist in identification, referral, diagnosis, treatment and training. World Bank (2004) reports that adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools. While research indicates that most developing countries in south of the Sahara have training programs for teachers of special needs, Kisanji (1995), Peresuh, Adenigba & Ogonda (1997) and Enon (1997) lament that developing countries lack training programs for other specialist professionals needed to support inclusion. Engelbrecht and Chris (1998) enforce that inclusive education demands relevant training and support for all teachers. There are very few training programs for specialist's personnel such as educational audiologists, physiotherapists, occupational therapists, speech and language pathologists and communication support workers such as interpreters. Lack of relevant literature in terms of cultural values and beliefs and financial constraints in developing countries, is a cause for concern when one considers the adequacy of the teacher training programs that mainly use Western ideologies and literature that refer to materials that are non-existent in developing countries.

Barbara, Michael and William (1998), conducted a study on implementing instructional adaptations for students with disabilities in inclusive classrooms in California. Examined were classroom teachers and head teachers on use of instructional adaptations in general education classes.

The study revealed that there was lack of teacher training and limited school support as barriers to teachers being able to accommodate the individual needs of students in inclusive settings. UNICEF

(2003) observes that a study conducted in a privately owned primary school in a suburb of Karachi, Pakistan found out that some of the challenges faced by teachers dealing with special needs in the school were related to limited knowledge on how to deal with the said pupils. Kalabula and Mandyata (2003) and Katwishi (1988) conducted a study on inclusive practices in Zambia and found out that there were no specialist teachers in most institutions to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in ordinary schools.

In a study, Kuyini (2006, 2007, and 2008, cited in Kuyini, 2010) found out that although teachers in Ghana had relatively positive attitudes towards including learners with special needs in regular classrooms, they had limited knowledge of inclusive practices. Further, they were not providing the individual support to learners with special needs in the generally overcrowded classrooms to allow them to achieve meaningful educational outcomes. In addition, head teachers' expectations of teachers to implement inclusion activities were quite low and organizational approaches adopted by schools did not promote inclusion. Also, Eshiwani (1987) noted that one reason for poor performance in educational systems in Kenya as well as other developing countries is weak managerial capabilities in those systems. The growth in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case and the limited opportunities for in-service training have denied most of them the chance to enhance their skills beyond those acquired during their basic training.

In the East African Standard of 30th August 2003, as cited by Ogolloh, (2008), the Assistant Minister for Education, Honorable Kirimi Mwiria, called for training of many teachers to equip them with skills in handling special needs learners in both primary and secondary schools as many

teachers found in these schools lack the required skills for special learners. In concurrence with the claim, Republic of Kenya (2005) and Ministry of Education (2009) point out inadequate capacity among many teachers to handle learners with special needs and inappropriate placement of children with disabilities, inadequate supervision and monitoring of special education programs which worsen the situation of implementing inclusive education for children with special needs in public primary schools.

According to Government of Kenya (2005) teachers are an important human resource in the teaching and learning process and constitute one of the main inputs of primary education costs. Republic of Kenya (2005) considers teacher as an important resource in the teaching/learning process whose training and utilization require critical consideration.

The Kenya Education Commission of 1964 advocated for training of all teachers to take care of the special needs child into the mainstream. Teferra and Skauge (2007) point out that teacher education lie at the heart of all development schemes as it is recognized as one of the major areas of focus for poverty reduction, economic progress, social and cultural development. Agbenyega (2007) holds the view that qualified teachers know that classroom needs must be approached “from a curricular stand point”, in which difficulties are defined on each specific task, activity and classroom conditions.

According to Republic of Kenya (1988), the Government of the Republic of Kenya programs for teacher education aims at providing qualified teachers and is therefore, central to ensuring the provision, of quality education. The Government stipulates that objectives of teacher education to include development of communication skills, professional attitudes, values and equipment with the knowledge and ability to identify and develop the educational needs of the child.

UNICEF (2003) advocates that the training of general teachers at pre-service and in-service levels should address the issue of education of children with special needs, so that teachers are better equipped to work in an inclusive environment. It points out that some of the issues that need to be addressed include the methodology to be adopted for identifying children with special needs; classroom management; use of appropriate methodologies; skills for adopting curriculum; development of teaching-learning materials that are multi-sensory in nature; and evaluation of learning among others. Along the same line, Idol and West (1987, cited in Alper, (1995) states that teachers should be supported in inclusive schools by providing in-service training that addresses teacher-identified needs; employing competent personnel to deliver the training; offering incentives to educators to participate using a variety of methods and coordinating the training with other institutions.

From the findings of the study, a whole 38% of the teachers in inclusive schools, though qualified to teach in a normal primary school, had not been trained to teach pupils with special education needs, a totally unacceptable situation. On the positive side, a huge majority of the trained teachers had served as special education teachers for at least 5 years, hence had the necessary experience to handle pupils with disability in inclusive primary school settings

2.5 Stakeholders influence and management of persons with disability in inclusive primary school settings

Literature has identified that there has to be coordination and collaboration/networking of all stakeholders who assist in the running of inclusive schools, CWSN, Lombard (1994). Effective implementation of management of persons with disability is based on a number of recommendations and in various education Commission reports, National Development Plans and Government sessional papers such as the Ominde report of 1964, the Gachathi report of 1976,

Kamunge report of 1988 and National development papers among others. Both developed and developing countries have been trying to implement the objectives of inclusive education. However, success and failures have been noted in all of these countries.

This suggested that the way to full inclusion was tough and challenging especially for most of the developing countries, which were constrained by poor economy. From the foregoing, the major constraint was serious shortage of resources: lack of enough schools, facilities, qualified personnel, learning materials and lack of support from various stakeholders. UNESCO (2000) pointed out that the inadequacy of resources available to meet the basic needs in education was a pervasive theme. UNESCO contended that achieving education for all would require additional support from various stakeholders.

Parent groups and organizations of persons with disabilities should be involved in the education process at all levels. Special attention should be given to very young children and pre-school children with disabilities, as well as adults and particularly women with disabilities. To accommodate educational provisions for persons with disabilities in the national education system, states should have a clearly stated policy, understood and accepted at the school level and by the wider community; allow for curriculum flexibility, addition and adaptation; and provide for quality materials, on-going teacher training and support to teachers. Adequate, accessible and appropriate support services should be provided to meet the needs of persons with different disabilities in mainstream schools.

According to MOEST (2001) in situations where the general school system does not yet adequately meet the needs of all persons with disabilities, special education may be considered, but it should be aimed at preparing students for education in the general school system. States should aim for

the gradual integration of special education services into mainstream education. Integrated education and community-based programs should be seen as complementary approaches in providing cost-effective training for persons with disabilities.

Governments should work in close cooperation with non-governmental organizations which are providing education to children with disabilities and developing strategies to include them in regular community schools, with a view to learning from these processes and including them in the national education system. Allen, K. & Schwartz, I. (2001) states that governments should consult with organizations of persons with disabilities and parents of children with disabilities, in the development of policies and changes to the school system, to ensure that these children are included in regular community schools and that their needs met.

The study findings record a highly positive influence of various stakeholders' involvement on management of persons with disability in inclusive primary school setting. Their involvement revolved on the development and influencing of policies changes through participation in board meetings; funding and facilitating training seminars, purchase of learning and teaching equipment, among other needs; and provision of transport for disabled children to access their schools and other activities. These findings are in line with those of Allen, K. & Schwartz, I. (2001) that state that governments should consult with organizations of persons with disabilities and parents of children with disabilities, in the development of policies and changes to the school system, to ensure that these children are included in regular community schools and that their needs met.

2.6 Theoretical Framework

The study will be guided by the systems theory developed in American industries and later found application in education planning, development and evolution amongst educationists (Kaufman,

1972) as quoted by Hassan, (2010). The systems theory was propounded by Chester Bernard and Ludwig Von Bertalanffy. Sauter (2000) defines a system as any collection of interrelated parts that together constitute a large whole. These component parts or elements of the system are intimately linked with one another, either directly or indirectly and any change in one or more elements may affect the overall performance of organization. Systems theory presumes that organizations operate as a system within a super system. In this case schools operate within the broad framework of the Ministry of Education which is governed by the existing social political and economic regulatory framework.

Management is not an isolated activity but a process that exists in a social economic and political environment where political decisions affect what happens at the school level in terms of resources allocated for physical and material resources as well as what the government considers as a priority. The economic dynamics in a locality influence the extent to which the resources that the community has can be released to educational institutions, financial management in schools is regarded as taking place in a system. The processes within the system are the professional training and development offered by institutions such as KEMI, supervision and evaluation services by the District Auditor and continuous professional development.

2.7 Conceptual Framework

Figure 1 presents the conceptual framework of this study.

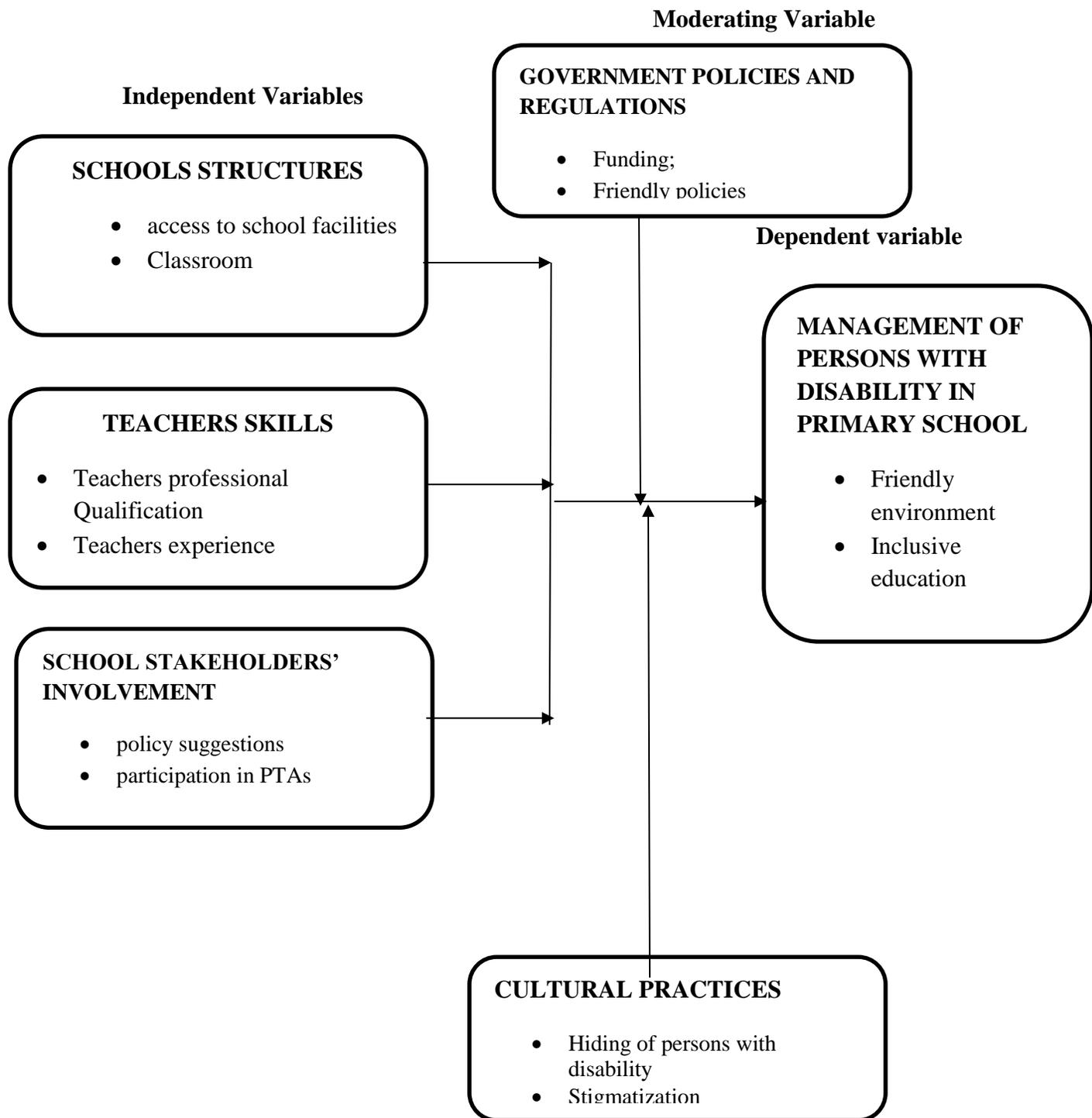


Figure 1 Conceptual Framework

2.9 Research Gap and Chapter Summary

| Author | Title of the study | Variable | Indicators | Findings | Knowledge Gaps |
|--------------|--|--------------------------------|---|---|--|
| NCAPD (2006) | Exceptional Children in Education | Inclusive Education | <ul style="list-style-type: none"> • Access to education for PLWD • Capacity of schools to support PLWD • Recruitment of teachers for learners with special needs • In service training of teachers for learning with special needs | Inclusive education requires proper planning and adequate support in terms of resources. | The author acknowledged the importance of inclusive education to support the needs of PLWD. However, full participation and equality should be encouraged for the special child. This is because children's learning does not only take place in schools: they learn from their families through contact with peers and friends and through participation in all the diverse activities that occur in communities. |
| Eaga (2006) | Functional assessment to predict capacity for work in a population of school-leavers with disability | Access to Equitable Employment | <ul style="list-style-type: none"> • Job creation for PLWD • Targeted employment of PLWD • Workforce agreement for PLWD • Placement programs for PLWD | Targeting disabled persons in hiring processes for the government and state agencies and retention of these individuals helps to increase the potential pool of highly qualified people from which the Government draws its talent. | The author did not mention the importance of strategies including the adoption of non-competitive hiring processes. Such a policy would aid in equitable employment of disabled persons. |

| | | | | | |
|------------------|---|-------------------|--|---|--|
| Rohwerder (2014) | Disability inclusion in social protection | Social Protection | <ul style="list-style-type: none"> • Cash Transfer Programmes • Disability grants • Social and Health Insurance | Social protection measures are vital to achieve equalization. They enable greater participation in economic and social life | The study did not mention that when the social protection measures are in place, there is the need to sensitize the PLWD on the influence that these programs have on the livelihoods of PLWD. |
|------------------|---|-------------------|--|---|--|

Summary of the Literature Review

The study sought to investigate the factors influencing management of persons with disability in inclusive primary school settings. The researcher sought to add to the existing body of knowledge on the empowerment of disabled people. The study findings record a highly positive influence of various stakeholders’ involvement on management of persons with disability in inclusive primary school setting. Their involvement revolved on the development and influencing of policies changes through participation in board meetings; funding and facilitating training seminars, purchase of learning and teaching equipment, among other needs; and provision of transport for disabled children to access their schools and other activities. A huge number of teachers had not been trained to teach pupils with special education needs, a totally unacceptable situation. The study also established that school structures, in terms of physical facilities and teaching/learning resources, were highly inadequate in the schools of persons with disability.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, the target population and sample procedure, data collection instruments and methods of data analysis and validity and reliability of research instruments and finally methods to be used for data analysis.

3.2 Research Design

The research design is a master plan specifying the methods and procedures for collecting and analysing the information (Cooper & Schindler, 2001). This study adopted a descriptive survey research design that, according to Robson (2002) has an advantage in that it may be adopted to collect generalizable information from almost all population and that it provides relatively simple and straight forward approach to the study of values, attitudes, beliefs and motives.

3.3 Target Population

According to Mugenda and Mugenda (2003), a population is a complete set of individuals, cases or objects with some common observable characteristics while target population refers to that population to which a researcher wants to generalize the results of a study. Table 3.1 presents the target population of this study.

Table 3:1 Target Population

| Population | Frequency |
|----------------------|------------------|
| Head teachers | 95 |
| Teachers | 903 |
| Total | 998 |

(D.E.O Mbeere District, 2017)

As shown in Table 3.1, the target group of this study was 95 head teachers and 903 teachers who worked in the 95 public primary schools Mbeere North District in Embu District.

3.4 Sampling Procedures and Sample Size

According to Kothari (2000), a stratified random sampling is used where the population comprises several distinct categories, and the frame can be organized by these categories into separate strata. Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected. This study will use stratified random sampling to ensure that all the public schools in Mbeere north Sub County are represented. Thereafter, stratified sampling was used to obtain head teachers and teachers from the sub county. This is the preferred sampling strategy because the study population is not homogeneous as it consists of different staff cadres. This study applied Mugenda and Mugenda (2003) sample size determination formula that suggests that when the population is less than 10,000, then a sample of between 10% and 30% extracted from the total population is the requisite for descriptive survey research.

Table 3.2 Sample Size

| Population Category | Actual | Sample 30%&10% | Sample Size |
|----------------------|--------|----------------|-------------|
| Head teachers | 95 | 30% | 29 |
| Teachers | 903 | 10% | 90 |
| Total | 998 | | 119 |

3.5 Research instruments

The study utilized primary data that was collected using semi-structured questionnaires that had both open and close-ended questions. The questionnaire consisted two parts. The first part asked about demographic information of the respondents while the second part contained questions about the three independent variables school structures, Teachers skill and stakeholder involvement

3.6 Validity of the Instruments

Validity is the extent to which the instrument measures what it is supposed to measure according to the researcher's subjective assessment (Nachmias & Nachmias, 2007). To find validity of

research instruments expect opinion will be sought to check the content and formal of an instrument to judge whether or not it will be appropriate and relevant with respect to the content as expressed by research objectives (Ng'ang'ga, Kosgei & Gathuthi, 2009).

A questionnaire is said to be valid when it actually measures what it claims to measure. In order to ensure that the instruments are valid the researcher will subject to content criteria and face validity test by a team of head teachers and teachers in the field. To further establish content validity of instruments, pre-test was carried out on a similar population to the target population as recommended by Mulusa (1988). According to Mulusa (1988) about ten cases which represent the target population in major researchers can be used in a pre-test. In this case 10 respondents were used for conducting the pre-test.

3.7 Reliability of the Research Instruments

According to Mugenda (2008), reliability is the proportion of variance attributable to the time measurement of a variable and estimated the consistency of such measurements over time from a research instrument. It is a measure of the degree to which a research instrument would yield the same results or data after repeated trials. To determine the reliability of the instruments test retests was done by administering the same instrument twice to the same group of individual after two weeks. A computer program, statistical package for social sciences (SPSS) was used to calculate Crombach's Alpha Co-efficient (Cortina, 1993). Reliability of the instrument was enhanced through a pilot study. A pilot study was conducted in Mbeere North District. The research instrument was piloted on a small representative sample of 25 teachers and head teachers that was not used in the actual study.

3.8 Data Collection Procedure

The researcher applied a research permit from the Ministry of Higher Education, Science and Technology soon after the researcher obtained a transmittal letter from the University to aid get

authorization to collect data from the respondents. The researcher made subsequent visits and courtesy calls when necessary to remind the respondents to fill in the questionnaire thereby increasing the response rate.

3.9 Data Analysis

After administering the questionnaire, data was converted into numerical codes for statistical analysis. SPSS Version 20 was used for data analysis. Descriptive statistics was computed for all the variables to ensure quality of data. The researcher then used descriptive statistics to show distribution relationships between variables under study and proportions in terms of texts, percentages and tables. The researchers then evaluated and analyzed the data to determine the adequacy of the information, credibility, usefulness, consistency and validity.

3.10 Ethical Consideration of the study

The research authorities, both at the University and the Government, were consulted and had authorized the undertaking of the research. At the field level, the researcher explained the purpose of the study to the respondents and, in seeking their voluntary participation in the exercise, assured them of confidentiality and anonymity, including not indicating their names in the questionnaire.

3.11 Operational Definition of Variables

The Operational Definition of Variables of this study appears in Table 3.3.

Table 3.3: Operational Definition of Variables

| Research Objectives | Type of Variable | Indicator | Measurement | Data Collection | Level of scale | Approach of analysis | Level of analysis |
|---|-----------------------------------|---|---|----------------------------|-----------------------|------------------------------|--------------------------|
| To establish the influence of school structures in management of persons with disability in inclusive settings in primary schools Mbeere North District Embu County | Independent: School structures | Physical access to school facilities Classroom organization Learning materials for the disabled | Access to School structures and resources | Questionnaire | Nominal Ordinal | Qualitative and Quantitative | Descriptive |
| | | | | | | | |
| To investigate the influence teachers skills in management of persons with disability in inclusive settings in primary schools within Mbeere North District Embu County | Independent: Teacher's skills. | Teachers professional Qualification Teachers experience Teachers attitude | Teachers level of education Teachers experience on handling disabled pupils Teachers attitude towards the disabled pupils | Questionnaire Interview | Nominal | Qualitative and Quantitative | Descriptive |
| | | | | | | | |

| | | | | | | | |
|--|---------------------|---|--|---------------|-----------------|------------------------------|-------------|
| To examine the influence of school stakeholders in management of persons with disability in inclusive settings in primary schools within Mbeere North District Embu County | school stakeholders | stakeholder's collaboration and support | Frequency of the stakeholder's support | Questionnaire | Nominal | Qualitative and Quantitative | Descriptive |
| | | communication channels | Are there any Communication Channels? | Questionnaire | Nominal Ordinal | Qualitative and Quantitative | Descriptive |
| | | parental involvement | Are there any pupil/teachers meetings | Questionnaire | Nominal Ordinal | Qualitative and Quantitative | Descriptive |

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses, presents and interprets study findings on the factors influencing management of persons with disability in inclusive primary schools' settings in Mbeere North sub County, Embu County, Kenya. The responses are analyzed using descriptive statistics and the findings presented in the form of frequency tables.

4.2 Response Rate

One hundred and nineteen (119) questionnaires were administered to the respondents. Table 4.1 presents the response rate of the study.

Table 4.2 Response rate.

| Responses | Frequency | Percentage |
|---------------|-----------|------------|
| Responded | 110 | 92% |
| Not Responded | 9 | 8% |
| Total | 119 | 100% |

Out of 119 questionnaires that were administered, 110 of them were returned for analysis; translating to a high 98 percent return rate. According to Mugenda & Mugenda (2003), a response rate of more than 50% is sufficient for this kind of study.

4.3 Demographic Information of the Respondents

The respondents were requested to provide information on their gender, age bracket, level of education and work duration; information that is presented and interpreted in this section.

4.3.1 Gender of the Respondents

Respondents were requested to indicate their gender and findings are as shown in Table 4.2.

Table 4.3 Gender of the Respondents

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 50 | 45% |
| Female | 60 | 55% |
| Total | 110 | 100% |

From the findings in Table 4.2, there is a higher rate of female teachers teaching persons with disability in inclusive primary school settings in Mbeere North that reflects the gender imbalance in teachers' distribution at primary school level all over the country.

4.3.2 Level of Education of the Respondents

The respondents were also requested to give information regarding their highest education level.

Their responses appear in Table 4.3.

Table 4.4 Highest Level of Education

| Education Level | Frequency | Percentage |
|-----------------|-----------|------------|
| P1 | 27 | 25% |
| Diploma | 47 | 43% |
| Degree | 36 | 33% |
| Total | 110 | 100% |

Table 4.3 indicates that all the teachers had the necessary level of education to teach in an inclusive primary school setting, such as the one under this study. This conclusion is fair since most children

in these institutions are at the primary school level, and a teacher therein needs at least the P1 qualification to secure employment.

4.3.3 Length of Teaching Experience

The respondents were requested to indicate how long they had been teaching in primary schools. The findings are illustrated in Table 4.4.

Table 4.4 Length of Teaching Experience

| Teaching Experience | Frequency | Percentage |
|---------------------|-----------|------------|
| 0-5 years | 3 | 3% |
| 6-10 years | 11 | 10% |
| 11-15 years | 20 | 18% |
| 16-20 years | 24 | 22% |
| Over 20 years | 52 | 47% |
| Total | 110 | 100% |

As Table 4.4 shows, the teachers in this study were highly experienced, with 87% of them having served for over ten (10) years. Moreover, of the whole group, 47% had been teachers for over 20 years.

4.4 Influence of School Structures on Management of Persons with Disability

This section covers information on the first objective of the study, namely the influence of school structures on management of persons with disability. The selected school structures included both physical facilities and teaching/learning resources.

4.4.1 Availability of physical facilities in school

The respondents were requested to comment on the physical facilities available in school for the management of persons with disability in inclusive primary school settings. The findings are illustrated in Table 4.5.

Table 4.5 Availability of physical facilities in school

| Facility | Frequency | Percentage |
|--------------------------|-----------|------------|
| Barrier free pavements | 30 | 27% |
| Toilets and wheel chairs | 43 | 39% |
| Well-lit classrooms | 37 | 34% |
| Total | 110 | 100% |

As Table 4.5 clearly records, these well-informed respondents thought that the physical facilities available in their schools were highly inadequate; a situation that continues to marginalize children with special needs, thus influencing their learning negatively.

4.4.2 Availability of teaching/learning resources

The respondents were requested to indicate the available teaching/learning resources for inclusive education for children with special needs in their school. The findings are illustrated in Table 4.6.

Table 4.6 Teaching/Learning resource available in schools

| Resources | Frequency | Percentage |
|-----------------------------------|------------------|-------------------|
| Teaching Aids | 43 | 39% |
| Large Print Text Books for Vision | 21 | 19% |
| Magnifying Lenses | 8 | 7% |
| Braille's Writer | 15 | 14% |
| Hearing Aids | 23 | 21% |
| Total | 110 | 100% |

From the information in Table 4.6, schools for inclusive education for children with special needs were poorly supplies with the basic learning aids needed by the children for effective learning. This conclusion is fair noting that the respondents were knowledgeable, having been teachers in those schools for many years; and in any case, effective management of persons with varying types of disability, and at all levels, still has a long way to go all over the country.

4.5 Influence of Teachers' Skills in Management of Persons with Disability in Inclusive Primary School Settings

This section covers information on the second objective of the study, namely the influence of teachers' skills in management of persons with disability, covering both basic training and length of service as teachers of pupils with special education needs.

4.5.1 Basic Training as Teachers of Pupils with Special Education Needs

The respondents were requested to indicate whether they had been trained to teach pupils with special education needs. The findings are illustrated in Table 4.7.

Table 4.7 Trained to Teach Pupils with Special Education Needs

| Responses | Frequency | Percentage |
|-----------|-----------|------------|
| Yes | 68 | 62% |
| No | 42 | 38% |
| Total | 110 | 100% |

From the findings in Table 4.7, majority of the respondents, at 62%, indicated that they had been trained to teach pupils with special education while needs. Regrettably, a whole 38% of the teachers, though qualified to teach in normal primary schools, had not been trained to teach pupils with special education needs, a totally unacceptable situation that reflects the general marginalization of persons with special needs.

4.5.2 Teaching Experience as Special Education Teachers

The respondents who had been trained, were requested to indicate how long they had served as special education teachers. The findings are illustrated in Table 4.8.

Table 4.8 Service Experience as Special Education Teachers

| Service Experience | Frequency | Percentage |
|--------------------|-----------|------------|
| 0-5 years | 20 | 29% |
| 6-10 years | 16 | 23% |
| 11-15 years | 12 | 18% |
| 16-20 years | 12 | 18% |
| Over 20 years | 8 | 12% |
| Total | 68 | 100% |

As shown in Table 4.8, majority of teachers, at 70%, had served as special education teachers for at least 5 years, hence had the necessary experience to handle pupils with disability in inclusive primary school settings.

4.6 Influence of Stakeholders in Management of Persons with Special Needs

This section presents information on the third objective of the study; that is, the influence of stakeholders, namely the Government of Kenya, Non-Governmental Organizations, Community Based Organizations, parents and individuals of good will, on management of persons with disability. The section covers identification of the identified stakeholders' involvement through provision of various services, including provision of transport to students, participation in board meetings and funding.

4.6.1 Provision of Transport to Access of School by Special Needs Children

The respondents were asked to indicate who helped children with special needs accessed school.

The findings are illustrated in Table 4.9.

Table 4.5 Support to Access of School by Special Needs Children

| Support to Access School | Frequency | Percentage |
|--|------------------|-------------------|
| On their own | 21 | 19% |
| Assisted by parents | 50 | 45% |
| Through special transport programmes by school | 39 | 35% |
| Total | 110 | 100% |

As shown in Table 4.9, various stake holders, namely parents and the school, through government-provided vehicles, facilitate children with special needs access their school. However, almost 20% of the learners got to school on their own, most likely as they lived near the school or their parents could not afford the cost.

4.6.2 Stakeholders Involvement in School Board Meetings

The respondents were asked to indicate how often the stakeholders attend board meetings. The findings are illustrated in Table 4.10.

Table 4.6 Stakeholders attendance of board meetings

| Response | Frequency | Percentage |
|--------------------------|------------------|-------------------|
| Once a year | 23 | 21% |
| Two-three times a year | 34 | 31% |
| Above three times a year | 43 | 39% |
| Never | 10 | 9% |
| Total | 110 | 100% |

Based on the findings in Table 4.10, majority of the stakeholders participates in board meetings related to matters involving persons with disability, hence positively influencing management of those schools.

4.6.3 Participation in Funding Activities on Inclusive Education in Schools

The respondents were asked to indicate the sources of funds that catered for inclusive education in their schools. The findings are illustrated in Table 4.11

Table 4.11 Sources of Funds to Cater for Inclusive Education

| Sources of funds | Frequency | Percentage |
|-------------------------|------------------|-------------------|
| Government | 55 | 50% |
| NGOS and CBOs | 43 | 39% |
| Others | 12 | 11% |
| Total | 110 | 100% |

Based on the findings in Table 4.11, it is clear, and as expected, that the financial resources for schools for children with special needs mainly came from Government and NGOs and Community-Based Organizations (CBOs). However, a sizeable amount, equal to 11%, came from other sources, most likely through “harambee” (individuals of good will) contributions; a quite commendable effort, that has been the norm in the general national development endeavour since attaining independence in 1963.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the key findings of the study and then discusses these key findings against relevant global literature. The chapter then offers a conclusion of the whole study and finally presents policy recommendations and suggested areas for future research.

5.2 Summary of the Findings

This section gives a summary of the findings generated in Chapter Four based on the objectives of the study.

5.2.1 Influence of School Structures on Management of Persons with Disability

The study has established that school structures, in terms of physical facilities and teaching/learning resources, were highly inadequate in the schools of persons with disability in Mbeere North sub County, Embu County. This means that the children can only access their learning with difficulty; and even when they do, their learning is also compromised due to the limited teaching/learning resources; a situation that negatively influences management of persons with disability in inclusive primary school settings.

5.2.2 Influence of Teachers' skills on management of persons with disability

From the findings of the study, a whole 38% of the teachers in inclusive schools, though qualified to teach in a normal primary school, had not been trained to teach pupils with special education needs; a totally unacceptable situation. On the positive side, a huge majority of those trained had served as special education teachers for at least 5 years; hence had the necessary experience to handle pupils with disability in inclusive primary school settings.

5.2.3 Influence of Stakeholders on management of persons with disability

The study findings record a highly positive influence of various stakeholders' involvement on management of persons with disability in inclusive primary school settings. Their involvement revolved on the development and influencing of policy changes through participation in board meetings; funding and facilitating training seminars; purchasing of learning and teaching equipment, among other needs; and in provision of transport for disabled children to access their schools and other activities.

5.3 Discussion of the Findings

Under this section, the three study findings have been discussed against relevant literature on management of persons with disability in inclusive primary school settings.

5.3.1 School Structures and management of persons with disability

The study has established that the school structures, in terms of physical facilities and teaching/learning resources, were highly inadequate; meaning that the children can only access their learning with difficulty; and even when they do, their learning is still compromised due to the inadequacy of the teaching/learning resources. This situation negatively influences management of persons with disability in inclusive primary school settings. These findings resonate with those of Charema and Peresuh (1996) in Nigeria that assert that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education in developing countries. On their part, Allen and Schwartz (2001) emphasize that it is the responsibility of teachers to ensure that materials and equipment are free of cracks and splinters, and in good working order.

5.3.2 Teachers' skills and management of persons with disability

From the findings of the study, a whole 38% of the teachers in inclusive schools, though qualified to teach in a normal primary school, had not been trained to teach pupils with special education needs, a totally unacceptable situation. On the positive side, a huge majority of the trained teachers had served as special education teachers for at least 5 years, hence had the necessary experience to handle pupils with disability in inclusive primary school settings. Eleweke and Rodda (2000) advocate that successful inclusive education programs require the services of different professionals who assist in identification, referral, diagnosis, treatment and training. This goes in line with Eshiwani (1987) who noted that one reason for poor performance in educational systems in Kenya, as well as other developing countries, is weak managerial capabilities in those systems. Eshiwani continues to assert that the growth in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case in Kenya and the limited opportunities for in-service training have denied most of them the chance to enhance their skills beyond those acquired during their basic training.

5.3.3 Stakeholders' participation and management of persons with disability

The study findings record a highly positive influence of various stakeholders' involvement on management of persons with disability in inclusive primary school setting. Their involvement revolved on the development and influencing of policies changes through participation in board meetings; funding and facilitating training seminars, purchase of learning and teaching equipment, among other needs; and provision of transport for disabled children to access their schools and other activities. These findings are in line with those of Allen, K. & Schwartz, I. (2001) that state

that governments should consult with organizations of persons with disabilities and parents of children with disabilities, in the development of policies and changes to the school system, to ensure that these children are included in regular community schools and that their needs are met.

5.4 Conclusion

The study concludes that the stakeholders, through their involvement in school board meetings, where they influenced policies; fund and facilitate training seminars; purchase learning and teaching equipment, among other needs; and provide transport for disabled children to access their schools and other activities; highly and positively influenced management of persons with disability in inclusive primary school settings. As for the teachers, while a whole 38% of those teaching in inclusive schools were untrained on how to handle children with special needs, a totally unacceptable situation; positively, a huge majority of the trained ones had the necessary experience to handle pupils with disability in inclusive primary school settings. Finally, school structures, in terms of physical facilities and teaching/learning resources, were highly inadequate in the schools of persons with disability, and thus negatively influenced management of persons with disability in inclusive primary school settings.

5.5 Recommendations

The following policy recommendations are made from the findings of this study.

- a) Stakeholders should ensure that school structures are modified to suit children with special needs to enable them circulate freely around the classroom, besides having various teaching/learning aids available and easily accessible.

- b) The Kenya Government, through the Ministry of Education, in collaboration with Kenya Institute of Special Education, should ensure that all teachers in inclusive primary school settings have the necessary skills on handling of pupils with special needs.
- c) All the stakeholders should enhance their campaigns to increase awareness about the need for inclusive classroom practices, thus ensuring that no child will be denied quality education due to their disability status.

5.6 Suggestions for further studies

The following areas are suggested for further studies.

- i. A similar study should be carried out in other counties around the country.
- ii. Carry out research on factors influencing implementation of inclusive learning programme in primary schools for learners with hearing impairments in other areas of the country.
- iii. Carry out a study to establish the factors that influence the academic performance in inclusive schools.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITAL

Maina Carol Wangari,

P.O Box 85-60104,

Siakago, Kenya,

25th Feb, 2018.

Dear Respondent,

RE: **DATA COLLECTION**

I am a student at the University of Nairobi currently undertaking a research study to fulfil the requirements of the Award of Masters of Arts in Project Planning and Management on the **Factors influencing management of persons with disability in inclusive primary school settings in Mbeere North District in Embu County**. You have been selected to participate in this study and I would highly appreciate if you assisted me by responding to all questions in the attached questionnaire as completely, correctly and honestly as possible.

Your identity will be treated with utmost confidentiality and the responses will be used only for research purposes of this study only.

Thank you for your co-operation.

Yours faithfully,

Maina Carol Wangari

L50/71701/2014

Researcher

APPENDIX II QUESTIONNAIRE FOR HEADTEACHERS AND TEACHERS

The main purpose of this questionnaire is to gather information about the factors influencing management of persons with disability in inclusive settings in primary schools. To ensure confidentiality, do not write your name anywhere on this questionnaire.

Respondent's background information

Please consider the following questions by either ticking (✓) or filling the spaces provided where applicable.

1. Indicate your sex.

Female { }

Male { }

2. What is your highest professional qualification?

P1 { }

Diploma { }

Degree { }

Others (specify).....

3. Have you ever been trained to teach pupils with special education needs?

Yes { }

No { }

4. What is your teaching experience?

0 – 5 years { }

6 – 10 years { }

11 – 15 years { }

16 – 20 years { }

Over 20 years { }

5. What is your teaching experience as a special education teacher?

0 – 5 years { }

6 – 10 years { }

11 – 15 years { }

16– 20 years { }

Over 20 years { }

Influence of School Structures in management of persons with disability in inclusive primary school settings

6. Which of the following physical facilities are available in your school to accommodate inclusive education for children with special needs?

Barrier free pavements { }

Adapted toilets { }

Adapted chairs and toilets { }

Well-lit classrooms { }

v) Any other specify)

b) If none (in question one above), what needs to be improved to accommodate learners with special needs in your school?.....

c. If available are they accessible to all learners?

7. Which of the following teaching/learning resources for inclusive education for children with special needs are available in your school?

Teaching Aids { }

Large Print Text Books for Low Vision { }

Magnifying lenses { }

Braille Writer { }

Hearing Aids { }

vi) Any other (specify).....

8. State the kind of support services your school gets from

EARCs.....

APDK

Ministry of Health.....

KISE.....

KIE.....

9. Kindly state the extent which School Structures influence management of persons with disability in inclusive primary school settings

To very large extent () to a large extent () to a moderate extent () to a minimal extent () to a very low extent ()

Influence of Teacher’s skills in management of persons with disability in inclusive primary school settings

10. (a) How many teachers in your school are trained to handle inclusive education?

None { }

One { }

Two { }

Three and above { }

b) In your view, is the number of teachers trained to handle inclusive education in your school enough?

Yes { }

No { }

c) If your answer to 11 a) above is none, state how the school deals with learners with special needs

11. Apart from training as a teacher, have you undergone any training related to financial management?

Yes { }

No { }

12. How do children with special needs access the school?

On their own Assisted by peers { }

Assisted by parents { }

Through special transport programme by the school { }

13. (a) What difficulties do you face in inclusive education.

.....

(b) What should be done to overcome these constraints?.....

14. Kindly state the extent which teachers influence management of persons with disability in inclusive primary school settings

To very large extent () to a large extent () to a moderate extent () to a minimal extent () to a very low extent ()

Stakeholders influence in management of persons with disability in inclusive primary school settings

15. Are the Stakeholders incorporated in the management of persons with disability in your school?

Yes { }

No { }

16 How often do the stakeholders attend inclusive education seminars/workshops?

i) Once a year { }

ii) Two – three times a year { }

iii) Above three times a year { }

iv) Never { }

b) If yes, state the reason.....

c) If no, state the reason

17. Of the following, indicate which ones are sources of funds to cater for inclusive education in your school?

Government NGOs { }

Church Based Organizations { }

Others.....

18. Who facilitates the seminars/workshops for SNE teachers?

ii) The Teachers { }

ii) The school { }

iii) NGOs { }

iv) The Government { }

20. Kindly state the extent which stakeholder influence management of persons with disability in inclusive primary school settings

To very large extent () to a large extent () to a moderate extent () to a minimal extent () to a very low extent ()

APPENDIX III: WORK PLAN (Remove this as no longer needed)

| TIME | Jan. 2018 | Feb. – March 2018. | May 2018 | June 2018. | July 2018 |
|--|------------------|-------------------------------|-----------------|-------------------|------------------|
| ACTIVITY | | | | | |
| Seminar on project writing and selection of research title. | | | | | |
| Proposal writing and approval by supervisor. | | | | | |
| Proposal defense and Data collection. | | | | | |
| Data collection and Analysis. | | | | | |
| Final defense and Editing. | | | | | |