CHALLENGES FACING IMPLEMENTATION OF INCLUSIVE
EDUCATION PROGRAMME IN PUBLIC PRIMARY SCHOOLS,
PARKLANDS DISTRICT, NAIROBI, KENYA.

By

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DECLARATION

This research project is my original work and has not been presented for any other award or examination of a post graduate diploma in another university.

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This research proposal has been submitted for examination with my approval as a university supervisor.

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DEDICATION

This work is dedicated to my dad Abdul Hamid, my mother Roshida Ahmed, my husband Salim Janmohamed and my two children Mikail and Maaria for their unwavering support, encouragement and love.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Contents   **Page**

CHAPTER ONE: INTRODUCTION

CHAPTER TWO: LITERATURE REVIEW

CHAPTER THREE: RESEARCH METHODOLOGY

**CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION OF
RESEARCH FINDINGS**

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND
RECOMMENDATIONS**

APPENDICES

i

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBERVIATIONS

KNHCR	Kenya National Human Rights Commission
SEOIK	Special Education Opportunities in Kenya
PIEIK	Promoting Inclusive Education in Kenya
IEP	Individual Education Programme

ABSTRACT

Despite many efforts being put forth for the successful implementation of inclusive education in public primary schools in Kenya, there are still numerous challenges facing this area. Students who have learning disabilities find it extremely challenging to exercise their rights in education due to their condition. Many students with learning disabilities find it difficult to fit into the normal school environment, hence making the process of learning even more difficult. Due to this many students with learning disabilities have dropped out of the school system because of the numerous encounters that they have had to face.

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The purpose of this study was to investigate the challenges facing the implementation of inclusive education programme in public primary schools in the Parklands District. The researcher formulated four research objectives and questions that were used to guide the study. The research questions were used to determine the supply levels of teaching-learning resources in inclusive education settings, to establish the general strength of the human capital in schools with learners with disabilities and other special needs, to assess the extent of the learner-friendliness of the environments in which learners with disabilities and other special needs learn and to determine the general efficacy of the administration in inclusive education settings. The literature review shed light on the various aspects of inclusive education from the classroom to the outside environment to the teachers involved in this type of programme.

The researcher targeted two public primary schools in the Parklands district and applied the purposive sampling technique to select only teachers handling learners

with special needs in their classes to participate in the study. The findings of the study revealed that there was an acute shortage of teaching and learning resources to cater for learning disability students in inclusive settings. The findings also revealed that the teachers who are present in inclusive classrooms lacked the required training and qualifications required to handle students with learning disabilities. The study also went on to establish that the environment that these students are learning in lacks basic necessities in order to make it conducive enough for learning to take place.

The study recommends that The Ministry of Education should consider increasing the availability of special needs courses, workshops and conference for teachers in public primary schools who are working with students with learning disabilities in inclusive settings. The study also recommends that the government should consider providing more funding to improve the structures of the buildings in schools by improving the physical facilitates like the washrooms, the playground and ramps. A similar study should be replicated in various parts of the country so as to get a better picture of the status of inclusive education programmes in the public primary schools in Kenya.

CHAPTER ONE

INTRODUCTION

1.0   Background of the study

In Kenya at present there are a total of 97 institutions that provide specialized education opportunities. (SEOIK, 2010) However, according to Special Education Opportunities in Kenya, 'The ministry of Education through Kenya Integrated Education Program is encouraging integrating children with disabilities into ordinary schools rather than having special schools for them." (SEOIK, 2010)

One of the main arguments here is that the students with learning disabilities need to learn how to interact with normal students and vice versa. This will also help the normal students to learn how to accept the students with the learning disabilities in order to make them feel part and parcel of the society. (SEOIK, 2010) In order to successfully have integrated schools in Kenya, there are many constraints that need to be overcome like lack of resources, un-trained teachers and school staff and lack of facilities.

Several projects have partnered with inclusive schools in order to establish a more conducive learning environment. As a result of this initiative, the enrollment of children with disabilities and others with special needs, has increased considerably from 225 in 2003 to 564 in 2007. (PIEIK,n.d)

Regardless of the efforts that have been made to include students with disabilities into regular school settings, there have been several complaints and challenges faced. Some of the problems included are that children with disabilities were denied admission to regular schools, others had been expelled or otherwise forced out of

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regular schools because their disabilities impacted negatively on the academic competitiveness of these schools and finally the government had declined to fund some special schools started by parents of children with disabilities. (KNCHR, 2007)

As a result, this continues to reiterate that people with disabilities have immense difficulties exercising the right to education. This situation readily exists in spite of the fact that Government policy documents have over time accentuated the centrality of education as a mechanism for poverty eradication and development. Education is an important facilitator for development, personal growth and poverty eradication, regardless of barriers of any kind, including disability. Therefore, it is not enough to say that everyone has the right to education, but instead correct mechanisms need to be put into place to ensure that everyone can access education. (KNCHR, 2007)

Despite many efforts in creating inclusive education in Kenya, there are many factors that have hindered the development in this area of inclusive education. Some of the challenges that are facing in achieving inclusive education are that the teachers lack the knowledge and skills that are needed to support children with special needs. Another blatant problem is that the children in the normal schools are not willing to work with those who have learning disabilities just because they look different. (PIEIK, n.d)

The lack of adequate resources is another hindrance in successfully implementing inclusive education in Kenya schools. In addition to these administrative issues that are delaying the success of inclusive programmes is the social aspect. Therefore, Inclusive education faces a number of challenges at the school level including untrained staff who lack the expertise in dealing with students who have learning

disabilities, lack of adequate physical facilities in the school like classrooms etc, a deficiency in the required teaching and learning resources for students with learning facilities, lack of pastoral care from the school community for those students with learning disabilities and finally stringent admission requirements at the school that prevent the entry of students with learning disabilities.

1.1   Statement of the problem

People with disabilities make up 10% of the total population of Kenya, approximately 3.5 million people. (WHO, 2006) This group of people have become marginalised and are highly discriminated in all the levels of the society. They   experience numerous barries in mainstream education due to their disabilities or   needs.   Therefore they suffer from unequal access to quality education. (SENP, 2009)

"The implementation of Free Primary Education (FPE) led to an influx and inclusion of new categories of Special Needs Children such as autistic children, those with down syndrome, cerebral palsy, loco-motor impairment, maladjusted children, multiple handicapped children and gifted and talented learners in public schools." (SENP, 2009) This resulted in a heavy strain on the Ministry's resources which includes funding for adequate training of teaching staff, the resources of the classrooms, the imporvement of the physical facilities around the school and in addition to this it also increased the demands of the parents. (SENP,   2009) As a result, the implementation of inclusive education in public primary schools in Kenya suffered a great deal of challenges.

This study therefore investigated the major challenges in the implementation of inclusive education in the public primary schools in Kenya. The variables identified

for investigation include teacher competencies in handling learning disability students in inclusive education settings, the level of adequacy of the physical facilities to accommodate students with learning disabilities, the availability of appropriate teaching and learning resources for the students and finally the efficacy of the administration of inclusive education in public primary schools.

1.2   Purpose of the study

The purpose of this study was to investigate the challenges faced in the area of inclusive education in primary schools in the Parklands District- Nairobi, Kenya.

1.3   Research Objectives

The study was guided by the following objectives:-

i.)   To establish the general strength of the human capital in schools with learners with disabilities and other special needs.

ii.)   To assess the extent of the learner-friendliness of the environments in which learners with disabilities and other special needs learn.

iii.)   To determine the supply levels of teaching-learning resources in inclusive education settings.

iv.)   To determine the general efficacy of the administration in inclusive education settings.

1.4   Research Questions

The following research questions were formulated to help investigate the challenges faced by teachers teaching students with learning disabilities in integrated schools in the Parklands district. These were:

i.) To what extent are the teachers prepared to handle learners with special needs in inclusive settings in public primary schools in the Parklands district of Nairobi?

ii.) To what extent is the environment that the students with learning disabilities work in conducive and comfortable to accommodate their learning needs in the public primary schools in the Parklands district, Nairobi?

iii.) Are there adequate and effective teaching aids and learning resources available for teachers and students in inclusive education settings in public primary schools in the Parklands district of Nairobi?

iv.) What are the challenges faced when administering inclusive education in public primary schools in the Parklands district of Nairobi?

1.5   Significance of the study

The significance of this study provided an opportunity to identify the challenges faced by primary schools offering inclusive education programme in the Parklands district. The ministry of education may decide to use the findings from this research to enhance the teaching and learning environment in the schools that offer inclusive education. It is also hoped to benefit the educational administrators in identifying the problems that are being faced at their institutes and therefore find relevant solutions to the problems. Finally, the results of this study will also aspire to benefit the special needs students who are presently learning in inclusive settings, through providing them with a more conducive learning environment where their needs are being catered for adequately.

1.6   Limitations of the study

Some of the limitations for this study were that the responses of the respondents may have been affected by their professional qualifications or social biases. In addition to that, the respondents may also have feared victimization and hence their responses were based on what would appear socially acceptable. However, all respondents were assured of the confidentiality of their responses when filling in the questionnaires.

1.7   Delimitations of the study

This study focused on public primary schools in the Parklands district who offer inclusive education setting for students with learning disabilities. However, when conclusions are made regarding the state of inclusive education in other parts of the country, we need to be very careful because the success of the implementation of inclusive education may vary in different parts of the country. Another delimitation was that the only people who participated in this study were teachers and head teachers who are part of the inclusive education settings.

1.8   Basic Assumptions of the study

The study was based on the following assumptions:

i.) The respondents would give accurate and honest responses to the items in the questionnaire.

ii.) Positive attitudes will be displayed towards all the stake holders throughout this study who deal with the day to day teaching and learning in schools that offer inclusive education.

iii.) The respondents were aware of the inclusive education policy of children with learning disabilities in public primary schools.

6

1.7 Definitions of Operational terms

Disability

Disability is a set of social restrictions and constraints on persons with impairments in their pursuit of full and equal participation.

Inclusivity

Inclusivity is the principle applied to accommodate/include all human beings, thus the full spectrum of diverse abilities. All in involved in such a system should be assured of successful, equal and quality participation from birth to death.

Inclusive education

Inclusive education is a form of education where individual with learning disabilities are submerged into the normal classroom environment resulting in alterations in attitudes, curricula and environments to meet the needs of all learners.

1.8 Organization of the study

This study was organized into five chapters. Chapter one encompassed the introduction and included the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and the scope of the study. Chapter two dealt with the related literature based on the topic of study.

The third chapter of this study discussed the research methodology which included the research designs, the sample population and the data collection procedure and analysis. The fourth chapter included information on the data analysis and the presentation of the findings. Finally, chapter five entailed to discuss the summary of the findings, the conclusions and the recommendations of this study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on important issues that have to be considered in the effective

implementation of the inclusive education programme for learning disability students

in public primary schools. The chapter examined factors such as the benefits of

inclusive education, the classroom modifications in inclusive settings, teacher

competencies in inclusive settings, the role of the administration in inclusive settings

and a conceptual framework of the study.

2.1 Understanding Inclusive Education

According to UNESCO (n.d) "Inclusive education is seen as a process of

addressing and responding to the diversity of needs of all learners through increasing

participation in learning, cultures and communities, and reducing exclusion from

education and from within education." It has been reiterated here that inclusive

education fosters a learning environment where the individual needs of the learners

are met and every learner has an opportunity to succeed. Furthermore, inclusive

education respects, acknowledges and maximizes the potential of all the learners. In

conclusion, Inclusive education puts into place structures, systems and strategies that

caters to the needs and differences of all the learners.

2.2 The Benefits of Inclusive Education

There are several noted benefits of inclusive education which have resulted in making

inclusive education the more modern approach to teaching and learning today. Some

of the benefits include an increase in the level of social interactions and relationships.

Another important benefit of inclusive education is that it provides the learner greater

opportunities for interactions and greater access to the general curriculum. Finally, the area of providing role models is one that needs to be highlighted because it allows the children with learning disabilities to interact with the normal learners hence improving their social and behavior skills. After discussing what inclusive education means, it is integral to understand what a learning disability is because this is the category of students that need to be included into the mainstream.

2.3 **Defining a Learning Disability**

Since the area of learning disabilities is so vast in the sense that some countries have recognized children with learning difficulties while others have never taken note of it, it is integral to understand the area of learning disabilities through definitions. A variety of definitions obtained form various sources can help enlighten the topic on children with learning disabilities. According to Dowdy et al. (2008) a learning disability can be defined as "A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written."

Another definition of learning disabilities states that a learning disability student can be identified when there is a high level of incongruity between the levels of functioning that the individual is good at compared to ones that they are not good at. (Kronick & Crealock, 1993)

Finally, another definition of learning disabilities that is widely used is one proposed by Lerner (1993) who states that, " Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical

disabilities." After scrutinizing an assortment of definitions for learning disabilities it is integral to now analyze other imperative facets under this particular topic.

It is important at this juncture to raise the point that not all learning difficulties can be classified as learning disabilities. Because of the reason that all children develop a varied levels and speeds, what could sometimes be seen as a learning disability could merely be because the child has not matured. (CAESL) Therefore, learning disabilities is a complex topic to understand, but once clarifications have been achieved in the areas of the symptoms, causes and assessment it becomes clearer to comprehend.

2.4 Classroom modifications for students with learning difficulties

There are numerous approaches that can help a child with a learning difficulty to boost up in their weak areas. Most of all it is the behavioral approach that is the dominant one and in this approach it is the concept of positive reinforcement that is most credible. Children with learning disabilities have constantly been put under scrutiny and made to feel incompetent and as failures. As a result, before any other intervention can be put in place, the child should be given confidence and reassurance through positive comments. A Comment like "that was a good attempt on the spelling quiz," can really boost the morale of a learning disability student. (Kronick & Crealock, 1993)

It is fundamental that when a learning disability student has been identified, the teacher now attempts to plan his or her teaching using the task analysis model. This model ensures that the teacher does not overlook prerequisite skills and also makes sure that unnecessary skills are not taught. (Kronick & Crealock, 1993)

Dowdy et al (2008) describes a comprehensive summary of the different types of modifications that can be put in place in the classroom for students with learning disabilities.

Table 1: A summary of the types of modifications that can be put in place in the classroom for learning disability students.

Types of Modification	Description
Size	Change the amount or the number of items that the student in expected to learn.
Time	Change the amount of time allocated for learning and completing assignments.
Input	Change the way that instruction is presented.
Output	Change the way that student respond.
Difficulty	Change the skill level required for task completion.
Participation	Allow for various levels of student involvement.
Level of support	Change the amount of individual assistance.
Alternative goals	Use similar materials, but change expected learning outcomes.
Substitute curriculum	Change the materials and instruction.

(Dowdy et al, 2008)

2.5 Teacher competency in Inclusive Education settings

According to (Sakarmeh, n.d) Teaching students with disabilities in an inclusive classroom may be regarded, as a challenge for teachers accustomed to teaching in the regular classroom; therefore teachers should require the basic characteristics of effective teaching. To be an effective teacher in an inclusive setting does not merely mean that you should have the right qualifications, in terms of a degree or diploma in teaching students with learning disabilities, but there are other crucial skills that qualify you to be an effective teacher.

One important trait that an effective teacher should possess in an inclusive setting is their ability to manage the classroom. It is integral that a teacher is able to handle behavioral problems in the classroom so as to maximize the process of teaching and learning. Furthermore, they are able to set high standards and expectations during the lessons that motivate the students to work to their maximum potential. An effective teacher will also adapt a range of strategies that will assist students to be on task and minimize any interruptions. (Sakarmeh, n.d)

Another crucial characteristic of an effective teacher in an inclusive setting is the ability to give regular and prompt positive feedback during all classroom activities. This ability to give feedback helps to build strong positive relationships with the student and teacher and hence provide opportunities for the students to become reflective learners. Feedback is another way of recognizing what the student can and cannot do and then devise relevant strategies to produce better outcomes. (Sakarmeh, n.d)

Another factor that contributes to the effectiveness of a teacher is their ability to create appropriate conditions for instruction. This simply means that the mode of instruction that is taking place in the classroom is varied and targeted to meet the learning needs of various learners. By doing so, the teacher is able to get the message across to the different learners using varied strategies. Invariably, all the learners are going to benefit rather than just a specific group of learners. This makes the learners feel a sense of belonging and gives rise to their level of self-motivation and success. (Sakarmeh, n.d)

2.6 The role of the school administration in inclusive education settings

According to Inclusive Leadership Report (2011), "One of the most important challenges in education is to create and nurture inclusive environments that support learning for all students. The degree to which students can be well educated is directly correlated to a system of personnel preparation that results in a qualified work force so that every student has highly skilled and competent teachers and administrators." School administrators in inclusive education settings need to be more knowledgeable and informed about the practices and facilities that need to be made available for the students with learning disabilities. Hence, this will in turn have an impact on the student performance, increase the level of motivation and monitor initiatives that have been put into place to support these students. (Inclusive Leadership Report, 2011)

All educators need proficiency and character to provide training and evaluation of students both who have disabilities and ones without in order to make possible collaborative problem solving when difficulties arise in these areas. Therefore; according to Inclusive Leadership Report (2011), "Facilitating such collaborative problem solving situations must be modeled, nurtured, and fostered by the school administrators.

Inclusive Education (2011) reiterated that, "The approach and the attitude that principals hold towards special education are key factors in implementing inclusive school programs." According to Inclusive Education (2011) some common factors that administrators in inclusive settings have is the ability to establish a communication system that allows for rich dialog, to be actively involvement in the IEP process, to be personally involved with parents of students with disabilities, to

collaboratively develop philosophies regarding inclusion, to articulate clear policies for addressing discipline issues to implement professional development around inclusive practices and lastly to demonstrate skill in data gathering and problem-solving.

2.6 Conceptual Framework of the Study

Table 2: A conceptual framework of the study

Teaching/Learning resources
-Textbooks
-Teaching and Learning aids
-Writing material
-Reading books

Human Capital
-Teacher qualification
-Teacher training

Inclusive Education

-Qualified teachers to implement inclusive education
-Adequate teaching and learning resources for effective delivery of the curriculum
-Sufficient physical facilities to accommodate students with learning disabilities
-Cooperative and fair school management in embracing students with learning disabilities.

School Environment
-Physical facilities (classrooms etc)
-Disability facilities (ramps for wheelchairs etc

School Administration
-School Admission policy
-Attitude of the Head Teacher/Management

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For the successful implementation of Inclusive Education in public primary schools in Kenya several important inputs have to be put in place to get the desired output of successful inclusive education. Firstly, there has to be adequate and varied teaching

and learning resources available in the classrooms. The teaching resources would enable the teachers to successfully deliver a lesson that would cater to the needs of the different types of learners. The availability of teaching and learning aids would also enable learners of varying learning styles and abilities to grasp a concept at their own level of understanding. As a result the teaching and learning in the inclusive setting will both effective and efficient resulting in the success of every learner.

Secondly, in order for inclusive education to succeed in public primary school there needs to be enough qualified and experienced manpower. Teachers who are taken into the system should have the basic special needs qualification to work with students who have learning disabilities and experience teaching such students. This is an integral part in inclusive education because having these experienced and qualified teachers results in the students' needs being catered for and hence resulting in higher levels of success and achievements amongst the students.

Thirdly, in order for the students with learning disabilities to feel comfortable and productive in their learning environment, there needs to be certain requirements in a classroom and in the outside school environment. These types of students would strive in a classroom also because there is enough space for movement, the ventilation and light availability is high, the acoustics are good and there is comfortable furniture for them to sit on. Apart from just the classroom environment the school environment should also be conducive for them. This includes the availability of ramps, toilets for the physically disabled and playground equipment that is suitable for them to use. This would enable them to be comfortable both inside the classroom and outside the classroom.

Finally, the school administration must buy into this kind of education and put into place school policies that make sure that inclusive education is taking place. It is als o important that the school administrators acknowledge and understand students with learning disabilities so that these students feel part and part of the whole school community

As a result, if the above measures are put in place, the school will be able to implement inclusive education effectively and efficiently producing learners who are achieving academic fulfillment at their individual levels and abilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0   Introduction

This chapter deals with the methodology that was used in carrying out the research. It describes the research design that was used, the location of the study, the sample size and sampling population, the instrument validity and reliability and finally the data collection procedure and the data analysis techniques.

3.1   Research Design

The research design that was used in this study was a survey, where the study used Questionnaires and Observation Schedules as instruments to collect data.

The questionnaire was used as one of the main tools for data collection and it was used to gather information from the teachers and head teachers who are working in inclusive education settings. The questionnaire was used because it was able to gather objective data from the respondents rather than an interview which could be rather subjective. The questions in the questionnaire were very clear and focused and hence allowed for specific aspects of the study to be looked into. The observation schedule was used as a data collection tool because it allowed the researcher to also participate in the study. The observation schedule was also very specific where the criteria in the schedule were compared against four different descriptors or levels.

3.2   Location of the Study

The region under study was Nairobi city, specifically the Parklands district. The schools that were focused on in this study involve two public primary schools in the Parklands District that offer inclusive education. These included Hospital Hill School and Highridge Primary School.

3.3   Target Population

The target population in this research included the head teachers in each of the above mentioned schools who participated in filling up the head teacher's questionnaire. Therefore, about two head teachers participated in this research study. The other questionnaire was filled in by the teachers who are teaching in an inclusive education setting. Depending on the number of streams that were present in each school, those teachers participated in the questionnaire. This simply meant that all the teachers in the school who are teaching in the inclusive setting participated in the study.

Therefore, in Hospital Hill and Highridge Primary School the Head Teachers and the Deputy Head Teachers participated in the questionnaire at the administration level. In Hospital Hill Primary School there are 3 streams of classes for each grade level. This simply meant that one teacher from each grade managed to participate in the survey from standard one to eight. At Highridge Primary School one teacher per grade participated in the questionnaire from standard one to eight. A total of 30 respondents from both the schools participated in this study. It was integral to use classroom teachers and specialist teachers who are involved in the inclusive setting because they are the ones who are in more contact with the students.

3.4 Sample Size and Sampling Procedure

For this study, the researcher used the two head teachers-one from each school and the two deputy head teachers from each school. The other questionnaire targeted the class teachers from Standard one to eight who play a crucial role in the students' who are involved in inclusive education settings. The sampling procedure that was used for this study is called purposeful sampling. This procedure was used because the teachers and the head teachers were picked for a specific purpose of the study. None

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of the teachers in the system were eliminated because firstly they were few in number and secondly all the teachers' opinions in each school were vital to obtain significant and meaningful data for this study. Therefore, a total of 30 teachers participated in this study. But, the main idea here was to target those teachers who were having more contact time with the learning disability students in inclusive settings.

3.5 Research Instruments

The main research instruments that were used in this study were a questionnaire and an observation schedule. There were two different types of questionnaires that were used for this study. One was specifically for the head teachers and deputy head teachers while the other one was for the class teachers who work with learners with disabilities in inclusive settings. The questionnaires were specifically of two different types because the questions that were targeted towards the head teachers were quite different from the ones that were targeted towards the teachers. This was simply because the head teachers were looking at the concept of inclusive education through an administrator's point of view, while the teachers were looking at inclusive education through the perspective of a teacher. The observation schedule was used by the researcher to collect evidence of the systems and the resources that have been put in place in the classrooms in order to create an inclusive education setting.

3.6 Pilot Study

The Pilot study took place at the Aga Khan Junior Academy Nairobi, where the instrument validity and reliability were tested. Through the process of piloting the questions were tested for ambiguity and those that were found to be unclear were either modified or completely eliminated.

3.6.1 Instrument Validity

In order to test, and hence improve the validity of the questionnaires, the researcher pre-tested the questionnaires in a pilot study using a head teacher and 12 classroom teachers in her own school of employment-The Aga Khan Junior Academy Nairobi. This provided the researcher an opportunity to interact with the teachers who participated in the pilot study in a more intricate way to find out if the questions in the research instruments were valid. The researcher used the method of content validity to pick out any questions that were ambiguous and would therefore not help collect relevant data for the study. As a result, this enabled the researcher to identify any challenges or problems that arose in the data collection instruments and hence rectify them before the actual study. In addition to this, in order to increase the validity of the instruments that were used, three sets of respondents were used namely the head teachers, the deputy head teachers and classroom teachers.

3.6.2 Instrument Reliability

To increase the level of reliability in the data collection instruments, the test and retest technique was used. The questionnaires were administered twice to the same groups of respondents of which there was a time lapse between the first and second test, and their responses were scrutinized to ascertain instruments' reliability. The test co-efficient that was arrived at was 0.5 which proved that the research instruments were reliable.

3.7   Data Collection Procedure

The data for this study was collected through a systematic protocol. Firstly, the initial permission for research was obtained from the Office of the Vice Chancellor of the University of Nairobi before going to the field for data collection. Secondly, the

20

Ministry of Higher Education Science and Technology and the National Council for Science and Technology with the support of University of Nairobi authorized the research that was taking place in the primary schools mentioned above through the issue of a research permit. Finally, permission was sought for and granted by the head teachers of the respective schools where the research was intended to be conducted. After the head teachers had given the researcher the go ahead, the researcher booked an appointment with the teachers and the head teacher. On the appointment date the researcher briefed the staff of the school on the purpose and objectives for the study. Then the questionnaires were given out and the teachers were asked to fill them in the presence of the researcher. The completed questionnaires from the classroom teachers, the head teachers and the deputy head teachers were collected on the same day that they were administered.

3.8   Data Analysis Techniques

This research study endeavored to use both the qualitative and the quantitative approach to data analysis. The quantitative approach was applied through the data collected from the questionnaires that dealt with numbers. This analysis was mainly done through using the Microsoft Excel programme. The data collected was entered in excel sheets and various types of graphs were formulated using the set data. In terms of the qualitative approach to data analysis in this study, the responses to the open ended questions from the questionnaire were explored. The respondents answers were presented in a realistic manner and the true feelings of the respondents were collated and summarized. Various tables were formulated to summarize the responses given by the respondents for the open ended questions in the questionnaire. In conclusion, this research study used both the quantitative approach to data analysis

and also included the qualitative approach through the open-ended questions in the questionnaire.

The results from the observation schedules were represented using various pie-charts and graphs showing the different challenges faced in inclusive education classrooms. The data was entered onto excel document and relevant pie-charts and graphs were produced using the data that was collected.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the analysis of the data collected and its interpretation in relation to the objectives and aims of the study. It includes demographic information about the respondents as well as their views and observation of factors affecting implementation of inclusive education in primary schools in the Parklands district.

4.2 Questionnaire Return Rate

The researcher administered questionnaires to the respondents sampled to participate in the study, and the questionnaire return rate was as presented in the table below.

Table 3: Questionnaire Return Rate

Respondents	Sample	Returned Questionnaire	Percentage %
Teachers	**32**	**30**	**94**
Head teachers	2	2	100
Total	**34**	**32**	**94**

A total of 30 questionnaires, that is 94 percent out of the expected 32, were returned. A total of 2 respondents opted not to participate. However, this did not affect the results because 94 percent of the respondents returned their questionnaires. The questionnaire return rate was hence considered satisfactory for the purpose of the study.

4.3 Respondents' Demographic Information

The data presented in this section focuses on the respondents' professional qualifications, teaching experience in years, teaching experience in special education, training in special education and Training in Management of special educational programmes.

4.3.1 Respondents' Professional Qualifications

The data collected showed that all teachers are professionally trained. The variations of their levels of training are represented in the graph below.

Figure 1: Respondents' Professional Qualifications

Respondents' Professional qualifications
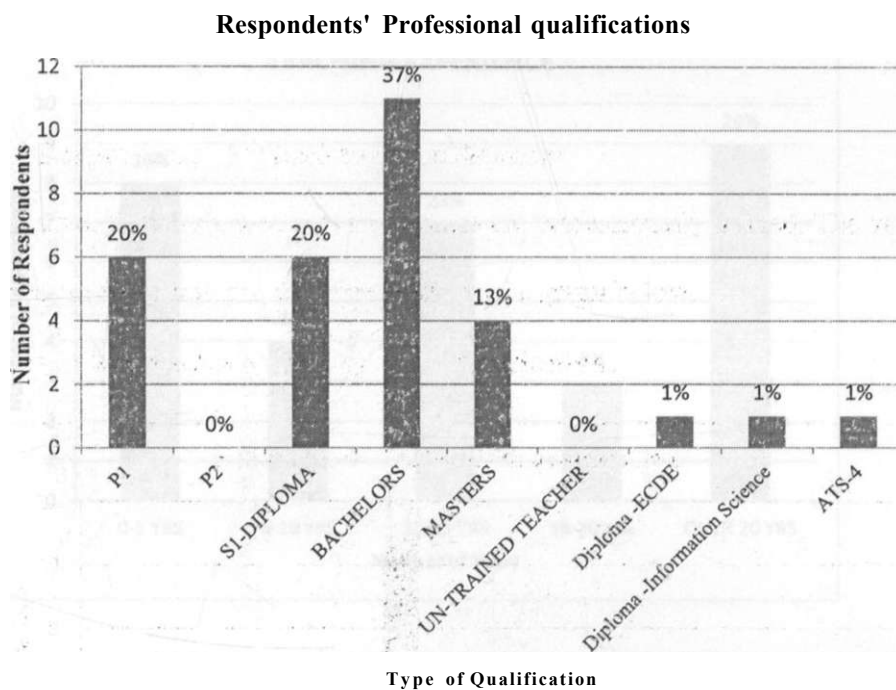
It is evident from the graph above that the highest level of professional training amongst the primary school teachers was a Bachelor's degree and it was represented by 37 percent of the respondents who participated in the study. The second highest

level of professional training was the PI and SI Diploma which was represented by 20 percent of the respondents. 13 percent of the teachers were qualified with a Master's degree, while there was no a single respondent in the study who had qualified with a P2 Diploma. However, they were a negligible percentage of teachers who had either qualified with an ECDE Diploma, a diploma in Information Science or an ATS-4 qualification. The results of the study also revealed that there was no teacher present in the study who was totally unqualified to be a teacher.

4.3.2 Respondents' Teaching Experience in Years

The graph below indicates the respondents' years of teaching experience.

Figure 2: Respondents[1] Teaching Experience in Years
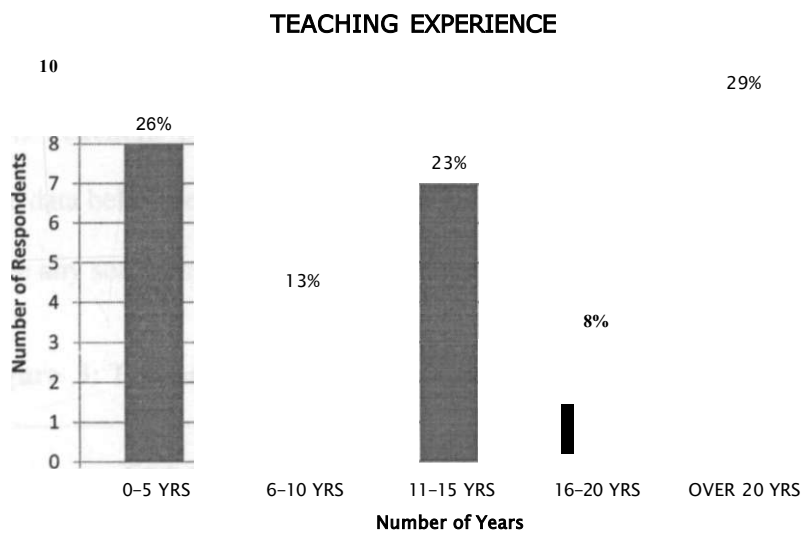
According to the findings of the study, 29 percent of the teachers had taught for over 20 years, 26 percent had taught for 0-5 years, 23 percent had taught for 11-15 years, 13 percent had taught for 6-10 years and 8 percent had taught for 16-20 years.

Therefore, the study reveals that the majority of teachers present in public primary schools offering inclusive education have many years of experience. Hence, they are able to understand the students and offer a conducive learning environment to meet the students' needs. The study also reveals that 26 percent of teachers are either newly qualified or just have between 0-5 years of teaching experience so far. This could mean that these teachers would need more support from the administration and other qualified teachers in terms of in-house workshops or mentorship programs with other more qualified teachers. This would enable the less experienced teachers to find more varied strategies to handle the students in their classrooms with learning disabilities.

4.4 Respondents' Views on Human Capital in Schools

The findings on the research items below focus on assessing the general strength of the human capital in schools that offer inclusive education.

4.4.1 Teachers' Special Needs Training

The data below describes the percentage of teachers in public primary schools who nave any sort of training in teaching children with learning disabilities.

Figure 3: Teachers' Special Needs Training

Teachers' special needs training

Trained in special needs **19%**

Not trained in special needs **81%**

From the findings of the study, 81 percent of the teachers represented by the red part of the pie chart, have no prior special needs training, are teaching in public primary schools that offer inclusive education. It can also be observed from the pie-chart above that only 19 percent of the teachers respresented by the blue sector on the pie chart have some sort of qualification to teach children with learning disabilities.

This shows that more than 50 percent of the teaching faculty at the schools are not qualified to teach students with learning disabilities. This implies that majority of the teachers may lack the appropriate skills and knowledge on issues of disability, especially on matters of identification of such learners and in areas of assessment of such learners. Most of all these teachers lacked effective teaching strategies that would enable learning disability students to understand difficult concepts taught in a lesson. They would also lack expertise on the use of learning and teaching aids to stimulate students with learning disabilities. Hence the students with learning disabilities will not feel the level of success and satisfaction that they should be having in a classroom.

4.4.2 Challenges with learning disability students

The data below describes the percentage of teachers in public primary schools who have any sort of training in teaching children with learning disabilities.

Table 4: Teachers' reponses on the challenges they face when dealing with students who have learning disabilities in an inclusive classroom

27

Response	N = 31	F	%
Lack of knowledge and skills to meet their academic needs		9	29.0
Lack of enough time to concentrate on them		7	22.5
Inadequate teaching and learning resources		7	22.5
Lack of knowledge and skills to meet their behavioural needs		14	45.1
Inadequate training on differentiating activities for such learners		11	35.4
Inexperience in communicating with parents of such learners		2	0.06

According to the findings in the table above, majority of the teachers (45.1 percent) felt that the biggest challenge in dealing with students who have learning disabilities was the lack of knowledge and skills they had to understand these students' behavioural needs. Another 35.4 percent of the teachers felt that they were incapable to differentiating the learning activities for the students resulting in both the students and the teachers feeling high frustration levels because of incompletion of work.

22.5 percent of the teachers also felt that there were inadequate teaching and learning resources available to cater for the students with learning disabilities, hence making it very challenging for the teachers to successfully teach a concept to the students. The same percentage of teachers, that is 22.5 percent also felt that there was not enough time allocated to focus on the students with learning disabilities. This resulted in the students being left behind and in addition these students were not able to successfully cover the set curriculum.

Therefore, the results of this finding suggest that there is an apparent lack of human capital in public primary schools that offer inclusive education settings. The human capital here is defined as the capacity, qualifications and expertise of the teachers in handling students with learning disabilities. These challenges could have contributed to the increase in the dropout rates of students with learning disabilities.

4.4.3 Why pupils with learning disabilties drop out

The table below summarises some reasons why teachers thought that special needs students dropped out of the education system.

Table 5: Respondents' opinions on why pupils with learning disabilities dropped out of the education system.

Response	N=31	%
Experienced learning difficulties	21	67.7
Intimidation by other students	10	32.3

The findings in the table above indicates that 67.7 percent of the teachers felt that the students with learning disabilities dropped out of the school system because they were experiencing learning difficulties. This is in tandem with the problem of unqualified teachers in inclusive education settings because it is due to the unqualified teachers that these students are not feeling that academic satisfaction.

Another 32.3 percent of the teachers claimed that the students with learning disabilities were experiencing intimidation from other students and hence they did not feel like they fitted in. As a result, if these teachers were qualified enough they would have promoted inclusion of the students with learning disabilities amongst their peers to make the learning environment comfortable for everyone.

4.4.4 Measures to increase enrollment

The table below represents the recommendation of the teachers' and headteachers' on how to increase the enrollment of learning disability students

Table 6: Headteachers' and teachers' recommendations on measures that could be taken to increase the enrollment of learning disability students

FACTORS TO INCREASE THE ENROLMENT OF STUDENTS WITH LEARNING DISABILITIES	N-31	%
Condusive learning environment	4	8.69
Educate and sensitize the community, the parents, the students and other stake holders	11	23.91
Employ teachers with special needs education training/Offer courses and workshops for teachers	13	28.26
Introduce inclusive learning	1	2.17
Provision of material/manipulatives that can help them during the learning process	3	6.52
Use of visual aids and other teaching materials during the teaching process	2	4.34
To encourage them that they are all equal and motivate them	5	10.86
Incentives to be given to teachers handling such pupils	1	2.17
Talking to parents to enroll them in normal schools	2	4.34
Parents and pupils with learning disabilities made to understand and accept their condition	1	2.17

The data analysis above suggests that 28.26 percent of the teachers and headteachers felt that sufficient training and in-service workshops for teachers would increase the enrolment of learning disability students in schools. This was seen as a very important measure because when the community realises that these students are being catered for, more parents would want to enrol their child in the school, hence increasing the enrollment. Therefore, building the capacity and expertise amongst teachers in inclusive settings seems like a major factor in the successfull implementation of inclusive education in public primary schools.

4.5 Learner Friendliness of the Environment

The findings on the research items below deal with assessing the learner-friendliness of the environment in which students with learning disabilities learn.

4.5.1 The Classroom's Physical Environment

The figures below displays data on the environment of an inclusive classroom in relation to the needs of the learning disability students. It assesses the level of adequacy of several areas in the classroom including the state of the furniture, the availability of space in the classroom, the ventilation, the amount of light etc.

Figure 4: The state and level of adequacy of the classroom furniture available for learning disability students.
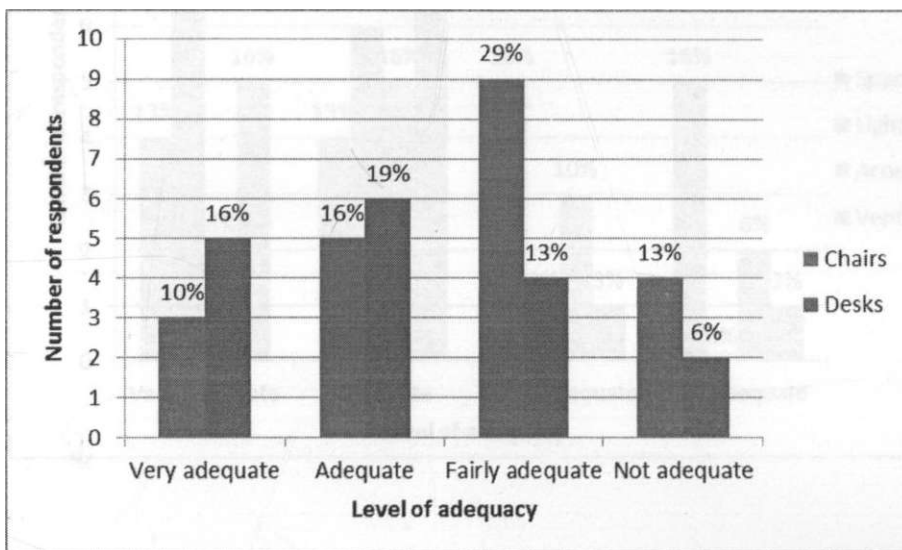
According to the findings of the study only 10 percent of the teachers indicated that the chairs in the classrooms were adequate, while 16 percent felt that the desks were very adequate. Additionally, 16 percent of the teachers felt that the chairs were just adequate while 19 percent of the respondents felt that the desks were adequate. However, a large percentage that is 29 percent of the respondents felt that the chairs were fairly adequate while 13 percent felt that the desks were adequate. Finally, 13

percent of the respondents felt that the chairs were not adequate while 6 percent felt that the desks were not adequate enough. The study therefore suggests that there is an inadequacy of classroom furniture in order for the students to be comfortable enough for successful learning to take place.

Figure 5: The level of adequacy of the physical environment in the classroom that is available for learning disability students.

The figure below represents data showing the level of adequacy of the physical earning environment in the classroom.
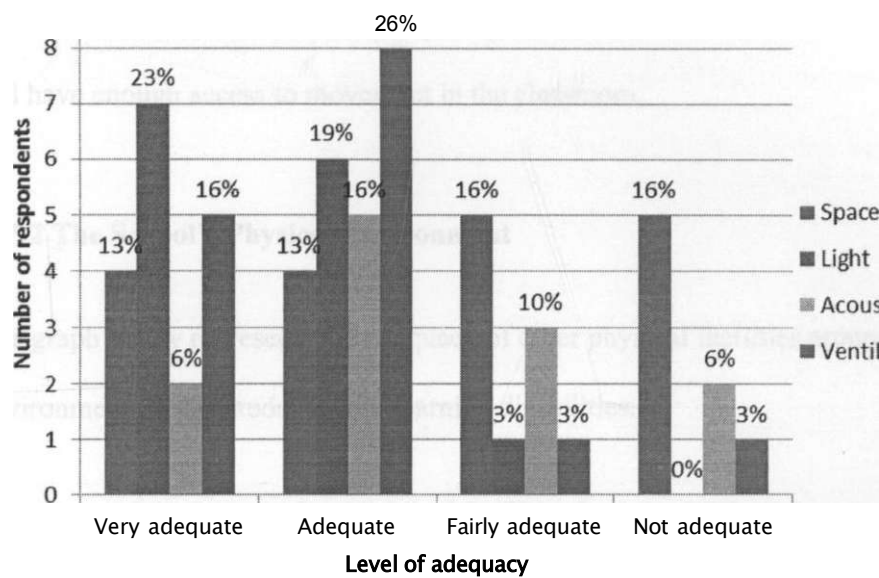
The findings above reveal that 13 percent of the respondents indicated that the space in the classrooms was very adequate, while 16 percent felt that the space was either fairly adequate or not adequate at all. 23 percent felt that the light in the classroom was very adequate while 19 percent felt that it was just adequate and 3 percent felt that it was fairly adequate. The acoustics had 6 percent saying that it was very adequate, while 16 percent said that it was adequate, 10 percent said that it was fairly

32

adequate and 6 percent said that it was not adequate. The ventilation in the classroom was considered to be very adequate by 16 percent of the respondents, 26 percent considered it to be adequate, 3 percent thought it was fairly adequate or not adequate at all.

In conclusion, the results of the findings above suggest that the space in the classroom was fairly adequate for the students, while the light seemed very adequate. The acoustics in the classroom were considered to be adequate and the ventilation seemed adequate too. This suggests that the areas for improvement in the classroom environment would be the availability of space to allow the students to be comfortable and have enough access to movement in the classroom.

4.5.2 The School's Physical Environment

The graph below represents the adequacy of other physical facilities around the school environment for the students with learning disabilities.

Figure 6: Adequacy of other physical facilities in the school environment to support students with learning disabilities

School's facilities
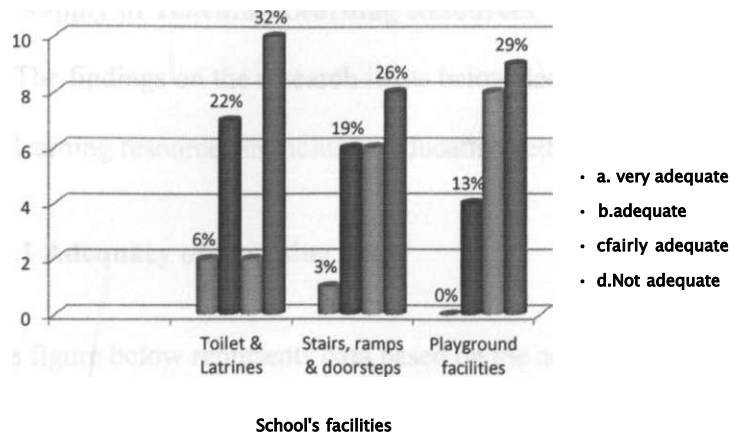
The findings from the graph above reveal that 6 percent of the respondents indicated that the toilets and latrines were very adequate, while 22 percent felt that they were adequate, 6 percent felt that they were fairly adequate and 32 percent felt that they were not adequate at all. 3 percent felt that the stairs, ramps and doorsteps were very adequate, while 19 percent felt that they were adequate and fairly adequate and 26 percent felt that they were not adequate at all. The play ground facilities were seen to be adequate by 13 percent, while 26 percent felt that they were fairly adequate and 29 percent felt that they were not adequate.

The data above suggests that all three physical facilities mentioned which include the toilet and latrines, stairs, ramps and doorsteps and the playground facilities are highly inadequate for learning disability students. This suggests that the external environment around the schools is not condusive enough to cater for students with learning disabilities.

4.6 Supply of Teaching/Learning Resources

The findings on the research items below deal with the supply of teaching and learning resources in inclusive education settings.

4.6.1 Adequacy of Learning Aids

The figure below represents data based on the adequacy of learning materials used by students with learning disabilities in the classroom

Figure 7: Level of adequacy of Learning Aids used by the students with learning disabilities
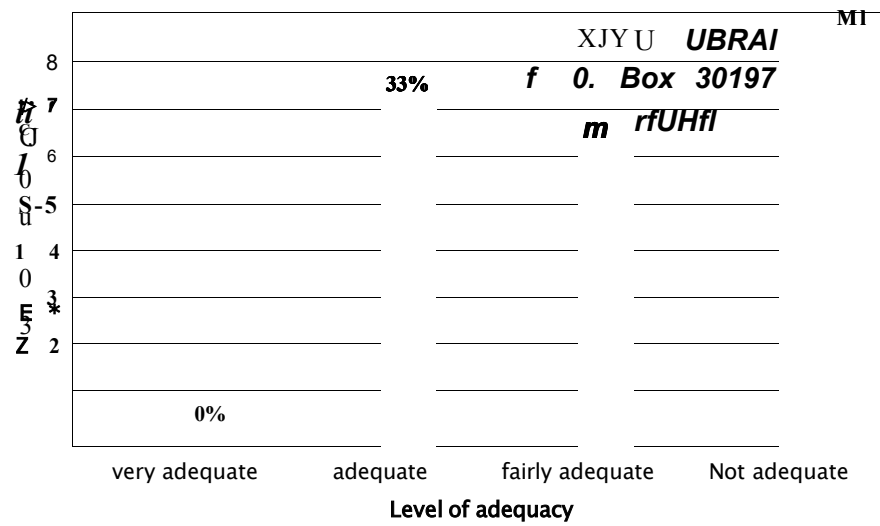
According to the data on the graph above, 33 percent of the repondents indicated that the learning materials were aequate, while 29 percent felt that they were fairly adequate. On the contrary, 38 percent of the respondents felt that the learning materials were not adequate at all. This suggests that the learning materials/aids were inadequate in public primary schools, hence hindering the learning experience for the students with learning disabilitites.

4.6.2 Adequacy of Teaching Aids

The graph below represents the level of adequacy of instructional materials in public

 primary schools that offer inclusive education.

Figure 8: Level of adequacy of teaching aids and instructional materials to

   support the teaching of students with learning disabilities

Level of adequacy of Instructional Materials
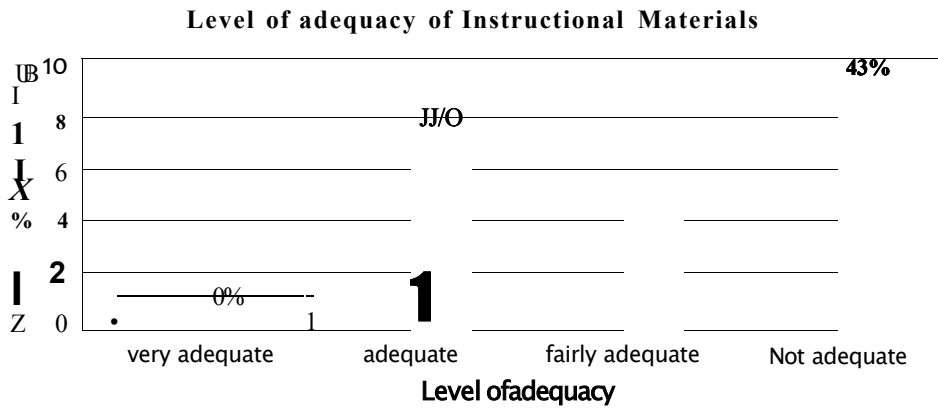
Using the data on the bar graph above, it can be observed that 43% of the respondents

felt that the instructional materials that were available in the classrooms were highly

inadequate, while 24% felt that they were fairly adequate and 33% felt that they were

just adequate. The analysis above therefore suggests that the instructional materials

used to suppport students with learning disabilities are inadequate. Therefore, the

teacher is unable to meet the needs of the learners because of the lack of suitable

teaching material.

4.7 Administration support in Inclusive Education

The findings on the research items below deal with the general efficacy in the

administration of inclusive education.

36

4.7.1 Intergration of learning disability students

The graph below respresents the opinions of educators in the intergration of learning disability students into the mainstream classroom.

Figure 9: Head teachers' and teachers' opinions on the integration of

Learning disability students into the mainstream classroom
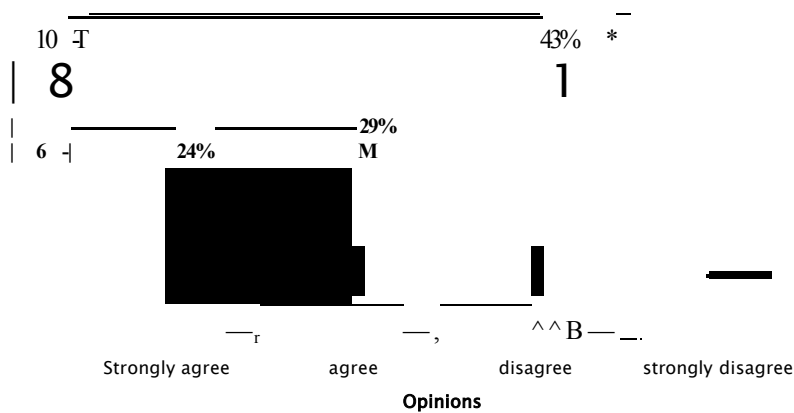
From the graph above, it can be observed that 43 percent of the respondents, which represent nearly half of the respondents disagreed with the intergration of learning disability students into the mainstream. However, 24 percent of the respondents strongly agreed with the integration of learning disability students into the mainstream while 29 percent just merely agreed for the integration.

Therefore, the data above suggests that nearly 50 percent of the respondents indicated that students with learning disabilities should not be included into the mainstream classroom. This could mean that there are various challenges being faced by teachers and administrators to successfully implement inclusive education in their current education settings. On the other hand, this could also mean that the structures and policies that are already in place are not accomodating enough to implement inclusive education in public primary schools.

4.7.2 Advantages of learning disabilities in the mainstream

The table below respresents the advantages of having students with learning

disabilities in the mainstream classroom.

Table 7: Advantages of having learning disability students in the mainstream

classroom

ADVANTAGES	N=11	%
It gives the child self-satisfaction and he/she is able to fit in and interact freely in the society like any other normal child.	4	13
Helps them to overcome emotional setbacks due to their disabilities.	1	3
The students with disabilities are helped by the others/peer mentoring.	2	6
This will motivate them and have a positive perspective in learning.	2	6
This improves their ability of doing things and they are able to accept their status of development holistically.	2	6

The data in the table above suggests that 13 percent of the respondents indicated that

the biggest advantage in including learning disability students in a mainstream

classroom was that the child learns how to fit into the society and live like a normal

person. Therefore, if at the administration level these students are understood and well

taken care of, they would be able to ultimately feel like they are normal and can fit

into society. Therefore, part of the successful admininstration of inclusive education is

to understand the background of these types of students and help them fit into the

school community.

4.7.3 Disadvantages of learning disabilities in the mainstream

The table below represents the disadvantages of integrating learning disability students into the mainstream classroom.

Table 8: Disadvantages of having learning disability students in the mainstream classroom

DISADVANTAGES	N=8	%
With their special needs, they need to be in their own setting and a teacher who has been equipped or has been trained on special education.	1	3
High enrollement	1	3
With free education the number of pupils in the class is large and therefore they don't get individual attention	3	26
Those children with learning disabilities will be left behind and will be disadvantaged.	1	3
with a large class the physically handicapped are never given enough time to carry out their activities because most of them are slow eg. In reading, writing etc	1	3
lack of manpower and learning resources	1	3

The data in the table above suggests that 26 percent of the respondents felt that the biggest disadvantage in integrating learning disability students into the mainstream is that the class sizes were too large due to the free primary education and this hindered the chances of giving these students more individual attention.

Therefore, from the administration point of view, the class sizes needs to be reduced if learners with disabilities are to be intergrated into the mainstream classroom.

4.7.4 Coping with the present primary curriculum

Figure 10: Whether learners with special needs can cope with the present primary school curriculum?

Can they cope with the present primary curriculum?
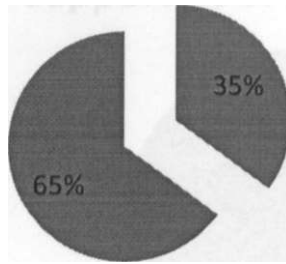
- Yes
- No

From the pie chart above it can be observed that 65 percent of the respondents indicated that the students with the learning disabilities were not able to cope with the present primary school curriculum, while 35 percent of the respondets felt that they were able to cope with the present primary curriculum. The 65 percent whose opinion was that they could not cope felt that the present primary school curriculum was more exam oriented where mean scores are highly valued. As a result, the non performers were not able to cope because of the high level of competition and stress. On the other hand, the 35 percent who felt that they can cope said that if the curriculum was taken or driven in the right way it would be possible for every student to succeed.

Nevertheless, the data still suggests that in order to successfully administer inclusive education settings in public primary schools, the curriculum needs to be more felxible to accomodate the needs of different types of learners and different ability levels.

40

4.7.5 Administration supportive to inclusive education

Is the school dministration supportive of inclusive education?

44%

56%

· Yes

m No
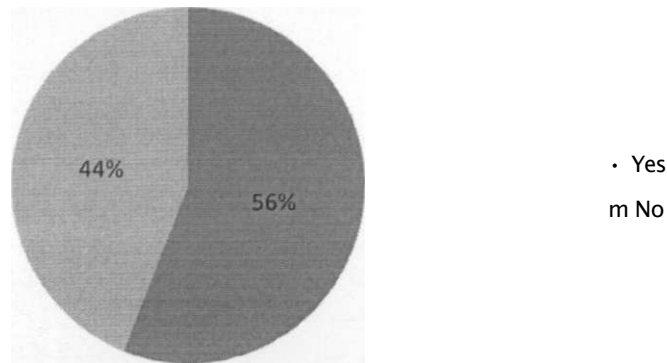
Figure 11: Is the school administration supportive of inclusive education?

From the pie chart above it can be observed that, over half of the repondents, that is 56 percent indicated that the school admininstration was supportive of the implementation of inclusive education, while the percentage of the population that indicated that the administration was not supportive was very close to the half mark at 44 percent.

The 56 percent of respondents who supported inclusive education indicated that the school did not discriminate the learning disability students during the admission process and always supported the teachers finding ways to handle these students. On the other hand, the 44 percent who did not support the administration of inclusive education indicated that the school admininstration was more interested in the maintaining a high level of performance and hence was not able to support such students, leave alone the inadequate facilties and the teaching materials · to support these types of learners.

I

As a result, this data suggests that the administration of inclusive education in public primary school can be a successful venture if only some structures and policies are put into place to support the students and the teachers who are handling such students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary and conclusion of the study and states some recommendations from the study. The chapter also offers suggestions for further study.

5.2 Summary of the Study

The purpose of this study was to investigate the challenges facing the implementation of inclusive education in public primary schools in the Parklands District. Four research objectives and research questions were formulated to guide the study. The meaning of inclusive education and the ways in which it can be implemented were also discussed in the literature review.

The study targeted two public primary schools in the Parklands district where the class teachers and the head teachers participated in the survey. The research instruments included questionnaires for head teachers and teachers and an observation schedule. Before the main study, a pilot study was conducted to test the validity and reliability of the instruments. The research instruments were established to be valid and reliable. The questionnaire return rate was 94 percent for the teachers and 100 percent for head teachers. This was considered adequate for the purpose of the study. The data collected was analysed and presented using bar graphs, pie-charts and frequency tables. The major findings of the study are summarized below.

43

5.3 Major Findings of the Study

The section below will highlight the major findings of the study with respect to the research objectives for the study.

5.3.1 Teachers' Qualifications in Inclusive Schools

The findings of the study revealed that the teachers who are teaching in public primary school in Kenya that offer an inclusive education setting are not well-equipped with the necessary training and expertise to handle students with learning disabilities. 81 percent of the teachers were not trained to handle learners with special needs while only a small percentage, that is 19 percent were trained to handle learners with special needs.

Therefore, the majority of these teachers did not undergo any formal training to handle special needs students and as a result they were not in a position to cater to the needs of such students. In addition to that, when the respondents were asked about their biggest challenge in handling learning disability students was, 45.1 percent of the respondents said that because they were not trained in special needs, they were unable to understand the behavioral needs of these students. Another 35.4 percent said that they were not experienced to differentiate the lessons for these students and finally 29 percent of the respondents felt that they were unable to meet the academic needs of these learners.

5.3.2 Teaching and Learning Resources in Inclusive Schools

Another major finding in this study was the critical lack of both teaching and learning materials. It was noted that the teachers at the schools indicated that they did not have

adequate instructional materials and teaching aids in order to deliver the curriculum to the students with learning disabilities. 43 percent of the respondents indicated that the instructional materials that they had to deliver the curriculum were not adequate, while only 33 percent indicated that they were adequate. Another 24 percent indicated that the instructional materials were only fairly adequate. As a result, the data above suggests that the instructional materials were not considered adequate enough to teach students with learning disabilities.

In examining the responses on the adequacy of learning aids it was noted that 38 percent of the respondents indicated that the learning aids were inadequate, while only 33 percent indicated that they were adequate and 29 percent indicated that they were fairly adequate. As a result, the data suggests that there was an inadequacy in the learning and learning resources and visual aids available for the students in grasping the concepts taught to them. This could mean that the students were not able to grasp difficult concepts and hence this slowed down their learning process.

5.3.3 Learning Environment in Inclusive Settings

Another major finding in the study was that the learning environment for students with learning disabilities in inclusive settings was not conducive enough for them. According to the findings of the study only 10 percent of the respondents felt that the chairs in the classrooms were adequate while 13 percent of the respondents felt that the chairs were not adequate. As a result, the chairs in the classroom were considered inadequate for the students hence making the environment in the class not very conducive.

Only 13 percent of the respondents indicated that the desks were adequate suggesting that the students were not studying in a comfortable learning environment. As a result there is an inadequacy of classroom furniture in public primary schools that offer inclusive education which hinders that process of learning for the student.

5.3.4 Administration Support to Inclusive Education

Another area that the study shed light on was on the administration concerns on inclusive education. Respondents were asked whether the public primary school curriculum was suitable for students with learning disabilities. According to the data gathered during the study, it was observed that majority of learners with special needs that is 65 percent cannot cope with the primary school curriculum while 35 percent of the respondents indicated that they were able to cope with it.

From the opinions of the respondents the study established that the public primary school curriculum was too exam oriented and was not flexible enough to incorporate the individual needs of the learning disability students. Hence the students were not able to succeed and found that they were lagging behind and were not able to cope with the work load.

The school administration was found to be cooperative by 56 percent (Table 4.1) of the respondents, while 44 percent of the respondents felt that the school administration was not cooperative. The main reason why the school administration was considered not to be cooperative was because they wanted the school to perform according to national standards and were therefore not very keen and receptive about students with learning disabilities.

5.4 Conclusions of the Study

From the study, an overarching conclusion can be drawn which states that even though the government has tried to implement the inclusive education policy, the students with learning disabilities still lack a certain level of equal access and opportunity to education in mainstream public primary schools in Kenya. Therefore the conclusions of this study are:

i.) Teachers' Qualifications in Inclusive Schools

The data from the study concludes that the teachers who are teaching in public primary schools that offer inclusive education are qualified enough to teach primary school students but not necessarily qualified to teach students with learning disabilities. Thus, teachers find it challenging to cope with the pressures of teaching a whole class and then having to cater to the needs of these students who have learning disabilities.

In addition to that, the teachers are also finding it challenging to understand and cater to the behavioral needs of the students thus making it difficult for the students and the teachers to understand each other.

ii.) Teaching and Learning Resources in Inclusive Schools

The results of the study also concluded that both the teaching and learning resources available in the classroom are inadequate for the teaching students with learning disabilities. The teachers feel that the teaching aids in the classroom are either totally absent or the ones that are available are inadequate. The teachers were not able to teach difficult concepts and make sure that all students are able to grasp it, especially those who have learning disabilities. This puts a strain on the teacher to try and make

sure that all students understand what they are taught without having the necessary teaching aids and resources that they need.

The availability and adequacy of learning aids is also a concern in public primary schools that offer inclusive education settings. There aren't enough teaching and learning aids for the students to use when learning about a certain concept, hence making it very difficult for the students with learning disabilities to visualize their own learning.

iii.) Learning Environment in Inclusive Settings

Another major conclusion from the findings in this study is that the learning environment and the physical surroundings in a school are not adequate enough to cater for students with learning disabilities. The classrooms do not have enough comfortable furniture for the students to sit on and therefore make learning extremely difficult especially for the students with learning disabilities.

The classrooms are overcrowded and do not have enough ventilation and light. The amount of noise coming in from the outside is also quite high because of the lack of proper acoustics. These factors make it very difficult for the students with learning disabilities to concentrate, hence hindering their performance academically.

iv.) Administration Support in Inclusive Education

Another major finding during this study was that the administration in the schools that provide inclusive education was not very cooperative about the learners with special needs. The school administration was more concerned about the performance of the school and would rather opt not to enroll the learning disability students who would eventually bring down the performance level of the school. This could mean that the

administration may also be facing a certain level of stress to raise the performance of the school, even though they might want to enroll and support such students.

Many of learners with special needs cannot cope with the primary school curriculum because it is too exam oriented and is not flexible enough to incorporate the individual needs of the learning disability students. Hence the students were not able to succeed and found that they were lagging behind and were not able to cope with the work load.

5.5 Recommendations of the Study

In the light of the summary and conclusions of the study, the following recommendations were made:

i.) The Ministry of Education should consider increasing the availability of special needs courses, workshops and conference for teachers in the primary schools. These courses should me made available at various intervals during the school year so that they are easily accessible to the teachers. This would really help in enhancing the teachers' skills in handling students who have special needs and would make the teachers more aware of what learning disabilities are and how to cater for such students.

ii.) The government should consider siphoning more education funds to increase the number of resources in the classrooms both for teaching and learning. Teachers should be equipped with adequate resources to teach a certain concept so that the students are able to grasp it easily. In addition to that, the students should also have

access to varied teaching and learning aids that help to enhance their understanding of a topic.

iii.)The government should consider improving the structures of the buildings in schools by improving the physical facilitates like the washrooms, the playground and ramps so that they are more accessible to the students with learning disabilities who might also be physically challenged. This would enable the physically challenged to move around the school campus more freely, hence making their environment more conducive. The government should also consider decreasing the classroom sizes in order to avoid overcrowding that leads to lack of space, poor ventilation and excess noise levels in a classroom.

iv.)The Kenya Institute of Education should consider making the current primary school curriculum more flexible so that they are able to accommodate all kinds of learners. This would mean that a learner of any ability would succeed when doing that curriculum. It would also mean that the Kenya National Examinations board would need to adjust the examinations and the procedures in order to accommodate the students with learning disabilities.

5.6 Suggestions for Further Study

The researcher suggests the following areas for further research:

i.) The study should be replicated in other schools in the Parklands district so as to get a wider perspective on the challenges facing the implementation of inclusive education in primary schools.

ii.) An investigation into challenges faced by the learning disability students themselves in an inclusive setting.

iii.)An investigation into challenges facing head teachers in the management of learning disability students in an inclusive setting.

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LETTER OF INTRODUCTION

Nadia S Janmohamed
University of Nairobi
P.O.Box 30197
Nairobi

Dear Respondent,

<u>**RE: RESEARCH QUESTIONNAIRE**</u>

I am a postgraduate student at the University of Nairobi, pursuing a Post Graduate
Diploma in Education. I am conducting research on 'The challenges facing the
implementation of inclusive education in primary schools in the Parklands district.'

Your school has been selected to participate in this research. I hereby request you to
respond to the questionnaire items as honestly as possible and to the best of your
knowledge. The questionnaire is meant for this research only and your responses will
be treated with utmost confidentiality. Therefore, you DO NOT need to write your
name on the questionnaire.

Thank you in advance.

Yours faithfully,

NADIA SALIM JANMOHAMED

QUESTIONNAIRE FOR REGULAR TEACHERS IN INCLUSIVE SETTINGS

Dear Teacher,

This questionnaire consists of questions asking for general information about you.

The information collected will be solely used for research purposes and to formulate

recommendations on how to improve the teaching and learning process for children

with learning disabilities. The information collected will be confidential and therefore

it is recommended that you do NOT write your name on this questionnaire.

Instructions

Please indicate by putting a tick (V) next to the response that applies to you.

<u>SECTION ONE</u>

School Name:

Gender: Male ( )   Female ( )

1. What is your teaching experience?

    i) 0-5 years   ( )
    ii) 6-10 years   ( )
    iii) 11-15 years   ( )
    iv) 16-20 years   ( )
    v) Over 20 years ( )

2. What is your highest professional qualification?

    i) PI   ( )
    ii) P2   ( )
    iii) SI (Diploma)   ( )
    iv) Bachelors degree   ( )
    v) Masters degree   ( )
    vi) Un-trained teacher   ( )
     Others (specify)

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

    Yes ( )   No   ( )

4. What kind of teacher are you?
    i)CIassroom teacher   ( )
    ii)Specialist subject teacher ( )   iii) Other

SECTION TWO

1. (a) Are there pupils with special needs enrolled in your class?

    Yes ( )   No ( )

    (b) Are there pupils with special needs who enrolled in your class but dropped out?

    Yes ( )   No ( )

    (c) Please state some reasons why you think they dropped out of your class

    (d) From your personal knowledge, do you know any pupils with special needs who would have been enrolled in your class, but for one reason or another, they are not enrolled?   Yes ( )   No ( )

    e)   In your opinion, list three steps that can be taken to increase the enrolment of pupils with learning disabilities in your classroom?

    a)

    b)

    c)

SECTION THREE

1. How would you rate the availability of textbooks, manipulative and visual aids at your school in supporting the learning experience of children with learning disabilities?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

2. How would you rate the availability of teaching aids and instructional materials at your school in supporting the teaching of children with learning disabilities?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

3. Would you consider the classroom's physical environment which includes the chairs, desks, space, light, ventilation and acoustics comfortable enough to accommodate the students with learning disabilities? Please tick the appropriate box below

Facilities	Very Adequate	Adequate	Fairly Adequate	Note Adequate
Chairs				
Desks				
Space				
Light				
Acoustics				
Ventilation				
Clearly labeled resources				
Inter-active displays				

4. How would you rate the adaptation of the toilets or latrines to suit the students who have learning disabilities at your school?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

5. What would you say about the physical facilities around the school like the stairs, ramps, leveled doorsteps in terms of helping with the movement of students with a learning disability?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

6. What would you say about the facilities in the playground and how best they are suited to cater for students with a learning disability?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   (

SECTION TWO

1.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Do you think that the integration of learning disability students in a mainstream class is a good idea?				

State a reason for your answer

2. Do you think that the school administration team is supportive enough for the
success of integration of disabled learners in this school?
Yes ( )   No ( )

State a reason for your answer

3.In your opinion, can students with learning disabilities cope with the present primary

school curriculum?

Yes ( )   No ( )
State a reason for your answer

4.

	Very relevant	Relevant	Fairly relevant	Irelevant
How relevant is the curriculum offered for the children with learning disabilities?				

State a reason for your answer

1. How learner-friendly are the following learning environments at your school in relation to learners with disabilities and other special needs?

	Extremely friendly	Very friendly	friendly	Sufficiently friendly	Not friendly at all
Building- ramps, toilets					
Psycho-social Support (e.g. Child abuse, prevention strategies)					
Appropriateness of curricula					
Assessment procedures used					
The student to student relationships					
Teaching aids					
Learning Aids					
Classroom environment- desks, chairs					

7. What are some of the problems that you face as a teacher when dealing with pupils who

   have learning disabilities in an inclusive setting?

   i)

   ii)

   iii)

THANK YOU FOR YOUR PARTICIPATION

QUESTIONNAIRE FOR HEAD TEACHERS IN INTEGRATED SCHOOLS

This questionnaire consists of questions asking for general information about

inclusive education at your institution. The information collected will be solely used

for research purposes and to formulate recommendations on how to improve the

teaching and learning process for children with learning disabilities. The information

collected will be treated with confidentiality.

Please indicate by putting a tick (V) next to the response that applies to you.

SECTION ONE

1 .Gender   (   ) Female   (   ) Male

2.Age
(   ) Below 30 years   (   ) 31-40 years   (   )41-50 years
(   ) Above 50 years

3. For how long have you been a principal of a primary school that offers an inclusive
education setting?
   i) 0-5 years   (   )
   ii)6-10years   (   )
   iii)l 1-20 years   (   )
   iv)over 20 years (   )

4. What type of school are you heading right now?

(   ) Special residential
(   ) Special day
(   ) Ordinary day with a special class
(   ) Ordinary with a Resource Unit
(   ) Ordinary with an inclusive class

5. For which group of learners does your school mainly caters for?
   Please indicate the number of children next to the selection that you made.

( ) With Hearing Impairments_____(   )With Visual Impairments
( )With Physical impairments_____(   )With Intellectual Impairments
( ) With Multiple Impairments
 Other, please specify

6. State the average teacher-pupil ratio in an inclusive classroom setting:

	Very adequate	Adequate	Fairly adequate	Not adequate
1. How would you rate the availability of textbooks, manipulative and visual aids at your school in supporting the learning experience of children with learning disabilities?				
2.How would you rate the availability of teaching aids and instructional materials at your school in supporting the teaching of children with learning disabilities?				
3. Would you consider the classroom's physical environment which includes the chairs, desks, space, light, ventilation and acoustics comfortable enough to accommodate the students with learning disabilities?				
4.How would you rate the adaptation of the toilets or latrines to suit the students who have learning disabilities at your school?				
5.What would you say about the physical facilities around the school like the stairs, ramps, leveled doorsteps in terms of helping with the movement of students with a learning disability?				
6. What would you say about the facilities in the playground and how best they are suited to cater for students with a learning disability?				

7.Please indicate, the type of resources which are in short supply, starting with the one
   required most:
 1._
 2._
 3.

8. Please indicate how many of your teachers of learners with special needs
have Special Needs Education qualifications:

        teachers out of_____teachers.

9. Do you experience any challenges in recruiting teachers with
special needs education qualifications?

(   )Yes   (   )No

10. If your answer in 2.4 is yes, please explain using spaces below:

SECTION THREE

1. How learner-friendly are the following learning environments at your
school in relation to learners with disabilities and other special needs?

	Extremely friendly	Very friendly	friendly	Sufficiently friendly	Not friendly at all
Building- ramps, toilets					
Psycho-social Support (e.g. Child abuse, prevention strategies)					
Appropriateness of curricula					
Assessment procedures used					

The student to student relationships				
Teaching aids				
Learning aids				
Classroom environment- desks, chairs				

2. List three areas under the topic of learning friendliness that you feel need urgent attention at your school?
a)
b)
c)

SECTION FOUR

1 .What curriculum or curricula do you follow?

( ) General education School-based (individualized plans

2.How would you rate the delivery of the curriculum to students with learning disabilities in inclusive settings?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

3.How would you rate the learning engagements that the students experience with respect to students with learning disabilities in inclusive settings?

   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

4.How would you rate the assessment tasks that the students with learning disabilities in inclusive settings have to experience?
   i) Very adequate   ( )
   ii) Adequate   ( )
   iii) Fairly adequate   ( )
   iv) Not adequate   ( )

5. How would you rate the curriculum offered to learners with special needs are comprehensive enough to prepare them for into the next stage of their learning- High School

   i) Very adequate   (   )
   ii) Adequate   (   )
   iii) Fairly adequate   (   )
    iv) Not adequate   (   )

6. What would be the three most important aspects of the curriculum that you would want to improve on for students with learning disabilities in an inclusive setting?

a)

b)

c)

THANK YOU FOR YOUR PARTICIPATION

i

APPENDIX A

OBSERVATION SCHEDULE

This observation schedule will be filled in by the researcher when he/she visits the schools mentioned in the study. The researcher will have to spend some time in the classroom to observe the following indicators. A class will be observed at each level from Standard one to standard eight.

INDICATORS	VERY ADEQUATE	ADEQUATE	FAIRLY ADEQUATE	NOT ADEQUATE
1. Are the textbooks in the class suitable to the level of the students who have learning disabilities?				
2. Is there a learning assistant present in the class who helps with the children who have learning disabilities?				
3. Is the teacher's teaching speed at a level that the learning disability students are able to follow?				
4. Are the desks and chairs comfortable enough for the students to learn?				
5. Is there enough classroom space for the students to be comfortable when seated and for movement?				
6. Is the work allocated to the students different from the one allocated to the students with learning disabilities?				

7. Is the teacher's level of instruction simple enough for the child with a learning disability to understand?				
8.Does the teacher demonstrate a sound knowledge of understanding the student's social and emotional needs?				
9.Are the other students in the classroom receptive and cooperative to the ones with learning disabilities?				
10. Is the class well ventilated and free from external noise that may distract a student with a learning disability?				

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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14th November, 2011

Nadia Salim Janmohamed
University of Nairobi
P. O. Box 92
KIKUYU

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RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The challenges facing implementation of inclusive education in primary schools, Parklands district, Nairobi, Kenya*" I am pleased to inform you that you have been authorized to undertake research **in Parklands/Westlands in Nairobi** for a period ending *30"' September 2012.*

You are advised to report to **the Provincial Commissioner & the Provincial Director of Education, Nairobi Province** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

P/N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The Provincial Commissioner
Nairobi Province