

**FACTORS INFLUENCING THE INTEGRATION OF SPECIAL UNITS IN  
PUBLIC PRIMARY SCHOOLS IN KENYA  
A CASE OF PUBLIC PRIMARY SCHOOLS WITHIN MUTHESYA WARD  
MASINGA SUB-COUNTY, MACHAKOS COUNTY**

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**A Project Report Submitted in Partial Fulfillment of Requirements for the Award  
of the Post Graduate Diploma in Education of the University of Nairobi**

**2019**

## DECLARATION

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## **DEDICATION**

I would like to dedicate this project to my parents Mr. and Mrs. Regina Kitetu, siblings Boniface, James and Winnie for their unending support and encouragement they gave me as I undertook it.

## **ACKNOWLEDGEMENT**

It's my great pleasure to express my gratitude to Almighty God and to my Supervisor Dr. Juliana Munialo for the guidance and direction she provided during the process of carrying out the research. I would also like to appreciate my parents, my brother Boniface Mutie and my friend David Onyango for their financial and moral support. Finally I would like to appreciate University of Nairobi for their support that has made it possible for me to finish this research project.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CAK	-	Communication Authority of Kenya
CPF	-	Computer Practice Framework
EFA	-	Education for All
GoK	-	Government of Kenya
GTS	-	Geographic Teachers' Competence
ICT	-	Information, Communication and Technology
KESSP	-	Kenya Education Sector Support
LMS	-	Learning Management System
MDG	-	Millennium Development Goal
MoE	-	Ministry of Education
MOEST	-	Ministry Of Education Science and Technology
OVC	-	Orphans and Vulnerable Children
SNE	-	Special Need Education
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Education, Social and Cultural Organization

## **ABSTRACT**

The aim of this study was to establish factors influencing the integration of special units in public primary schools in Kenya. The objectives of the study are teacher's preparedness, teacher's attitude, administrative support, and learning resources influence to the integration of special units in public primary. The researcher adopted descriptive research design in collecting data from the respondents. The researcher targeted 150 respondents for the research study. The sampling design adopted was stratified random sampling since it gives an equal chance to the entire respondent while questionnaire were used as data collection tool. The questionnaire contained semi structured and structured questions which were administered and used to collect data. The sample for the study constituted of 86 respondents to be arrived at based on 50% of the target population. Data was presented by use of tables. Quantitative and qualitative analysis was used to analyze the data. Based on the findings the study recommends that integration of special units in public primary schools policy should be strengthened in schools by all the stake holders to strengthen the integration. The TSC should recruit adequate professionally qualified and trained teachers to ensure that integration succeeds so as to guarantee impressive integration. Further the study recommends that the head teachers should ensure that libraries are equipped with relevant books including class readers to promote students reading culture. The head teachers should at all times monitor the teaching and learning process during lessons to make sure that the teachers apply the appropriate methods of teaching. There should be regular organization of seminars and workshops for integration agenda organized by the stakeholders like publishers, Directorate of Quality Assurance and Standards of Ministry of Education to equip the teachers with the current teaching methodologies. From the discussion and summaries made, it can be concluded that the Masinga Sub-County is now improving its integration of special units in public primary schools in Kenya management by following strictly the four variables discussed above set to maintain the required standards of education quality and performance. The study also established that there is a significant relationship between student attitude and integration of special units in public primary schools. When students have a positive attitude towards integration of special units in public primary schools, they always want to learn and speak more even during lessons.

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background Information

The initial objective of all systems of education is that each child should receive full time instruction in school. The main response to the overwhelming pressure of demand for education leads to scarcity of resources such as classrooms, teachers, books, and many others. According to UNESCO (2010), integration is mainly understood as a reform that supports and welcomes learners from all diversities. It is from this understanding that steps are taken to eliminate discrimination and provide accommodation for all learners who are disadvantaged because of one reason other than disability.

According to Almusalam, S. N. (2011) Education for disabled children was approved in 1975 although the origin of special education can be traced back to 1829 when New England Asylum was established, followed by Massachusetts schools for idiots in South Boston in 1859 (Fisher, 1995). In 1952, Sir Andrew Cohen started special education in Uganda while Kenya saw the importance of addressing diverse needs in education after independence in 1963. Several commissions and committees were appointed to look into the education system hence the government's strategy of education for all as a Millennium Development Goal (MDG) and Vision 2030. The Kenya government is devoted in securing and supplying equal chance to persons with disabilities. The Kenya government also have advanced various number of policies for Special Need Education (SNE) right from 1964. The Kenya government is also devoted to make sure that the supply equally accessed to standard and applicable education and tutoring chances for all Kenyans. This lead to the declaration of Free Primary education (FPE) to all Kenyans since 2003 irrespective of Through execution for free education of primary, it is found that the achievement of Universal education of primary is a key milestone against attainment of education For All (EFA) objectives. This makes it obvious and noticeable in schools that have learners with special needs hence the integrative approach.

Vision 2030 strategy is to enforce the Children's Act by empowering people with specific requirement to help them depend on themselves, eliminating child labor and

other retrogressive among children, enhancing support to orphans and vulnerable children (OVC), reducing dependency by empowering them with knowledge, skills and attitudes (GOK,2007). However, up to date, most people persons with disabilities in Kenya cannot get a chance to go school. For example, in 1999, only 22,000 learners with disability enrolled in special schools and in 2013, the number rose up to 26,885. This relates poorly with the normal education offered to normal learners. According to the current report (GOK, 2007), there are over 1100 units in Kenya and they include vocational and technical institutions that cater for learners with special needs. The current status in Eldoret municipality is that there are two special schools and 11 public primary schools with special units for children's interaction during break time and other informal forums. The units have a total enrolment of 244 learners that have been assessed for placement. Public primary schools admit learners alongside "normal" children so long as the disability is not so severe that requires special attention in a special school.

### **1.1 Statement of the Problem**

The Kenyan government has substantially invested considerable resources in education reforms. Every child in Kenya has to be educated for it is their right as proclaimed in the Universal Declaration of Human Rights. This was powerfully recommended by the World pronouncement on Education to all in 1994 (UNESCO). An education system, despites its adequacies as its ultimate purpose, which is the transformation of individuals and society (Wilcox,1992). The Government of Kenya provides education for primary free to all Kenyans . According to MOEST 2001, this objective will only be realized when universal privilege to education will be prolonged to persons with disability in the country. According to KISE (2002), the lack of team work of venture by the SNE amenities supply has bring about substandard and unrestricted supply of facilities to special need learners (ROK, 1998/1999). This has hindered the supply of quality facilities disability learners by the Moe Research studies in this area indicate that children with disabilities are being integrated to public primary schools as per the government policy and the school must adjust to achieve the requirement of all children (UNESCO, 1997). The new constitution has strongly focused on issues to do with equity, more so targeting the discrimination faced by various marginalized groups which include persons with disabilities. Integrating special need education into learning and training institutions is

one of the major goals of Vision 2030. All forms of discrimination on the grounds of disability are highly prohibited by the constitution. For instance, a school may not discriminate against persons in terms of conditions on which education is offered. Therefore, the aspect of integration is so complex. It requires an investigation into some factors such as teachers, physical resources, school administration, among others which are key in the implementation of any innovation since they influence its success or failure. It was, therefore, the concern of the researcher to investigate the preparedness and suitability of primary schools of government are integrated with students with disability. It is in the school setting where implementation of educational innovations takes place making it necessary to investigate the status of some factors and find out whether the school profile is such that integration of learners with disability into primary schools of government can be successful.

## **1.2 Purpose of the Study**

The purpose of this research study was to establish the elements influencing the integration of special units in government primary schools in Kenya

## **1.3 Objectives of the Study**

- i. To investigate the role of teacher's attitude on the integration of special units in public primary schools in Muthesya ward, Masinga sub-county.
- ii. To investigate whether the school administrative support influenced the integration of special units in public primary schools in Muthesya Ward, Masinga Sub-county.
- iii. To investigate how availability of teaching/learning materials influenced integration of Special Needs Education in public primary in Muthesya ward, Masinga Sub-county.

## **1.4 Research Questions**

- i. How does teacher's attitude influence the integration of special units in government primary schools in Muthesya ward, Masinga sub-county?
- ii. Does the school administrative support influence the integration of special units in public primary schools in Muthesya ward, Masinga sub-county?

- iii. How does the availability of teaching/learning materials influence integration of Special Needs Education in public primary schools in Muthesya ward, Masinga sub-county?

### **1.5 Significance of the Study**

The observation of the study are required to give a frame work and process which will assist in development, deployment, and integration of units taken by people with disabilities in Kenya. The researcher hopes that the study may help the government officials in various ministries in fast tracking the teacher factor influencing integration of units that are learned by students with disability in primary schools of government in Kenya.

### **1.6 Limitations of the Study**

This research study was limited by lack of fluency in language which affected some of the respondents who were unable to read and interpret the language as it was used in the study on the topic. This was mitigated by researcher by giving an explanation on the challenging areas. The researcher also guaranteed the respondents that, the details obtained from them was specifically for academic research determination and was acted toward with utmost assuarity. The researcher also had a briefing with the respondents on the significance of the data collected from them.

### **1.7 Assumptions of the Study**

The research study was based on the following pressumptions:

- i. The information obtained from the respondents were true to the best of their knowledge.
- ii. That all the special units within the primary schools of government in Muthesya Ward, Masinga Sub-County, Machakos County have trained special needs education teachers.
- iii. The respondents were informed of the school based factors that influenced integration of Special Needs Education.

1.8 Organization of the Study  
The research study was sorted in five chapters. Chapter one comprised of context of information, report of the problem, aim of the research, goals of the research, importance of the study, restriction, basic presumptions and visibility of significant terms. Chapter two reviewed the existing literature on integration and special needs

education, influence of teachers' attitude on integration of units for people with disability in Kenya, effect of learning or teaching materials on the integration of Special Needs Education, teachers' level of preparedness and administrative support on integration of units of taken by people with disability in primary schools of government, academic framework and theoretical framework. Chapter three comprised of the research methodology. This includes the research design, target population, sample size and design, data gathering method and tools. Chapter four consisted of data analysis, presentation and explanation of the data. Finally we have chapter five which review the summary of findings, examination of observation, conclusion and recommendations for future study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

In this chapter we distinct on reviewing of comparative literature on methods used by various schools in the integration of units taken by people with disability in primary schools of government in Kenya. A review of variables such as teachers' attitude, teaching/learning materials, Teachers' level of preparedness and School administrative support, summary and the theoretical framework comparative to the study. We deeply observes some of the elements which are spotlighted as the elements that devastates the integration of units taken by people with disabilities in primary schools of government in Kenya.

#### **2.1. Integration and special needs education**

Learners with disabilities are educated in normal schools and this has raised concern on the education systems throughout the world. Arguments for integration largely rest on the right for all people to participate and contribute positively in their communities. Also there are most significant people, social, economic and political causes for completing a policy and approach for inclusive education. This brings about individual evolution and establishing relationships among personal, groups and nations.

Abduls mad, A. (2010) classified children with disabilities as the deaf, deaf-blind, difficulty in hearing, mentally delayed, multi-disabled, orthonectida impaired, seriously psychologically interrupted, speech damaged and optical disabled. The researcher in reference Abduls mad, A. (2010) based the study on five major categories of children with special needs. They include; the deaf, visually impaired, mentally handicapped, physically handicapped and children with multiple handicaps.

Integration is therefore, defined as education which learners with disabilities in normal schools by providing a natural environment, i.e. they learn alongside their peers and thus freed from isolation that is highly characterized in special schools placement.

Hegarty, (2004) and Kirk (1972) criticized special schools and noted that even though a special school provides an opportunity for thorough training, certain disadvantages of an institutional setting become apparent routine formality, segregation, lack of family

,life and so forth Kirk, (1972). Herwett and Forness (1984) concurs with Kirk (1972) on the issue of special schools and notes that the special schools not only segregate the handicapped but also stigmatize them as having needs different from those of ordinary people. Today then, the principle of amalgamation is energetically advocated in order to eliminate the segregation practices of the past.

In United States, the development and establishment of special education have been on the evolutionary process. In every incremental stage, in the process there is increased knowledge, Smith, (2001). In running programmes of SNE, studies have shown that social skills, training together with peer involvement can be lasting effects on improving children social adjustment.

Hegarty (2004) in his study he discovered that children in regular schools had courage withy those disability learners that were in normal schools. From Hegarty (2004) research, one teacher once said that, *“what we have experience has helped as to show the pupil that even with disabilities and issues requirement we can be educated together in normal schools without influencing their self-esteem.”*

Despite the small number of special units and programmes, education and training chances remain very few. This is as a result of scarce resources and insufficient financial support from MOE. The MOE look forward to integrate learners with disabilities into the mainstream schools and provide them with necessary materials and facilities.

The Government of Uganda is now developing its education procedure and mainly in order to give hand in standard education of the students irrespective of their disabilities. All schools were categorized in clusters of 15-20 and in every cluster there is a special need education connector. This ensures that all special need learners are disposed to applicable and quality education.

In Kenyas, special education was adopted when the Second World War and since then has requested to give all groups of people with special requirements. Learners with learning disabilities were offered education only in special schools until the 1970s when the special units and mainstream schemes were introduced.

## **2.2 Influence of Teachers Attitude on integration of special units in public primary schools in Kenya**

The same weakness occurs in Kenya primary school using ICT. Rozell & Gardner (2010) maintained that teachers' attitude and experience marries to their computer attitudes. I.e. teachers who are more experienced with computers are likely to show positive attitude towards computers. This positive computer attitude improve computer establishment in classes. (Van Braak, 2009) discovered that there is requirement to advance good attitude towards any innovation being undertaken. Therefore, the teacher's positive attitude or state of mind lead to the integration of units taken by students with disability in primary schools in Kenya.

The integration of special units in Kenya largely depend on the teacher's attitude which is a significant factor in accepting it in their actual use (Baylor & Ritchie, 2010).

## **2.3 effects of teaching/learning materials on integration of special needs education.**

Learners with specific requirement need to major in learning materials at personal and while still in school. For instance, learners who are have damages require braille and white canes at personal rank while still in School they need braille papers, braille machines and braille kit. Special need learners with less desire magnifying glasses printing reading materials at individual and school. Learners with hearing difficulties need hearing aids at personal level while at school need speech training units, sign language dictionaries and books.

Learners who are physically disabled need wheelchairs, crutches and adapted seats. Learners who are mentally handicapped need real objects and functional aids at school level.

Educational resources can therefore be defined as factors found outside and within the classroom that make learning and teaching experiences more successful. Educational resource simply refers to human and material resources and any other environmental factors that are necessary to facilitate learning. Integration as an innovation places certain reasonable demands on school conditions, pupils, teachers, parents and facilities. These demands are within cultural, political, social and economic contexts.

In this study they are resources which enable the learner with special needs to be integrated into a regular school. In Distant Learning SNE module 1 ( KISE, 2002) such resources include magnifying glasses to reinforce reduced vision, hearing aids for learners who are hard of hearing, walkers, crutches to help learners with mobility difficulties.

Children with disabilities are eligible to extensive range of provisions as indicated by Individualized Education Programmes (IEPs) (Zachry, 2012). Physical therapy mainly deals with gross motor skills (large muscles) while occupational therapy focuses on daily living activities. School therapy treatment focuses on assisting learners in travelling within the school environment and participate in school/classroom activities such as climbing up/down staircases. This also help them improve wheelchair mobility.

Children in public schools who are physically disabled can be assisted in many other ways. For instance, learners who use wheel chairs or crutches can be given access to a school elevator. Those with hearing problems can be made to sit near the source of sound or use hearing aids, those vision problems can be made to sit near blackboard, use bold print, eye glasses, among others. Those with emotional disorders can undergo counseling sessions with the service providers. These accommodations are made to ensure that these special need learners have adequate amount of space to manouvre about their classroom activities. Learners with communication disorders such as cerebral palsy may be assisted through speech therapy or other assistive technology. These communication disorders include: stuttering, delayed language, articulations, voice disorders and interruptive language which affect the child's education.

On the political aspect, the integration of schools is one of the more influencing means of attaining Education For All. Have to be known as a significant rules from government and therefore given an occupation of improving agenda. By so doing, will ensure that there are adequate resources. Acquiring adequate resources cannot be met by simply changing the policies and priorities. Thus political support both at community and national level is required to obtain more resources and deploy the existing ones. These are both human and material resources that are necessary for the learner to learn effectively (KISE, 2002).

As far as physical factors are concerned, Oluoch (2002) notes that schools embarking on the new curriculum should be those which can obtain the necessary facilities and

equipment. For example, one would expect to find acceptable classrooms, desks, blackboards, playing fields, textbooks for teachers and pupils in the schools which are ready for curriculum improvement. Schools should for example have magnifying glasses and other optical devices to reinforce the reduced vision; hearing aids for learners who are hard of hearing; walkers and crutches made of local materials to help learners with mobility difficulties. The success or failure of curriculum implementation may well depend on the availability of these facilities and equipment.

Resources should also be allocated in training institutions to support the training of special need education teachers. To make certain the there have emerged a great outcome of an collaborated education system, efficient technical aids must be provided. Therefore, collaborated approaches can be joined with the advanced help at both levels. When educational and social approach are combined, special need education will need appropriate management plans, thus making the several services to link up both at local and national levels. This allows the public authorities and associative bodies to combine forces. (Robertson and Nilson, 2008).

Technology does not pose serious consequences for implementing curriculum. This is because it brings about significant changes depending with the kind of knowledge the society wants their learners to be given. It leads to changes in values, raises moral problems and puts pressure on existing curriculum use of computers and calculators. The curriculum has to cater for use of these machines as well as their place in the school (Shiundu and Omulando, 1992). People, however, react differently to change, but usually the reactions are negative. In education, resistance which is part of natural human behaviour over shadows acceptance. Most people will resist change if it threatens the cherished traditions and institutions, due to personal reasons or because they do not approve of them and integration of learners with disabilities in education into normal schools is one of such changes.

Educational resources for learners with hearing impairments include hearing aids, pocket or body-worn hearing aid with spectacle hearing aids among others. Communication strategies such as body language, gestures, graphic symbols, mimicry, sign language, eye contact and finger spelling are also important for learners with hearing impairments. Learners who are deaf-blind require communication devices that are likely to stimulate their residual

vision or hearing ability. Communication strategies such as body contact prompt and cues are necessary for their survival. They also require adaptive equipment for normalizing muscles and voluntary movement such as bolsters and mobility devices among others.

Cognitive differences include learners with mental disabilities, specific learning difficulties, the gifted and talented and those with autism. This group of learners may not have any notable disabilities. The educational resources required by these learners depend on the individual learning needs and may range from pre-school materials to the modern advanced high technology equipment. Resources for learners with mental disabilities include simple abacus, jigsaw puzzles, pegboards, pictures, patterns, puppets, toys and lacing/buttoning frame among others. The gifted and talented learners require exploratory resources such as encyclopedias, advanced textbooks.

#### **2.4 Teachers' level of preparedness and integration of special needs education.**

In order that the teaching of pupils with specific requirement is done most effectively, school staffs need certain basic information concerning the handicapping conditions and the likely educational consequence. They should be informed of agencies within the wider community to whom they might get advice or assistance. It may be necessary to adopt measures counteract negative staff attitude based upon misinformation or misperception.

This can be done through induction and in-service training.

Training of teachers in Kenya is now taking a new dimension and image due to curriculum

changes and educational policies being adopted by the government. These policies include the free and compulsory primary education launched in January 2003. All these policies are aimed at improving delivery of education to learners. The government is now introducing tutoring of teachers in disability education. This is aimed at reducing challenges faced by learners with diverse needs.

The tutoring of teachers should be focused on skills of handling special needs children, knowledge of the subject content and relevant content to be taught to the learners at each level. The government should also stress on disability education in the teachers tutoring colleges. These strategies will therefore assist in eradicating functional motive against learners with disabilities in education.

Were (2008) introduction to inclusive education says that the various categories of learners need services of qualified personnel in order to benefit in any educational setting. The Kenya government is committed to ensure that at least one teacher should be trained on special needs education by the year 2015 in each public primary, KISE (2002).

The government through the Ministry of Education has launched distance learning programme on special needs education through Kenya institute of special education and various universities such as Kenyatta and Maseno. Methodist University which is a private university has introduced degree courses in special needs education. All this endeavors are aimed at equipping the teaching personnel with necessary and vital skills, attitudes and awareness to address the requirement of various students in public and private schools.

World bank, (2009) in their study disability, issues , trends and recommendation for the world ‘ bank’ they found out that lack of good teacher training in special need education as well as lack of a systems approach were the main challenges facing execution of disabilities education in developing nations.

### **2.5 Administrative support on integration of special needs education.**

Okech and Asiachi (1992) agree that once a syllabus has been produced at the national level, individual areas and schools are left with the responsibility of interpreting curriculum objectives to be able to select suitable learning experiences. School authorities make further decisions which may even result in modifications of the national objectives. The changes decided upon are based on various factors. For instance a school may be interested in teaching agriculture due to the location, resources and needs of the society while another one may be inclined to teaching vocational education.

However, everybody in society should ideally accept and promote change although there are special people who play a leading role in implementing an innovation such as integration of learners with special needs. People react differently to change but usually the reactions are negative and sometimes resistance may overshadow acceptance. School administrators need to remember that resistance to new ideas is part of the natural human behavior and there is need for the implementation of the innovation to succeed (Shiundu and Omulando 1992).

Public primary schools are among educational institutions which hold on top-bottom approach of management. Integration is an innovation which requires also bottom-up approach for full participation of all learners. It applies to the relationship of learners to teachers, teachers to head teacher, head teachers to field officers, officers in the Ministry of Education and so on. School administrative support of this innovation is therefore very important.

Management and organization of integrated education programmes in USA is based on the principle of equality (Laserson and Block, 1985), which recognizes different capabilities and different interests. Thus overcoming the obstacles to learning is an appropriate and valid responsibility of schooling. Further, according to Kinsler and Gamble (2001), proper governance must be in place in order to facilitate learning, and the greater ownership of schooling process must be shifted from state to local authority policy makers or school councils, and in this study, the school administrators.

British primary school is founded on a set of prescriptive assumptions about children's learning referred to as "good practice". This good practice, according to Alexander (1992), refers to organizational arrangements and teaching methods which include group work, curriculum integration, a learning environment story or visual impact and exploratory pedagogy and thematic enquiry. Children's entitlement to participate in every area of curriculum implies that assessment of children with special needs does not only relate to detailed individual programmes but also address the kinds of arrangements needed to ensure that the child has opportunities to participate in all activities (Volfendale,1992). Hegarty (1993) reports that Local Education Authorities (LEAs) run schools at local levels in Britain. The LEAs employ staff in an advisory capacity, monitor the authorities and develop new initiatives within it.

In Kenya, despite the government's policy of provision of equal education opportunities and the recent introduction of free primary education, still more than 95% of children with disabilities cannot access formal education (Ramani, 2004). This high percentage can be attributed to the ministry of education's continued support and development for



regular schools at the expense of special schools and integrated programmes. The schools are characterized by poor management leading to poor methods, poor attitudes on the side of the teachers towards learners who are disabled students and above all inadequate teaching facilities (Kirimi, 1997). The above literature implies that proper management of special education in integrated institutions is crucial for the challenged children.

## **2.6 Theoretical Framework**

### **2.6.1 Innovation Diffusion Theory**

The theory was advanced by Rogers (2003) which explains how new ideas diffuse into a given population. The theory of Innovation-Diffusion is the process in which an individual acquires first knowledge of an innovation, develop an attitude towards the innovation, then decides either to accept or reject the idea, implementation of the adopted idea and finally confirmation of the innovation (Rogers, 2012). The theory states the process in which communities cooperate the new idea and how a given community gets to know about the new idea. Innovation diffusion can therefore be defined as the process by which an idea is adopted and gets acceptance by the members of the community.

This theory is applied in this research on the integration of special units into tutoring in primary normal schools of Kenya. Integration of these special units is a process that occurs over time and can be facilitated through action to educate, invite and support teachers in incorporating new system or curriculum, approaches, or products and services into teaching in primary schools (Rogers, 2010). Therefore, we can apply this theory in our study. Innovation diffusion Theory attempts to give explanation on variables that influence diffusion, how and why people adopt the new innovation into their society. This can be related to the variables in this study such as the pedagogy, knowledge, attitude and administrative support.

Since the teachers' factors are indispensable to the innovation-decision process, the study focuses on stating the teacher elements that cause the integration of special units in Kenya. The summary of the variables in this research study is presented in figure 1 in the conceptual frame work.

### **2.6.2 Vyogotsky Theory**

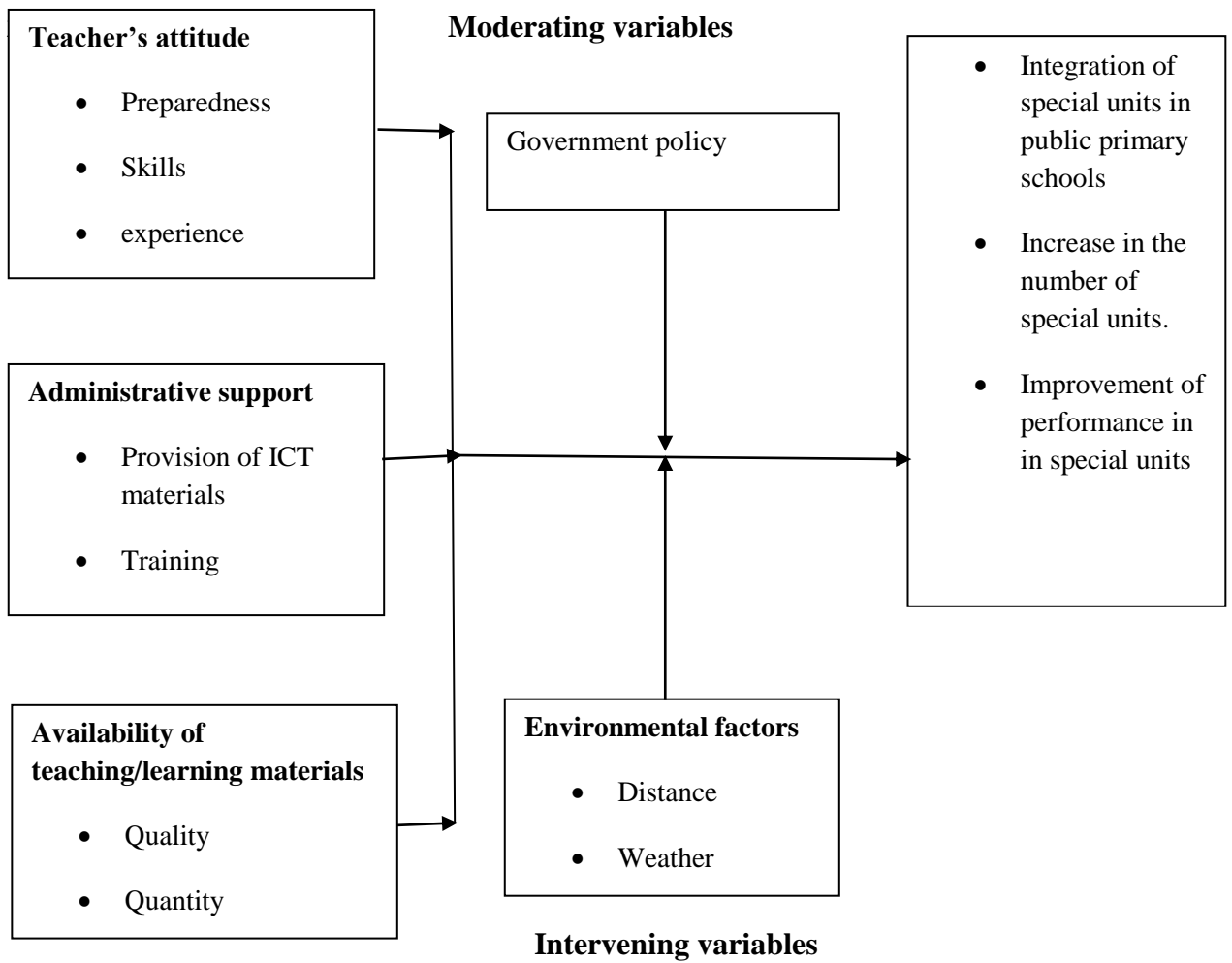
Vyogotsky theory (1987-1998) agitate study and tutoring of children with special needs as a splinted linked procedure in a reactive social context. This theory states that when children are accorded appropriate assistance by the adults and capable peers, they can perform better.

In this case children with disabilities are assisted with trained personnel and capable peers. In an integrated class, continuous assessment of special need learners is very significant in order to detect deficit or ability of the children. This help the teachers use the strengths to alleviate the weaknesses in the process of instructions.

This theory is mainly considered in our research since the students are involved in the structured school, students can associate with other learners and gain support from the teachers and squint the teaching/learning process. The advance the system and technique of guidance with the suitable provision assisted the students to advance to their high level of depending on themselves. At the time all is finished, the students were capable of notice the full courage since disability is not inability.

**Independent variables**

**Dependent variables**



**Figure 1: Conceptual Framework**

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter we shall discuss the procedures used in conveying the research. The issues discussed include the research design used, target population, sample size and design, data gathering method and tools and data analysis methods.

#### **3.1 Research Design**

A research design is a structured plan used by the researcher to specify the methods and procedures to be used in collection and analyzing of data. In our study we used the descriptive research design where the researcher tried to investigate the current situation of the problem. An illustrative research design is a process through which details are collected in for the test of hypothesis or giving answer to the research questions (Gay, 1983). In our case this design is considered the most effective as it gives room for individual views and opinions concerning the elements causing the integration of special units in government schools in Kenya.

#### **3.2 Target Population**

Target population is a group of people identified by the researcher from whom information is being collected. A research population can as well be defined as a set of personal or goals with some usual features (Mugenda and Mugenda, 1999). In our case the target population comprised of 150 respondents as shown in the table 3.1 below.

**Table 3.1 Target Population**

<b>Category Percentage</b>	<b>Target Population</b>
Head teachers 4%	6
Special unit teachers 53%	80
Students 43%	64
<b>TOTAL 100%</b>	<b>150</b>

### 3.3 Sample Size and Sample Design

A sample is a compatible proportionate of the identified size or number of people for carrying out a research study. Samples are collected in order to attain proper understanding of a population. Sampling can be defined as the process of choosing an illustrative sample from a target population. Stratified sampling involves identifying groups in the study and then random sampling each group. This assures the researcher that the information obtained is reliable. In our case the researcher applied the stratified random sampling to ensure that all the categories of the population were well represented. This ensures that the level of accuracy of the researcher is increased. From our research study, the sample constituted of 77 respondents. This is represented in the table shown below.

**Table 3.2 Sample Size**

<b>Category</b>	<b>Sample Size</b>
Head teachers	3
Special unit teachers	20
Pupils	54
<b>TOTAL</b>	<b>77</b>

### 3.4 Data Collection Methods and Instruments

Data gathering methods and tools are devices that the researcher use to gather information purposely for the study. During the study, the researcher administered both primary and secondary data gathering methods.

#### 3.4.1 Primary Data

Primary data collection methods include questionnaires and interviews. In our case, the researcher administered questionnaires to the respondents in order to gather information. This method is referred to be the most appropriate in this case as the researcher can reach a large population at the same time hence saving time and also cuts the cost. They also ensure confidentiality in the kind of data being collected hence increasing honesty of the respondents. Our questionnaires comprised of both closed and open-ended questions. In order to circulate the questionnaires, the researcher obtained authority from the relevant departmental sections.

### **3.4.2 Secondary Data**

This involves analyzing information from relevant materials. These materials include: magazines, newspapers, journals, published books, internet etc. Information gathered from these materials was combined with the field findings.

### **3.4.3 Reliability and Validity**

Five respondents were chosen randomly to experiment the dependable and logic of the questionnaires. Necessary correction was made on the questionnaires before final administration.

### **3.4.4 Administration of Questionnaires**

Due to a busy working schedule of the respondents, the questionnaires were dropped to the head teacher's office who then distributed them to the respondents to fill. This was found to be appropriate and convenient as all the employees are literate. The questionnaires were later collected from the same office for analysis.

### **3.5 Data Analysis Methods**

Data analysis is the process of obtaining competent details from the gathered data. Illustrative analysis method was used to obtain data from the questionnaires. The researcher then classified, tabulated and represented the data in form of percentages. Tables and percentages were used to interpret the data gathered.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION.

#### 4.0 Introduction

In this chapter we shall analyze the data which was gathered by the researcher. It also contained presentation of findings using statistical techniques such as tables and percentages and was analyzed quantitatively.

#### 4.1 Response rate

**Table 4.1 Showing the Response Rate**

<b>Response Percentage</b>	<b>Frequency</b>	
Responded	86	57%
Non-responded	64	43%
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

During the research study, the researcher administered 150 questionnaires but only 86 of them were returned fully answered. This represent 57% of the total number of questionnaires. The other 64 questionnaires which represent 43% were not returned. The response rate was appropriate since according to Kothari (2007) a response rate is considered appropriate for analysis if its 50% and above.

#### 4.2 Gender Analysis

**Table 4.2 Showing Gender of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	34	40%
Female	52	60%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

The males who responded were 34 making a percentage of 40% while females were 52 with a percentage of 60%. It can therefore be concluded that in Muthesya ward, Masinga Sub-county, the female respondents were more than the male respondents.

### 4.3 Age

**Table 4.3 Showing Response per Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-25 years	8	10%
26-30 years	26	30%
31-35 years	38	44%
36 & Above	14	16%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

According to the analysis, the highest number of respondents were between 31-35 years of age representing 44%. This was followed by 26-30 years of age representing 30% then 36 years and above representing 16% and finally 20-25 years representing only 10%. It can therefore be concluded that there are more young workers than older workers in Muthesya ward, Masinga Sub-County.

### 4.4 Level of Education

**Table 4.4 Showing Level of Education**

<b>Level of education</b>	<b>Frequency</b>	<b>Percentage</b>
Secondary	8	9%
College	44	51%
University	34	40%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

Respondents working in Masinga Sub-County had various education levels. According to the analysis done, most of the respondents were college graduates having a percentage of 51%, followed by university graduates who were 40%, secondary were 9% and non from primary level.



#### 4.5 Period Worked

Table 4.5 Showing Period worked at Masinga Sub-County

Period worked	Frequency	Percentage
1-3 years	41	48%
4-6 years	38	44%
7-9 years	5	6%
10 & above	2	2%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

From the study, we can see that almost half of the workers which is 48% have worked in the Masinga Sub-County for a period of between 1-3 years followed by 4-6 years which was 44%, between 7-9 years at 6% and above 10 years was 2%.

#### 4.6 Organization Levels

Table 4.6 Showing Respondents Organization levels

Category	Frequency	Percentage
Top level management	5	6%
Middle level management	7	8%
Operational staff	74	86%
<b>Total</b>	<b>86</b>	<b>100%</b>

According to the study findings, 6% of the respondents belong to the top level management, 8% were in middle level management and finally 86% are the operational staff. From the study findings, it can be concluded that majority of the employees in public primary schools in Muthesya ward, Masinga Sub-county are operational staff (teachers) representing 86%.

#### 4.7 School Administrative Support

**Table 4.7 Showing School Administrative Support**

<b>Population category</b>	<b>Frequency</b>	<b>Percentage</b>
YES	62	72%
NO	24	28%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

Based on the study, 72% agreed that School administrative support influence the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County and only 28% denied.

#### 4.8 Teachers' Attitude

**Table 4.8 Showing Responses on Teacher`s attitude to integration of special units in public primary schools in Kenya**

<b>Population Category</b>	<b>Frequency</b>	<b>Percentage</b>
YES	76	88%
NO	10	12%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

According to the study, 88% agreed that the Teacher`s attitude greatly affect the integration of special units in public primary schools in Muthesya ward, Masinga Sub-county and only 12% denied that teacher`s attitude influence the integration of special units in public primary schools in Muthesya ward, Masinga sub-county.

#### 4.9 Availability of Teaching/Learning materials

**Table 4.9 Showing Responses on the Availability of Teaching/Learning materials**

<b>Population Category</b>	<b>Frequency</b>	<b>Percentage</b>
YES	56	65%
NO	30	35%
<b>TOTAL</b>	<b>86</b>	<b>100%</b>

From the study findings, availability of teaching/learning materials have great impact on special units in public primary schools in Muthesya, Masinga Sub-County. we see that 65% of the respondents in Masinga Sub-County agreed that availability of teaching/learning materials have great impact on the integration of special units in public primary schools in Muthesya ward, Masinga sub-county while 35% said that availability of teaching/learning materials have no effect on the integration of special units in public primary schools in Muthesya, Masinga Sub-County.

#### **4.10 Summary**

In this section we give a summary of the study findings. On gender analysis, 60% of the respondents were female while 40% of the respondents were males. Based on age analysis, 10% of the respondents were between the age of 20-25 years, 30% between the age of 26-30years, 44% between the age of 31-35 years while 16% were 36 years and above. Based on academic qualification, 9% represented the secondary level graduate, 51% college level graduate while 40% represented the university level graduate. On the period worked by the respondents, 48% of respondents have worked for a period of 1-3years ,44% worked for 4-6 years ,6% worked for 7-9 years and only 2% of the respondents have the longest length of service for more than 10 years.

##### **4.10.1 School administrative support**

According to the respondents' general opinion on whether School administrative support have impact on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County, 72% of the respondents agreed that School administrative support have great impact on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County. 28% denied and said that School administrative support does not affect the integration of special units in public primary schools in Muthesya ward.

##### **4.10.2 Teachers' attitude**

According to the respondents general opinion on whether Teacher`s attitude positively affect the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County, 88% of the respondents agreed that Teacher`s attitude greatly affect the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County. Only 12% denied and said that Teacher`s attitude does not positively affect the integration of special units in public primary schools in Muthesya ward, Masinga Sub-county.

##### **4.10.3 Availability of teaching/learning materials**

According to the respondents general opinion on whether availability of teaching/learning materials have positive impact on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County, 65% of the respondents said that availability of teaching/learning materials have great impact on

the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County. 35% denied and said that availability of teaching/learning material barely affect the integration of special units in public primary schools in Muthesya ward, Masinga sub-county.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on the answers to the research questionnaires derived from the study which included the effects of School administrative support , Teacher`s attitude and Availability of teaching/learning materials that influence the integration of special units in public primary schools in Muthesya ward in Masinga Sub-County. The researcher has also made suggestions for further research.

#### **5.1 Summary of the Study Findings**

According to the study, 72% of the total respondents agreed that School administrative support affect integration of special units in public primary schools in Muthesya ward, Masinga sub-county and they also pointed out that in Muthesya ward, Masinga sub-county, School administrative support is regarded as a critical contributor to integration of special units in public primary schools. 28% denied that the school administrative support has no effect on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-county.

Based on the study, 88% of the respondents agree that Teacher`s attitude affects the integration of special units in public primary schools in Muthesya ward, Masinga sub-county today while the other 12% said that Teacher`s attitude has no effect on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-county.

From the study findings, 65% of the respondents agreed that availability of teaching/learning materials affect the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County while the other 35% said that availability of teaching/learning materials has no effect on the integration of special units in public primary schools in Muthesya ward, Masinga Sub-County.

## **5.2 Discussion of Findings**

This section focus on detailed discussion of the major findings of the study in relation to the broad objective in order to come up with a comprehensive conclusion.

### **5.2.1 Teacher's attitude on integration of special units in public primary schools**

From the first objective, the study findings indicated that teacher's attitude influence the integration of special units in public primary schools. This is attributed by the percentage of 88. Many respondents agreed that the teacher's attitude had great influence on integration of these special units. This also attributed to improved performance in these special units.

### **5.2.2 The School Administrative Support.**

The second objective indicated that the school administrative support influenced the integration of special units in Muthesya ward. Information from the study revealed that 72% of the population agreed that the school administrative support has great influence on the integration of these special units. This support is done through provision of resources such as classrooms, ICT, funds, teaching materials and also employing more teachers for special needs. This has also resulted to increased enrollment of special need students as well as improved performance.

### **5.2.3 Availability of Teaching/Learning Materials**

From the third objective, it's clearly seen that availability of teaching/learning materials attributed to the integration of special units in Muthesya ward, Masinga sub-county. Information from the study revealed that 65% of the respondents agreed that availability of these materials have great influence on the integration of these special units. This included educational materials for learners who are hard of hearing such as pocket or body-worn hearing aid among others. Learners who are deaf- blind require communication devices that are likely to stimulate their residual vision or hearing ability such as bolsters and mobility devices among others. Learners with cognitive disabilities require educational resources depending on the individual learning needs. They include pegboards, toys, pictures, puppets among others. Availability of these materials make teaching and learning experiences more effective resulting into improved performance in these special need units.

### **5.3 Conclusion**

From the study findings and discussions, it can therefore be concluded that Muthesya ward in Masinga Sub-County is now improving its integration of special units in public primary schools by following strictly the three variables discussed above set to maintain the required standards of education quality and performance.

The study also established that students' attitude also contributes a lot towards the integration of special units in public primary schools in Muthesya ward, Masinga Sub-county. When students develop a positive attitude towards integration of special units in public primary schools, they always want to learn more hence improved performance. The study found out that adequacy of learning materials and facilities has enabled the students have a sense of security with the schools hence reduced on absenteeism, transfers and drop outs. This has resulted to the integration of special units in public primary school. Through qualification and adequate training, teachers have acquired the basic skills that enable them to understand the curriculum for special need children hence assisting the children as recommended.

### **5.4 Recommendations**

From the study findings, it recommended that integration of special units in public primary schools policy should be strengthened in schools by all the stake holders. The TSC should recruit adequate professionally qualified and trained teachers to ensure that integration succeeds so as to guarantee impressive integration. The study further recommends that the school head teachers should ensure that libraries are equipped with relevant books including class readers to promote students reading culture.

The school head teachers also should at all times monitor the teaching and learning process during lessons to make sure that the teachers apply the appropriate teaching methodologies. There should be regular organization of seminars and workshops for integration agenda organized by the stakeholders like publishers, curriculum developers and the Ministry of Education in order to equip the teachers with current teaching methodologies.



### **5.5 Suggestion for future studies**

Based on the study findings, recommendations for further study may include: to find out if size of the Masinga Sub-County influence the integration of special units in public primary schools, the researcher may also want to find out to what extent do availability of integration materials affect integration of special units in public primary schools in Muthesya ward, Masinga Sub-County and if the management staff affect integration of these special units and what can be done in order to improve on the integration of special units in public primary schools in Muthesya ward, Masinga sub-county.

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**APPENDIX I**  
**QUESTIONNAIRE FOR TEACHERS**

This questionnaire aims at getting your opinion on the Influence of Teacher Factors on factors influencing the integration of special units in public primary schools in Muthesya ward. You do not have to write your names as your identity will remain confidential. Please be free to give your opinion in the response. Answer all the questions by indicating your choice by a tick where appropriate or fill in the blank spaces.

Please fill in the questionnaire as diligently as you can. Tick in the appropriate box where the question requires you to do so, where the space is provided. Please fill in your answer.

**SECTION A: DEMOGRAPHIC INFORMATION**

1. What is your gender?

Male            ( )

Female         ( )

2. What is your age bracket?

18 yrs – 30 yrs        ( )

31 – 40 yrs            ( )

41 – 50yrs            ( )

Above 51yrs           ( )

3. What is your highest Level of Education?

High school   ( )    Certificate    ( )    Diploma      ( )    Degree ( )

4. How long have you worked as a teacher for special unit in your present school?

Below 2 yr            ( )

2 – 3 yrs              ( )

4 – 5 yrs              ( )

6 – 7 yrs              ( )

Over 8 yrs             ( )

**SECTION B: INFLUENCE OF TEACHERS ATTITUDE**

5. How does the teacher’s attitude influence the integration of special units in public primary schools in Muthesya ward?

Explain.

.....  
.....  
.....

6. To what extent does the Teacher’s Attitude influence the integration of special units in public primary schools in Muthesya ward?

- To a very great extent      ( )
- Great extent                      ( )
- Average extent                  ( )
- To a low extent                  ( )
- Low extent                          ( )

Explain.

.....  
.....  
.....

**SECTION C: INFLUENCE OF ADMINISTRATIVE SUPPORT**

7. What services are provided by the administration for special units in your school?

Explain.

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.....  
.....  
.....

8. How does the administrative support services influence the integration of special units in public primary schools in Muthesya ward?

Explain.

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.....  
.....  
.....  
.....

9. To what extent does administrative support influence the integration of special units in public primary schools in Muthesya ward?

- To a very great extent      ( )
- Great extent                      ( )
- Average extent                  ( )
- To a low extent                  ( )
- Not at all                          ( )

Explain.

.....  
.....  
.....  
.....  
.....

10. What services do teachers provide in the special unit section?

.....  
.....  
.....  
.....  
.....

**SECTION D: TEACHER’S PREPAREDNESS**

11. How does teacher’s preparedness influence the integration of special units in public primary schools in Muthesya ward?

Explain.

.....  
.....  
.....  
.....

12. To what extent does teachers’ preparedness influence the integration of special units in public primary schools in muthesya ward?

- To a very great extent      ( )
- Great extent                      ( )
- Average extent                      ( )
- To a low extent                      ( )
- Not at all                              ( )

Explain.

.....  
.....  
.....  
.....  
.....

**SECTION E: LEARNING RESOURCES**

13. What learning resources are available for the special unit’s learners in your school?

Explain.



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14. How adequate are the available resources for the special unit learners in your school?

Explain.

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.....  
.....  
.....

15. To what extent does learning resources influence the integration of special units in muthesya ward?

To a very great extent ( )

Great extent ( )

Average extent ( )

To a low extent ( )

To a very Low extent ( )

16. What challenges do you face when dealing with the special units in your school?

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.....  
.....  
.....  
.....

17. Give the solutions to the challenges explained in No. 16?

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.....