

**SOCIO-ECONOMIC FACTORS INFLUENCING PARTICIPATION OF  
STUDENTS WITH SPECIAL NEEDS IN PUBLIC SECONDARY  
SCHOOLS IN KATHIANI DISTRICT, KENYA**

**James Muli Mutua**

**A Research Project Submitted in Partial Fulfillment for the Requirement  
for the Award of Master of Education in Economics of Education**

**University of Nairobi**

**2013**

## **DECLARATION**

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

---

**James Muli Mutua**

Reg. No. E55/70399/08

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

University supervisors

---

**Dr. Loise Gichuhi**

**Lecturer**

Department of Educational Administration and planning

University of Nairobi

---

**Mr. Ferdinand Mbeche**

Lecturer

Department of Educational administration and planning

University of Nairobi

## **DEDICATION**

This research work is dedicated with a lot of love, respect and appreciation to my wife Josephine Muli our children Caleb, Faith, Ann and Norah as an inspiration to their quest for education.

## **ACKNOWLEDGEMENT**

I thank the Almighty God for giving me this opportunity to study this work. I also wish to appreciate the help of all those without whom this work would not have been completed. It may be impractical to mention all of them individually. I am

deeply indebted to my supervisors Dr. Loise Gichuhi and Ferdinand Mbeche who despite their busy schedule found time to read through my work. Their guidance, suggestions, encouragement and moral support culminated in completion of this work. Special thanks go to Dr. Grace Nyagah, Chairman Department of Educational Administration and Planning university of Nairobi, for encouraging me and ensuring that this work is completed.

I am equally appreciative and grateful to all the Principals, teachers and students Kathiani District , Machakos County who participated in this study. I also wish to thank the lecturers and staff of the Department of Education Administration and Planning, University of Nairobi for their supportive roles in the course of my study. I appreciate the efforts expended by Virginia Mumbua of Masaku Speed Bureau in typing this work. Last but not least, I must thank my wife Josephine Muli who provided an enabling and inspiring environment during my studies. I am equally grateful to our children Caleb, Faith, Ann and Norah for their patience and sacrifice exhibited during this study.

## TABLE OF CONTENT

### Page

Title Page .....	i
Declaration .....	ii

Dedication .....	iii
Acknowledgement .....	iv
Table of contents .....	v
Appendices.....	ix
List of table .....	x
List of figures.....	xi
Abbreviations & acronym.....	xii
Abstract .....	xiii

## **INTRODUCTION**

1.1 Background to the study .....	1
1.2 Statement of the problem .....	5
1.3 Purpose of the study .....	7
1.4 Objective of the study .....	7
1.5 Research questions .....	8
1.6 Significance of this study .....	8
1.7 Limitations of the study .....	9
1.8 Delimitations.....	9
1.9 Basic assumptions of the study .....	10
1.0 Definition of significant terms .....	10
1.11 Organization of the study.....	11

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Literature review.....	13
----------------------------	----

2.2. Importance of Education .....	13
2.3 Status of participation of students with special needs worldwide .....	14
2.4 Status of participation of student with special need in Africa .....	16
2.5 Status of participation of students with special needs in Kenya .....	18
2.6 Effects of School learning facilities and Participation of students with special needs .....	19
2.7 Influence of Parents level of Education and Participation of students with special needs .....	20
2.8 Family income and participation of students with special needs .....	22
2.9 Effect of Cost of Education and Participation of students with special needs.....	23
2.10 Summary of Literature Review .....	24
2.11 Theoretical Framework.....	25
2.12 Conceptual framework.....	26

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

3.1 Introduction .....	29
3.2 Research design .....	29
3.3 Target population .....	29
3.4 Sampling technique and sample size .....	30
3.5 Research instruments .....	30
3.6 Validity of the research instrument .....	32
3.7 Reliability of the research instrument .....	32
3.8 Data collection procedures .....	33

3.9 Data analysis techniques .....	34
------------------------------------	----

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.0 Introduction .....	35
4.1 Instruments return rate .....	35
4.2 Demographic information of the respondents.....	36
4.2.1 Gender of the head teachers.....	36
4.2.2. Qualification of the head teachers.....	37
4.2.3 Years the head teacher had been in the current school .....	38
4.3 Parents level of education .....	39
4.4. Family income .....	42
4.5 Cost of education .....	46
4.6 School learning facilities.....	48

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS, INTERPRETATION AND**

### **RECOMMENDATIONS**

5.0 Introduction.....	50
5.1 Summary of the study .....	50
5.2 The findings of the study .....	51
5.3 Interpretation of the finding.....	54
5.4 Recommendation of the study .....	56
Reference .....	57

## **APPENDICES**



Appendix I:Letter to Principals .....	61
Appendix II: Letter to the Respondents .....	62
Appendix III: Questionnaire for Principals .....	63
Appendix IV: Questionnaires for Students .....	70
Appendix V: Interview schedule for Teachers .....	75
Appendix VI: Checklist of documents to be analyzed.....	76
Appendix VII: Budget for the study .....	77
Appendix VIII: Research time framework .....	78
Appendix IX: Authorization letter .....	79
Appendix X Research permit.....	81

## LIST OF TABLE

### Table

### page

Table 1.1 Special needs secondary schools and enrolment of students with special needs in Kathiani, Machakos and Makueni Districts.....	6
Table 4.1 Influence of parents education basing on certain statement .....	40
Table 4.2 Influence of family income.....	43
Table 4.3 Cost of education .....	47

## LIST OF FIGURE

Figure 1. 1	Conceptual framework .....	27
Figure 4.1	Gender of the head teacher .....	36
Figure 4.2.2	Highest level of qualification of the head teachers .....	37
Figure 4.3	Years the head teacher had been in the current school.....	38
Figure 4.4	Parents level of education.....	39
Figure 4.5	Rating family income .....	42
Figure 4.6	Cost of the education .....	46
Figure 4.7	Influence of school learning facilities .....	48

## **ABBREVIATIONS AND ACRONYMS**

DEOs	District Education Officers
ECDE	Early Childhood Development Education
EFA	Education for All
EMIS	Education Management Information System
FDSE	Free Day Secondary School
FPE	Free Primary Education
GDP	Gross Domestic Product
GNP	Gross National Product
KIPPRA	Kenya Institute for Public Policy Research and Analysis
MDGs	Millennium Development Goals
MOE	Ministry of Education
NFE	Non Formal Education
SNE	Special Needs Education
UN	United Nations
UNICEF	United Nations Children’s Fund
UNESCO	United Nations Education Scientific and Cultural Organization
USA	United States of America
WHO	World Health Organization

## ABSTRACT

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006, Hardman, Drew & Egan, 2005). Inclusive education has become a critical part of the reform effort to improve the delivery of services to students with disabilities by focusing on the placement of these students in general education classes. The purpose of the study was to assess the social-economic factors influencing participation of students with special needs in public Secondary school in Kathiani District - Kenya. The research objectives of the study were:-to establish the extend to which school learning facilities are supportive to students with special needs in public Secondary schools in Kathiani District, to assess how parents level of education influences participation of students with special needs in Public Secondary schools in Kathiani District, to determine how family income influences participation of students with special needs in Public Secondary Schools in Kathiani District and to assess the extend to which cost of education affects participation of students with special needs in public Secondary School in Kathiani District. The study employed descriptive survey. The study sample in total consists of sample of 567 respondents. The research instruments used were questionnaires, interview schedule and document analysis. Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. On the influence of parental level of education on special needs student's participation in public secondary schools, the study revealed 80 percent of the students came from homes whose parents have secondary education and above and 100 percent of the students were found to have parents with higher level of education. In general the study established that there are social-economic factors that influence the students' participation in public secondary schools. These factors include, the patents level of education where children with special needs from household with educated parents dominates in inclusive education because parents attach value to education, the financial status of the parents where financially stable parents send their children to school while financially unstable parents are unable to pay school fees making their children rely on well wishers, the church and their relatives to meet school expenses. The other factor includes, the cost of education and school learning facilities such as classes, text books, libraries and laboratories. The study recommends that school management should have in place infrastructure and school facilities that are tailored towards students with special needs for them to participate in secondary school education. Further the study recommends that parents should be sensitized on the important of education so that they can put in more effort in enabling their children with special needs access secondary education. The study further recommends that the government and other stakeholders should come up with special funding policies to enable students with special needs access secondary education e.g. bursaries and other grants from donors and well wishers.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The International Commission on Education for the 21<sup>st</sup> century held in Dakar in 2000 asserted that “Education is the key to sustainable development, peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economies, which are affected by rapid globalization (UNESCO, 2003). Schultz (1960) argued that the growth in output could only be adequately explained by the investment in human capital which is a distinctive feature of modern economic system.

Investment in human capital is a key element in achieving long term sustainable economic growth. According to Murphy (2008), education is positively correlated with overall economic growth. He argues that a one year of additional schooling of the labour force can contribute to as much as 9% increase in GDP for the first years of schooling and 4% a year for the next three years. According to him, development in human capital is one of the surest ways to reduce poverty by improving the quality of life, promoting health, expanding access to paid employment, increasing productivity in market and non-market work and facilitating social and political participation.

The World Bank report (1994) asserts, persistent self sustainable growth in real per capita income is attributed to human capital. Human capital is the critical engine of economic growth and its accumulation is enhanced by parental and public investment in children's education. Special needs education (SNE) is important for human capital development for it prepares those who would otherwise be dependants to be self-reliant (GOK, MOE, 2010).

Education is considered a human right for all children and has been enshrined in several international documents since the universal declaration of human rights in 1948. Education of children with special needs in ordinary schools has received considerable attention in recent years and continues to be a major concern in the field of education. The UN convention on the right of people with disabilities which come into force in May 2008 requires the development of an inclusive education system for all. Inclusive education system is a process of enabling all children to learn and participate effectively within mainstream school systems without segregation.

The Salamanca (Spain) statement and framework for action on SNE (UNESCO 1994) asserted that every person with a disability has a right to express his/her wishes with regard to their education as far as this can be ascertained, parents have an inherent right to be consulted on the form of education best suited to the needs, circumstances and aspirations of their children. The education for all (EFA) movement and the subsequent international conventions have pointed out that particular groups of children are

especially prone to exclusion in learning activities which take place in formal, informal or non-formal settings.

Inclusive education has become a critical part of the reform effort to improve the delivery of services to students with disabilities by focusing on the placement of these students in general education classes. Public schools have an obligation to provide free education in the least restrictive environment possible to all children who have diagnosed condition of exceptionality (Annual, Edition on Educating Exceptional Children, 2005).

Inclusion is thus about rejecting exclusion of learners, restructuring school policies, curricula and practice so that learning needs can be met. Only by removing physical, economic and social barriers to learning can we create truly inclusive classrooms and societies and speak of EFA in holistic sense (Hannu, Marja & Heikki, 2006). Emphasis on equity, access and opportunity to education by reviewing schools and systems and changing them rather than changing the learners is of great importance.

An inclusive programme must consider the uniqueness of every child and how it can address the child's strengths and needs through appropriate school learning facilities (Allen & Sschwartz, 2001). Parents' education level has emerged as a major factor influencing the decision of children enrolment in education programmes (Corklin & Dailey, 2008). Stage and Hossler (1989) reported that father and mother educational achievements as well as family income are important factors affecting parents' educational expectations of their children with no exemption of special need learners.



According to a report by American psychiatric association (2000), of children enrolled in public schools it is believed that 5% have specific learning disabilities. Suzanne (2007) notes that including children with special needs in regular classrooms has widened the range of ability represented in groups of young children. Inclusive education has been formalized by legislation in many countries such as United States of America- 1975, Sweden-1965, Scandinavian Countries-1969, Romania-1960 (UNESCO 2001). Studies in both OECD (organization for economic co-operation and development) and non-OECD countries indicate that students with disabilities achieve better school results in inclusive settings (UNESCO, 2012).

The constitution of Republic of South Africa (1996) legalized special needs education. Their education white paper 6 formulated policy on special needs education (SNE) building on inclusive education and training system (July 2001) and by 2009 there were 392 special schools. According to Eilor (2005) education of children with special needs has been prioritized in Uganda. In Kenya, the education commissions that have been set up by the government since independence have emphasized the approach.

The Ominde Commission (1964) stated “children with mild impairment are capable of receiving education and training in regular schools provided special considerations are given to their needs by teachers”. Gachathi Report (1976) recommended that “special education would follow a policy of integration of the handicapped in society, especially in cases where the handicap has been adequately compensated by special education and

facilities”. The Kamunge report and the ensuing sessional paper No. 6 (1988) recommended the integration of children with disabilities into regular formal schools in order to enhance their enrolment and participation in formal schooling. Koech Report (GOK 1999) recommended that cost sharing for the disabled be abolished and instead free and quality education be provided by the government.

Education opportunities for these learners with special needs and disabilities have to respond to the increase. The opportunities in the secondary for students to enroll are few as out of 3464 special needs institutions only 4.3% are for secondary (GOK 2012) .

## **1.2 Statement of the problem**

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006, Hardman, Drew & Egan, 2005).

The school mapping data from the Ministry of Education (2012) shows that there are 3,464 special needs institutions (38.2% ECDE, 3.4% NFE, 54.1% Primary and 4.3% Secondary) in the country with 2,713 integrated institutions and 751 special schools. Among these, there are 10 public secondary schools for learners with Hearing Impairments, 3 for learners with physical Handicaps and 4 for learners with Visual Impairments making a total of 17 secondary schools for learners with disabilities throughout Kenya. These figures show that access and participation of children with

special needs is relatively low across the country. The emphasis on academic performance and examinations creates an unfavourable learning environment for children with special needs and disabilities and even moderate learning difficulties., This poses a challenge to the interpretation and inclusion of children with such disabilities in regular schools.

The DEO Kathiani District EMIS (2012) indicates that students enrolled in secondary school are 7820 out of which 24 are SNE and yet there is no single special needs Secondary school. In the neighbouring District of Machakos there are 3 special needs Secondary Schools, while in Makueni there are 2 special needs Secondary Schools.

**Table 1.1: Special needs secondary schools and enrolment of students with special needs in Kathiani, Machakos and Makueni Districts.**

<b>District</b>	<b>Number of special needs secondary schools</b>	<b>Enrolment of special needs students in both special and inclusive schools</b>
Kathiani	0	24
Makueni	2	38
Machakos	3	56
<b>TOTALS</b>	<b>5</b>	<b>118</b>

**(Source D.E.O- Kathiani, D.E.O. Machakos and D.E.O. Makueni )**

Data on number of special needs secondary schools and enrolment of student with special needs in Kathiani, Machakos and Makueni District shows that Kathiani District has the lowest as compared to the two neighbouring Districts. It is in this regard that the researcher wants to find out social-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District.

### **1.3 Purpose of the Study**

The purpose of the study was to assess the social–economic factors influencing participation of students with special needs in public Secondary school in Kathiani District - Kenya.

### **1.4. Objective of the Study**

The research objectives of the study were:-

- i) To establish the extent to which school learning facilities are supportive to students with special needs in public Secondary schools in Kathiani District.
- ii) To assess how parents level of education influences participation of students with special needs in Public Secondary schools in Kathiani District.
- iii) To determine how family income influences participation of students with special needs in Public Secondary Schools in Kathiani District.
- iv) To assess the extent to which cost of education affects participation of students with special needs in public Secondary School in Kathiani District.

### **1.5. Research Questions**

The study was guided by the following research questions:-

- i) How does the school learning facilities support education of students with special needs in public secondary schools in Kathiani District?
- ii) How does the parent level of education influence participation of students with special needs in public secondary schools in Kathiani District?

- iii) Does parent's income influence participation of students with special needs in public secondary school in Kathiani District?
- iv) To what extent does the cost of education influence students with special needs participation in Public secondary schools in Kathiani District?

### **1.6. Significance of the Study**

The study finding may assist policy makers in ministry of education to formulate policies that enhance participation of students with special needs in public secondary schools. The research may benefit the District Education Office by highlighting the challenges facing implementation of special needs education. The research may also benefit the teachers, parents and students by giving them information on how to access and implement special needs education.

Researcher may also benefit from the data collected and information gathered that may be a source of new knowledge in special needs education. The study findings may enrich the pool of knowledge in economics of education by recommending ways of encouraging participation of students with special need in secondary education.

### **1.7. Limitation of the study**

Information on school learning facilities is broad and the principal may not provide all of it. The researcher will overcome this by dwelling on school infrastructure, textbooks and attitude of the student and the staff. The researcher will target students with special needs, some of them may hesitate to provide information due to the

feeling that they are being discriminated against. The researcher overcomes this by assuring them that the research findings will be used for academic purpose only.

### **1.8. Delimitation**

The study only involved public secondary schools and not private secondary schools in Kathiani District only. Further the study did not involve non-formal education and youth polytechnics offering studies to students with special needs. The study will only focus participation of students with special needs in Kathiani District.

### **1.9. Basic Assumptions of the study**

The researcher assumes that there is low participation of students with special needs in public secondary schools in Kathiani District. It is also assumed that the target population will give adequate responses.

### **1.10 Definition of significant Terms**

**Access** – Refer to the aspect of children having ability to reach, attend and utilize conveniently school facilities and service in order to learn.

**Enrolment** – Refers to the special needs students who get admitted to public secondary school.

**Environment** – Refers to everything around the child in that particular school, that is people, buildings, classroom facilities and other facilities within the school compound.

**Inclusive Education** – Refers to schools centres of learning and education system that are open to all children.

**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.

**Participation** – It is an interaction of supply, demand and learning processes. Supply refers to both availability and quality of school facilities, materials and teachers.

Demand is based on decision that parents make concerning the opportunity of schooling. It includes enrolment, retention, completion and quality of services provided.

**Socio-economic factors** – Refers to variables that are economical and social in nature that affect student's with special needs participation in public secondary school.

**Special needs education** – Refers to a designed instructional service to meet the unique educational needs of challenged or handicapped persons.

### **1.11 Organization of the study**

This study is organized into five chapters. The first chapter consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, definition of significance terms and organization of the study. Chapter two consists of literature review under the following subheadings, introduction, importance of education, status of participation of students with special need worldwide, status of

participation of students with special needs in Africa, status of participation of students with special needs in Kenya, School learning facilities and participation of students with Special Needs, parents level of education and participation of students with special needs, family income and participation of students with special needs, cost of education and participation of students with special needs in secondary education, summary of literature review, theoretical framework and conceptual framework.

Chapter three consists of methodology used in this study. This chapter explains the research design, target population, sample size and sampling procedures, research instruments and instrument validity and reliability. It also includes data collection procedures and data analysis procedures.

In chapter four, the researcher dealt with data analysis, data presentation and discussions while chapter five focuses on summary of the findings, conclusion and recommendations for further studies.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the literature related to social economic factors influencing participation of student with special needs in secondary schools. It focused on the importance of Education, Status of participation of students with special needs worldwide, status of participation students with Special Need in Africa, Status of Participation of students with Special Needs in Kenya, School learning facilities and participation of students with Special Needs, parents level of education, family income, Cost of Education and summary of Literature Review.

#### **2.2. Importance of Education**

Education represents both consumption and investment. It is valued for its immediate benefits. Education helps to create income in the future by providing educated individuals with skills and knowledge that enable them to increase their productive capacities and thus receive higher earnings. Education also helps individuals to cope intelligently in the first changing society (World Bank, 1995).

Psacharopolous & Woodball (1985), says that education is universally accepted as a form of investment in human capital that yields Economic benefits and contributes to a country's future wealth by increasing the productive capacity of its people. Developing countries realize faster growth of Gross National Product (GNP), high family incomes,

improved participation in wage employment and higher productivity as economic advantages arising out of educating children (King & Anne Hell, 1993).

The government expenditure on education in the year 2012 - 2013 was 29.19% of the G.D.P. It is therefore evident that education is one of the critical factors which contribute positively to national economic and social development.

### **2.3 Status of participation of students with special needs worldwide**

About 15% of the world's population lives with some form of disability, of whom 2-4% experience significant difficulties in functioning. The global disability prevalence is higher than previous WHO estimates, which date from the 1970s and suggested a figure of around 10%. This global estimate for disability is on the rise due to population ageing and the rapid spread of chronic diseases, as well as improvements in the methodologies used to measure disability (WHO, 2011). In 1994, UNESCO world conference on special needs held in Salamanca Spain, the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular school which should accommodate them with a child-centered pedagogy capable of meeting those needs. According to Ainscow (1999) and Ballark (1996), some countries in the world such as Canada, Spain, Italy and the United State of America have shown considerable progress in the implementation of the SNE programme.

Special education programs in the United States were made mandatory in 1975 when the United States Congress passed the Education for All Handicapped Children Act (EHA) in response to discriminatory treatment by public educational agencies against students with disabilities. The EHA was later modified to strengthen protections to people with disabilities and renamed the Individuals with Disabilities Education Act (IDEA. The federal laws require states to provide special education consistent with deferral standards as a condition of receiving federal funds). Only a small proportion (between 1%-10%) of the children with special needs have ready access to schooling and those who do typically must attend a segregated school. The U.S. president education plan aims to close the achievement gap in the U.S for minority groups and prepare all pupils for success in the global economy of the 21<sup>st</sup> century.

In India, according to UNICEF's report of the year 2000, there are around 30 million children in India suffering some form of disability, among India's 200 million school – aged children (6-14 years), 20 million require special needs education while the national average gross enrolment in school is over 90%, less than 5% of children with disabilities are in school. Therefore the Indian government and NGOs are initiating measures of review and plan appropriate strategies for special needs and inclusive education. In the past few years, focus on children with special education needs resulted in gender awareness and increased sensitivity towards these children.

## **2.4 Status of Participation of student with Special Need in Africa**

The readiness for acceptance of inclusion varies across countries and continents of the world. According to Mittler (2000), and Hegarty (1984), many children do not receive any form of conventional schooling and this includes a large number of those with special learning needs. The development of SNE has involved a series of stages during which education systems have explored different ways of responding to children with learning disabilities. Originally, SNE implementation was missionaries concern. Most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categories provisions to full inclusion, most counties in Africa are still grappling with the problem of making provisions for children with special needs even on mainstreaming basis. SNE in Africa is still a new concept to many of its nations. Many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards SNE has caused demands for more radical changes in many African countries according to Ainscow (1991) and Ballard (1996). Some of the African countries case studies are as follows:

The South African government makes provision for special needs education in its education planning. In fact, in December 2008, Treasury announced that is will grant

R9.5bn to the development and improvement of education for special needs children, over the next three years. The department says that there are about 88 000 learners with special needs in approximately 400 special schools in South Africa. It is also estimated that a further 288 000 such children are not attending school. *Cited: South Africa The Good news, 2008.*

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 inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator.

## **2.5 Status of Participation of students with Special Needs in Kenya**

Special Education in Kenya started after the end of the 2<sup>nd</sup> world war and has since been mainly offered to some categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970's when units and integrated programmes were initiated. SNE has continued to expand although these learners have been a major challenge to the education sector. To this end, majority of learners with special needs in education in Kenya do not access

educational services. For instance, in 1999, there were only 22,000 learners with special needs enrolled in special schools, special units and integrated programmes.

This number rose to 26,885 in 2003 (Koech report,1999). This compares poorly with the proportion in general education. By the late 1990s,there were 107 special schools in Kenya (Gichira, 1999). The predominant categories of disabilities are mental, visual, autism and physical disabilities notes Ngaruiya (2000).

Over the last ten years, the concept of inclusive education has evolved. This 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 through organizations such Leonard Chesire International (2001). The policy of integration and inclusion is also being implemented so as to reach the majority of children with special education needs estimated at 750,000 within the primary school-going age population with only 26,000 enrolled. The population of people with disabilities is estimated at 10% of the total population, 25% of these are children of school-going age. Out of a total of 750,000 an estimated 90,000 have been identified and assessed. However, only 14,614 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. The government of Kenya recognizes

the importance of SNE as an important sector for attaining the EFA and the MDGs.(GOK,2010).

## **2.6 Effects of school learning facilities and Participation of students with Special Needs**

Njeru and Orodho (2003), in their research found out that in most schools many instructional materials are in sorry state. Most of the instructional materials used in regular class instruction are developed without considering learners with special needs and therefore the instructional materials should be adapted to meet their needs. Researchers have found that by organizing curriculum around the concept of “sameness” in line with inclusive education, students are able to learn more effectively (Woodward and Noell, 1991).

UNESCO (1994) has developed a resource pack designed to prepare mainstream teachers to restructure their schools and classrooms along inclusive lines with the aim of reaching out to all learners (Ainscow 1994). Provision and efficient use of physical facilities, test books, teaching materials and the qualification of teachers determine the quality of education (Birdsall, 2006).

Obura (1991) says that text books contributed to reinforcing the hidden curriculum that is found to influence negatively on a disabled child’s attributes towards educational achievements.

## **2.7 Influence of Parents level of Education and participation of students**

### **with special needs.**

Parent's level of education has a positive and significant impact on the probability of enrolment. Majority of the pastoral of the pastoral community have limited awareness on the importance and value of education and the existing opportunities it follows that they do not demand for education of their children and more so children with special needs. The level of mothers education exerts a particularly strong influence on the likelihood of girls enrolling in school and with high illiteracy rates and ignorance majority of the pastoral of the pastoral community have limited awareness on the importance and value of education and the existing opportunities it follows that they do not demand for education of their children and more so children with special needs.

Lekal Gitele (2002), in his study notes that there is a significant relationship between the mother's level education and their children's educational aspirations. For the mother's who attained a high educational level, their children's educational aspirations are high. The economic status of the parents determines female education participation and aspiration for higher education.

Bedi (2004), pointed out that, in Kenya, attending school had both direct and indirect costs. Such costs lower the resources available for household consumption. Consequently, a household had to make a choice between benefits that accrue to education, including externalities and household consumption foregone in school and in



the wider community. For many physically challenged children, the requirements for academic progress are similar to those of non-handicapped children and can be provided by the normal program in the ordinary class.

With respect to children's educational achievement, (Doughty 2002) maintained that, there is a direct relationship between parental financial and human capital and the successful learning experience of their children. However, he stressed that while both of these factors are important determinants of children educational success, there remains a substantial proportion of variation in educational success, which was unaccounted for by these variables alone.

### **2.8 Family Income and participation of students with special needs.**

DFID (1998) cited that socio-economic factors are the most influential in adversely affecting the education of children with special needs. Other factors identified are socio-cultural, religious, health and legal factors.

Lockheed and Verspoor (1991) argue that children from poor families are less apt to enroll in school. He attributes this to child labour in order to provide for the family, lack of finance and malnourishment. Most of the low income families are also in constant movement in search of jobs and this affects education of their children as it leads to frequent repetitions and erratic attendance. This has even more impact on the disabled children since with limited finances some communities, an able child would be educated and the child with special needs is left at home.

Becker and Tomes (1986), advocates poor families are financially constrained which prevents them from investing in the human capital of their offspring. The effect of family income on child's attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds. Poorer parents may be endowed with characteristics that make them less successful on the labour market and worse at parenting (Mayer, 1997).

### **2.9 Effect of Cost of Education and participation of students with special needs.**

The government of Kenya spends 0.2 percent of the total education budget on special education which is inadequate MOE (2012). Despite the introduction of FDSE in 2008 in Kenya, some parents have been facing financial crisis because of the hidden costs of education such as provision of school uniforms, health care among other basic needs. This has led to many parents holding back their children and especially those with learning disabilities. Children from a poor economic background are in most cases left out in national development and this has continued to widen the gap between the rich and the poor and it has further widened the gap between the developed and the developing countries in quality education attainment. Costs are important determinants of educational provision.

Hegarty (1984), observed that Educational resources are scarce and those required in special educations are in some instances exceedingly rare. This scarcity at any given time is in part a function of society's commitment to providing resources to meet

special educational needs. The fact remains that economic constraints persist and loom larger. According to Knight (1990), even within education, there is no agreed format for school costing and therefore comparisons between one school and another are difficult to make. Government of Kenya (1995) and UNESCO (2004) indicated that the cost sharing policy in Kenya reduced the number of children enrolled in education hence making some students drop out of school and worse those in SNE.

### **2.10 Summary of Literature Review**

The literature review showed that despite the fact that education is of vital importance to an individual as well as to the society, the number of learners with special needs accessing education are still and cannot be compared with the number of learners without special needs who access education. The MOE (2009), states that in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programmes. This number rose to 26,885 in 2003 and to 45,000 in 2008, which still compares poorly with the proportion in general education.

The same literature also revealed that even the ministry of education has no clear data on learners with special needs as it has for learners without disabilities.

In the ministry of education (2009), Education facts and figures booklet, data on primary schools enrolment by province 2002-2008, Gross enrollment by province 2003-2008, enrollment by gender transition rate from Primary to secondary school 2002-2008 as well as data on primary schools completion rate 2002 to 2008, been provided. This is however not the case for learners with special need.

## **2.11 Theoretical Framework**

This study is based on the classical liberal theory of equal opportunities advanced by Sherman and Wood, (1982) who expressed the view that there should be equal opportunities in education for all. This theory asserts that each individual is born with a given amount of capacity. According to this theory, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors which prevent learners who have a learning disability to take advantage of their inborn talents since disability is not inability.

The theory demands that opportunities be made available for individuals to go through all levels of education (Primary, secondary and tertiary) to which access will not be determined by the disability of the learners but on the basis of individuals' capability. In this way, education would at least provide equality of economic opportunities where all classes, races and gender could benefit economically from excellent academic performance (Sherman and Wood, 1982). The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Many economists have supported the policy on Free Day Secondary School Education (FDSE), started by the government in 2008 which advocates for a radical reform of the schools in terms of curriculum, assessment, pedagogy and groupings of pupils.

This policy makes education free and compulsory for all in trying to meet the millennium development goals (MDGs) by 2015. The leadership provided by the United Nations (UN) initiatives and the commitment of nearly all governments to EFA and the Salamanca declaration and framework for action have undoubtedly helped to strengthen these programmes.

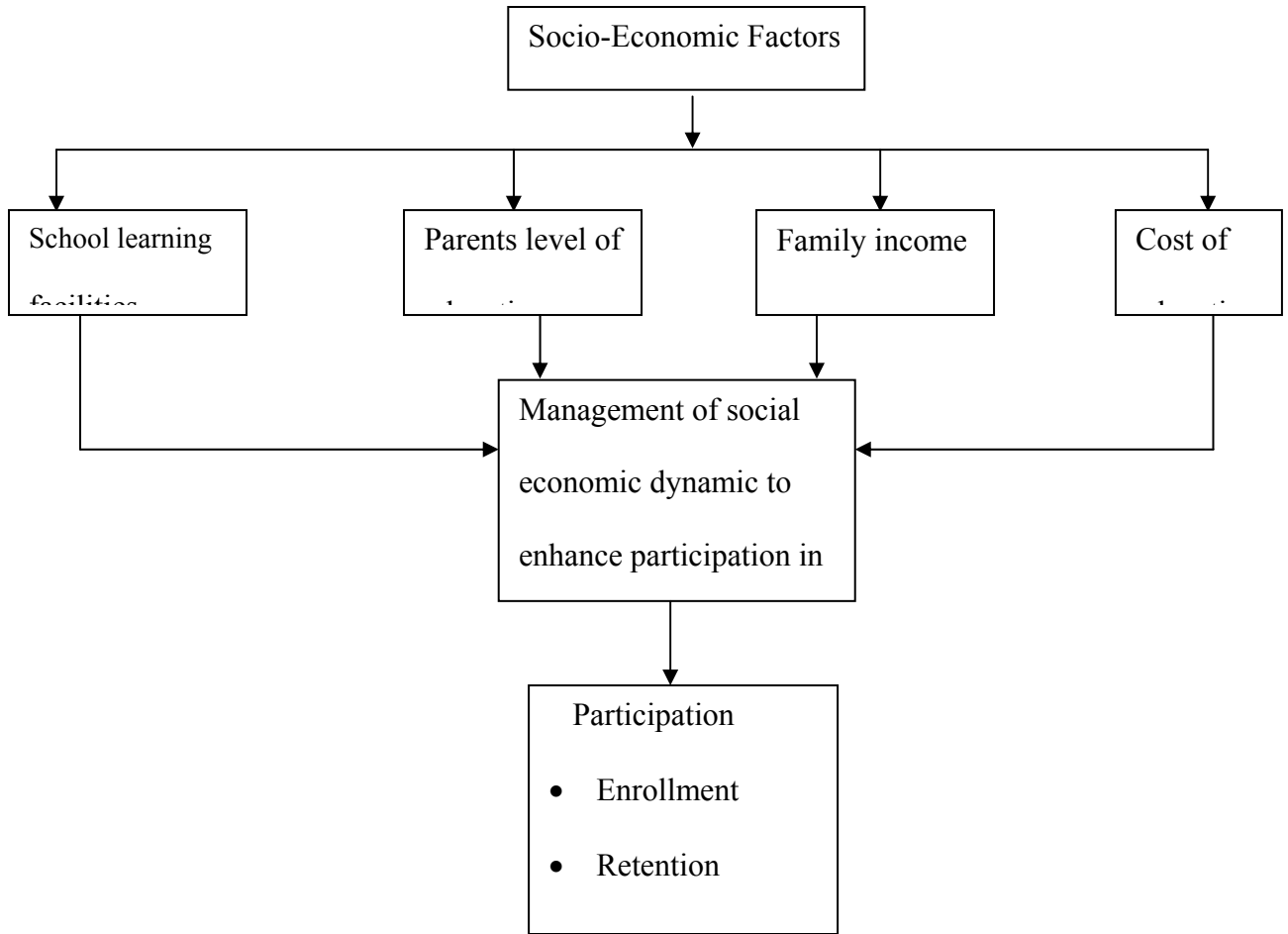
On the basis of this theory, this study sought to establish the socio-economic factors influencing predication of students with special needs in public secondary schools in Kathiani district. The classical liberal theory of equal opportunities would be adopted because through the implementation of inclusive education in all public Secondary schools in Kathinai District, it's hoped that the social economic factors that influence the access to education for children will be reasonably addressed enhancing greater participation.

### **2.12 Conceptual Framework**

The conceptual framework illustrates the relationship between the independent and the dependent variables in a diagrammatical presentation.

### Figure 1. 1: Conceptual framework

Conceptual framework of the socio-economic factors that influence participation of students with special needs public secondary schools in Kathiani District.



Conceptual framework of the study is based on the fact that participation of students with special needs in public secondary schools in Kathiani District is a function of school learning facilities, parents level of education, family income and cost of education, According to Gay (1992) independent variables are the ‘causes’ which make a difference while the dependent variables are the ‘effects’

which are determined to occur or not to occur. School learning facilities, Parents level of education, family income and cost of education are the independent variables.

If these factors are well managed there will result to enhanced students participation as shown by increased enrolment, high retention, completion and reduced dropout rates. It is the view of the researcher that socio-economic factors influence students' participation in special needs education and if the social-economic factors are favourable, they can lead to enhanced participation.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher focuses at the Methodology to be used in the study. This section covers the research design, the target population, sample size and sampling techniques.

#### **3.2 Research design**

The research design has been defined as the process of creating an empirical test to support or refute a knowledge claim. Borg and Gall, (1989) define research design as a plan showing how the problem under investigation was solved. The study employed descriptive survey. The choice of this design is based on the fact that the purpose of the study is to explore the social economic factors influencing student's participation in Public Secondary Schools in Kathiani District. Best(1990) observers that descriptive survey is concerned with practices that prevails, believes, points of view, attitude that are held, processes that are going on, effect that are being felt, or trends that are developing. It is from these characteristics that the study examined the existing social economic factors influencing student's participation in Public Secondary Schools.

#### **3.3 Target population**

Borg and Gall, (1989) defines the target population as the population to which the researcher wants to generalize the result of the study. Kathiani District has 28 Public Secondary Schools, 322 teachers with an enrolment of 6,440 students.



### **3.4 Sampling technique and sample size**

A sample is a small proportion of the target population. Sampling means selecting a given number of subjects from a defined population as representatives of that population.

Any statements made about the sample should also be true of the population (Orodho 2002). It is however agreed that the larger the sample the smaller the sampling error. The study targeted 28 Public Secondary Schools and 28 principals. When the population is small, the whole population is taken as the sample. 2 principals were not involved in the final study because they were involved in the pilot study. To get the teachers and students, the researcher used Krejcie and Morgan table (Mulusa 1988). According to the table 175 teachers i.e. 54% and 364 students were selected. This number was divided by the number of Public Secondary Schools (28) yielding 6 teachers and 13 students per School. The study sample in total consisted of sample of 567 respondents.

### **3.5 Research instruments**

The research instruments used were questionnaires, interview schedule and document analysis. According to Oppenheim (1992) a questionnaire offers considerable advantages in its administration. It can be used for large numbers of population simultaneously and also provide the investigation with an easy accumulation of

data.(Gay 1976) maintains that questionnaires give respondents freedom to express their views or opinions and also make suggestions.

Interview schedule for teachers were used because according to Mcmillan and Schumacher (2004) interview schedule is flexible and adaptable as it involves direct interaction between the individuals.

Anonymity helps to produce more candid answers than is possible in an interview. Interview schedule enables the researcher to collect detailed information. Documents such as admission registers, fees registers and class registers were used to counter check the dropout, transition, retention and completion rates among the enrolled students.

Both questionnaires and interview schedule were used to collect both quantitative and qualitative data. The questionnaires collected background information in section A, Parents level of education in section B, family income in section C, cost of education in section D and school learning facilities in section E. The interview schedule collected information about background information, School learning facilities, parent's level of education, family financial background, and student's level of retention in Public Secondary Schools, fees payment, and cost of education. The document to be analyzed looked at the school enrolment, fees payment and class attendance register.

### **3.6 Validity of the research instrument**

Validity indicates the degree to which an instrument measures what it is purports to measure. That is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2004).

To ascertain the validity, the instrument was subjected to analysis by a team of supervisors and specialist in the area of study. They assessed the relevance of the content to be used in the instruments, developed and made structural changes for purpose of improvement and reinforcement of the instrument before embarking on actual data collection. The pilot study was done in Kathiani District using 2 Public Secondary Schools. 2 principals were targeted in the pilot study, 5 teachers, and 10 students. The pilot study enabled the researcher to check whether the instruments used were valid and reliable. It enabled him to make correction, check level of language and any other ambiguities.

### **3.7 Reliability of the research instrument**

Mugenda O.M and Mugenda A.G, 2003) define reliability as a measure of the degree to which a research instruments yields consisted results of data after repeated trial.

To enhance reliability of the instrument, a pilot study was conducted in two Public Secondary Schools in Kathiani District. Inorder to improve the reliability of instrument, the researcher employed test re-test technique for the questionnaire.

This involved administering the same questionnaires twice to the respondents in the pilot sample after two weeks.

The Spearman rank correlation coefficient was used to determine the extent of correlation.

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum^2 - (\sum X)^2][N \sum^2 - (\sum Y)^2]}}$$

A correlation coefficient of 0.7 was considered reliable according to Mugenda and Mugenda,(2003).

### **3.8 Data collection procedures**

The researcher sought research permit from the National Council for Science and Technology (NCST) before embarking on the study. The researcher then made a courtesy call to the District Commissioner and the District Education Officer Kathiani and explained his intention to carry out the research. The researcher made an appointment with the Public Secondary Schools principals. On arrival at the school on the agreed dates, the researcher created rapport with the principal, teachers and students and explained the purpose of the study and then administered the research instruments to them.

According to Best and Khan (1987) the person administering the instruments has an opportunity to establish rapport, explain the purpose of the study and the meaning of items that may not be clear. The respondents were assured that strict confidentiality

would be maintained in dealing with their identity. The researcher personally administered the research instruments to the respondents.

The teachers accompanied the researcher in their classes, introduced him to the student and allowed him to administer the questionnaires. The researcher then collected the questionnaires immediately after they had been filled.

### **3.9 Data analysis techniques**

This is the process of summarizing the collected data and putting it together so that the researcher can meaningfully organize, categorize and synthesize information from the data collecting tools. Data gathered was then coded for analysis. This was done after editing and checking out whether all questionnaires had been filled in correctly.

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions. This was deemed to be easy in interpretation and convenient in giving general overview of the problem under study. Qualitative data was then analyzed through content analysis which in turn was analyzed by organizing data into themes, patterns and sub-topics. The researcher drew conclusions of the content and data analysis of instruments that could not be quantified.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF DATA**

#### **4.0 Introduction**

This chapter focuses on the demographic information of the respondents, summary of the research findings, interpretations and suggestions for further study. The interpretations and suggestions were made based on the research questions. Methods of data analysis in this chapter included the use of frequencies in section A which were summed up according to the demographic representation and then converted to percentages. The reports in section B and recommendations in section D were presented in the order of the most prevalent. The likert scale of five was used to allocate the score for each item in section C with the highest score being five and the lowest being one. The scores of one and two were summed up to indicate below average, scores of three to indicate average and scores of four and five were summed up to indicate above average on each item.

#### **4.1 Instruments return rate**

Mugenda and Mugenda (2003) says a 50% response rate is adequate, 60% good and above 70% rated very good. This collaborates Bailey (2000) assertion that a response rate of 50% is adequate, while a response rate greater than 70% is very good.

The research administered questionnaires to 567 respondents and all the all the questionnaires were fully filled and returned, this comprised 100 percent return rate.

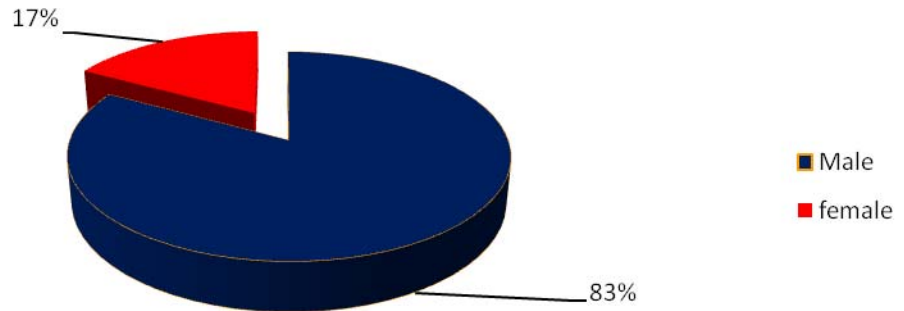
#### **4.2 Demographic information of the respondents**

The study sought to find out the demographic information of the respondents concerning their gender, age, highest academic qualification, years they had been principals, years they had been in their current schools Their gender was intended to capture equal attention to males and females in school leadership. Their age was intended to evaluate their management capabilities in terms of handling technical management issues. Information on their highest academic qualification was intended to establish their expertise in the management issues. The years they had been principals intended to determine their level of management roles experience. Information on the number of years they had been in their current schools was intended to establish if they are well conversant with the school special need cases.

##### **4.2.1: Gender of the head teachers**

The head teachers were asked to indicate their gender. The findings were presented in the figure 4.1.

**Figure 4.1: Gender of the head teachers**



The findings in figure 4.1 revealed that majority of head teachers were males constituting 83% while the females were only 17%. This indicated that males dominated the school leadership. Therefore, males and females were not given equal attention in the leadership roles in Kathiani district which contradicts Kenya Constitution (2010).

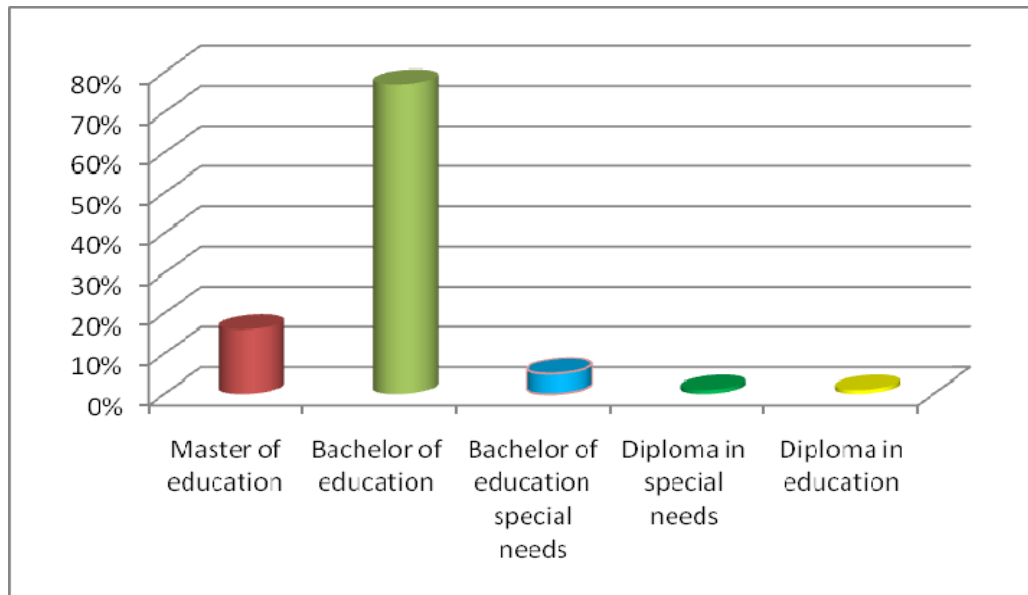
#### **4.2.2 Qualification of the head teachers**

The head teachers were asked to indicate their highest level of academic qualification.

The findings are shown in figure 4.2.



**Figure 4.2.2: Highest level of qualification of the head teachers**



The findings indicated that majority of the head teachers were Bachelor of Education degree holders constituting 77 percent, 5 percent had Bachelor of Education with Special Needs, 1percent Diploma in Education with Special Needs, 16 percent Masters of Education and 1 percent Diploma in Education .

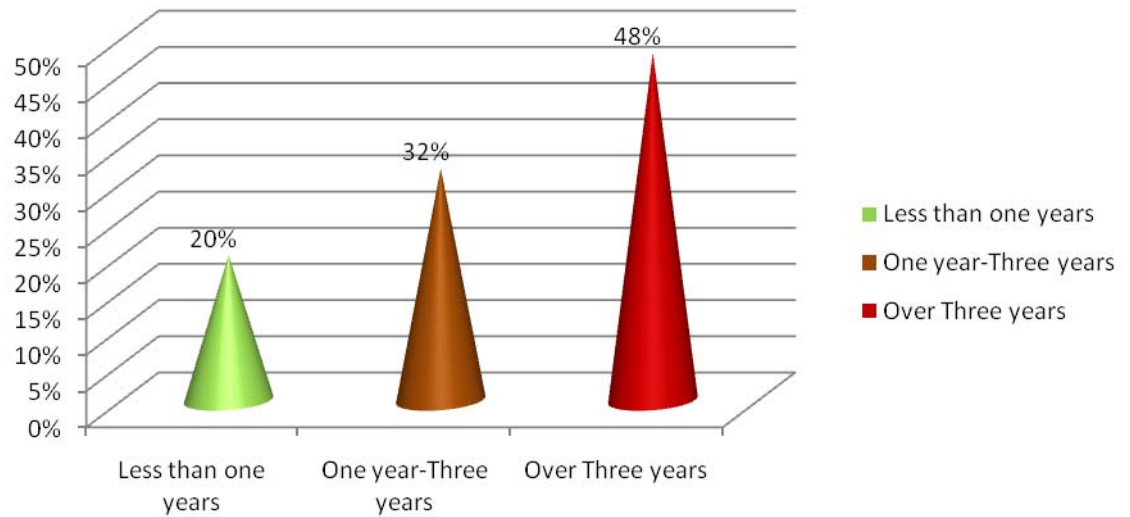
This implies that most of the head teachers in Kathiani district are graduates with some having a Degree or a Diploma in Special Needs.

#### **4.2.3 Years the head teacher had been in the current school**

The head teachers were asked to indicate the number of years they had been in their current schools.

The results are represented in figure 4.3

**Figure 4.3 Years the head teacher had been in the current school**



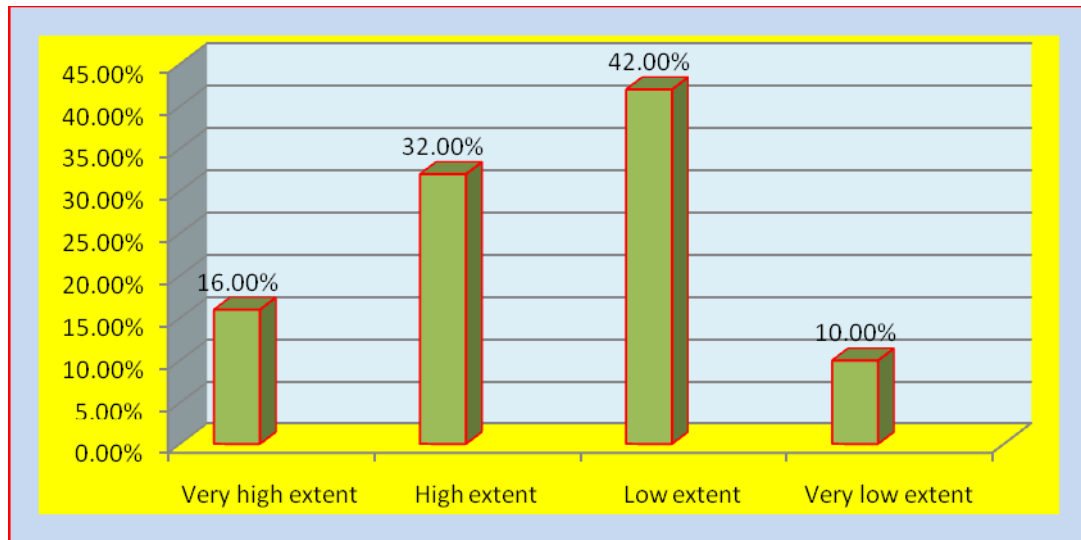
From the responses, the highest number of the head teachers had been in their current schools for over 3 years which constituted 48 percent, 1-3 years had 32 percent and less than 1 year were 20 percent. Therefore the findings unveiled that most of the head teachers had been in their current schools for at least longer periods and therefore more knowledgeable with the management of special need cases in their schools and also their information can be relied upon to make the study conclusions.

#### **4.3 Parents level of education**

The study found it necessary to determine the influence of parents level of education on students with special needs participation in secondary schools in Kathiani District Kenya.

First the state rated the level of education of the parents. The findings were as indicated in Figure 4.4.

**Figure 4.4 : Parents level of education.**



From the study findings majority 42% of the respondents rated the educational level of students parents to low extent scale, 32% rated them to high extent scale with only few 16% and 10% rating them to very high extent and very low extent. This implies that most parents in Kathiani District are not highly educated and therefore this may impact on students with special needs participation.

This is evidenced with majority of the respondents indicating that parental level of education influences students with special needs enrolment in the schools. The study further determined the level of influence of parental education basing on certain statements. The findings were as indicated in table 4.1

**Table 4.1 Influence of parents education basing on certain statements**

	<b>Mean</b>	<b>Std deviation</b>
Parents education increases the child performance	3.10	1.23
Educated parents invest in their children through books and finances.	4.23	0.87
Educated mothers spent less time with their children, breast feeding, reading, or taking them on outings.	4.14	0.92
Genetic endowments of parents passed along to children determines the level of their children's academic performance	3.90	0.98
<b>TOTALS</b>	<b>15.37</b>	<b>4.00</b>

From the study findings majority were on average scale that parents education increases the child performance as indicated by a mean of 3.10, majority agreed that educated parents invest in their children through books and finances as indicated by a mean of 4.23. Majority further agreed that educated mothers spent less time with their children, breast feeding, reading, or taking them on outings as indicated by a mean of 4.14 and also majority agreeing that genetic endowments of parents passed along to children determines the level of their children's academic performance as indicated by a mean of 3.90. This implies that education level of the parents is a very important determinant of students with special needs participation in secondary schools. Several studies have been carried to establish the relationship between the parents level of education and student participation in schools. This study mirrors some results from this studies, a study by UNICEF (2004) established that children of educated women are more likely

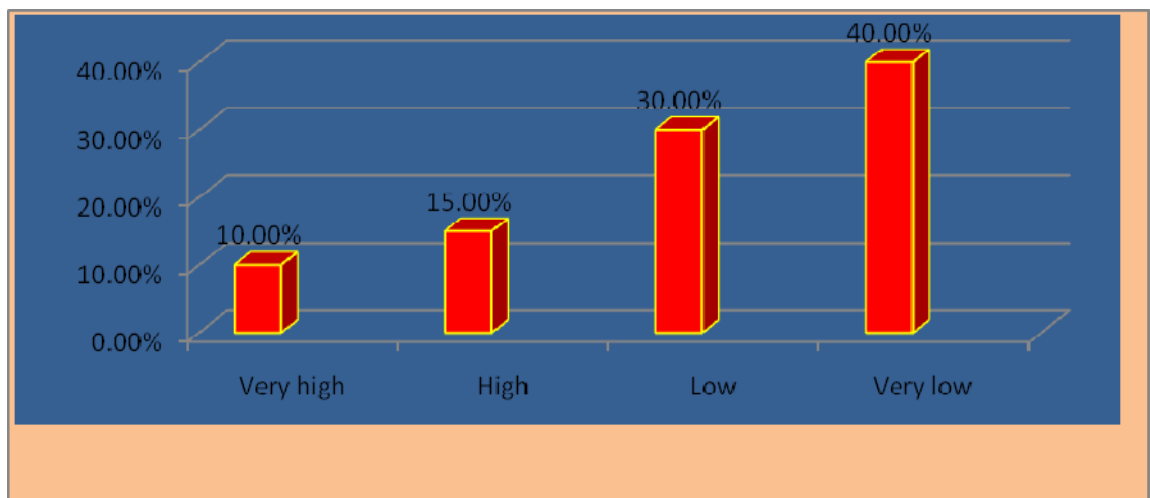
to go to school. Another study by Psacharopolous (1993) carried in 33 countries indicated that fathers education level, occupation and income determine children probability to participate in education, (1984), Muli (2002) and Doughty (2002) similarly established that parents level of education and expectations influence children schooling. This study established that 65% of the parents in Kathiani district have up to secondary level of education and this minimizes the chances for children to participate in education beyond secondary education level. This findings are in line with Psacharopolous (1985) who established that parents and “significant others” tend to become model for their children and therefore the children take up the career resembling that of the parent. Parent’s level of education and nature of their occupation has an impact on a child with disabilities education career and professional advancement. Parents who have attained high formal education appreciate education for their children regardless of their gender and disabilities (UNECEF, 1999, UNESCO, 1987). Lekal Gitele (2002), in his study notes that there is a significant relationship between the mother’s level of education and their children’s educational aspirations. For the mothers who had attained a high educational level, their children’s educational aspirations are ones to meet the needs of learners with disabilities. The low levels of parents’ education in Kathiani district therefore adversely influences children with special needs participation in public secondary school in that those children from parents with low level of education participate lowly in public secondary schools and

children from household with parents with high level of education highly participate much in public secondary schools.

#### 4.4 Family Income

The study also found it necessary to determine the influence of family income on students with special needs participation in secondary schools. First the study sought to rate the students retention rate in the respective schools where the findings were as indicated in figure 4.5.

**Figure 4.5 Rating family Income**



From the study findings majority 40% rated students family income as low, 30% rated very low with only few 15% and 10% rating the income as high and very high respectively. This implies that student's family income was low which influences their participation in schools since parents were not able to provide fully for their education. This was further evidenced when majority of the respondents rated the student's family income on average scale and poor

respectively and that this influenced their retention to very high extent. The study further sought to determine the influence of income on students participation basing on certain statements as indicated in table 4.2.

**Table 4.2 Influence of family income**

Statement	Mean	Std deviation
Poor families are financially constrained which prevents them from investing in the human capital of their offspring.	4.12	0.45
The effect of family income on child’s attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds.	4.32	0.39
Direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements	3.66	0.67
The family financial background might affect the motivation, access to career information or discount rate of the child,	3.42	0.75
<b>TOTALS</b>	<b>15.52</b>	<b>2.26</b>

From the study findings majority agreed that poor families are financially constrained which prevents them from investing in the human capital of their offspring as indicated by a mean of 4.12. Majority also agreed that the effect of family income on child’s attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds as indicated by a mean of

4.32. Majority also agreed that direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements as indicated by a mean of 3.66. Finally majority also agreed that the family financial background might affect the motivation, access to career information or discount rate of the child as indicated by a mean of 3.42.

The results of this study indicate that household poverty level is critical factors affecting student's enrolment and participation (KIPPRA, 2003). According to Psacharopolous and Woodhall (1985), the most powerful influences on demand for secondary and higher education and even on primary school enrolment rates in some developing countries is the level of family income. For instance, in India, most parents do not take their children to school because they cannot afford to pay school uniform and notebooks (Psacharopolous and Woodhall,1985). The finding of this study is in line with other studies carried out in Kenya which shows that, in Kenya most of household live below poverty line. According to Abagi (1997) in 1996 46.8% of people in Kenya were living below poverty line. The populations living below poverty line kept on increasing as evidenced by the study conducted by KIPPRA in 2004, which shows that 56% of the Kenyan populations were living below the poverty line, that is, they were surviving on \$1 a day or less. These high rates of poverty have contributed to keeping most students out of school either by not enrolling or by dropping out of school. Poverty therefore has been identified by Psacharopolous and Woodhall (1985) as a major constraint attainment of education.



Gregg, (1999) also noted that, children from poorer background are generally observed to have lower outcomes (less schooling, more crime, and higher teenage pregnancy rate), however, the mechanism through which household income affects the child's outcomes is still unclear.

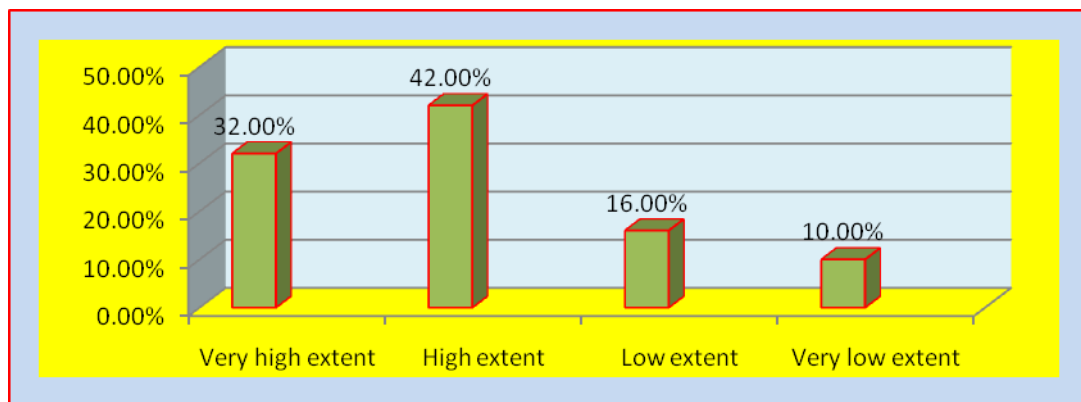
The study therefore concludes that the parents' financial status influences student with special needs participation in public secondary school. This is as indicated by majority of the students who said that their parents pay school fees and many students who said that they come from households whose financial status is below average household. DFID (1998) cited that socio-economic factors are the most influential in adversely affecting the education of children with special needs. Other factors identified are socio-cultural, religious, health and legal factors. Lockheed and Verspoor (1991) argue that children from poor families are less apt to enroll in school. He attributes this to labour in order to provide for the family, lack of finances and malnourishment. Graham Brown (1991) point out that: Educational provision is limited by lack of funds, so the poorest and the most marginal people are least likely to access education. Poor quality education also limits the numbers who reach the higher grade. Thus effective education remains largely the preserve of the elite. Most of the low income families are also in constant movement in search of jobs and this affects education of their children as it leads to frequent repetitions and erratic attendance. This has more impact on the disabled children since with limited finances from some communities, an able child would be educated and the child with special needs is left at home.

#### 4.5 Cost of education

The study also found it necessary to determine the influence of cost of education on students participation in secondary schools. First the study rated the cost of education involved in the secondary school education.

The findings were as indicated in Figure 4.6.

**Figure 4.6 Cost of education**



From the study findings majority 42% indicated that cost of education is high, 32% indicated very high extent with only few 16% and 10% indicating low extent and very low extent respectively. This means that the cost of education is high and therefore beyond affordability by majority of the parents whose the study found to be low income parents. They also indicated that this cost differ from school to school basing on programmes of the school.

The study further evaluated cost of education basing on certain statements as indicated in table 4.3.

**Table 4.3 Cost of education****Table 4.2 Influence of family income**

<b>Statement</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Secondary education is still considered mainly public enterprise, yet involves a substantial and growing degree of private finance.	100	0	0	0	0
The amount incurred by students for fees and other educational related expenses differs among countries.	100	0	0	0	0
The costs are influenced by boarding fee or day schooling.	90	10	0	0	0
Mature students prefer day schools	70	10	10	10	0
Those who fail to attain certain level of academic achievement can all end up bearing higher costs.	80	10	10	0	0
<b>TOTALS</b>	<b>440</b>	<b>30</b>	<b>20</b>	<b>10</b>	<b>0</b>

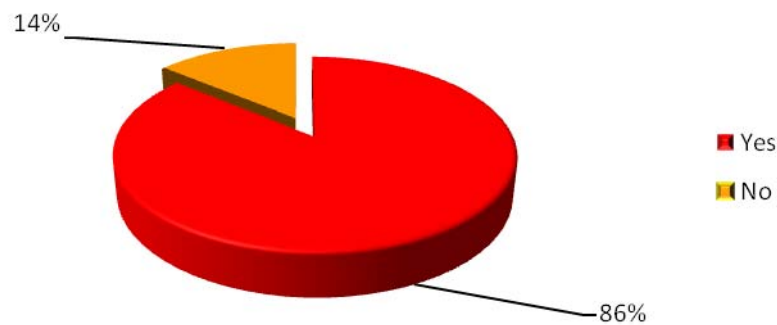
From the study findings majority agreed that poor families are financially constrained which prevents them from investing in the human capital of their offspring as indicated by 100% those who strongly agree. Majority also agreed that the effect of family income on child's attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds as indicated by 100% of the principals who strongly agreed.

Majority also agreed that direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements as indicated by a mean of 100% principal who strongly agreed. Finally majority also agreed that those who fail to attain certain academic achievement end up bearing the highest cost. The study interprets that the cost of education deters some students from accessing education opportunities. Earlier studies by Abagi (1997), Government of Kenya (1995) and UNESCO (2004) indicated that cost sharing policy in Kenya reduced the number of children enrolled in education hence making some students drop out of school. This concurs with a study conducted by DFID (2008) which identified the cost of schooling as the major challenge facing access of children with special needs.

#### 4.6 School learning facilities

The study also determined the influence of school learning facilities on students with special needs participation in secondary schools.

**Figure 4.7 Influence of School learning facilities**



From the findings majority 86% agreed that school learning facilities influences students with special needs participation in secondary schools with only few 14%

disagreeing that school learning facilities do not influence students with special needs participation in secondary schools. They indicated that school learning facilities should be tailored towards the needs of students with special needs. On further interview majority indicated that school facilities influences students with special needs ability to access secondary education through appropriate infrastructure, through peer support, through regulating KCPE entry marks and through limiting the number of students to be admitted. Respondents also indicated infrastructure development policies and needs assessment policies as the policy measures that enhance participation of students with special needs to secondary school education. A study conducted by DFID 2008 identified poor school environment as one of the challenges facing access of children with special needs. Provision and efficient use of physical facilities, text books, teaching materials and the qualification of teachers determine the quality of education (Birdsall, 2006). Distance form home to school is also another factor that determines access (Lockheed 1991; Graham- Brown, 1991). This could be due to difficulty or expense of transport especially to those in rural areas, females and the physically handicapped. Obura (1991), says that text books contributed to reinforcing the hidden curriculum that is bound to influence negatively on a disabled child's attributes towards educational achievements. He further found out that the images of children with disabilities are considerably fewer in number than that of able children, that is children without disabilities. It is important to use text books to facilitate formation of positive images in all learners (Obura, 1991).

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS, INTERPRETATIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter focuses on the summary of the study, findings of the study, conclusions, recommendations and recommendations for further research.

#### **5.1 Summary of the study**

The purpose of the study was to assess the social–economic factors influencing participation of students with special needs in public Secondary school in Kathiani District - Kenya. The research objectives of the study were:-to establish the extend to which school learning facilities are supportive to students with special needs in public Secondary schools in Kathiani District, to assess how parents level of education influences participation of students with special needs in Public Secondary schools in Kathiani District, to determine how family income influences participation of students with special needs in Public Secondary Schools in Kathiani District and to assess the extend to which cost of education affects participation of students with special needs in public Secondary School in Kathiani District. The study employed descriptive survey. The study sample in total consists of sample of 567 respondents. The research instruments used were questionnaires, interview schedule and document analysis.

Quantitative data was analyzed using Statistical Package for Social Sciences (SPSS) and the results were presented using frequency tables, pie charts, bar graphs and percentages to make meaningful conclusions.

## **5.2 The findings of the Study**

The study determined the level of influence of parental education basing on certain statements. From the study findings majority were on average scale that parents education increases the child performance, majority agreed that educated parents invest in their children through books and finances. Majority further agreed that educated mothers spent less time with their children, breast feeding, reading, or taking them on outings and also majority agreeing that genetic endowments of parents passed along to children determines the level of their children's academic performance. This implies that education level of the parents is a very important determinant of students with special needs participation in secondary schools.

The study also found it necessary to determine the influence of family income on students with special needs participation in secondary schools. From the study findings majority rated students family income as low. This implies that student's background income is low which influences their participation in schools since parents may not be able to provide fully for their parents.

This was further evidenced when majority of the respondents rated the student's family income on average scale and poor respectively and that this influences their retention to very high extent.

The study further sought to determine the influence of income on students participation basing on certain statements. From the study findings majority agreed that poor families are financially constrained which prevents them from investing in the human capital of their offspring. Majority also agreed that the effect of family income on child's attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds. Majority also agreed that direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements. Finally majority also agreed that the family financial background might affect the motivation, access to career information or discount rate of the child.

The study also found it necessary to determine the influence of cost of education on students participation in secondary schools. First the study rated the cost of education involved in the secondary school education. From the study findings majority indicated that cost of education is high. This means that the cost of education is high and therefore beyond affordability by majority of the parents whose the study found to be low income parents. They also indicated that this cost differ from school to school basing on programmes of the school. The study further evaluated cost of education basing on certain statements



From the study findings majority agreed that secondary education is still considered a mainly public enterprise, yet involves a substantial and growing degree of private financing for its visible costs. Majority also agreed that the amount incurred by students for fees and other educational related expenses differs among countries in relation to taxation, spending policies and government subsidy.

Further majority agreed that the costs are influenced by boarding fee or day schooling. Majority further disagreed that mature students prefer day schools. However majority were on the average scale that those who fail to attain certain level of academic achievement can all end up bearing higher costs.

From the findings majority agreed that school learning facilities influences students with special needs participation in secondary schools with only few disagreeing that school learning facilities do not influence students with special needs participation in secondary schools. They indicated that school learning facilities should be tailored towards the needs of students with special needs. On further interview majority indicated that school facilities influences students with special needs ability to access secondary education through appropriate infrastructure, through peer support, through regulating KCPE entry marks and through limiting the number of students to be admitted. Respondents also indicated infrastructure development policies and needs assessment policies as the policy measures that enhance participation of students with special needs to secondary school education.

### **5.3 Interpretation of the findings**

The study interprets that educated parents invest in their children through books and finances, that educated mothers spent less time with their children, breast feeding, reading, or taking them on outings and also majority agreeing that genetic endowments of parents passed along to children determines the level of their children's academic performance. This implies that education level of the parents is a very important determinant of students with special needs participation in secondary schools.

The study also interprets that student's background income is low which influences their participation in schools since parents may not be able to provide fully for their parents. This was further evidenced when majority of the respondents rated the student's family income on average scale and poor respectively and that this influences their retention to very high extent.

The study further interprets that poor families are financially constrained which prevents them from investing in the human capital of their offspring, that the effect of family income on child's attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds, that direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements. Finally the study interprets that the family financial background might affect the motivation, access to career information or discount rate of the child.

The study also interprets that the cost of education is high and therefore beyond affordability by majority of the parents whose the study found to be low income parents. They also indicated that this cost differ from school to school basing on programmes of the school. The study further evaluated cost of education basing on certain statements .

From the study findings the study interprets that the amount incurred by students for fees and other educational related expenses differs among countries in relation to taxation, spending policies and government subsidy. Further the interprets that the costs are influenced by boarding fee or day schooling, that mature students prefer day schools and that those who fail to attain certain level of academic achievement can all end up bearing higher costs.

From the findings the study interprets that school learning facilities influences students with special needs participation in secondary schools with only few disagreeing that school learning facilities do not influence students with special needs participation in secondary schools. That school learning facilities should be tailored towards the needs of students with special needs. Further the study interprets that school facilities influences students with special needs ability to access secondary education through appropriate infrastructure, through peer support, through regulating KCPE entry marks and through limiting the number of students to be admitted.

#### **5.4 Recommendations of the study**

The study recommends that school management should have in place infrastructure and school facilities that are tailored towards students with special needs for them to participate in secondary school education. Further the study recommends that parents should be sensitized on the important of education so that they can put in more effort in enabling their children with special needs access secondary education. The study further recommends that the government and other stakeholders should come up with special funding policies to enable students with special needs access secondary education e.g. bursaries and other grants from donors and well wishers.

## REFERENCES

- Abagi, J.O (1997). *Status of Education in Kenya: Indicators for Planning and Policy Formulation*: Nairobi, Institute of Policy, Analysis and Research.
- Ainscow, M & Memmenasha, H (1998). *The Education of children with Special Needs; Barriers and opportunities in central and Eastern Europe*, New York: UNICEF.
- Allen, K & Schwartz. 1. (2001). *The exceptional child: inclusion in early childhood education (4<sup>th</sup> Ed.)* USA: Dalma, Thomson learning.
- Annual Edition (2005). *Educating Exceptional children*. Dushkin: McGraw Hill Book Co.
- Ballark.K. (1996) *Inclusive Education in New Zealand, culture, context and ideology*, Cambridge journal of Education.
- Becker, D. & Tomes N. (1986). *Human Capital and the Rise and Fall of Families*. New York.
- Best, J.,& Kham, V. (1990). *Research in Education*: Boston Anlyn and Bacon .
- Bedi A.S. Kimalu P.K. Manda D.K. & Nafula N.N (2004) The decline in primary school enrolment in Kenya journal of African Economies.
- Birdsall, N, Levine, R & Ibrahim, A. (2006); *Towards Universal Primary Education*; UN
- Borg, W.R., & Gall, M.D. (1989). *Education Research; An Introduction* 5<sup>th</sup> Edition. New York: Longman.
- Conklin, M. E & Dailey, A.R (2008). Does Constituency of parental encouragement Matter for secondary students” *Sociology of Education*, 54 , 254-262.
- DIFD (2008): United Nations Commonwealth Department Policy Paper
- Doughty, C.R.S (2002). *The Optional Allocation of Investment in Education in Studies in Development Planning*, e.g. HB. Chenery Cambridge Harvard University.

- Eilor, J. et al (2005) *Impact of Primary Education Reform Program (PERP) on the quality of Basic Education in Uganda*. Paper Presented to the ADEA Biennial Meeting Grand Baie, Mauritius, 3-6 December.
- Gay, L.R. (1992). *Education Research Competencies for Analysis and Application*: London. Charles E. Miton Keynes Philadelphia Company.
- Gichina S. 1999 Education for all Assessment of progress Kenya country report, UNESCO.
- Government of Kenya (2003). *Education Sector Review and Development*: Government Printer, Nairobi.
- Government of Kenya (2010). *Constitution of Kenya 2010*, Published by Government printers, Nairobi.
- Hannu. S. Marja M. and Heikki, K. (2006). *When All Means All. Experiences in Three African Countries with EFA and children with disabilities*, Helsinki; Hokapaino Oy.
- Hegarty, S.C. (1984). *Educating pupils with special needs in the ordinary schools* . Great Britain NFER NELSON publishing company.
- King E & Anne Hill.M. (1993) .*Women's education in Developing countries*. The John.H. UNW press.
- Knight B. (1990). *What does a school cost to run?"* Brussels CEC
- Kothari, C.R. (2004). *Research Methodology*: New Age International (P) Ltd
- Lani Floria and John Hegarty, (2004) *ICT and Special Education Needs: A Tool for Inclusion*. Open University Press.
- Lekal Gitele, S.M (2002) Thesis on socio-economic factors cultural and school based factors affecting the Aspiration for higher education in Samburu district.
- Lockheed; M.E and A.M. Verspoor. (1991). *Improving Primary Education in Developing Countries, ed. Associates, Oxford*: Oxford University Press for the World Bank.
- Mayer, P. (1997). *Educational Planning and Expenditure Decisions in Developing Countries*: with a Malaysia case study. New York.

- McMillan, J. H and Schumacher (2004) *Research in Education* , a conceptual introduction USA.
- Millienium Project Report on Education and Gender Equality. Global Urban Development.
- Mittler.P. (2000). *Working towards inclusive Education*, Great Britain Journal of special Education.
- M.O.E – (2012). *A Policy Framework for Education*. Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and Beyond. Draft April, 2012.
- Muli, J. (2000). *Studies' Multiple Words: Negotiating the Boundaries of fmaily, Peer, and School Cultures*. *Anthropology and Educaiton Quarterly*, 22, 224-250.
- Mugenda, O.M. & Mugenda, A.G. (2003). *Research Methods: Quantitative and Qualitative Approaches*: Acts Nairobi.
- Murphy, P.E (2008). *Consumer buying roles in college choice: College & University*, Winter, 141-150.
- Ngaruiya, C.F (2000) The past present and future of ECD understanding children, families and communities over time across cultures in Kenya, journal.
- Njeru , E.N, & Orodho. J.A. (2003); *Access and Participation in Secondary School Education in Kenya; Emerging Issues and Policy Implications*. Nairobi Masola Publishers.
- Njeru, H.H., & Orodho, J.A (2003). *Education Financing in Kenya: The Secondary School Bursary Scheme*. IPAR Discussion Paper 35. Nairobi. Institute of Policy Analysis and Research.
- Obura A.P (1991) .*Changing images portrayal of girls, women and disabled children in Kenyan*, Textbooks Nairobi; English press Limited.
- Oppenheim, B. (1992). *A Guide for First Time Researcher in Education*: London, Continuum.

- Psachorapoulos G. & Woodhall M. (1985): *Education for Development; an Analysis of Investment Choices*. New York, Oxford University Press.
- Republic of Kenya (2007) *Ministry of Education*. Gender Policy in Education.
- Schultz, T.W. (1960) *the Economic Value of Education*. Columbia University Press.
- Schultz, T.W (1972) *Investment in Education*. University of Chicago Press.
- Sherman. L W and Wood. D.J (1982) *Education Theories in the Eighties*, University of Illinois, Urbana.
- Stage , F.K., & Hossler, D. (1989). *Differences in Family Influences on College Attendance Plans for Male and Female Ninth Grades*. Research in Higher Education, 30, 301-315.
- Suzanne, M.W. (2007). *Inclusive Early Childhood Education: A collaborative Approach*, New York. Open University Press.
- UNESCO, (1994). *Framework for Action on Special needs*. Jomtein, Thailand
- UNESCO (2008) *EFA Global Monitoring*. UNSECO Paris.
- Woodward J and Noel, R (1991). *Mainstreaming; A practical approach for teachers*. New York. Macmillan publishers.
- World Bank, (2000), *Improving Educational efficiency in Developing countries*, Washington, D.C



## APPENDICES

### APPENDIX I: LETTER TO THE PRINCIPALS

JAMES MULI MUTUA

University of Nairobi,

P.O. Box 474 -90100,

Machakos.

0720756689

THE HEAD TEACHER

Dear Sir/Madam,

#### **RE: PERMISSION TO CONDUCT A RESEARCH IN YOUR SCHOOL**

I am a post graduate student at the University of Nairobi currently carrying out a research study of the socio-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District Kenya .

Your school has been selected to take part in the study. I kindly request your authority to gather the required information from a few of your teachers and students through questionnaires and conduct an interview with you regarding school learning facilities support to inclusive education.

The questionnaires are specifically meant for this study and therefore, no name of a respondent or that of your school will be required.

Your assistance and support on this matter will be highly appreciated.

Yours faithfully,

**James Muli Mutua**

## APPENDICES

### APPENDIX II: LETTER TO THE RESPONDENTS

JAMES MULI MUTUA

University of Nairobi,

P.O. Box 474 -90100,

Machakos.

0720756689

THE HEAD TEACHER

Dear Sir/Madam,

**RE: REQUEST TO FILL QUESTIONNAIRES FOR RESEARCH  
PURPOSES**

I am a post graduate student in the University of Nairobi, department of educational administration and planning and I am carrying out a research on socio-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District, Kenya.

You are therefore kindly requested to respond to the items in attached questionnaires to the best of my knowledge. The information gathered is for research purpose and will be treated with confidentiality.

Yours faithfully,

**James M. Mutua**

### APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

The questionnaire below is used to collect data for purely academic purposes on the socio-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District Kenya.

Please fill in all the blank spaces provided.

#### SECTION A: BACKGROUND INFORMATION

1. What is your gender? Male [  ] Female [  ]

2. What is your age? 25-35 years [  ] 35-45 years [  ]

45-55 years [  ] Above 55 years [  ]

3. What are your academic qualifications?

Masters in Education [  ] Bachelors Degree in Education [  ] Diploma

in Education [  ] other

(specify).....

4. How many years have you been in this school?

Less than one year [  ] One year-three years [  ] Over three years [  ]

**SECTION B: PARENTAL LEVEL OF EDUCATION**

5. Number of special needs students enrolled in your

school.....

6. According to you, how can you rate the educational level of students’

parents?

Very high [ ] High [ ] Average [ ] Low [ ] Very low [ ]

7 In your opinion, does the parental level of education have influence on students with special needs enrollment in the school ?

Yes [ ] No [ . ]

8 Below are statements related to parental level of education, please tick appropriately

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Parents education increases the child performance					
Educated parents invest in their children through books and finances.					

Educated mothers spent less time with their children, breast feeding, reading, or taking them on outings.					
Genetic endowments of parents passed along to children determines the level of their children's academic performance					

**SECTION C: FAMILY INCOME**

9 How can you rate the students' retention rate in this school?

Very high [ ] High [ ] Low [ ] Very low [ ]

10 In your own opinion, how can you rate the students' family income?

Very rich [ ] Rich [ ] Average [ ] poor [ ] very poor [ ]

11 Does the students' family income have influence in their school retention

Yes [ ] No [ ]

12 If yes, to what extent does the students' family income influence their retention school? Very high [ ] High [ ]

Low [ ] Very low [ ]

13 According to you, how can you rate the retention rate of students in your school for the last five years? Very high [ ] High [ ] Low [ ] Very low [ ]

14 Do you agree with the following statements?

Statement	Yes	No
Poor families are financially constrained which prevents them from investing in the human capital of their offspring.		
The effect of family income on child's attainment is direct, thus, policies of financial support could be efficient at reducing the differences between children from different backgrounds.		
Statement	Yes	No
Direct support to the children, in the form of extra educational attention would be more efficient than financial support at reducing inequality in schooling achievements		
The family financial background might affect the motivation, access to career information or discount rate of the child		

**SECTION D: COST OF EDUCATION**

15 According to you, to what extent do you rate the cost involved in the secondary school education? Very high [ ] High [ ]

Not at all [ ] Low [ ] Very low [ ]

16 Does cost of education differ from school to school?

Yes [ ] No [ ]

17 If yes, please state the possible reasons

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

18. Below are statements related to students cost of education, please tick appropriately:

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Secondary education is still considered a mainly public enterprise, yet involves a substantial and growing degree of private financing for its visible costs.					

The amount incurred by students for fees and other educational related expenses differs among countries in relation to taxation, spending policies and government subsidy.					
The costs are influenced by boarding fee or day schooling.					
Mature students prefer day schools					
Those who fail to attain certain level of academic achievement can all end up bearing higher costs.					

**SECTION E: SCHOOL LEARNING FACILITIES**

19. Does school learning facilities influence students with special needs access secondary school education? Yes [ ] No [ ]

20. If yes, please explain.....  
 .....

21. In what ways does school learning facilities influence special needs student’s access to secondary school education? You may tick more than one.



- a) Through appropriate infrastructure [    ]
- b) Through peers support [    ]
- c) Through regulating K.C.P.E entry marks [    ]
- d) Through limiting the number of students to be admitted [    ]
- e) Others (please specify.....)

22. Which school learning facilities policy measures enhance participation of students with special in needs in enrolling ?

.....

.....

.....

## APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

The questionnaire below is used to collect data for purely academic purposes on the socio-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District Kenya.

Please fill in all the blank spaces provided.

### SECTION A: BACKGROUND INFORMATION

1. What is your gender?      Male [  ]    Female [  ]
2. What is your age?    years[  ] 20-24 years [  ] 25-30 years [  ] Above 30 years [  ]
3. Which is your present class? Form I [  ] Form 2 [  ] Form 3 [  ]  
Form 4 [  ]
4. How many years have you been in this school?.....

### SECTION B: PARENTS LEVEL OF EDUCATION

5. What is your parent's level of education?

Father.....

Mother.....

6. In your opinion, does your parents level of education have influence on your school enrollment? Yes [ ] No [ ]

7. If Yes please explain

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

**SECTION C: FAMILY INCOME**

8. In your own opinion, how can you rate your family income

Very rich [ ] Rich [ ] Average [ ] poor [ ] very poor [ ]

9. Does your family financial background have influence on your school retention?

Yes [ ] No [ ]

10. If yes, to what extent does your family income influence your school retention?

Very high [ ] High [ ] Low [ ] Very low [ ]

11. Do your parents pay your school fees?

Yes [ ] No [ ]

12. If no, who pays your school fees?

- a) Sponsor
- b) Well wishers
- c) Relatives
- d) Other (specify.....)

**SECTION D: COST OF EDUCATION**

13. Please list the costs you normally incur in accessing the education

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

14. Do the above mentioned costs affect your education in any way?

Yes [ ] No [ ]

15. If yes, please explain how

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

16. In your opinion, what do you think can be done to reduce these costs so as to enhance students with special needs participation in secondary education?

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

**SECTION E: SCHOOL LEARNING FACILITIES**

17. According to you, does the school learning facilities have any positive influence to your secondary access?

Yes [ ] No [ ]

18. If yes, in what ways does the school learning facilities influence your access to secondary education (You may tick more than one)

- a) Through provision of appropriate infrastructure
- b) Through peers support
- c) Through games equipments
- d) Through guidance and counseling programmes
- e) Other (specify.....)

19. Has the school learning facilities and programmes affected your secondary education?

Yes [ ] No [ ]

20. If yes, please give an explanation to how the school learning facilities and programmes affected your secondary education

.....  
.....

**THANK YOU FOR YOUR PARTICIPATION**

## **APPENDIX V**

### **INTERVIEW SCHEDULE FOR TEACHERS**

1. In your view, how can you rate the student's with special needs parent's level of education
2. Do you think the level of education of parents of students with special needs influence their school participation in any way?
3. How can you rate the student's with special needs family income?
4. How is the student's with special needs level of retention in the school?
5. What level does lack of fees payment by students influence their participation?
6. How do you rate cost of secondary education?
7. Does school learning facilities support students with special needs access to education?
8. In your opinion do you think school learning facilities have helped to enhance students with special needs participation?
9. What do you think should be done by the school to improve students with special needs participation in secondary education?

## **APPENDIX VI**

### **CHECKLIST OF DOCUMENTS TO BE ANALYZED**

1. Admission book
2. Fees register
3. Class attendance register



**APPENDIX VII: BUDGET FOR THE STUDY**

<b>No</b>	<b>Items</b>	<b>Cost</b>
1.	Secretarial services	
	i. Typing the proposal	4,000/=
	ii. Typing the final report	6,000/=
	iii. Photocopying	5,000/=
2.	Stationary	
	i. Writing material	1,000/=
	ii. Flash Disk	1,500/=
3.	Travelling	
	i. Carrying research	20,000/=
	ii. Consulting supervisor	30,000/=
	iii. Piloting exercise	5,000/=
	iv. Visiting education office	2,000/=
	v. Administration questionnaires	10,000/=
4.	Binding expenses	
	i. Proposal	5,000/=
	ii. Final report	10,000/=
	<b>TOTAL</b>	<b>99,500/=</b>

### APPENDIX VIII: RESEARCH TIME FRAMEWORK

	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Proposal Writing and Proposal Correction	←————→								
Defense						←→			
Pilot Study							←→		
Data Collection								←→	
Data Analysis, Report Writing and Presentation									←→

## APPENDIX IX: AUTHORIZATION LETTER

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/14/013/858**

Date: **28<sup>th</sup> May 2013**

James Muli Mutua  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

### RE: RESEARCH AUTHORIZATION

Following your application dated **20<sup>th</sup> May, 2013** for authority to carry out research on "*Socio-economic factors influencing participation of students with special needs in public secondary schools in Kathiani District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Kathiani District** for a period ending **30<sup>th</sup> June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Kathiani 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  
Kathiani District

**APPENDIX X: RESEARCH PERMIT**

**PAGE 2** **PAGE 3**

**Research Permit No. NCST/RCD/14/013/858**

**THIS IS TO CERTIFY THAT:**


**Prof./Dr./Mr./Mrs./Miss/Institution**  
**James Muli Mutua**  
**of (Address) University of Nairobi**  
**P.O.Box 30197-00100, Nairobi.**  
**has been permitted to conduct research in**

**Location**  
**Kathiani**  
**Eastern**  
**District**  
**Province**

**on the topic: Socio-economic factors influencing**  
**participation of students with special needs in**  
**public secondary schools in Kathiani District,**  
**Kenya.**

**Date of issue**  
**28<sup>th</sup> May, 2013**

**Fee received**  
**KSH. 1,000**



**Applicant's**  
*James Muli Mutua*  
**Signature**

**for Secretary**  
*[Signature]*  
**National Council for**  
**Science & Technology**

**for a period ending: 30<sup>th</sup> June, 2013.**