

**SCHOOL BASED FACTORS INFLUENCING INTEGRATION OF
SPECIAL NEEDS EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
MASABA NORTH DISTRICT, KENYA**

Ogari Theresa Moraa

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DECLARATION

This research project is my original work and it has not been presented for an award of a degree in any other university

Ogari Theresa Moraa

Reg.No E55/66454/2010

This research project has been submitted for examination with our approval as university supervisors

Dr Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

With love and appreciation, I dedicate this project to my loving husband, Mr. Shem Mokuia Gitongori and our children Allan and Betty.

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First and foremost, I am grateful to my Heavenly Father for giving me life, strength and guidance to accomplish this task.

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LIST OF ABBREVIATIONS AND ACRONYMS

CWD	Children with Disability
DEO	District Education Officer
EARCS	Educational Assessment and Resource Centres
EFA	Education for All
IDEA	Individuals with Disabilities Education Act
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
MDG's	Millennium Development Goals.
MOE	Ministry Of Education
NCST	National Council of Science and Technology
ROK	Republic of Kenya
SAFOD	South African Federation of the Disabled
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate school based factors influencing integration of special needs education in the public primary schools in Masaba North. The research objectives were to examine ways in which physical facilities influence integration of Special Needs Education, to establish the level of preparedness of teachers in handling integration of Special Needs Education, to examine how the availability of teaching and learning materials influence integration, to establish the methods of curriculum delivery that are used in integration and to establish the support services available in public primary schools that influence integration of special needs education. The study adopted a descriptive survey design and targeted 66 public primary schools, 836 teachers and 21,247 pupils in Masaba North district. The researcher used purposive sampling to pick the 17 schools, their headteachers and 20 teachers handling special units. Simple random technique was used to pick 5 teachers and 5 pupils from the inclusive classes. 2 schools were used for piloting the study, 10 teachers of the two schools and 10 class seven pupils. These two schools were excluded in the main study. The main study comprised of 15 schools, 15 headteachers, 95 teachers and 75 class seven pupils. Data were collected by use of questionnaires and observation checklist and analysed using both quantitative and qualitative data. Findings revealed that physical facilities were inadequate, the teachers were not well prepared to handle the learners with special needs, the teaching/learning materials of special needs learners were not available, methods of curriculum delivery used were not learner centred and there was lack of support services in the public primary schools. This influenced integration of Special Needs Education in public primary schools in Masaba North district. Based on the findings it was concluded that physical facilities and availability of teaching and learning materials affected the integration of Special Needs Education. It was also concluded that lack of teacher preparedness in handling integration, and the methods of curriculum delivery affected the integration of special needs education in public primary schools. It was further concluded that there was lack of support services such as itinerant teachers, psychologists and speech therapists. Based on the findings the study recommended that the government should provide physical facilities needed in schools for effective integration of special needs education in public primary schools. Schools need to have an atmosphere that is friendly, caring, accommodative and supportive for children with special needs. The study recommended that KISE and all other educational stakeholders in conjunction with KIE should restructure teacher education to include SNE curriculum so that the teachers should be adequately prepared with skills and knowledge to handle learners with special needs. The government and other stakeholders should avail teaching, learning materials and other support services so that integration of special needs education can be effective in public primary schools. The study suggested that a study on challenges faced in the implementation of special needs education government policy in public primary schools should be conducted and lastly a study on the influence of special needs children home background on their participation in public primary schools should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Every individual has a right to education. This is clearly stipulated in article 26 of universal declaration of human Rights of 1948. United Nations(1948).This right was further emphasized and affirmed as a plan of action in the world conference of special Needs Education held in Salamanca Spain /United Nations Educational Scientific and Cultural Organization (UNESCO, 1994).

The Dakar framework for action adopted the world declaration of Education For All, World Education Forum,(2000).which affirmed the notion of education as a fundamental right and established the new millennium goal to provide every girl and boy with primary school education by 2015. Lynch (2001) also clearly identified Special Needs Education (SNE) as one of the key strategies to address issues of marginalization and exclusion. The fundamental principle of the framework states that All children should have opportunity to learn whether with challenges or not. A significant number of children with special needs are excluded from educational opportunities for both primary and secondary schooling.

Providing education as a right is an obligation of all governments and requires that they translate their national commitments into legislation. Universal primary education is a global goal which will only be achieved when the universal right to education extends to individuals with special needs and disabilities in the country, Ministry Of Education (2009). In a meeting held in 1990 in Jomtein Thailand,

education as a human right was reaffirmed by 155 nations who adopted and were signatories to the world declaration on education for all (EFA) by the year 2000.

Special Needs Education is defined in terms of children with a range of physical, sensory, intellectual, emotional or other challenges .During the last twenty years it has become plain that the concept of SNE has to be widened to include all children who for whatever reasons are failing to benefit from school normal programs. Among The 200 million children who are denied access to education throughout the world, a significant number have SN (UNESCO, 1994). Integration movement is noted to have developed as much in response to broad based social-political and economic demands as to the sincere attempt by educators to place children with special needs in appropriate environment Kaufmann (1978).

Integration or mainstreaming as it is commonly known has taken a global trust since its inception in the 1960s and remains a topic of international concern and open debate. Integration exposes children with special needs to a broader curriculum which benefits them psychologically and socially since it does not limit their interaction to only other challenged children Anderson,(1973). Mainstreaming exposes children with special needs to a broader curriculum which benefits them psychologically and socially-since it does not limit their interaction to only other challenged children Anderson(1973).In as much as it is seen to benefit these children, it can also be viewed as a human right [Fish 1985]. At the world conference on Education for all in Jomtiem, Thailand in 1990 primary education was declared by the United Nations as a Human Right which should be given to every child regardless of his/her challenges without

discrimination UNESCO,(1998). Integration has therefore has been formalized by legislation in many countries such United States of America-1975.Sweden-1965, Scandinavian countries-1960, Romania-1990 Anderson,(1973), UNESCO,(2001)

British Columbia promotes an inclusive education system in which students with special needs are fully participating members of a community of learners. Inclusion describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful Participation and the promotion of interaction with others. A school board must ensure that a principal offers to consult with a parent of a child who has special needs regarding the student's placement in an educational program.

In Sub-Saharan Africa, Zambia, Zimbabwe and South Africa share a strong history of active disability rights organizations (Were, 2008). Most learners with SNE in the region have been actively engaged in education activities for at least a decade. The south African Federation of the disabled [SAFOD] enjoys a strong regional presence, providing coordination and support for national level initiatives. The African Decade of Disabled Persons 2000-2009 were declared by the organization For African Unity and have received support from the United Nations World Bank (2009).

The government of Kenya places emphasis on special needs education. Among the commissions established by the government to look into sustainability of the

educational provision for all children are Ngala Mwendwa (1964), Ominde commission (1964), Gachati commission (1976) and others. The National Committee on Education, Objectives and Policies, (1976)-Gachati report emphasized the importance of improving education and other relevant services for persons with disabilities put in school and community. The Kamunge report emphasized the need for integration of learners with special needs in the regular school. It also investigated specific categories of learners with special needs and recommended on how to meet their needs accordingly, KISE (2002).

According to the GOK (2005), the gender policy in education singles out education for learners with special needs and disabilities as an area of specific focus. The policy states that to increase participation, retention and completion for learners with special needs and disabilities, the government should provide an enabling environment. This should be done through flexing curriculum, providing trained personnel, equipment and facilities and ensuring accommodative physical infrastructure for learners with special needs and disabilities especially in rural areas, coordination of early intervention, and assessment of children with special needs and disabilities should be reinforced.

To attain EFA goals by 2015 maybe theoretical if the right mechanisms are not put in place. It is not enough to say that everyone has a right to education without putting in place mechanisms to ensure and facilitate access .Children with special needs in Kenya have been integrated in the public primary schools. Some schools have got special units while others do not have.

Nyamira County has got 5 districts. Masaba North District has got the highest number of special units in the county. The researcher has noted that despite the fact that Masaba North district has 17 special units, there are many children with special needs who have not been integrated in the public primary schools. This scenario is presented in Table 1.1.

Table 1: Total number of special units in Nyamira County

District	No. of special units
Masaba North	17
Borabu	8
Manga	9
Nyamira South	8
Nyamira North	9
Total	51

Source (DEO'S Office Masaba North)

It is in this view that the researcher wants to investigate the school based factors influencing integration of special needs education in public primary schools. There are several factors that influence the integration of SNE. Odom and Barley (2001) state that school environment is constantly sending messages to the learners. Physical facilities such as classroom and furniture must be arranged so that a child with physical disability can move around easily. Therefore, the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct bearing on quality of education as they determine how effective SNE is integrated. The training 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. Learners with special disabilities require some specialized educational materials at individual and school level. At school level they require Braille machines, Braille kit, Braille papers, adapted computers, tactile diagrams and maps, adapted desks and chairs. Those with low vision require eye glasses, magnifying glasses and large print reading materials. Support services address several challenges such as improving the quality of education, meeting individual needs and determining accurately the least restrictive environment for each exceptional learner.

These factors include physical facilities, teachers' level of preparedness, teaching/learning materials, methods of curriculum delivery and support services. Physical facilities such as classrooms and desks influence integration of special needs education. The teacher's level of preparedness, methods of curriculum delivery such as demonstration, discussion and simulation are important in integration of special needs education. Support services provide the necessary support to learners with special needs.

1.2 Statement of the problem

According to the Ministry of Education (MOE), the government attaches great significance to education for all children with learning disabilities. According to a report by Kochungi (2004) the provision of Free Primary Education took thousands of learners with special needs to regular schools. Due to the unpreparedness of these schools, most of the children were forced to drop out and

those who persevered endured difficult and inhospitable environment EA standard, May (2004) Masaba North District is no exception to this report. It should also be noted that despite the fact that in Masaba North District, we have 17 special units, most of the special needs children are at home. It is in this view that the researcher sought to investigate the school based factors influencing integration of special needs education in public primary schools in Masaba North District.

1.3 Purpose of the study

The purpose of this study was to investigate school based factors influencing integration of special needs education in the public primary schools in Masaba North District.

1.4 Objectives of the study

This study was guided by the following specific objectives:

- a) To examine ways in which physical facilities influence integration of Special Needs Education in public primary schools in Masaba North District.
- b) To establish the level of preparedness of the teachers in handling integration of Special Needs Education in public primary schools in Masaba North District.
- c) To examine how availability of teaching and learning materials influence integration of Special Needs Education in public primary schools in Masaba North District.

- d) To establish the methods of curriculum delivery that is used in integration of Special Needs Education in public primary schools in Masaba North District.
- e) To establish support services available in the public primary schools that affect integration of Special Needs Education in public primary schools in Masaba North District.

1.5 Research questions

This study sought to answer the following research questions:-

- i. To what extent do the physical facilities influence integration of Special Needs Education in public primary schools in Masaba North District?
- ii. To what extent are the teachers prepared to handle integration of Special Needs Education in public primary schools in Masaba North District?
- iii. How does the availability of teaching/learning materials influence integration of Special Needs Education in public primary schools in Masaba North District?
- iv. What are methods of curriculum delivery used in the integration of Special Needs Education in public primary schools in Masaba North District?
- v. What support services are available in the public primary schools that affect integration of Special Needs Education in public primary schools in Masaba North District?

1.6 Significance of the study

The findings of the proposed study may have both theoretical and practical implications for the future of integration of special needs education in the country.

The findings of this study are hoped to help all education stakeholders to understand the school based factors influencing the integration of special needs education in public primary schools in the area to be studied and it may help in generalizing the results to other areas in the country. This study may reveal important factors that influence integration of special needs education which can be addressed by the policy makers, sponsors and the wider society in their effort to assist every child to acquire basic education as one of the millennium Development Goals (MDGS). It may form a basis of training primary school teachers and the selection of the curriculum for special needs education in the schools. This could be realized through pre-service training in the primary teacher training colleges, Kenya institute of special education (KISE) and in the public universities. The study would also give a guideline to the teachers on the required materials and support services needed for effective integration of special needs education in the schools. The findings may add to the pool of knowledge in the area of curriculum studies.

1.7 Limitations of the study

Limitations are challenges anticipated or faced by the researcher Komb & Tromp (2006). In this study it was difficult to control the attitudes of the respondents as they could have given socially biased answers on the school based factors influencing the implementation of special needs education.

1.8 Delimitations of the study

The study was limited to Masaba North District and covers only 17 public primary schools with special units. Private primary schools were not included in the study since they do not suffer the same fate like the public primary schools in terms of the facilities available and other resources such as teachers. The number of respondents was also limited. The methods of curriculum delivery are limited to three of which are learner centered. The methods are; demonstration, discussion and simulation.

1.9 Assumptions of the study

- i. The information obtained from the respondents were true to the best of their knowledge.
- ii. That all the special units within the public primary schools in Masaba North District have trained special needs education teachers.
- iii. The respondents were informed of the school based factors that influenced integration of Special Needs Education.

1.10 Definition of significant terms.

Curriculum refers to all the organized experiences that schools provide to help children learn and develop.

Disability refers to any restrictions or lack resulting from impairment of ability to perform an activity in the manner or within the range considered normal for a human being.

Inclusive education refers to a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, culture, and communities and reducing exclusion within and from education.

Influence refers to the capacity to have an effect on something else.

Integration refers to the system used to facilitate children with disabilities to attend ordinary schools that provide minimal modifications to accommodate the learners with special needs in education

School based factors refer to factors within the school's set up that influence integration of special needs education. For example physical facilities and support services.

Special Education Teachers refers to teachers who work in special schools or in ordinary schools with particular responsibilities for children with special needs.

Special needs education refers all general or vocational education given to children who are physically or mentally challenged, socially maladjusted, or are in other categories.

Special school refers to the isolated schools for children with particular challenges.

Special needs refer to a general and rather controversial term for children who need some form of extra help and assistance.

Special unit refers to a unit within an ordinary school but which offers special needs education.

Support services refer to the additional services required by children with special needs to cope with the inclusive setting e.g. speech training therapy, financial help, and teacher training among others.

1.11. Organization of the study

In this study chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, the assumptions of the study and the definitions of the significant terms. Chapter two deals with the review of literature on integration, and special needs education and school based factors influencing integration of special needs education. It also includes the theoretical and conceptual framework of the study.

Chapter three deals with research methodology giving a detailed account of the research design, research instruments and research procedures to be used. It defines the target population, on sampling procedures, illustrating on methods to test validity and the reliability of the research instruments to be used in data collection. Chapter four consists of the data analysis and chapter five deals with the data interpretation, recommendations and conclusions.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The study sought to investigate school based factors influencing integration of special needs education in public primary schools in Masaba North District. In this chapter the following was captured, the concept of integration and special needs education, school based factors influencing SNE which include physical facilities used in integration of special needs education , teachers' level of preparedness, teaching and learning materials, methods of curriculum delivery, support services and summary of literature review, theoretical framework and conceptual framework in integration of SNE in public primary schools in Masaba North District.

2.2. Integration and special needs education

Educating pupils with special needs in ordinary schools is a concern of education system throughout the world. Arguments for integration largely rest on the right of all people to participate in their communities and on the experience of the negative effects that their exclusion has on their lives and those of others. While there are also very important human, economic, social and political reasons for pursuing a policy and approach for inclusive education it is also a means of bringing about personal development and building relationships among individual groups and nations.

Ndurumo (1993) classified children with disabilities as the deaf, deaf-blind ,hard of hearing ,mentally retarded, multi-handicapped, orthopedically impaired,

seriously emotionally disturbed, speech impaired and visually handicapped. The researcher in reference to Ndurumo, (1993) based the study on five categories of children with special needs. They include; hearing impaired children, visually impaired children, mentally handicapped children, physically handicapped children and children with multiple handicaps.

Integration refers to the education of pupils with special needs in ordinary schools, it provides a natural environment where these pupils are alongside their peers and are freed from the isolation that is characteristics of much 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;12), 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 integration is strongly advocated by all concerned in reactions to the segregation practices of the past.

The development and establishment of special education in the United States have been on the evolutionary process over – several decades. Each incremental stage in the process has led to 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 found that confidence was greater in children in regular schools than those in special schools though less than that of their learners

without SNE. From Hegarty (2004) research, one teacher commented that “our experience has shown that even pupils with severe and complex needs can be educated together in ordinary schools without affecting their self esteem.”

In Zambia, UNESCO and others in the international community have acclaimed Zambia’s efforts to reach out the handicapped and impaired children. The MOE has 31 special education institutions. Apart from the number of the small number of special institutions, units and programmes, education and training opportunities remain very limited. Scarcity of resources and inadequate funding to the MOE to meet national education and training needs. The MOE plans to integrate pupils with special educational needs into the mainstream schools and provide them with the necessary facilities and materials.

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in integrated school, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator.

Special education in Kenya started after the end the Second World War and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970s when units and integrated programmes were initiated. SNE has continued to

expand although these learners have been a major challenge to the to the education sector. To this end, majority of learners with special needs in education in Kenya do not access educational services.

Over the last twelve years, the concept of inclusive education has evolved. The concept has been conceived as a way of democratizing opportunities for life-long-learning and ensuring that the system of education is flexible enough to allow accessing education and developing life-long-learning. The Kenya government has put measures in place such as Leonard Chesire International, (2001) .But despite these efforts; the problem of exclusion still persists in public primary schools. Three quarters of pupils with special education needs are in special schools with only a quarter in special units within mainstream schools. Children with special needs in education are enrolled in special schools or in special education units provided .The policy of integration and inclusion is also being implemented so as to reach the majority of children with special educational needs. However very few children are enrolled in educational programmes for children with special needs while an equivalent number are either at home or in regular schools with little or no specialized assistance. Provision of equitable quality education must include education of children with SNE. The Government recognizes that SNE is important for human capital development as it prepares all learners to be independent and participate in the economic and social development of the country. With introduction of free primary education the demand for services for learners at all levels increased. Most of them have enrolled in the regular schools, KISE (2002). In order for the realization of EFA by 2015, school based factors influencing integration of SNE in Masaba North

District have to be addressed such as physical facilities, teachers' level of preparedness, teaching and learning materials, methods of curriculum delivery and support services.

2.3. Physical facilities and integration of Special Needs Education

According to Odom and Barley (2001), introduction to learning is primarily based on experience gained in interacting with the environment. The environment is constantly sending messages to the learners. The two found out that physical facilities such as classroom and furniture must be arranged so that a child with physical disability can move around easily. The goal of SNE is not to erase differences but enable all children to belong within an educational community that validates and values their individuality. Therefore, the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct bearing on quality of education as they determine how effective SNE is integrated ROK, (1999).

The above views are supported by Ogot (2005), who says that accessible environment help keep CWD in school unlike where schools have inaccessible environment. To alleviate this problem then the environment should be adapted to suit the diverse learner's needs. This involve organizing the classroom and the school compound UNESCO(2004) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility. If regular schools environment is conducive, it will be ideal for integration of learners with special needs. Schools

need to have an atmosphere that is friendly, caring accommodative, supportive and an atmosphere of freedom and guidance MOE – Uganda (2003) and Otiato, (2002).

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

In order that the teaching of pupils with special needs 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 to 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 training of teachers in special needs education. This is aimed at reducing challenges faced by learners with diverse needs. The training 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 special needs education in the teachers training colleges. These strategies will therefore assist in eradicating

dysfunctional attitudes towards learners with special needs 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 endeavours are aimed at equipping the teaching personnel with necessary and vital skills, attitudes and knowledge to address the needs of various learners 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 implementation of special needs education in developing nations.

2.5 Influence of teaching/learning materials on integration of special needs education.

Learners with special disabilities require some specialized educational materials at individual and school level. Learners with visual impairment require white canes and Braille at individual level. At school level they require Braille

machines, Braille kit, Braille papers, adapted computers, tactile diagrams and maps, adapted desks and chairs. Those with low vision require eye glasses, magnifying glasses and large print reading materials. Learners with hearing impairment require individual hearing aids and batteries, speech training units, auditory training, sign language dictionaries and books.

Learners with physical disabilities require adapted seats, therapy equipment, sports and recreational facilities, wheelchairs, crutches, adapted functional aids like pens cutlery and computers. Learners with mental handicap require functional aids and real objects as learning materials. These include recreational and vocational training equipment, sports and recreational therapy equipment, sports, physiotherapy and occupational therapy equipment, music and art therapy equipment, visual auditory tactile and functional training materials Kirk and Anstasiow (2003)

2.6 Methods of curriculum delivery in integration of special needs

The methods of provision of special education include inclusion, mainstreaming, segregation and exclusion. Learners with special needs education should be taught using learner centred methods of teaching. The learner centred methods of teaching include demonstration, discussion and simulation. Demonstration is defined as an activity in which the teacher or another person uses examples, experiments or some other actual performance in order to illustrate a principle or show other people how to do something. Discussion is an activity in which pupils under the teachers' direction exchange points of view so as to arrive at a collective decision or conclusion. Simulation is a learning process that involves

students as participants in role presentations and or games initiating real life situations (University of Nairobi-lecture series, general methods unit).

2.7 Provision of support service in integration of special needs education.

Support services address several challenges such as improving the quality of education, meeting individual needs and determining accurately the least restrictive environment for each exceptional learners. The support given to the persons in need make them feel loved and appreciated as valuable member of family worthy being educated (KISE, 2002).

This lies in the availability of various related service providers such as speech language pathologists, occupational therapists, vision teachers, physical therapists and the behaviour specialist. These highly trained and skilled professionals may serve on a given students education team, providing both direct and indirect support. For example, general educators reported the preference for pull-in related services so that students with autism who were non-verbal would not miss any of their lessons Hodkinson, and Vickerman (2009).

Physiotherapists have a knowledge and appreciation of anatomy and physiology and are experts in analyzing movement. Speech and language therapist can offer essential information in helping children who have speech errors and communication and language development needs.

2.8 Summary of literature review

Odom and Barley (2001) found out that physical facilities such as classrooms and furniture must be arranged so that a child with physical disability can move around easily. Were (2008). Introduction to inclusive education said that the various categories of learners need services of qualified personnel in order to benefit from any educational setting World Bank (2009) in their study, disability issues, Trends and Recommendations for the World Bank, they found out that lack of good teacher training in special needs education as well as lack of systems approach were the main challenges facing implementation of Special Needs Educational Programme KISE (2002) agreed that the support given to the persons in need make them feel loved and appreciated as valuable members of family, worthy being educated. None of these studies addressed the school based factors that influence integration of special Needs Education in Masaba North district in particular hence this study fills in that gap.

2.9 Theoretical framework

The study was guided by Vyogotsky Theory (1987-1998) of proximal development which discusses learning and teaching of children with special needs as shared and/or joint process in a responsive social context. It states that children can perform better when they have proper assistance by adults and capable peers. He advocated the process of “scaffolding”. In this context children with special needs are given support by professional personnel and capable peers. In an integrated class, dynamic assessment of children is very crucial to identify the

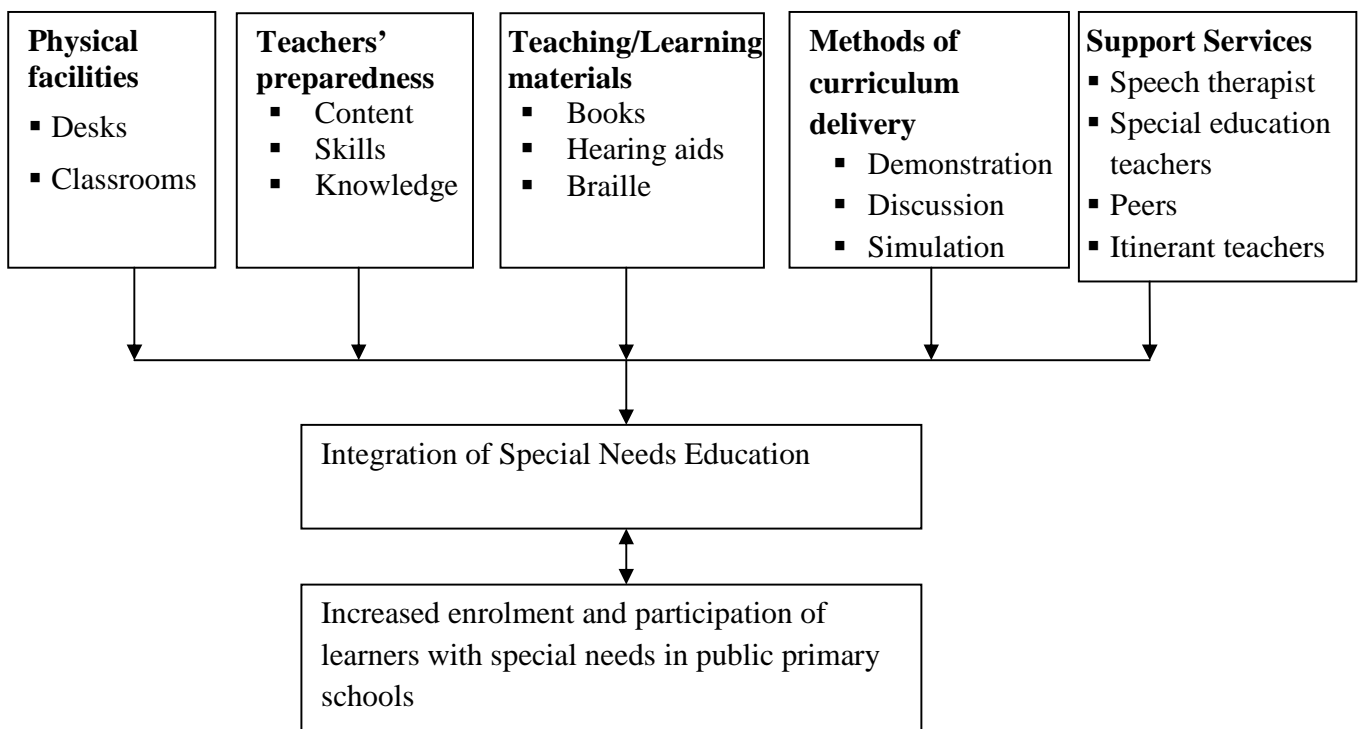
strengths and weaknesses of the children with special needs. This helped the teacher use the strengths to alleviate the weaknesses in the process of instructions.

This theory is applicable in this study because once the SNE learners are included in the general school; they will interact and be supported by the teachers and peers in the learning process. The improved curriculum and methods of instruction with the appropriate facilities assisted the SNE learners to develop to their highest level of independence. Once all this is done, the SNE learners were able to realize full potential since disability is not inability.

2.10 Conceptual Framework on Integration of SNE

The study will be guided by the conceptual framework which shows how the variables interact with each other.

Figure 2.0: Interplay in the school based factors influencing the integration of SNE



The conceptual framework above indicates that the integration of SNE is influenced by five variables. Physical facilities, Teachers' level of preparedness, Teaching/learning materials, methods of curriculum delivery and support services. This will lead to integration of Special Needs Education and the outcome will be increased enrolment and participation of learners with special needs in public primary schools. Teachers have an upper hand in advising the stakeholders about the level of integration of special needs children so as to realize EFA Goals by 2015.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedures that were used in conducting the study. The section focuses on research design, target population, sample size and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis. The chapters are as follows here below.

3.2 Research design

Orodho (2009) defines study design as a scheme, outline or plan that is used to generate answers to research problems. This study adopted a descriptive survey design employing both qualitative and quantitative approaches in investigating the school based factors that influence integration of special needs education in Masaba North District. Orodho (2008) notes that descriptive study designs are used in preliminary and exploratory studies so as to allow the researcher to gather information, summarize, present and interpret the study for the purpose of clarification. This study used the descriptive survey design because according to Mugenda and Mugenda (2003). It's the best method available to social scientists interested in collecting original data to be used in describing a population that is too large to observe directly. The design enabled the researcher to gather information from a wide range of respondents on the school based factors

influencing integration of special needs education in public primary schools in Masaba North District.

3.3 Target Population

Borg and Gall (1998) defines population as all the members of a real or hypothetical set of people or events or objects to which a researcher wishes to generalise results of the study. The study targeted 66 public primary schools, 836 teachers and 21,247 pupils in Masaba North District, DEO's office (2013).

3.4 Sample size and sampling techniques

Neuman (2009) argues that the sample size depends on what one wants to investigate, the purpose of the inquiry, what is at stake, what will be useful, what can be done within the available time and resources. The researcher used purposive sampling to pick the schools, head teachers, and special unit teachers. The researcher targeted 17 primary schools, interviewed 17 head teachers, 20 teachers teaching in the special units, 85 teachers and 85 pupils from schools which had the special units. The researcher used 5 teachers and 5 class 7 pupils because of economic reasons and the researcher was not sure how many respondents were available to provide sufficient information on the research topic. The researcher picked 5 teachers and 5 pupils from each school using simple random sampling. The simple random sampling method involves giving a number to every subject or member of the accessible population by placing the numbers in a container mixing them and then picking any number at random, the subject

corresponding to the number picked are included in the sample. Mugenda (2003). There was a total of 207 respondents.

Table 3.1 Sample size

Respondents	Population	Sample size
Head teachers	66	17
Special unit teachers	20	20
Teachers	836	85
Pupils	21247	85

3.5 Research instruments

Data was collected by use of questionnaires and observation checklist. One questionnaire was for the head teachers in charge of the schools with special units, another questionnaire for the teachers teaching in the public primary schools and another for class 7 pupils in the public primary schools. The questionnaire contained structured and non structured questions. The first section dealt with the teachers' general information and the second section on the research objectives. In developing the questionnaire items for teachers, the fixed choice and open ended format of the items were used. Most of the items adopted an open ended format to allow more spontaneity of response and provide opportunities for self expression (Mutai 2000). An observation checklist is one of the most extensively used methods in social sciences. It is used to establish the nature and state of physical facilities and teaching/learning materials regarding to integration of Special Needs Education.

3.5.1 Validity of research instruments

According to Mugenda and Mugenda (2003) validity is the accuracy and meaningfulness of inferences, which are based on research results. The content validity of the instrument was determined in two ways; first the, researcher discussed the items in the instruments with supervisors and lecturers from the department. These people were expected to tick or cross every item in questionnaire and verify whether it measures what it is supposed to measure or not. The responses of the subjects were checked against the research objectives. This gives a reason as to why content validity would have to be used. For a research instrument to be considered a valid, the content selected and included in the questionnaire must be relevant to the variables being investigated.

3.5.2 Reliability of the instrument.

Reliability refers to the degree to which test scores are free from measurement errors(Best 1991)Reliability also refers to the measure or degree to which a research instrument yields consistent results or data after repeated trials(Mugenda & Mugenda, 2003).The researcher tested reliability of the instrument during piloting. To ensure reliability of the study the test-re-test method was applied. This involved administering the same questionnaire items at an interval of two weeks to the same group of people. Pearson product moment formulae was used to determine the coefficient of reliability, According to Mugenda and Mugenda, (2003)a high coefficient of reliability from the test-retest indicates reliability of the instruments. After computing the Pearson product moment formulae the level

of reliability of 0.70 was considered by the researcher to be adequate in judging the instruments as highly reliable.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where x is the scores of the first test and y is the scores of the second test and, n = number of pairs of scores,

$\sum xy$ = sum of the products of paired scores,

$\sum x$ = sum of x scores,

$\sum y$ = sum of y scores,

$\sum x^2$ = sum of square x scores and

$\sum y^2$ = sum of square y scores

The reliability coefficient was 0.76 hence the instruments were deemed reliable.

3.6 Data collection procedures

The research permit was obtained from National Council of Science and Technology (NCST). A copy of the permit and the introduction letter was presented to the District Education Officer (DEO) and District Commissioner Masaba North, Area Education Office in charge of the 5 zones in the district and head teachers of all schools where the researcher intends to carry out the study. After securing permission from the relevant authorities the researcher proceeded to the selected schools. The researcher started with the office of the head teacher and formally introduced herself, the purpose of the visit and the rationale for

choosing their schools as part of research study. Once given the consent, all respondents were assured of confidentiality and security.

3.7 Data analysis techniques

On completion of data collection process, the researcher checked the completeness of the questionnaires before embarking on compiling and coding the data. Data from the field was coded and then organized into different categories. Quantitative data were tabulated and analyzed using simple frequencies and percentages. Qualitative data from open ended questions was organized into themes, coded and presented in discussion .narrative forms and citations. Data collected were coded and entered in the computer for analysis using statistical package for social sciences (SPSS) .This applied to all the research questions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

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 school based factors influencing integration of special needs education in public primary schools in Masaba district. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 15 headteachers, 95 teachers and 75 pupils sampled during the study, all headteachers, teachers and 70 pupils filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

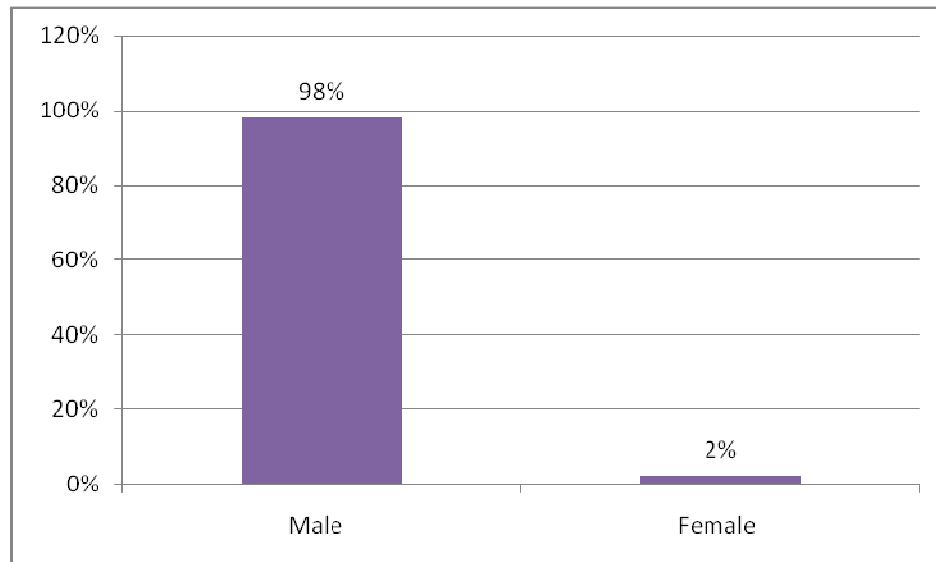
4.3: Demographic data of the respondents

This section of the chapter presents the demographic data of the headteachers, class teachers that were sampled. The section presents that demographic data of the headteachers and then presents that of teachers.

4.3.1: Demographic data of the headteachers

The demographic data of the headteachers focused on their gender, age, level of education, duration they had been teaching and the type of special children they had in their school. To establish the gender of the headteachers, they were asked to indicate their gender.

Figure 4. 1: Distribution of the headteachers by gender



Data on the gender of the headteachers revealed that majority of headteachers were male the rest were female. The data showed a relatively higher number of

male than female heads in the schools hence the government’s policy of one third representation in leadership position is not adhered to. The data on gender helped in identifying the physical facilities needed for both boys and girls in public primary schools.

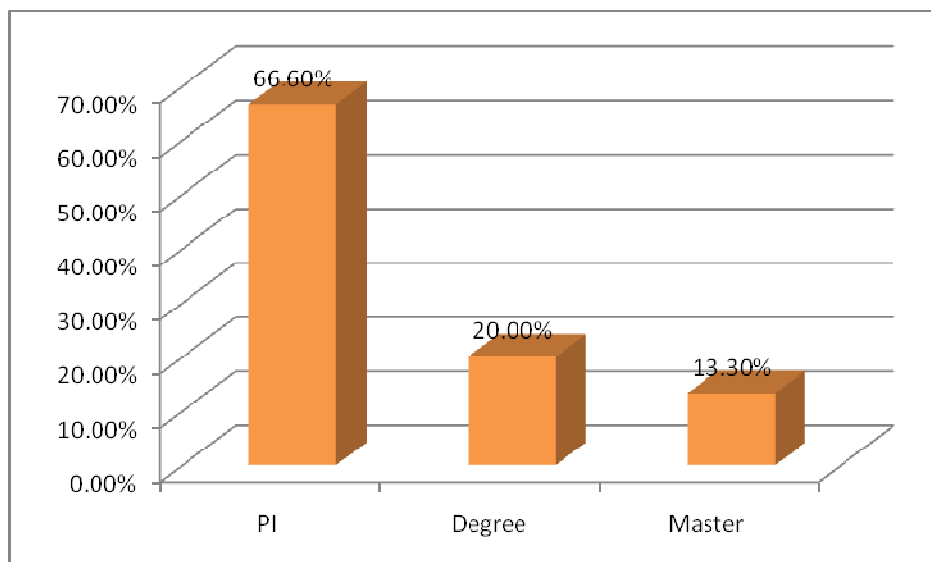
The headteachers were further asked indicate their age. Their responses were shown in Table 4.1.

Table 4.1 Distribution of headteachers by age

Age	F	%
21 - 30	1	6.7
31 – 40	5	33.3
Over 41	9	60.0
Total	15	100

Table 4.1 indicated that majority (60.0%) of headteachers were aged above 41 years. This implies that majority of the headteachers were relatively old which presupposes that they might have worked for considerably long period, hence gained more experience on the appropriate materials for teaching and learning, all of which facilitates effective integration of special needs education in public primary schools. They were further asked to indicate their highest professional qualifications. Figure 2 showed headteachers highest professional qualification.

Figure 4. 2: Headteachers' distribution by highest professional qualifications



Majority (80.0%) of headteachers had P1 certificate, (20.0%) of headteachers had a degree while (13.3%) of headteachers had a masters degree. The data showed that majority of teachers had the minimum professional qualifications to teach in primary schools. This implied that they are not better informed on new instructional methods and learning resources for handling learners with special needs.

The study further sought to establish the number of years that the headteachers had served as teachers prior to their appointment as headteachers. Table 4.2 tabulates the findings.

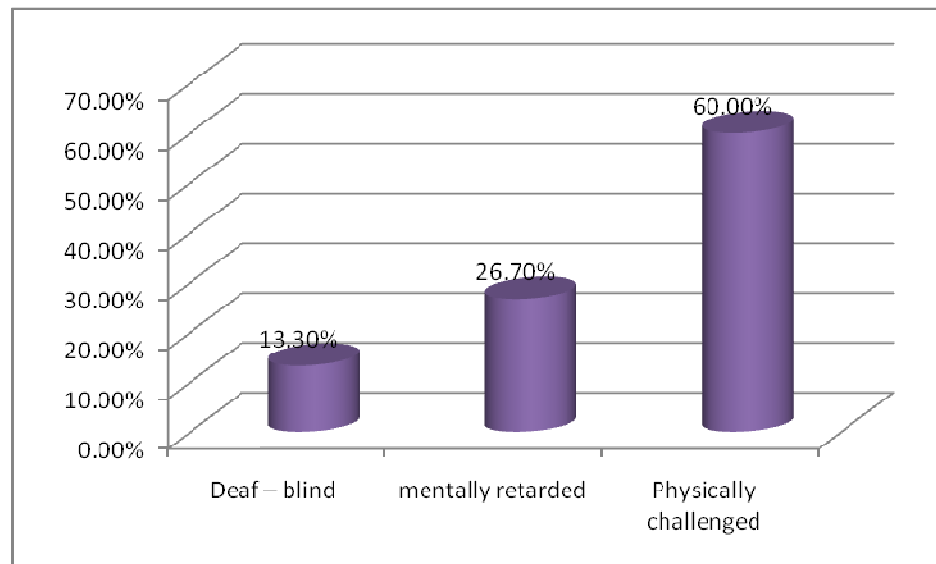
Table 4. 2: Headteachers service as a teacher

Years	F	%
Below 5 years	4	26.7
5 -10 years	4	26.7
10 - 15 years	6	40.0
Over 15 years	1	6.7
Total	15	100.0

Data showed that (26.7%) of headteachers had served as a teacher for below 5 years, while the same number of headteachers (26%) had served between 5 and 10 years. Majority (40%) of headteachers had taught between 10 and 15 years while a significant number of headteachers had been teachers for over 15 years. The data showed that majority of the teachers had served for a relatively long time adequate for them to have gained experience and were able to identify the support services available in their schools to support learners with special needs.

Figure 4.3 showed headteachers responses on the categories of special needs they had in their schools.

Figure 4.3: Headteachers responses on the categories of special needs children they have in the school



Data on the categories of special needs children in the schools indicated that majority (60.0%) of schools had speech impaired pupils. The data implies that speech impairment was the most prevalent. This implied that headteachers were able to identify the support services necessary for each category of special needs learners.

4.3.2: Demographic data of the teachers

The demographic data of teachers focused on gender, age, highest professional qualification, and the duration they had served as a teacher and also in their current school.

Figure 4.4: Distribution of teachers by gender

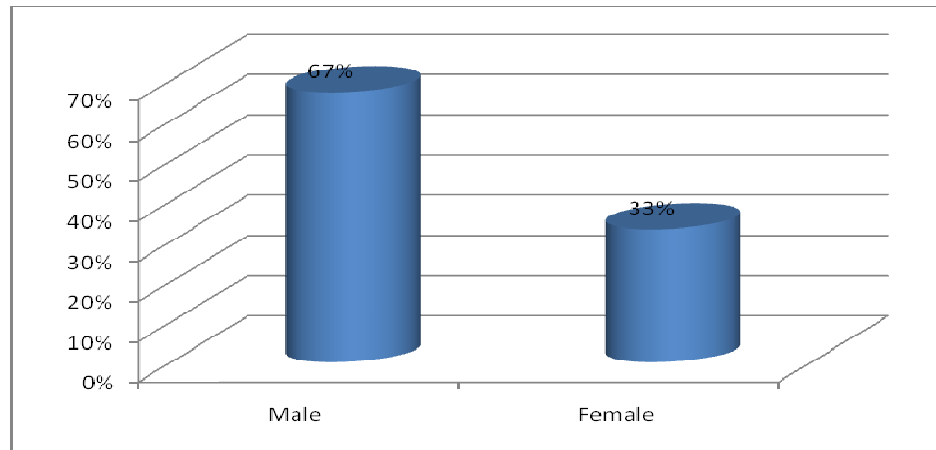


Figure 4.4 on the gender of teachers indicated that majority (67.0%) of teachers were male. The data showed male dominance in teaching profession in the area. The teachers were further asked to indicate their age.

Table 4.3 showed age of the teachers. The data collected implied that teachers were aware of the physical facilities needed by the learners with special needs in regard to gender of the learners.

Table 4. 3: Distribution of teachers by age

Age	F	%
21 - 30	10	10.5
31 – 40	35	36.8
Over 41	50	52.6
Total	95	100.0

Data showed that majority (52.6%) of teachers over 41 years. The data showed that most of the teachers were relatively elderly. The data on distribution of teachers by age implied that the more experienced the teacher was, the easier the integration of the special needs learners in the public primary schools.

To establish the number of years teachers had been a teacher in Masaba North District, they were asked to indicate so. Table 4.4 tabulates their responses.

Table 4. 4: Distribution of the teachers’ by duration of time as teachers in Masaba North District

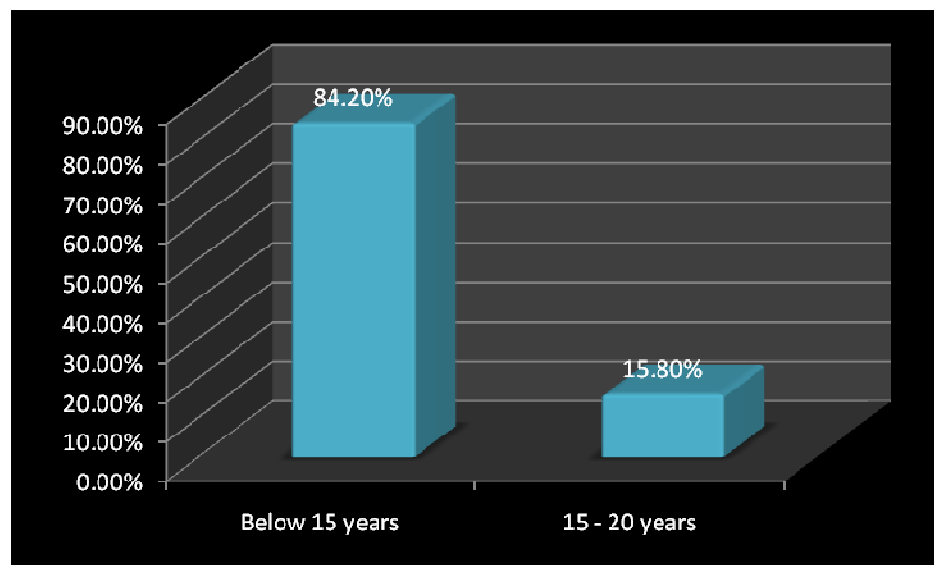
Years	F	%
Below 5 years	24	25.3
5 -10 years	15	15.8
10 - 15 years	56	58.9
Total	95	100.0

Table 4.4 showed that majority (58.9%) of teachers had been teaching in Masaba North District for between 10 and 15 years. The data implies that these teachers were relatively long period hence their teaching expose them to be aware of the physical facilities and available teaching and learning materials for learners with special needs.

4.3.3 Demographic data of the pupils

The demographic data of pupils was based on, age, whether they had been enrolled in any other school apart from their current school and whether they had any form of disability.

Figure 4. 5: Distribution of pupils by age



Data showed that majority (84.2%) of pupils were below 15 years as expected. Although majority of the pupils were below 15 years, there were a considerable number of pupils who ought not have been in primary schools but should have been completed the primary cycle of education. When asked whether they had been enrolled in any other school apart from their current school, majority (71.4%) of pupils indicated that they had not been enrolled in any other school. They were also asked to indicate whether they had any form of disability.

Majority of pupils had no form of disability but the minority had disability. The data showed that these pupils could provide information on school based factors influencing integration of special needs education since they were learning together. Ndurumo (1993) classified children with disabilities as the deaf, deaf-blind, hard of hearing, mentally retarded, multi-handicapped, orthopedically impaired, seriously emotionally disturbed, speech impaired and visually handicapped.

4.4 Influence of physical facilities on integration of SNE in public primary schools

The first objective of the study was to examine ways in which physical facilities influence integration of Special Needs Education in public primary schools in Masaba North District. To find out ways in which physical facilities influenced integration of Special Needs Education in public primary schools in Masaba North District, the respondents namely the headteachers and teachers were asked whether their schools had classes specifically renovated to accommodate pupils with special educational needs.

Majority of headteachers and majority of teachers indicated that they lacked classes specifically renovated to accommodate pupils with special educational needs. Ogot (2005) found that accessible environment help keep CWD in school unlike where schools have inaccessible environment. They indicated that this affected integration of special needs children as the small size of the classrooms

did not enhance easy movement of children with disability and large classes meant that those learners with poor eye could not read from the chalkboard well. They further responded that the physically challenged learners were not able to access the classrooms with ease.

Majority of headteachers and teachers said that learners who were physically challenged were not able to access the classrooms with ease which affected integration of special needs children. They indicated that physical facilities such as classrooms were not conducive for special needs children hence hindering the integration of special needs children in schools. Otiato (2002) states that schools need to have an atmosphere that is friendly, caring accommodative, supportive and an atmosphere of freedom and guidance.

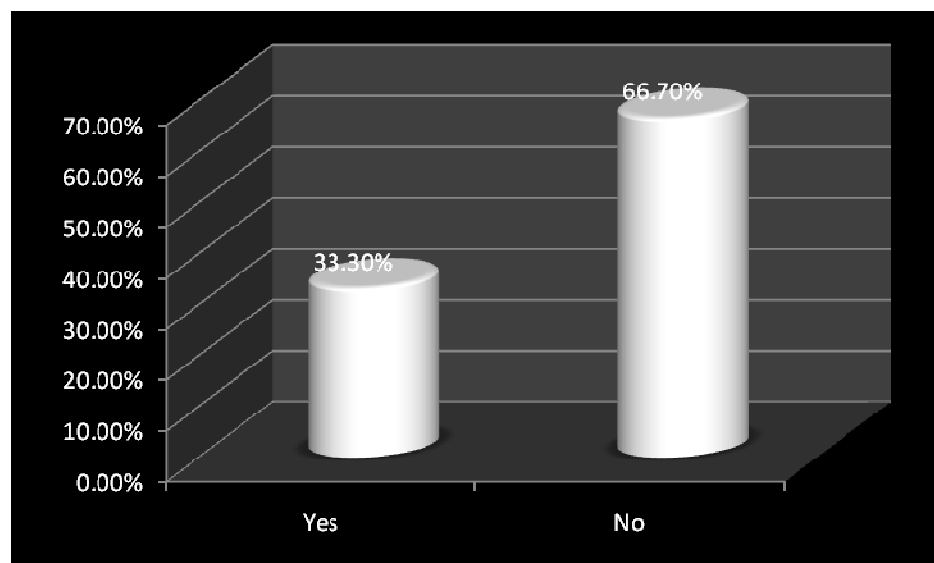
The headteachers and teachers were further asked whether school provided desks specifically designed for use by pupils with special educational needs. Majority of headteachers and teachers reported that their school did not provide desks specifically designed for use by pupils with special educational needs. They further reported that this had affected integration of special needs children as pupils with disability were not comfortable in the normal desks and hence they felt that their desks did not value their individuality. These findings further showed that apart from classrooms as indicated previously, desks were not also suitable for special needs children. Lack of such physical facilities designed for special

needs children hindered their learning and hence affected integration of special needs education.

According to ROK, (1999) the goal of SNE is not to erase differences but enable all children to belong within an educational community that validates and values their individuality. Therefore, the quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct bearing on quality of education as they determine how effective SNE is integrated

The headteachers were asked to indicate whether school toilets had been renovated to cater for special educational needs. Figure 4.6 showed headteachers' responses.

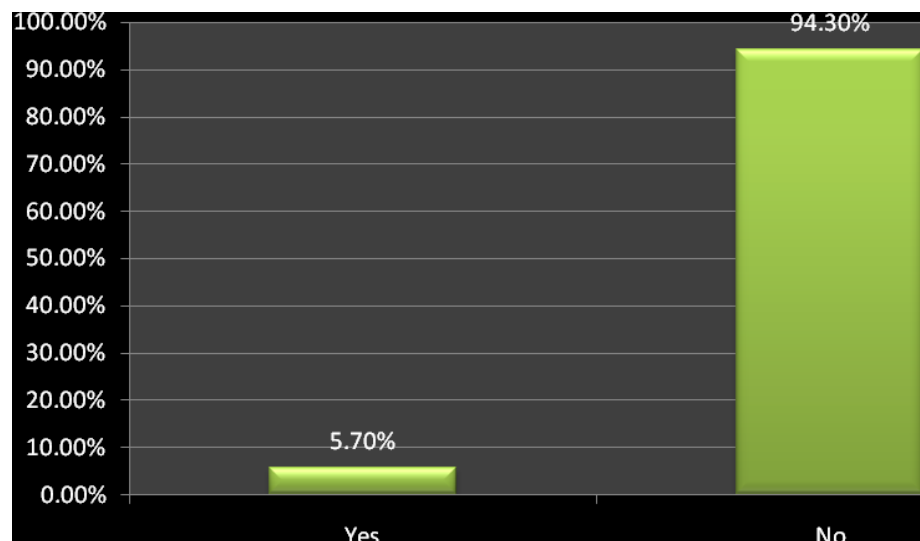
Figure 4. 6: Headteachers responses on whether their school toilets had been renovated to cater for special educational needs



Data as presented in figure 4.6 showed that majority (66.7%) of school had no toilets renovated to cater for special educational needs as indicated by the school headteachers. They further added that the absence of renovated toilets to cater for special educational needs had affected the integration of special needs children as some parents opted to keep their children with disability at home rather than taking them to learning institutions.

The researcher asked the pupils whether they believed that pupils with disabilities should learn together with pupils without disabilities in the same class. Figure 4.7 showed their responses.

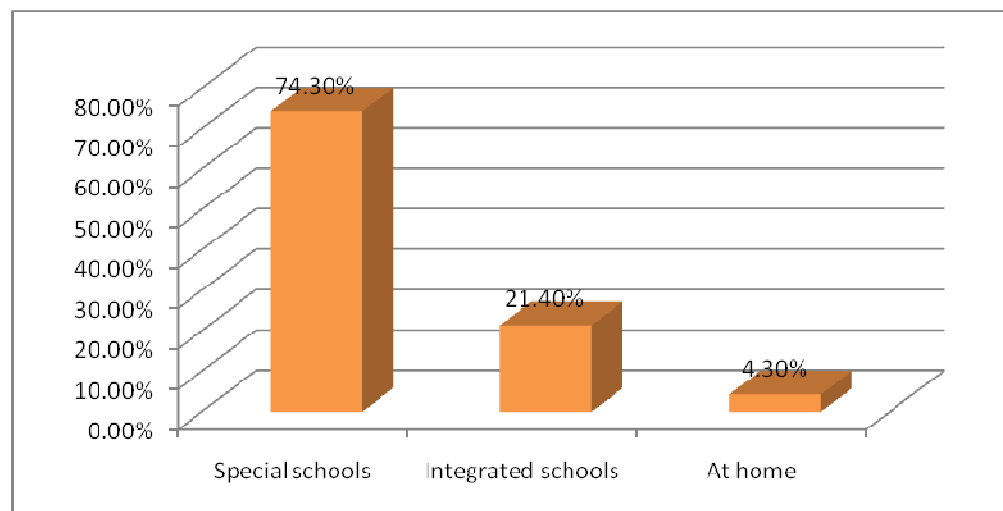
Figure 4. 7: Pupils’ responses on whether pupils with disabilities should learn together with pupils without disabilities in the same class.



Majority (94.3%) of pupils indicated that pupils with disabilities should not learn together with pupils without disabilities in the same class. They gave the reason that children with disability had different needs and hence could not be accommodated in the regular school.

The pupils were further asked where pupils with disabilities were best placed. Their responses are presented in figure 4.8.

Figure 4.8: Pupils' responses on the best place for pupils with disabilities



Pupils indicated that learners with disabilities should be placed in special schools. These findings confirm the previous findings that pupils felt that pupils with special needs should not be accommodated in regular schools since they had more needs and needed attention. The data showed that pupils preferred learners with special needs to learn in special schools because the special have got physical facilities and support services that the special needs learners need.

From the observation, the researcher observed that the schools lacked access of the physical facilities and those present did not cater for all categories of children with disability. This is shown by Table 4.5.

Table 4. 5: Availability and nature of physical facilities

Physical facilities	Available		Not Available		Functionality	
	F	%	F	%	F	%
Adapted desks	3	20.0	9	60.0	3	20.0
Spacious classrooms	6	40.0	8	53.3	1	6.6
Ramps on door ways	2	13.2	11	73.3	2	13.2
Adapted toilets			9	60.0	6	40.0

Table 4.5 showed that majority (60.0%) of the school lacked adapted desks and toilets functional for special needs children, majority (53.3%) of the schools lacked spacious classrooms for special needs children, while majority (73.3%) of schools did not have ramps on doorways. It was also revealed that there were no adapted toilets for special needs children.

The above findings are in line with UNESCO (2004) and Otiato, (2002) who found that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows,

painting walls to improve the lighting, leveling of the play grounds to ease mobility. If regular schools environment were conducive, it would be ideal for integration of learners with special needs.

4.5 Influence of availability of teaching and learning materials on integration of Special Needs Education in public primary schools

In order that the teaching of pupils with special needs is done most effectively school staffs need certain basic information concerning the handicapping conditions and the likely educational consequence. It is on this basis that the study sought to examine if the availability of teaching and learning materials influenced integration of Special Needs Education in public primary schools. To do the same, the headteachers were asked to indicate the challenges they faced in relation to teaching materials for SNE. When asked whether the school provided teaching materials specifically designed for children with special needs in education, they responded as Figure 4.9.

Figure 4.9: Headteachers responses on whether schools provided teaching materials specifically designed for children with special needs in education

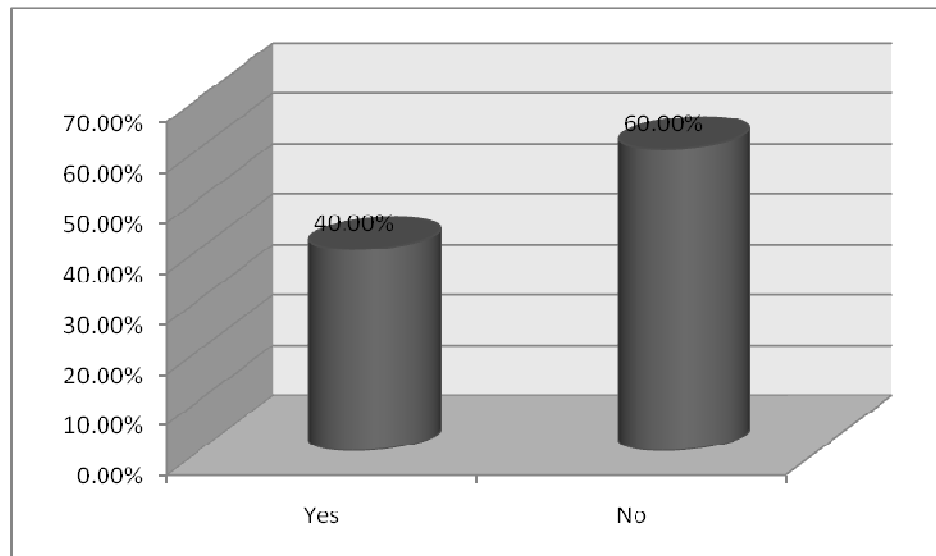


Figure 4.9 showed that majority (60.0%) of headteachers indicated that their school did not provide teaching materials specifically designed for children with special needs in education. When teachers were asked to respond to the same item, majority (66.3%) of teachers said that their school did not provide teaching materials specifically designed for children with special needs in education. The respondents indicated that they lacked specialized educational materials for learners with special disabilities. For example, learners with visual impairment did not have white canes and Braille. Those with low vision did not have eye glasses, magnifying glasses and large print reading materials. Learners with hearing impairment lacked hearing aids and speech training units. When asked to rate their school in terms of availability and adequacy of teaching and learning materials for children with special needs, (60.0%) of the headteachers reported that the school was poorly equipped with teaching and learning materials for

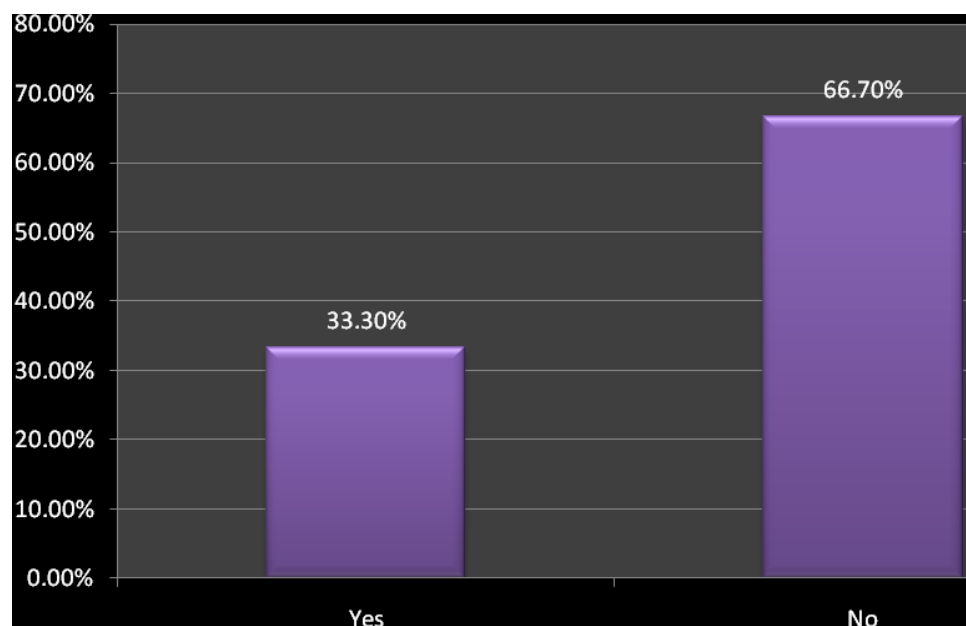
children with special needs. This agreed with teachers responses as majority (73.6%) of teachers said that their schools were also poorly equipped. When asked how the teaching and learning materials affected integration of special needs children, they indicated that the learners with disability required functional aids and real objects as learning materials hence children with disability were not able to access quality education in their schools.

Kirk and Anstasiow (2003) observed that learners with special disabilities require some specialized educational materials at individual and school level. Learners with visual impairment require white canes and Braille at individual level. At school level they require Braille machines, Braille kit, Braille papers, adapted computers, tactile diagrams and maps, adapted desks and chairs. Learners with physical disabilities require adapted seats, therapy equipment, sports and recreational facilities, wheelchairs, crutches, adapted functional aids like pens cutlery and computers. Learners with mental handicap require functional aids and real objects as learning materials. These include recreational and vocational training equipment, sports and recreational therapy equipment, sports, physiotherapy and occupational therapy equipment, music and art therapy equipment, visual auditory tactile and functional training materials.

4.6 Influence of level of preparedness of the teachers in handling integration of Special Needs Education in public primary.

To establish the level of preparedness of the teachers in handling integration of Special Needs Education in public primary schools, the respondents were asked to respond to the items that sought to establish the same. For example, the headteachers were asked whether they had been trained in special education. Figure 4.10 showed their responses.

Figure 4.10: Headteachers responses on whether they had been trained in special education.

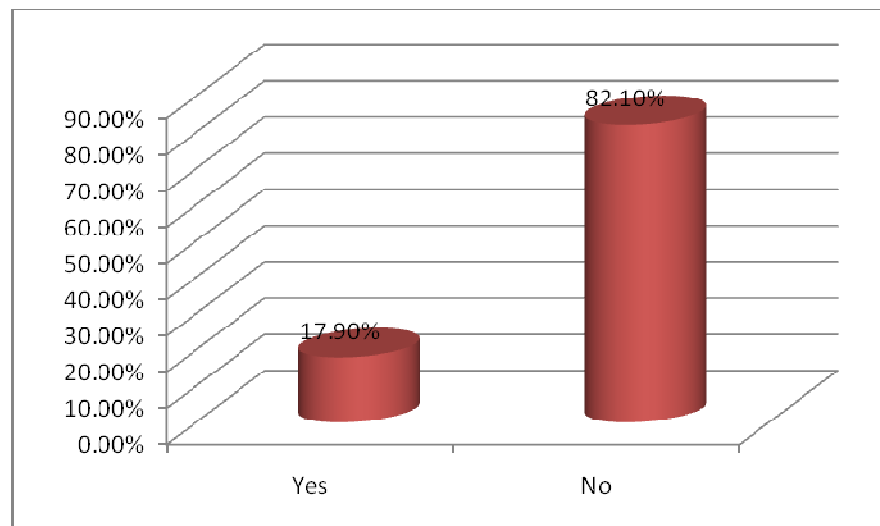


Findings showed that majority (66.7%) of the headteachers were not trained in special education while (33.3%) of head teachers were trained. The data showed

that teachers had not been trained and hence were limited in handling special needs children hence affecting integration of special needs education.

The responses of the teacher were presented in Figure 4.11.

Figure 4.11: Teachers' responses on whether they had been trained in special education



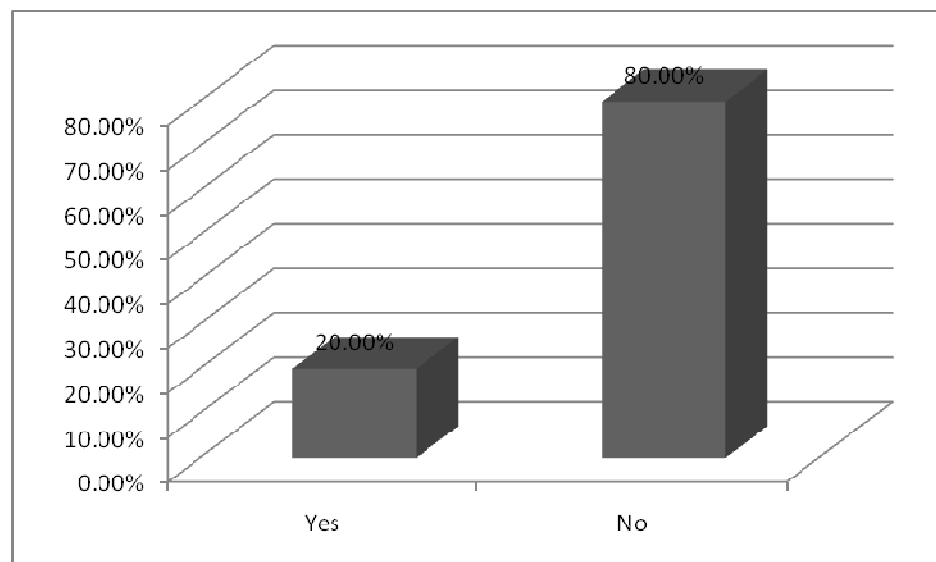
Finding showed that majority (82.1%) of the teachers were not trained in special education (17.9%) of headteachers were trained. This indicates that although there were 25 special education teachers who were involved in the study not all were trained in special education. This was very likely to affect the integration of special needs education. The headteachers and teachers were further asked how lack of training special education affected special needs children integration into formal school. They said that they lacked the skills on the learner centred methods of teaching which were supposed to be used for learners with special needs.

Findings from headteachers indicated that (40.0%) of the headteachers who had been trained in special education had certificate level of education.

Majority of headteachers reported that their schools had less than 5 special needs trained teachers while the rest indicated that they had more than five trained special needs teachers. These findings further showed that teachers had not been trained in special needs education hence could not effectively handle special needs education learners.

When asked whether the teachers were adequate for the special needs children, the headteachers responded as Figure 4.12.

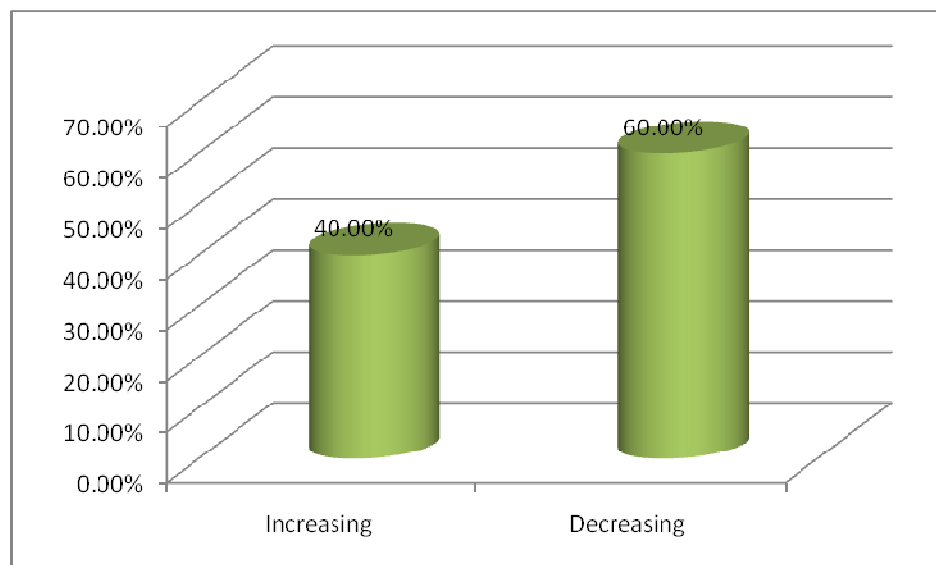
Figure 4.12: Headteachers responses on whether the teachers were adequate for the special needs children



Majority (80.0%) of headteachers said that their teachers for the special needs children were not adequate this was due to the large number of pupils with special

needs who were enrolled in their school. Figure 4.13 showed the headteachers responses on whether the number of pupils with special needs were increasing or decreasing.

Figure 4. 13: Headteachers responses on the increase or decrease of number of pupils with special needs



Data showed that majority (60.0%) of the headteachers indicated that the number of pupils with special needs were decreasing while (40.0%) of headteachers said that it was increasing. The study further sought to investigate whether the respondents knew any children with special needs who would be enrolled in their school for one reasons or another and they were not enrolled. Findings from teachers indicated that majority (62.1%) of teachers and majority (53.3%) of headteachers knew the pupils. They were further asked to indicate reasons why there were no enrolled. They indicated that their schools lacked trained teachers,

physical facilities, teaching and learning materials hence they could not handle children with special needs in their school.

This finding is in line with 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 implementation of special needs education in developing nations.

4.7 Influence of methods of curriculum delivery on the integration of Special Needs Education in public primary

To establish the methods of curriculum delivery that was used in integration of special needs Education in public primary schools, the teachers were asked to indicate the curriculum delivery methods that was used in their school. Table 4.6 tabulates the findings.

Table 4.6: Teachers’ responses on curriculum delivery methods used in the school

Curriculum	Yes		No	
	F	%	F	%
Demonstration	68	71.6	27	28.4
Discussion	56	58.9	39	41.1
Simulation	24	25.3	71	74.7

Data showed that majority (71.6%) of teachers used demonstration delivery method in their school, (58.9%) of teachers used discussion method while majority (74.7%) of teachers did not used simulation curriculum delivery methods used in the school. The data implies that teachers were not familiar with the methods of teaching which were meant for special needs children hence affecting the integration of integration on special needs education.

Teachers were also asked whether they used some selected curriculum delivery methods. Their responses are presented in Table 4.7.

Table 4. 7: Headteachers responses on curriculum delivery methods used in the school

Curriculum	Yes		No	
	F	%	F	%
Demonstration	13	86.7	2	13.3
Discussion	12	80.0	3	20.0
Simulation	4	26.7	11	73.3

Data showed that majority (86.7%) of headteachers used demonstration delivery method in their schools, (80.0%) of headteachers used discussion method while majority (73.3%) of headteachers did not used simulation curriculum delivery methods used in the school hence affecting integration of special needs education in schools.

From the observation schedule, the researcher was also interested in investigating the delivery methods that were used in the school. Findings showed that learner centred methods were not used in majority of the schools while the number of schools used teacher centred methods of teaching. Learners with special needs education should be taught using learner centred methods of teaching. The learner centred methods of teaching include demonstration, discussion and simulation. The methods of provision of special education include inclusion, mainstreaming, segregation and exclusion.

4.8 Influence of support services on integration of special needs education

Support services address several challenges such as improving the quality of education, meeting individual needs and determining accurately the least restrictive environment for each exceptional learner. To find out support services available in the public primary schools that affect integration of Special Needs Education in public primary schools, the respondents were asked to indicate

whether they had various support services in their school. Table 4.8 tabulates headteachers findings.

Table 4.8: Headteachers responses on available support services in their school

support services	Yes		No	
	F	%	F	%
Speech therapists	6	40.0	9	60.0
Itinerant teachers	1	6.7	14	93.3
Psychologists	4	26.7	11	73.3

Findings showed that majority (60.0%) of headteachers did not have speech therapists support services, (93.3%) of headteachers had no itinerant teachers services while (73.3%) of headteachers lacked psychologists support services in their schools. The teachers were also asked to indicate the availability of support services in the schools. The data is presented in Table 4.9.

Table 4. 9: Teachers responses on available support services in their school

Support services	Yes		No	
	F	%	F	%
Speech therapists	12	12.6	83	87.4
Itinerant teachers	25	26.3	70	73.7
Psychologists	31	32.6	64	67.4
Resource room	23	24.2	72	75.8

Findings showed that majority (87.4%) of teachers did not have speech therapists support services, (73.7%) of teachers lacked itinerant teachers services majority (67.4%) of headteachers lacked psychologists support services in their schools while majority (75.8%) of teachers indicated that they did not have resource room in their school.

The researcher further asked the respondents how lack of support services affected integration of special needs children they indicated that lack of such services hindered effective integration of special needs education in the schools.

Table 4.10: Pupils’ responses on factors affecting integration of special needs children

Statement	Strongly Agree		Agree		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%
Learning in the same class with disabled and non disabled classmates does not affect my academic performance negatively	10	14.3	8	11.4	45	64.3	7	10.0
Everyone in my class is readily available and willing to help each other in class activities.	19	27.1	16	22.9	27	38.6	8	11.4
In our class all children have text books and other learning materials that match their educational learning needs.	6	8.6	5	7.1	23	32.9	36	51.4
In my class/school the physical facilities are adapted to enable all the learners including those with special needs learn comfortably and effectively	2	2.9	3	4.3	30	42.9	35	50.0
I am readily available if called upon to assist any of my classmates in class activities or any other activity.	4	5.7	41	58.6	22	31.4	3	4.3
Teachers in our school respond to everyone’s needs without discrimination.	19	27.1	27	38.6	23	32.9	1	1.4
Teachers in my school use learner centered methods in teaching such as discussion, demonstration and simulation.	31	44.3	28	40.0	9	12.9	2	2.9

Table 4.10 showed that majority (64.3%) of pupils disagreed that learning in the same class with disabled and non disabled classmates does not affect their academic performance negatively, (38.6%) of pupils disagreed that everyone in their class was readily available and willing to help each other in class activities. majority (51.4%) of pupils strongly disagreed that in their classes all children had textbooks and other learning materials that match their educational learning needs. Data further indicates that majority (50.0%) of pupils strongly disagreed that in their class/school the physical facilities were adapted to enable all the learners including those with special needs learn comfortably and effectively. The findings further showed that majority (58.6%) of pupils agreed that there were readily available if called upon to assist any of my classmates in class activities or any other activity while (44.3%) of pupils strongly agreed that teachers in their school use learner centred methods in teaching such as discussion, demonstration and simulation.

The researcher observed whether the schools had support services. Table 4.11 presents the findings.

Table 4. 11: Availability and nature of support services in their school

Support services	Available		Not Available	
	F	%	F	%
Hearing aids	5	33.3	10	66.7
Braille machine	2	13.3	13	86.7
Sign language books	6	40.0	9	60.0
Magnifying glasses	3	20.0	12	80.0
Speech therapist	0	46.7	15	100.0
Itinerant teaching	1	6.6	14	93.4

Table 4.11 showed that there were no hearing aids, Braille machine in the school as showed by majority (86.7%) of the schools. Findings further showed that sign language books and magnifying glasses were not available in majority (80.0.0%) of the schools while schools lacked speech therapist and itinerant teaching as indicated by (93.4%) of schools. Hodkinson, and Vickerman (2009) state that general educators reported the preference for pull-in related services so that students with autism who were non-verbal would not miss any of their lessons.

4.9 Suggestions on integration of special needs education

The respondents were asked to suggest ways through which special needs education can be enhanced in their school. Data from teachers and headteachers indicated that the school environment should be adapted to suit the diverse learner's needs by organizing the classroom and the school compound this was because if regular schools environment is conducive, it will be ideal for integration of learners with special needs.. They indicated that schools need to have an atmosphere that is friendly, caring accommodative and supportive for children with disabilities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions, recommendations of the study. The chapter also offers suggestions for further study.

5.2 Summary of the study

The purpose of this study was to investigate school based factors influencing integration of special needs education in the public primary schools in Masaba North District. Five research objectives guided that study. The research objectives sought to: examine ways in which physical facilities influence integration of Special Needs Education in public primary schools in Masaba North District; establish the level of preparedness of the teachers in handling integration of Special Needs Education in public primary schools in Masaba North District; examine if the availability of teaching and learning materials influence integration of Special Needs Education in public primary schools in Masaba North District; establish the methods of curriculum delivery that is used in integration of Special Needs Education in public primary school in Masaba North District and lastly to find out support services available in the public primary schools that affect integration of Special Needs Education in public primary schools in Masaba North District. This study adopted a descriptive survey design employing both qualitative and quantitative

approaches in investigating the school based factors that influence integration of special needs education in Masaba North District. The sample comprised of 15 headteachers 20 special teachers, 75 teachers and 75 pupils. Data were collected by use of questionnaires and observation checklist. Data were analysed by use of qualitative and quantitative techniques.

5.3 Summary of findings

Findings on the first research objective revealed that physical facilities influenced the integration of SNE in public primary schools lacked the physical facilities necessary for integration of special needs learners. For example, majority (66.7%) of headteachers and majority (55.8%) of teachers indicated that they lacked classes specifically renovated to accommodate pupils with special educational needs. Majority (93.3%) of headteachers and (80.0%) of teachers said that pupils were not able to access the classrooms with ease which has affected integration of special needs children. The data shows that physical facilities such as classrooms were not conducive for special needs children hence hindering the integration of special needs children in schools. Majority (66.7%) of headteachers and (85.7%) of teachers reported that their school did not provided desks specifically designed for use by pupils with special educational needs. They further indicated that this had affected integration of special needs children as pupils with disability were not comfortable in the normal desks and hence the felt that their desks did not values their individuality. These findings further showed that apart from classrooms as indicated previously, desks were not also suitable for special

needs children. Lack of such facilities designed for special needs children may hinder their learning and hence hinder integration of special needs education. It was further revealed by majority (66.7%) that schools had no toilets renovated to cater for special educational needs as indicated by the school headteachers.

Findings on research objective three on the influence of level of preparedness of the teachers in handling integration of Special Needs Education in public primary revealed that majority (66.7%) of the headteachers were not trained in special education while (33.3%) of head teachers were trained. Majority (17.9%) of the teachers were not trained in special education while (17.9%) of headteachers were trained. This indicates that although there were 20 special educations teachers who were involved in the study not all were trained in special education. This was very likely to affect the integration of special needs education. Majority (80.0%) of school had less than 5 special needs trained teachers in school. Majority (80.0%) of headteachers said that their teachers for the special needs children were not adequate this was due to the large number of pupils with special needs who were enrolled in their school.

Analysis of data on the influence of availability of teaching and learning materials on integration of Special Needs Education in public primary schools indicated majority (60.0%) of headteachers indicated that their school did not provide teaching materials specifically designed for children with special needs in education while (40.0%) of headteachers indicated that their school had them. Majority (66.3%) of teachers said that their school did not provide

teaching materials specifically designed for children with special needs in education. The respondents indicated that they lacked specialized educational materials for learners with special disabilities. Learners with visual impairment did not have white canes and Braille. Those with low vision did not have eye glasses, magnifying glasses and large print reading materials. Learners with hearing impairment lacked hearing aids and speech training units. Majority (73.6%) of teachers said that their schools were also poorly equipped.

Data on the research objective four on the influence of methods of curriculum delivery on the integration of Special Needs Education in public primary indicated that majority (71.6%) of teachers used demonstration delivery method in their school, (58.9%) of teachers used discussion method while majority (74.7%) of teachers did not used simulation curriculum delivery methods used in the school. The data implies that teachers were not familiar with the methods of teaching which were meant for special needs children hence affecting the integration of integration on special needs education. Majority (86.7%) of headteachers used demonstration delivery method in their school, (80.0%) of headteachers used discussion method while majority (73.3%) of headteachers did not used simulation curriculum delivery methods used in the school hence affecting integration of special needs education in schools.

Findings on research objective five on the influence of support services on integration of special needs education showed that majority (60.0%) of

headteachers did not have speech therapists support services, (53.3%) of headteachers had itinerant teachers services while (73.3%) of headteachers lacked psychologists support services in their schools. Majority (87.4%) of teachers did not have speech therapists support services, (73.7%) of teachers lacked itinerant teachers services, majority (67.4%) of headteachers lacked psychologists support services in their schools while majority (75.8%) of teachers indicated that they did not have resource room in their school. Lack of support services affected integration of special needs children they indicated that lack of such services hindered effective integration of special needs education in the schools.

5.4 Conclusions

Based on the findings, the study concluded that physical facilities affected the integration of SNE in public primary schools. For example, Schools lacked classes specifically renovated to accommodate pupils with special educational needs. Pupils were not able to access the classrooms with ease which has affected integration of special needs children. The data therefore showed that physical facilities such as classrooms were not conducive for special needs children hence hindering the integration of special needs children in schools. School did not provided desks specifically designed for use by pupils with special educational needs which affected integration of special needs children as pupils with disability were not comfortable in the normal desks and hence the felt that their desks did not values their individuality. Lack of renovated toilets to cater for special educational needs had affected the integration of

special needs children as some parents opted to keep their children with disability at home rather than taking them to learning institutions.

The researcher also concluded that availability of teaching and learning materials influenced the integration of Special Needs Education in public primary schools. For example school did not provide teaching materials specifically designed for children with special needs in education. Schools were also poorly equipped with teaching and learning materials designed for special needs children.

The researcher concluded that lack of teacher preparedness in handling integration of Special Needs Education in public primary affected the integration of special needs children. Headteachers and teachers had not been trained and hence were limited in handling special needs children hence affecting integration of special needs education children. Teachers were not trained in special education which was very likely to affect the integration of special needs education.

The researcher further concluded that methods of curriculum delivery affected the integration of Special Needs Education in public primary. For example teachers were not familiar with the methods of teaching which were meant for special needs children hence affecting the integration of integration on special needs education. The researcher finally concluded that schools did not have speech therapists support services, they lacked itinerant teachers services, they lacked psychologists support services and did not have resource room in their school.

5.5 Recommendations

Based on the findings the following were the recommendations for the study

- i. The government should provide physical facilities needed in schools for effective influence integration of Special Needs Education in public primary schools. It is also recommended that schools need to have an atmosphere that is friendly, caring accommodative and supportive for children with disabilities.
- ii. The KISE and all other educational stakeholders in conjunction with KIE should restructure teacher education to include SNE curriculum. It was recommended so that the teachers should be adequately prepared with necessary skills and knowledge to handle learners with special needs.
- iii. The government and other stakeholders should avail teaching/learning materials to public primary schools so that integration of Special Needs Education in public primary schools can be effective.
- iv. The methods of curriculum delivery used in public primary schools should be learner centred so as to cater for learners with special needs.
- v. The government and other stakeholders should provide support services in public primary schools so that integration of special needs education can be effective.

5.6 Suggestions for further research

The following were the suggestions for further research

- i. Challenges faced in the implementation of special needs education government policy in public primary schools.
- ii. Influence of special needs children home background on their participation in regular schools.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi
Department of Educational
Administration and Planning
P.O Box 92,
Kikuyu.

Dear Head teacher,

REF: PERMISSION TO CONDUCT A STUDY IN YOUR SCHOOL

I am a post graduate student in the department of educational administration and planning in the University of Nairobi. I am conducting a research on **school Based factors influencing integration of Special Needs Education in public primary schools**. Your school has been selected to participate in the research. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. Your identity will be treated with utmost confidentiality. No respondents name or institution will be written on the questionnaire.

Thank you in advance

Yours faithfully,

Ogari Theresa Moraa.

Section 2

Please answer these questions as precisely as possible.

Part A: Physical facilities

7. i) Does your school have classes specifically renovated to accommodate pupils with special educational needs? Yes () No ()

ii) If no, how has that affected integration of special needs children?

8. i) Are the pupils able to access the classrooms with ease? Yes () No ()

ii) If no, how has that affected integration of special needs children?

9.i) Has the school provided desks specifically designed for use by pupils with special educational needs? Yes () No ()

ii) If no, how has that affected integration of special needs children?

10)i)Have the toilets been renovated to cater for special educational needs?

Yes () No ()

ii)If no, how has that affected integration of special needs children?

Part B: Teaching and learning materials

11.Explain the challenges you face in relation to teaching materials for SNE.

12.i)Does the school provide teaching materials specifically designed for children with special needs in education? Yes () No ()

ii) If no, how has that affected the integration of special needs children?

13)i) How would you rate your school in terms of availability and adequacy of teaching and learning materials for children with special needs?

Poorly equipped () Averagely equipped () Well equipped ()

ii) How do teaching and learning materials affect integration of special needs children/

Part C: Teachers' level of preparedness

14)i) Are you trained in special education? Yes () No ()

ii) If no how does that affect special needs children integration into formal school/

15) i)What professional qualifications do you possess in relation to special Education?

Certificate level () (b) Diploma level () (c) Degree level () (c) Any other please specify

16 i) How many special needs trained teachers do you have in your school?

ii) Is the number of teachers adequate for the special needs children

What areas of special education do you feel need to be trained in? Please state them

iii)How many pupils with special needs are enrolled in your school? _____

iv)Has the number been increasing or decreasing?

Increasing [] Decreasing []

v)From your knowledge do you know any children with special needs who would be enrolled in your school for one reason or another and they are not enrolled? Yes () No ()

vi)If yes, state the reasons why you think they are not enrolled

Part D: Methods of curriculum delivery

17) Are these teaching methods used in your school?

i) Demonstration Yes () No ()

How do this method impact on learning for the special needs?

ii) Discussion Yes () No ()

How do this method impact on learning for the special needs?

iii) Simulation Yes () No ()

How do this method impact on learning for the special needs?

Part E: Support services

18. Are the following support services available in your school?

Support service	Yes	No
Speech therapists		
Itinerant teachers		
Psychologists		
Resource room		

If these services are not available, do deal with the such needs?

Part E: Suggestions on integration of special needs education

19. Suggest two ways through which special needs education can be enhanced in your school.

.....

.....

.....

.....

.....

APPENDIX III: TEACHERS QUESTIONNAIRE

This questionnaire is to collect data for purely academic purposes. The study is for purely academic purposes. The study seeks to investigate the school based factors influencing integration of special Needs Education in regular primary Schools in Masaba North District.

Answer all questions as indicated by either filling in the blank or ticking the option that applies. To ensure confidentiality, do not write your name anywhere on the questionnaire.

Section A: General Information

What is your gender? Female () Male ()

What is your age? Below 25yrs () 26 – 30 yrs () 31 -40 yrs () Above 40Yrs ()

What are your professional qualifications? Certificate () Diploma () Degree () Masters ()

For how long have you have worked as a teacher in Masaba North District? Less than 5yrs () 5- 10 yrs () Above 5yrs ()

How long have you worked as a teacher?_____ years.

Part A: Physical Facilities

Does your school have classes specifically renovated to accommodate pupils with special education needs? Yes () No ()

Are the pupils able to access the classrooms with ease? Yes () No ()

If no how do you deal with the problem?

Has the school provided desks specially designed for use by pupils with special educational needs? Yes () No ()

If no how do you deal with the problem?

How has physical facilities influenced integration of special needs children?

Part B : Teachers level of preparedness

Are you trained in special education? Yes () No ()

What professional qualifications do you possess in relation to special education?

- a) Certificate Level ()
- b) Diploma level ()
- c) Degree level ()
- d) Any other (please specify).....

What areas of special education do you feel need to be trained in?

Please state them

If no how do you deal with the problem?

How many pupils with special needs are enrolled in your class?

Are you able to handle the children?

Yes [] No []

If no, how do you make up for the deficit?

If no how do you deal with the problem?

From your knowledge do you know any children with special needs who would be enrolled in your school for one reasons or another and they are not enrolled? Yes () No ()

If yes, state the reason why you think they are not enrolled.

Part C: Teaching and learning materials.

Explain the challenges you face in relation to teaching materials for SNE

.....
.....

Does the school provide teaching materials specifically designed for children with special needs in education?

Yes () No ()

Please specify.....

How would you rate your school in terms of availability and adequacy of teaching and learning materials for children with special needs.

Poorly equipped () Averagely equipped ()

Part D : Methods of curriculum delivery for SNE learners

Are the following methods of curriculum delivery used in your school?

i) Demonstration Yes () No ()

How do this method impact on learning for the special needs?

ii) Discussion Yes () No ()

How do this method impact on learning for the special needs?

iii) Simulation Yes () No ()

How do this method impact on learning for the special needs?

Part E : Support Services

17. Are the following support services available in your school, please tick one

	Yes	No
Speech therapists		
Itinerant teacher		
Psychologists		
Resource room		

18. How can SNE integration be improved?

.....

Thank You

APPENDIX IV: QUESTIONNAIRE FOR PUPILS

SECTION A:

Please fill in or tick the appropriate answer to the following questions according to your opinion.

1. State your ageyears
2. Have you been enrolled in any other school apart from your current school? Yes() No()
3. State the year you joined this school.....
4. Do you have any form of disability? Yes() No()
5. If yes, please state the type of your disability.....
6. Do you believe that pupils with disabilities should learn together with pupils without disabilities in the same class? Yes() No ()
7. If your answer is No, where do you think children with disabilities should be educated?
a, special schools () b, Integrated schools() c, At home()

SECTION B

Please tick the column which most represents your views of the following statements .There is no correct or wrong answer. The best answer is the one that honestly reflects your views.

Key: SA – strongly Agree A- Agree UD- Undecided D- Disagree SD- Strongly Disagree.

		SA	A	UD	D	SD
1	In my opinion ,learning in the same class with disabled and non disabled classmates does not affect my academic performance negatively.					
2	Everyone in my class is readily available and willing to help each other in class activities.					
3	In our class all children have text books and other learning materials that match their educational learning needs.					
4	In my class/school the physical facilities are adapted to enable all the learners including those with special needs learn comfortably and effectively					
5	I am readily available if called upon to assist any of my classmates in class activities or any other activity.					
6	Teachers in our school respond to everyone’s needs without discrimination.					
7	Teachers in my school use learner centered methods in teaching such as discussion, demonstration and simulation.					

Thank you!

APPENDIX V: OBSERVATION CHECKLIST

The following are areas the researcher will observe on the ground. This research instrument is meant to assess the nature and state of physical facilities and teaching/learning materials in the public primary schools that influence integration of Special Needs Education.

1. **Name of the School** _____

2. Physical facilities

Facility	Available	Not available	State/functionality
Adapted desks			
Spacious classrooms			
Ramps on door ways			
Adapted toilets			
3. Teaching/learning materials			
Hearing aids			
Braille machine			
Sign language books			
Magnifying glasses			

4. Support services

Service	Available	Not available
Speech therapist		
Itinerant teaching		
Psychological assessment		
Peer tutoring		

5. Which methods of curriculum delivery are used in the schools studied

a) Teacher centered [] b) Learner centered []

6. Other observations made by the researcher within the school compound as pertains to SNE integration.

.....

7. Researcher's recommendations in regard to conduciveness of the physical facilities and other materials to cater for the pupils with special needs.

.....

APPENDIX VI: LETTER OF AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/886

Date:

3rd June, 2013

Theresa Moraa Ogari
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated 28th May, 2013 for authority to carry out research on "*School based factors influencing integration of special needs education in public primary schools in Masaba North District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Masaba North District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner, the District Education Officer and the District Medical Officer of Health, Masaba North District** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
The District Medical Officer of Health
Masaba North District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

APPENDIX VII: RESEARCH PERMIT

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Research Permit No. NCST/RCD/14/013/886
Date of issue 3rd June, 2013
Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Theresa Moraa Ogari
of (Address) University of Nairobi
P.O.Box 92-0902, Kikuyu.
has been permitted to conduct research in

Location
Masaba North District
Nyanza Province

on the topic: School based factors influencing
integration of special needs education in public
primary schools in Masaba North District, Kenya.

for a period ending: 31st July, 2013.

Applicant's Signature **for Secretary**
National Council for
Science & Technology

