

**FACTORS INFLUENCING ENROLMENT OF LEARNERS WITH  
DISABILITIES IN AN INCLUSIVE EDUCATION IN PRIMARY  
SCHOOLS IN NANDI SOUTH DISTRICT KENYA**

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## **DECLARATION**

This project is my original work and has not been presented for a degree in any other university

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## **DEDICATION**

This work is dedicated to my beloved parents Mrs. Dinah Koech, my wife Dolphine Kogei and lovely children Lawi, Lydia, Nahashon and Calistus.

## **ACKNOWLEDGEMENTS**

I wish to express my sincere tribute to my wife, my children, my parents and my brother who encouraged and supported me in the course of the study. I sincerely extend my profound gratitude to my supervisors Prof. Genevieve Wanjala and Dr. Andrew Rasugu Riechi for their patience kind understanding, unending guidance and professional consultations that kept this study within the required standards of academic achievement.

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## **LIST OF ABBREVIATIONS**

DEO	-	District Education Officer
EFA	-	Education For All
FPE	-	Free Primary Education
KESSP	-	Kenya Education Sector Support Programme
KISE	-	Kenya Institute of Education
MDG	-	Millennium Development Goals
MOE	-	Ministry of Education
NSCT	-	National Science Council and Technology
SNE	-	Special Needs Education
TSC	-	Teachers' Service Commission
UDHR	-	Universal Declaration of Human Rights
UNESCO	-	United Nations Educational, Scientific and Cultural organizations
UPE	-	Universal Primary Education

## **ABSTRACT**

This study sought to investigate the factors influencing enrolment of learners with disabilities in an inclusive education in primary schools in Nandi South district. The study was based on the conceptual framework on the factors influencing enrolment in special needs education institutions such as finance, physical facilities and instructional material, teacher preparedness and curriculum relevancy. The objectives of the study were to determine how physical facilities are structured to accommodate learners with special needs, determine sufficiency of teaching and learning resources teacher preparedness to handle learners with disability relevancy of curriculum to meet needs, aspirations and expectations of special learners and to determine adequacy of available funds in financing special needs education. The study used descriptive survey research design and data was gathered using two questionnaires for head teachers and teachers. The sample consisted of 44 head teachers and 306 class teachers. The data was analyzed using descriptive statistics supported by tables, graphs, frequency, distribution and percentages. The same data was also analyzed using statistical package for social science (SPSS) the recommendations are government should allocate more funds, the physical facilities need to be structured, TSC should recruit more trained teachers and the curriculum should be structured.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Kenya has always endeavoured to eliminate ignorance, poverty and disease among its population. Investment in primary education is a key element in the development process worldwide. This is because primary education plays a key role in catalyzing national development. A number of factors have contributed to improving the quality of primary education. These include considerable progress towards providing Universal Primary Education (UPE) and a global economy that demands high level knowledge and skills for workers. Universal primary school enrolment has been achieved nearly in all industrialized countries of Western Europe and North America which have Gross Enrolment Rates (GERS) exceeding 100% Wachiye and Nasongo (2010).

Fee-free policies initiated by government to enhance universal primary education since 1830, when nearly universal primary education was limited to a few states in the united States. Even though free education initiatives enhance enrolment, a number of challenges are realized in the process of stagnating test scores and achievement gaps between the rich and poor. This led the congress to pass and to commit the nation to providing quality education to every child regardless of their

age leading to high enrolment with problems related to discipline though primary schooling is universal in rich countries, it is a scarce luxury in much of the rest of the world Acedo (2002).

The United Nations Education, scientific and cultural Organization (UNESCO) world conference on special education held in 1994 at Salamanca, Spain, emphasized that education was human right persons with disability should be put in schools. Similarly Universal declaration of Human Rights UDHR (1948) states that education is a fundamental right and every child must be given an opportunity to achieve and maintain an acceptable level of learning. UNESCO (2003) thus, education systems should be designed and educational programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. Ogula (1996) defined schools as social organization which have been set up purposively for the provision of learning experiences for the attainment of national goals of education. Allen & Schwartz (2001) however throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools.

Providing education for children with special needs has not been easy in Sub-Saharan Africa. Hardest hit are those with severe disabilities, who are excluded from public education system all together. UNESCO (2003) noted that in

situations where the children obtain opportunities, they are enrolled when they are at least 10 years old. They become adults before they complete primary education. The situation was bleak in rural areas where regular schools lack facilities to cater for the handicapped and schools were isolated.

The 2010 Education For All monitoring Report (UNESCO, 2010) argues that education systems in many of the world's poorest countries are now experiencing the aftermath of the global economic downturn. The report, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education (EFA, 2010). Ndurumo (1993) special education is important for human capital development as it prepares those who would otherwise be dependants to be self reliant. For along time special needs education has been provided in special schools, special units attached to regular schools. However, special schools and units only cater for children with special needs of hearing, visual, mental or physical challenges. Republic of Kenya (2003) this leaves out other areas of special needs such as gifted and talented, psychological different, multiple handicapped, those with specific learning difficulties and communication disorders.

According to UNESCO (2006) special needs education refers to education and training programmes formally organized for children with learning and physical disabilities. The objective of special needs education is to assist those with special



needs to develop so that they can realize their full participation in social life and development. A target which is not achieved by many public special primary schools.

Special needs education in Kenya suffers from inadequate funding, lack of clear policy framework, low progress in assessing and placing children with disabilities, few qualified teachers, lack of teaching and learning resources among others. In this case Nandi south is not left behind. A number of special children in Nandi South suffers because they lack special schools to attend. A few schools that are there are far apart, they lack equipment and are made to cater for a particular disability. The same applies to Kemeloi division where there have been low enrolments in special institutions. The main reason for this study may be to investigate why there are low enrolment in special institutions in Nandi south district.

UNESCO (2003) the 1994 Jomtien conference called upon all governments and urged them to adopt as a matter of law and policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons to do otherwise. Inclusive education is an education provision that ensures all learners including those with special needs and disabilities receive appropriate educational services within their neighbourhood schools. MOE (2004) inclusive education modifies the school in terms of physical and social environments, the

curricula, and teaching as well as the assessment of the learners. It goes further to avail the necessary human and material resources needed to facilitate learning.

Karanja (2003) in the USA the art of special schools was fronted by individuals like Horace and Mann Samwel Gridley Howe and Dorothea Dix. The first school on the deaf was opened in Connecticut in 1871 by Thomas Gall Deut. The Massachusetts school for idiots was established in 1859. The school provided education and individual protection through life. As asylums and poor houses were turned into residential special schools, later other residential schools also developed. Integration was fully embraced in 1900 through units within regular schools. Huseno, (1994), the federal law did not support the attempt towards integration until 1975 when president Gerald Ford (1974-1976) signed into law the education for all handicapped Act. This act followed free education to be given all handicapped in the USA. These efforts enabled learners with special needs to be included in mainstream education; receive access to educational opportunities and benefit from the available services in these institutions.

The Koech report (1999) state that integration of children with special learning needs in normal schools face great constraints since such schools do not have the facilities necessary for accommodating particular disabilities. The requirement for schools does not take into consideration the need of the disabled learners and may not have the special learning equipment needed by learners. This report

emphasized the need for early intervention in finding ways and means of improving accessibility, equity relevance and quality with special attention to early childhood, special and primary education as well as vocational and university education (ROK, 2003).

MOE (2004) noted that the main challenges relating to access, equity and quality in the provision of education to children with special needs include lack of clear guidelines on the implementation of an inclusive education policy, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment and curriculum not tailored to meet special needs. This means that special education has not been mainstreamed in all education sub-sectors and programmes. The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment which make it difficult to integrate special education in regular programmes (Gullford & Upton, G. 1982).

UNESCO (2006) notes that the demand for services with special needs at all levels in Kenya has increased as a result of the government's commitment to universal primary education. The implementation of FPE has created an opportunity for a large number of children to enroll in the already existing 22000 public primary schools, including those with special learning needs (Republic of Kenya 2003); even with implementation of FPE to ensure universal access for all,

and with the recognition that education is a basic right for all children, children with disabilities still remain marginalized in their access to basic education.

The government therefore introduced programs geared towards enhancing access to quality education. The implementation of Free Primary Education would ease a burden to parents and prevent poor families from achieving affordable access to education.

When FPE was rolled out in Kenya expectations were high that it would replicate the success in boosting literacy, improving transition, completion rates among the poor Kenya children. It was also a drive to address the social inequality exhibited through low transition to post primary education from poverty stricken areas (Oyaro, 2008).

According to World Bank (2005) even though the rationale for expanding opportunities for primary education is clear challenges experienced make the task of developing sustainable primary education strategies complex countries must deal with issues of financing, quality and relevance of teaching and learning curriculum and assessment, teacher training and managing equity and access. In sessional paper No. 1 of 2005 on education and training, the government of Kenya demonstrated its commitment to the development of education and training through sustained allocation of resources (Republic of Kenya, 2005). The Education Sector Support Programme (KESSP) is a government investment

programme under implementation since 2005. Under KESSP specially targeted investment have been developed in order to ensure that vulnerable children e.g. those in ASALS, urban slums, pockets of poverty and those with special needs access education (Republic of Kenya, 2009).

FPE programme put in place by Kenya government in 2003) aimed at enhancing equity access and improved transition so as to meet EFA goals of universal access to education by 2015. Institutions however face quite a number of challenges in implementing the programme. Though many stakeholders including parents believe that students are guaranteed access to free education, the process of implementation is an uphill task that threatens to impede Kenyans development efforts to achieve Millennium Development Goals. Among the urban poor child labour, shortage of schools and teachers remain the greatest impediments. In addition lack of facilities a further problem. Many rural schools also lack even the most basic amenities like running water and electricity (Ramani, 2005).

Nandi South district is a typical district representative of a Kenyan rural sample opportunity in this region, a number of challenges have been noted. There is a low enrolment of girls, low transition rate, high dropout rate and understaffing in schools (MOE 2011).

Enrolment level between majority of local people still hold to the belief priority in matters of development (UNESCO 2005). Boys also drop out of school to a

business referred to as *BodaBoda*. Last statistics from the district education office also show declining standards of performance in KCPE (50% wastage grades Republic of Kenya 2012). This means that despite FPE primary education sector still faces many challenges relating to access, equity relevance and efficiency in management of educational resources. It was therefore necessary to carry out a study on factors influencing enrolment of learners with disabilities in an inclusive learning institution in primary schools in Nandi South District.

## **1.2 Statement of the problem**

Low enrolment and completion rates over the years have presented considerable challenges to policy makers. The wastage and low enrolment rates have been attributed to the numerous costs imposed on the parents such as tuition fees. To ensure that all school age children go to school, the Kenya government introduced FPE in January 2003. Since then, the exchequer allocates money at annual rate of Kshs. 1020 per student to all public schools. This was aimed at improving enrolment to primary schools to at least 70% and enhancing retention. The other concern is providing equitable access so that marginalized groups, particularly the disable child gains access to primary education (Oyugi, 2010). In addition, other efforts to improve primary participation include constituency development funds (CDF) and government grants given to improve school infrastructure.

However, despite these efforts, participation rates in Nandi South district are still not impressive and continue to suffer. For instance in 2011, enrolment at primary was 39,424 with 4132 candidates presented for KCPE. In 2012 with those admitted in form one being 2,349, showing low transition to secondary school in the district. Institutions also continue to face a number of challenges related to allocation and management of available resources. These challenges therefore affect the enrolment of learners with disability in terms of availability of physical facilities, teacher preparedness, space, the funds with which to provide the teaching and learning resources. Based on this background this study sought to investigate the factors influencing enrolment of learners with disabilities in Nandi South District.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the factors influencing enrolment of learners with disability in inclusive education, in Nandi-South district.

### **1.4 Objectives of the study**

1. To determine the extent in which physical facilities are structured to accommodate learners with special needs.

2. To determine the extent in which teaching and learning resources are efficient to learners with disability in Nandi South.
3. To determine the extent in which teachers are prepared to handle learners with disability in Nandi South.
4. To determine the extent in which the available curriculum in institutions is relevant for learners with special needs.
5. To determine the extent in which the available funds are adequate for special needs education.

### **1.5 Research questions**

1. How are physical facilities in SNE institutions structured to accommodate learners with disabilities?
2. How adequate are teaching and learning resources in supporting learners with special needs?
3. To what extent are teachers prepared to handle special needs learners?
4. To what extent is the curriculum suitable to learners with special needs?
5. To what extent are funds adequate in financing special needs education?



### **1.6 Significance of the study**

The information would be useful to parents and teachers in counseling and assessment of learners for placement to enable learners complete education and enjoy benefits of education and enjoy benefits of education. It forms basis for further research.

The study sought to provide useful information to MOE policy makers and educational planners on ways and means of improving accessibility and participation rates of learners with special needs in institution. The study sought to also provide an objective assessment of the adequacy of school inputs and therefore planners can set more realistic targets, making more accurate estimates and allocations for the various requirements of SNE education. This would influence the enrolment into public primary special institutions and improve the standard of life of the learners in the schools.

### **1.7 Limitations of the study**

This study had some limitations in the sense that, as a survey it relied on 'self-report' data that is, it depended on respondents to truthfully and accurately report on occurrences in their institutions. Therefore information unknown to the participants may not have been tapped in the survey. The researcher made efforts

to follow up where possible and sought clarifications to enhance accuracy of the findings.

### **1.8 Delimitation of the study**

This study covered primary education level only. The research was carried out in Nandi South district, a region with Semi-Arid Lands and relatively high poverty indices. The focus was on the factors affecting enrolment of learners with disabilities in an inclusive education in primary schools in Nandi south district.

### **1.9 Basic assumptions of the study**

1. It was believed that teachers, school administrators, educational officers and students volunteered reliable facts and public information concerning factors affecting enrollment.
2. School administrators of public primary schools were well trained to manage school physical facilities, supervise curriculum implementation and manage finances appropriately.

### **1.10 Definition of significant terms**

**Curriculum** - A plan of learning experience which have intended educational outcomes with objectives that enable learner to acquire.

**Deviant behaviour** - Different in all ways from what is expected or accepted that makes a learning social unfit and deviate from normal activities.

**Disability** - Lack of the ability to perform an activity due to incapacitation and different parts of the body.

**Inclusive education** - Education that addresses learners needs aspirations and interests in normal school, settings that admits all learners.

**Integration** - Disabled learners placed in a normal learning environment and exposed on the same classes, teachers both curricular and co-curriculum.

**Mainstream** - Regular, public or private school which has been registered by ministry of education.

**Maladjusted** - Emotionally disturbed child who is unable to cope up with normal teaching and learning activities.

**Special education** - Institution meant for learners with disability having specific areas affected in their bodies.

**Special needs** - Wider range of non-educational needs.

**Special unit** - Unit within ordinary mainstream school but which offers special needs education.

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

The study was organized in five chapters. The first section highlights the introduction, background and statement of the problem under study, purposes objectives, research questions, significance, limitations and delimitations, basic assumption of the study and definition of significant terms. Section two with introduction related to factors facing enrolment of SNE institutions in Nandi South District. The section examines literature on factors such as special needs education inclusion, curriculum development for SNE, availability and development of teaching personnel, physical facilities, learning resources and financing of SNE, a theoretical framework and conceptual framework: section three will cover the research methodology employed. This is under research design, area of study, target population, sample and sampling procedures research instruments, instrument validity, instrument reliability, data collection procedure and data analysis technique. Section four deals on data analysis and section five deal on conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of the study was to investigate the factors with disability in inclusive education, in Nandi-South district.

This section focuses on issues related to factors facing enrolment of SNE institutions in Nandi South District. The section examines literature on factors such as special needs education inclusion, curriculum development for SNE, availability and development of teaching personnel, physical facilities, learning resources and financing of SNE, a theoretical framework and conceptual framework.

#### **2.2 Special needs education in schools**

A political transition took place in Kenya after December 2002 elections when the political party Kenya African National Union (KANU) that had formed the government since independence lost to the opposition party. Just before the elections, the major opposition parties formed a coalition National Rainbow Coalition (NARC) that eventually won. During its campaigns, NARC promised to offer Free Primary Education. True to its promise, after taking over in December 2002, through Ministry of Education Science and Technology (MOEST) the

NARC government included FPE in January 2003. As was expected in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools, the headteachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the headteachers turned away many children. Many parents were disappointed and they kept on moving from one school to another as they sought places for their children (UNESCO, 2005).

Historically Kenya, Africa and in the world, societies have responded in various ways towards disabled persons. Ndurumo (1993) stated that the treatment of the disabled has been received with different programmes. In USA apart from isolation, the programme that existed there was small such that only a few students were served. Many of those students were not served hence they remained at home. Some children were kept in private institutions where parents paid heavily for them. Some children with mental retardation and sensory deficit reserved services in residential programmes (UNESCO, 2004). According to the report task force on special needs education, MoE, (2004) inclusive education ensures that all schools and centres of learning are open to all children. To do this, teachers are empowered with the necessary resources to modify curriculum, the school's physical facilities and social systems are also modified so as to fully accommodate learners with diverse needs. This inclusive education requires proper planning and adequate support in terms of resources. Full participation and

equality should be encouraged for the special child. This is because children's learning does not only take place in schools: they learn from their families through contact with peers and friends and through participation in all the diverse activities that occur in communities (UNESCO, 2008).

### **2.3 Teachers as a resource for SNE institutions**

MOE (2004) notes that introduction of FPE in January 2003 resulted in a significant increase in enrolment in public primary schools, rising from 5.9 million in 2002 to 7.2 million in 2003. However, this phenomenal increase has presented primary education in class size of 100 students and more. Furthermore, the new policy of inclusive education, particularly for vulnerable children and children with special education needs, means teachers need skills to help them to continue to provide relevant and supportive services to all children.

Karanja (2003) assert that shortage of competent teachers, school psychologists, curriculum supervisors and administrators affect the implementation of SNE education. Even with the best facilities, the education of children cannot be better than the personnel doing the work. The abilities of many children will continue to go unidentified much less well provided for, until society recognizes the importance of well educated and competent school staff and give the necessary financial support to school.

Republic of Kenya (2003) states that teachers professional studies is frequently described in terms of two major and apparently separate tasks: One task is instruction; it involves the selection and sequencing of appropriate lesson content, transmission of knowledge, skills and attitudes and the provision of feed back to pupils about their learning process. The other task is classroom which involves the organization of pupils and materials the establishment of classroom procedures to facilitate the work of the class and dealing with threats and disruption of classroom order. Both of these key functions in curriculum implementation cannot be accomplished in cases where the teacher is dealing with bloated classroom.

#### **2.4 Physical facilities and learning resources**

The school's physical facilitates or the school plant contributes an important component of learning environment. The facilities include the administrative offices, classrooms libraries, to Bell and Rhodes (1996) the resources are important because the school uses them to advance the learning opportunities offered to the pupils.

MOE (2004) the government recognizes that over time there has been a major backlog of infrastructure provision and shortage of permanent classrooms,



particularly in poor communities. At the same time, existing infrastructure was generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance. The result of the sharp rise in number was poor conditions and over crowding that are not conducive to good learning environment. Marked progress has been made in getting new buildings, classrooms, and teachers for a rapidly increasing child, population. KISE, (2000) this in itself is a highly significant accomplishment. However, in planning of new buildings and in securing of school facilities and equipment, the tendering has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and institutional materials would serve equally well for the nurturance of all forms of abilities in all children. Children with special needs often need specialized aids to move about, to read and write and to hear. Thus a comprehensive package of facilities would be provided to all disabilities.

According to the task force (2003) on implementation of Free Primary Education it highlights on modification needed for SNE such as building adopted toilets, bathroom and bars to assist the children to hold on while bathing, showering and toileting. The doorstep should have ramps with recommended gradient, dormitories and playgrounds. All schools should be spaciouly well lit and well ventilated. These are aimed at ensuring SNE learners are put in a conducive

learning environment free from difficulties and complexities. More children will be enrolled if these are provided (ROK, 2003).

## **2.5 Developing curriculum for SNE**

Hannu (2000), the success of SNE education in SNE institutions which serves all children depends on a flexible and relevant curriculum that can be adapted to the needs of each learner. All learners cannot reach the same level of competence and do not learn at the same pace. ROK (2008) an appropriate curriculum is broad-based, it includes physical, social, emotional and intellectual goals. Children will progress at different rates, thus individualized planning and instruction are important parts of a developmentally appropriate SNE institutions curriculum. Therefore, one goal of the primary curriculum should be to establish a foundation for life long learning and create a positive experience for the child.

Allen & Shwartz (2001) states that children core curious to find out many things and this implies that their needs have to be catered for to facilitate healthy physical and mental development. Pupil-centered learning is paramount to any kind of learning.

(Hann, 2000) noted that a learner with an intellectual impairment disability should be allowed to show acquired skills even if they lie outside the core curriculum for

the majority of learners. Thus if the curriculum is learner friendly, there is a likelihood that more learners will enroll in these institutions.

## **2.6 Financing special education in Kenya**

The education Strategic Plan 2006-2011 (GoK, 2005) emphasizes on the government commitments on sustained government funding in order to ensure more equitable access to education through Free Primary Education. Oyugi (2010) notes that the scheme introduced in 2003 was intended to reduce disparities and inequalities in provision of primary education. In 2009, the government initiated the Economic stimulus programme 2009-2011, aimed of boosting economic growth and improvement of infrastructure and quality education. A GoK (2010) analysed data indicate 385 new classrooms, 135 toilets, 30 dining halls, 66 administration blocks, 105 laboratories, 35 libraries and 40 teachers houses have already been built in the centers of excellence thus allowing the schools to enrolment students. UNESCO (2006) notes that the government policy measures and investment in education in order to alleviate household costs burden, to increase access to ensure adequate and learning inputs and ensure internal efficiency.

UNESCO (2010) also noted that the available government resources were inadequate in meeting the current demands of quality in education with continuous improvement of aspect of the education to increasing numbers of

students therefore means first expanding resources based beyond government sources to fill up costing gaps, utilizing the available resources more efficiently, establishing outcomes funding system strategizing the allocation of funds and providing strategies for quality improvement in all competent of education.

## **2.7 Theoretical framework**

This study was based on the theory of education production function. The production function is used by Psacharopolous (1985) to determine the maximum product which can be derived from a given combination of inputs. The output of the education process, that is the achievement of individual pupils is directly related to the series of inputs (Hanusheck, 2007). According to Psacharopolous and Woodland (1985) the term refers to the process by which inputs were converted into outputs. A sample production function for education, would be

$$A = f(T, B, E, \dots \text{ and so on}),$$

Where A = Achievement

B = Books and other material

T = Teacher Pupil ratio

E = Equipment and so on

For the purposes of this study, the determinants include relevant curriculum (c), physical facilities and resource materials (P), support services from sectors (s) and teacher trained special education (T). F which is a constant is an estimated co

efficient which denotes the level to the optimized for each of the inputs. Economists use production function approach when focusing on the relationship between school outcomes and measurable inputs into the educational process.

In line with this study, the researcher posits that availability of teachers who are professionally trained, provision of teaching and learning facilities to meet SNE learner's needs and provision of equipment and SNE education may provide an opportunity to increase enrolment of learners in SNE institutions. The results of increased enrolment is increased access and equity and attaining benefits accrued from inclusive education.

## **2.8 Conceptual framework**

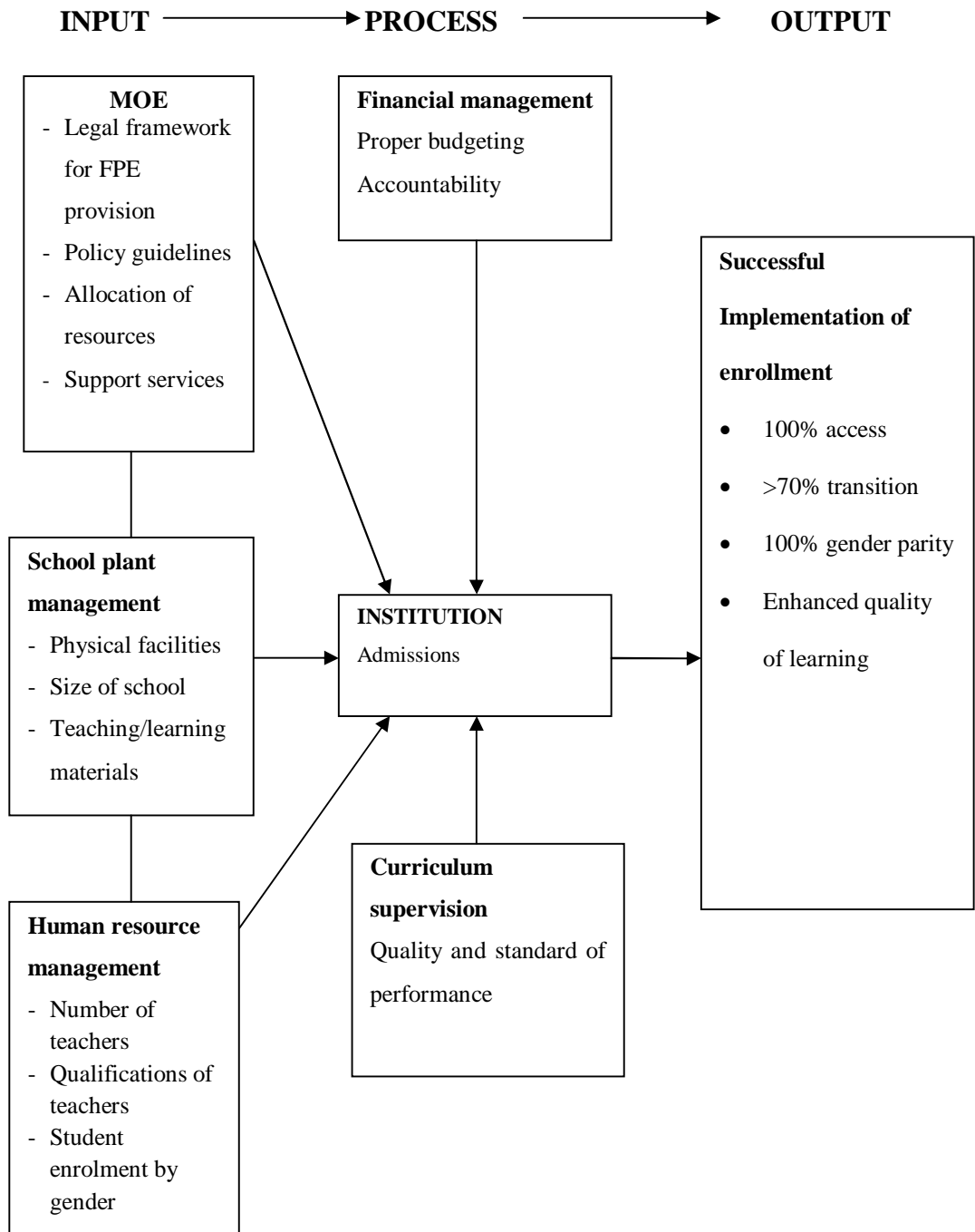
Orodho (2005) defines conceptual framework as a model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically.

For SNE institutions to be successful, various inputs must be put in place. The government, donors and other stakeholders have a significant role to play financing schools through provision of funds, facilities and other services. The government should also consider equipping all schools with physical facilities and

learning resources and make constant checks and follow ups to ensure that these equipment are well maintained and sufficient (ROK, 2003).

The KIE has the responsibility of developing a curriculum that is suitable to learners with special needs, TSC should recruit and deploy teachers and to improve their competence in meeting special children needs they should undergo professional development. The head teacher manages and control all the available resources to benefit the learners without being discriminative or subjective to learners.

**Fig 2.1 Conceptual framework for the factors influencing enrolment of learners with disabilities in an inclusive education**



Source: Researcher 2013

Orodho (2005) defines a conceptual framework as a model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically. A number of elements registered as factors are interrelated and contribute to the eventual success of high enrollment. In Kenya major yardstick used to measure educational output is the exit behaviour of the study. This is manifested in improved access retention and completion rates. The successful completion of secondary education is further assessed by performance in examinations. This output however is achieved after the various inputs in the educational system undergo what is referred to as the educational production process. The inputs include students, teachers, necessary educational resources and programs. Thus the educational output in this case denoted by successful implementation of enrollment is a function of how these inputs interact. If the interaction is healthy, then the output should be good and vice versa. This study sought to establish the kind of interaction taking place in institutions with regard to factors influencing enrollment.

## **2.9 Summary of literature review**

The study sought to cover factors influencing enrolment of learners with special needs in educational institutions in Nandi South. Such studies had not been conducted in Nandi –South district. It was also important to note that studies done earlier like Orangi (2010), on factors affecting enrolment of learners on FPE aided



schools in Kisii District, found on that teaching and learning resources are not adequate to learners, and teachers were not well prepared to handle large class. The study did not specify learners with disability.

Hongo (2008) presented an analysis of education transition in public secondary schools in Nyando district. Findings included high opportunity costs contributing factors to low transition. No study looks at the impact of absolute lack of funds, physical facilities on enrolment. Jagero (1999) no study focuses on the teacher preparedness to handle special learners curriculum relevancy and availability of materials as a firm of a secure school environment.

Most of those dropping out of school are disabled learners. Jagero (1999) evaluated factors affecting the quality of day secondary schools in Kisumu district. He combined different variables including teacher student ratio, teachers qualifications with her pupil expenditure in a regression model no study focuses on the teacher preparedness to handle special learners curriculum relevancy and availability of materials as a firm of a secure school environment.

Considering the dynamism of society this study is necessary to address recent development in education particularly concerning increase in learners with disability in our institution there is need to address the factors affecting their enrolment and the ways of planning our education system to improve their access, equity and participation rates.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The purpose of the study was to investigate the factors influencing enrolment of learners with disabilities in an inclusive education in primary schools. This section covers the research design, area of study, the study population, sample and sampling techniques, instruments of data collection, validity and reliability of instruments, data collection procedures and methods of data analysis.

#### **3.2 Research design**

The research design adopted for the study was descriptive survey design. This design is used to obtain information concerning the current status of the phenomena under study and to describe what exists with respect to variables or conditions in a situation (Cohen and Manion, 1994). The design was deemed suitable for this study due to its ability to elicit a wide range of baseline information about factors affecting enrolment. It was hence suitable to facilitate smooth sailing of operations that would have made the research as efficient as possible, yielding maximal information with minimal expenditure of effort, time and money.

### 3.3 Target population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or having common observable characteristics. In other words, population is the aggregate of all that conforms to a given specification.

Beil (1996) defines target population as a large population from which a small proportion is selected for observation and analysis. The target population for this research was 132 headteachers, 39,431 learners, 4 education officers and 1056 teachers in public primary schools in Nandi south district.

#### **Krejcie and Morgan (1973) table**

Population	10	20	30	40	50	250	300	400	1500
Sample Size	10	19	28	35	44	162	169	306	320
2000	3000	4000	5000	10,000	20,000	50,000			
341	351	357	370	377	381	384			

As per the above table the population of 132 head teachers were sampled to give 44 head teachers and a population of 1056 were sampled to give 306 class teachers were used the study.

### 3.4 Sample size and sampling techniques

To sample schools the researcher used the Krejcie and Morgan (1970) formula.

$$S = \frac{x^2 N p (1 - p)}{d^2 (N - 1) + x^2 p (1 - p)}$$

Where S = sample, N = population size, p = population proportion (0.5), d = degree of accuracy (0.05) and  $x^2$  = table value for chi squared for 1 degree of freedom at 95% confidence level (3.841). A sample is smaller population carefully selected to represent all the main traits of whole population (Kombo & Tromp, 2009). It is a small proportion of a target population selected for observation and analysis.

Out of 132, 44 schools were selected. From these 44 head teachers were selected (one from each sampled school). Mugenda and Mugenda (1999), states that a range of between 20-30% is reasonable enough to draw generalizations about a targeted population. Therefore to represent 30 percent, 317 class teachers were selected (two from each school). Four schools according to categories of boarding boys, boarding girls, mixed day and mixed boarding, were randomly selected from the sampled schools for focus group discussions with students. Thirty students from upper primary from each school were identified for the purpose. This gave a total of 120 respondents. In mixed schools boys and girls were evenly distributed in the sample.

### **3.5 Research instruments**

Hannusheck (2007), questionnaires was used for this study because they are much more efficient in that they permit collection of data from a much larger sample. Mulusa (1990), questionnaires also allow respondents to give frank answers to sensitive questions if they are not required to disclose their identity. In this case, two categories are used, those for head teachers and those for teachers.

The head teacher's questionnaires elicited information from head teacher's in what they perceive as factors influencing enrolment of SNE in primary schools in Nandi South district. The questionnaire for teachers helped to get information on factors influencing enrolment of SNE in primary schools.

Best and Kahn (1998), the researcher visited the sampled institutions to observe the environment as it exists. The observation schedule was used to collect information not obtained by items in the questionnaire. The observation schedule gathered detailed information including that which would be given by respondents. Study schedule for education officers was also used to get information and focused group discussion for the learner's elicited information on factors affecting enrolment of learners with disabilities.

### **3.6 Validity of instruments**

Mugenda and Mugenda (1999) defined validity as the accuracy and meaningfulness of inferences based on research results. It is the ability of instruments to measure what they are intended to measure. A pilot study was conducted prior to the actual research. Mugenda and Mugenda (1999) said 1% of population is enough for piloting to enable researcher to determine whether there is any ambiguity in any of the items and ensured that the instruments elicited the type of data anticipated to answer research questions. The instruments are reviewed by the supervisors who are experts in the area of study. Those failed to measure the variables intended are either modified or discarded.

#### **3.6.1 Reliability of instruments**

(Mugenda and Mugenda, 1999) noted that reliability is a measure of the degree to which a research adds consistent results or data after repeated trials.

Ogula (1996), an instrument is reliable to the degree that it consistently measures the characteristic of interest over time. The researcher will administer questionnaires after four days the same questionnaires will be re-administered. The scores are calculated and correlation co-efficient determined Pearson product moment coefficient between the two scores computed using the following formula;

r =

$$r = \frac{7(126) - 90}{\sqrt{7(148) - (30)^2}(7(148) - 90)}$$

r = 882

$$\frac{882}{\sqrt{894916}} = \frac{882}{946} = 0.9323$$

The instrument is reliable because the person product moment coefficient is

0.9323

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

where x = x scores (1<sup>st</sup> administration of instruments)

y = y scores (2<sup>nd</sup> administration)

r = Pearson product moment coefficient

$\frac{y}{2}$	$\frac{y}{3}$	$\frac{x^2}{4}$	$\frac{y^2}{9}$	$\frac{xy}{6}$
3	5	9	25	15
6	8	36	64	48
5	6	25	4	30
7	2	49	9	14
3	3	9	9	9
$\frac{4}{30}$	$\frac{1}{30}$	$\frac{16}{148}$	$\frac{1}{148}$	$\frac{4}{126}$

### **3.7 Data collection procedures**

The administration of research data collection instruments was done by the researcher both in pilot and main study. A research permit was obtained from National Council for Science and Technology (NCST). A copy of the permit and an introductory letter was presented to DC and DEO Nandi South District.

The researcher was administer the research instruments to the head teachers and teachers of the sampled schools. The respondents were given four days to fill in the questionnaire which was collected at an agreed date. All respondents was assured of confidentiality and security.

### **3.8 Data analysis techniques**

Data was edited to identify incomplete questions and internal consistency of the recorded data checked. Data was coded, where numbers were given to represent responses on questions such as that of gender to reduce the size of the data. Qualitative data was analyzed thematically by classifying data into major topics or themes from which opinions from respondents are coded and tabulated in frequency distributions. Quantitative data analyzed using descriptive statistics supported by tables, graphs, frequency, distribution and percentages. Data was analyzed using Statistical Package for Social Science (SPSS).



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

The purpose of this research was to study the factors influencing enrolment of learners with disabilities in primary schools in Nandi South district. To achieve this several objectives and research questions were laid down, which this chapter presents analyses and interprets, visa-viz the data collected from the field.

#### **4.2 Questionnaire return rate**

The study involved forty four primary schools out of one hundred and thirty two primary schools in the district. Forty four head teachers were involved and three hundred and six class teachers, four education officers and forty four questionnaires administered to head teachers and were all returned transmitting to 100% return rate. Three hundred and six questionnaires to class teachers were administered and were also returned at 100% rate. The researcher administered observation checklist on forty four schools. Focused group discussion was held on three hundred and eighty four learners giving 100% return rate.

### 4.3 General and demographic data of respondents

Data presented was obtained from the completed questionnaires and observation checklist from forty four percentages were used to describe the data as shown.

#### 4.3.1 Demographic data of H/T and class teacher

Forty four head teachers and three hundred and six class teachers and their gender.

**Table 1 Gender of Headteachers in Nandi South District**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	37	84.091
Female	7	15.909

From Table 1 it can be observed that majority of headteachers were males forming 84.091%. This shows that the district was a male dominated zone. Three hundred and six class teachers also indicated their gender as presented in table 1.1. The study indicated that, majority of the principals were males. This is disparity in distribution could have been caused by the fact that most of the schools sampled for the study were mixed schools. Most headed by male principles. Investigation of gender would enable the researcher to determine if gender has influence on enrolment of both boys and girl.

**Table 2 Gender of class teachers in Nandi South District**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	196	64.052%
Female	110	35.948%

Table 1.1 shows that the number of male teacher was more than females. This formed 64.052. These findings were further confirmed by document analysis from DEO's office Nandi South that showed that male teachers dominated the region. The teachers' gender was not equally distributed owing to the fact that most schools were mixed and male gender dominated the teaching staff in the sample schools.

#### **4.3.2 Age composition of respondents**

Head teachers were asked to indicate their age bracket. The findings are presented in table 2.

**Table 3 Head teachers age distribution**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	2	4.545%
26-34 years	27	61.364%
35-44 years	8	18.182%
Above 45 years	7	15.909%

Okoth (2008) state that headteachers need time to get acquired with the basic theories of leadership, motivation, discipline, budgeting and accounting and staff development if they are to exercise effective institutional leadership and this demands adequate time in teaching before getting promoted to headship. It is apparent that the majority of Head teachers were of age 26 and above and above which formed 95.455%

**Table 4 class teachers age distribution**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	17	5.556%
26-34 years	203	66.34%
35-44 years	50	16.342%
Above 45 years	36	11.765%

District relies heavily on a relatively staff who are at their highly productive stage in life to yield good results in student's perform and schools need teachers of different ages for continuity. Table 3 indicates that most of the class teachers were of age 26years and above which was 94.445%

They were considered well suited to provide relevant information on the factors influencing enrolment of learners with disabilities in an inclusive institutions.

#### **4.3.3 Academic qualifications of respondents Head teachers academic qualification**

Head teachers were required to indicate their academic qualifications and their responses as follows

**Table 5 Head teachers qualification**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P <sub>1</sub>	32	72.72%
Diploma	10	22.72%
B/ED	2	04.56%
<b>Total</b>	<b>44</b>	<b>100.00</b>

Majority of the head teachers are P1 holders forming 72.72% which shows that the schools P1 certificate and very few have trained as diploma and B/ED to

manage schools efficiently. Few headteachers had degree and diploma. Although majority were enrolled in universities to further their education. This implies that high qualifications for headteachers were expected to be an added advantage in as far as understanding students performance was concerned.

Class teachers were also required to indicate their academic qualifications.

**Table 6 Class teachers' academic qualifications**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P <sub>1</sub>	242	79.08%
Diploma	62	20.26%
B/ED	2	0.66%
<b>Total</b>	<b>306</b>	<b>100.00%</b>

From the table majority of class teachers are P1 certificate holders who are qualified to enhance quality learning. Highly educated staff is required because primary education is highly demanding. The staff helped servicing and encouragement from headteachers to pursue further studies to equip them with better teaching skills.

#### 4.3.4 Table 7 Category of schools in Nandi South District

Schools	Frequency	Percentage
Mixed day	40	90.9%
Mixed boarding	4	9.1%
Total	44	100.00%

Majority of the schools were mixed day primary schools which formed 90.9%. This was considered convenient majority of the learners with disabilities learn in these schools.

#### 4.3.5 Table 8 Teaching experience in the current station of head teachers

Experience in years	Frequency	Percentage
Less than 1 year	1	2.12%
1-5	12	27.27%
6-10	17	18.18%
11-15	17	36.63%
16-20	3	6.82%
Over 20	3	6.82%
Total	44	100%

This information allows the researcher to determine whether experience of headteachers affects performance. Griffin (1996) concurs with this to say a leader should change people not by coercion or intimidation but by example. The head teacher being an experienced teacher can be able to identify areas of correction and may advice accordingly.

Majority of the head teachers in the district had 1 year and above. This was 97.73%. The responses they gave were therefore considered reliable as they have been in the field long enough to asses the factors influencing enrolment of leaders with disabilities in an inclusive institutions.

Teaching experience of class teachers on the current station

Class teachers were required to provide information on their teaching experience on the current station.



**Table 9 Teaching experiences of class teachers**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	3	0.98%
1-5	93	30.39%
6-10	174	58.86%
11-15	23	7.5%
16-20	7	2.28%
Over 20	6	1.96%
<b>Total</b>	<b>306</b>	<b>100%</b>

The table shows that the highest number of class teachers had worked in the current station for years between 6-20 years forming 69.61% indicating that a majority of the class teachers have served for long enough to give factors influencing enrolment of learners with disabilities. The experienced gained and proper manage of supervision of learners ensures high performance in KCPE. The teachers are able to be guided through training by attendance of seminars and workshops supported by the headteachers to run better and appropriate teaching approaches.

**Table 10 Gender distribution of education officers**

<b>Gender</b>	<b>Number</b>	<b>percentage</b>
Male	3	75%
Female	1	25%
Total	4	100%

75% of education officers in the district are male and 25% are female translating into 100% in total. Majority of male education officers might have an influence on the enrolment of learners more so the boys.

**Table 11 Age distribution of education officers**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	-	-
26-34 years	-	-
35-44 years	1	25%
Above 45 years	3	75%
Total	4	100%

Majority of education officers are above 45 years old which means they have an experience on how to handle the education issues like school management and financial control thus affecting the enrolment of learners.

**Table 12 Academic qualification for education officers**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
P <sub>1</sub>	1	25%
Diploma	2	50%
B/ED	1	25%
Total	4	100%

Majority of the education officers are Diploma holders and graduates forming 75%

**Table 13 Teaching experiences of class teachers**

<b>Experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
Less than 1 year	0	0
1-5	0	0
6-10	0	0
11-15	0	0
Over 16	4	100%
Total	4	100%

All the education officers have worked in the district for over 16 years forming 100% teaching experience.

**Table 14 Focused group discussion for learners**

	Facilities		Curriculum		Teacher		Funds	
	Frequenc y	%	Frequency	%	Frequenc y	%	Frequency	%
Strongly agree	125	33	130	34	14	4	20	5
Agree	150	39	145	38	67	17	61	16
Disagree	26	7	30	8	140	36	130	34
Strongly disagree	62	16	66	17	35	9	45	12
Undecided	21	5	13	3	28	7	28	7
Total	384		384		384		384	

Majority of the learners (72%) agreed that facilities are adequate and the curriculum is relevant to their needs even though they are not structured to accommodate their disabilities. Teachers are not prepared to handle disable learners because majority is not trained on special education as per the table 52% of the learners agree on the statement. 55% of the learners disagree that funds are not adequate to cater for the needs and purchase relevant facilities for special education.

#### **4.4.0 Factors influencing enrolment of learners with disabilities in an inclusive institutions**

Enrolment of learners with disabilities in primary schools are affected by many factors as cited in the literature review some of the factors cited are physical facilities, sufficient teaching and learning resources, teacher preparedness of curriculum and availability of funds.

#### **4.4.1 How are physical facilities in SNE institutions structured to accommodate learners with disabilities?**

The technique which was used to analyze data was percentages and findings presented in the tables.

Findings revealed that schools did not have adequate physical resources to cater for the high number of pupils in the schools. Findings revealed that most schools had permanent classroom. The study sought to establish whether there were adequate facilities which have been structured to accommodate learners with disabilities in the schools. Bell and Rhodes (1996) stated that the resources are importance because the school uses them to advance the learning opportunities offered to the pupils. The table 10 presents adequacy of physical facilities and structured to accommodate learners Head teachers responses.

**Table 15 Adequacy of physical facilities**

	Desks		classrooms		Staffroom	
	Frequency	Percentage	Frequency	percentage	Frequency	percentage
Strongly agree	17	38.6%	3	6.8%	7	15.9%
Agree	8	18.1%	17	38.6%	8	18.1%
Disagree	10	22.7%	15	34.1%	14	31.8%
Strongly disagree	5	11.3%	2	4.5%	11	25%
Undecided	4	9.1%	7	15.9%	2	4.5%
Total	44	100%	44	100%	44	100%

Table 10 indicates that the majority of schools strongly agree that there are adequate desks and agree that there are adequate classrooms to promote quality learning. This shows that desks and classrooms are not major problems in the classrooms are of the schools had inadequate staffroom for headteachers deputy headteachers and senior teachers because 56.7 of the respondents disagreed. This is one of the factors affecting the enrolment.

**Table 16 structured physical facilities to accommodate learners with disabilities**

	<b>Desks</b>		<b>Classrooms</b>		<b>Staffroom</b>	
	Frequency	Percentage	Frequency	percentage	Frequency	percentage
Strongly agree	1	2.27	1	2.27	2	4.54
Agree	2	4.54	3	6.81	3	6.81
Disagree	10	22.72	13	29.54	27	61.36
Strongly disagree	27	61.36	25	56.81	10	22.72
Undecided	2	4.54	2	4.54	2	4.54
<b>Total</b>	<b>44</b>	<b>100</b>	<b>44</b>	<b>100</b>	<b>44</b>	<b>100</b>

The table indicates that majority of the schools had desks, classrooms and staffrooms are not structured to meet standards needed by some disable learners about 93.18%. This explains that many disable learners may not be willing to be enrolled in public primary schools because of lack of adequate structured physical facilities.

#### 4.4.2 How adequate are teaching and learning resources in supporting learners with special needs?

The technique which was used to analyze data was percentages and findings presented in tables.

**Table 17-Adequacy of teaching and learning materials**

	<b>Textbooks</b>		<b>Exercise books</b>		<b>Teaching aids</b>		<b>Support materials</b>	
	<b>Frequenc</b>	<b>%</b>	<b>frequency</b>	<b>%</b>	<b>frequency</b>	<b>%</b>	<b>frequency</b>	<b>%</b>
SA	18	40.90	19	43	10	23	20	45
A	16	36.36	15	34	12	27	14	32
DA	5	11.36	4	9	8	18	5	11
SD	3	6.81	4	9	8	18	3	7
V	2	4.54	1	2	6	14	2	6
<b>Total</b>	<b>44</b>	<b>100</b>	<b>44</b>	<b>100</b>	<b>44</b>	<b>100</b>	<b>44</b>	<b>100</b>

As per table 12 majority of the respondents had adequate textbooks exercise books and support materials 77.27%. The book ratio is 1:3 in almost all schools. This adequacy of the books affects quality of learning as textbooks are indispensable to the quality of education and students academic performance. Teaching and learning resources form the medium of through which teaching is

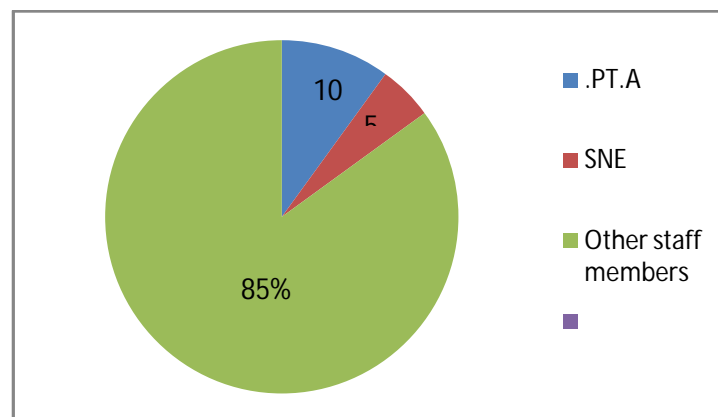


carried out. They are divided into two categories those used by the learners and those used by teacher. Republic of Kenya (2003) recommends that teaching and learning resources should be planned and utilized in the most effective manner to bring about efficient provision of quality and relevance in education. Resources encourage learners to participate in the learning process. (ROK,2003) stated that all school should be spacious well lit and well ventilated aiming at ensuring SNE learners are put in a conducive learning environment free from difficulties and complexities.

#### 4.4.3 To what extent are teachers prepared to handle special needs learners?

The data was analyze using percentages and presented on a pie chart.

**Figure 2. Teacher Preparedness**



In the figure the findings revealed some schools do not have headteachers who are trained in special education only 5% of the headteachers are social education teachers. Majority of the schools had shortage of teachers which significantly lowered the quality learning. According to Sodium (1998) human resources had a

significant effect on students in school. It is important to note that without teaching and learning materials, class learn insightfully. The study revealed that most of the headteachers are undergoing in-service training on special education to better their skills on handling learners. Karanja (2003) asserted that shortage of competent teachers, school psychologists, curriculum supervisors and administrators affect the implementation of SNE education.

#### 4.4.4 To what extent is the Curriculum suitable to learners with special needs?

The data was presented on a frequency table and findings analyzed using percentages.

**Table 18. Relevance of curriculum**

	<b>Frequency</b>	<b>Percentage</b>
SA	20	45
A	14	32
DA	5	11
SD	4	10
V	1	2
Total	44	100

It can be observed that majority of the respondents agreed that the curriculum is relevant to the needs of the learners 77.27%. This implies that due to the relevant curriculum low achievements are leaders when asked whether there were over age learners and young mothers admitted to their schools. Hannu (2000) asserted that the success of SNE education which serves all the children depends on a flexible and relevant curriculum that can be adapted to the needs of each learner.

#### 4.4.5 To what extent are funds Adequate in financing special needs education?

The findings were analyzed using percentages and data presented on a table.

**Table 19. Adequacy of funds**

	<b>Frequency</b>	<b>Percentage</b>
SA	2	5
A	3	7
DA	20	45
SD	10	23
V	9	20
Total	44	100

From the table it can be observed that headteachers sighted that lack of funds affects enrolment of learners with disability forming 88.63%. They suggested that the issue of funding should be addressed by the government. UNESCO (2006) notes that the government policy measures and investment is important in a alleviating household costs burden, to increase access, to ensure adequate teaching and learning inputs and internal efficiency. According to Oyugi (2010) asserted that the scheme introduced in 2003 by the government was intended to reduce disparities and inequalities in provision of primary education.

**Table 20 Class teachers' responses on adequacy and structured physical facilities**

	Desks		Classrooms		Staffroom	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	41	13	39	13	42	14
Agree	52	17	53	17	51	17
Disagree	113	37	114	37	110	36
Strongly disagree	71	23	70	23	74	24
Undecided	29	9	30	10	29	9
Total	306	100	306	100	306	100

Majority of the class teachers felt that physical facilities were inadequate and not sufficient. They are not structured to accommodate the learners with disabilities Desks, classrooms and schools in Nandi South thus affecting the enrolment of learners negatively 60% of the class responses supports the above statement

Generally the study established that according to the headteacher and class teachers the physical facilities were not structured to accommodate learners.

**Table 21 Preparedness of teachers to handle learners with disability**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	121	40
Agree	94	31
Disagree	21	7
Strongly disagree	53	17
Undecided	17	6
Total	306	100

Majority of the class teachers agree that most of the schools have a shortage of teachers who are trained in a social education to handle special learners. The shortage significantly lowered the enrolment negatively. According to Sodium (1998) human resources had a significant effect on student's academic performance. It is important to note that without trained personal it may lead to poor enrolment.

The class teachers' responses majority agree that 70% in service training or school based programs in colleges and universities have been rolled out relevant government to equip teachers on relevant skills attitudes and knowledge.

**Table 22 Relevance of curriculum**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	60	20
Agree	30	10
Disagree	116	38
Strongly disagree	98	32
Undecided	2	7
Total	306	100

On the above table majority of responses from class teachers indicate that disagree that the curriculum is not relevant to the needs of the disable learners. The curriculum need to be reviewed to meet individual needs aspirations and expectations of the special learners.

**Table 23 Financing special education**

	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	97	32
Agree	118	39
Disagree	61	20
Strongly disagree	18	6
Undecided	12	4
Total	306	100

It can be observed that class teachers also felt that there is need to increase the allocation for special education to cater for training and development of staff and provide basic needs like lunch for learners other suggestions include timely and consistent disbursement of funds and enhances information technology services in record keeping.

**Table 24 Observation checklist**

	<b>Facility</b>	<b>Availability</b>	<b>Adequate</b>
1	Teaching and learning resources	✓	Not adequate
2	Textbooks	✓	Adequate
3	Hearing aids	×	Not available
4	Visual aids	×	Not available
5	Ramps leveled doorsteps	×	Not available
6	Adapted desks/furniture	×	Not available
7	Adapted toilets and latrines	×	Not available
8	Well structured play ground	×	Not available
9	Wheel chairs	✓	Not adequate
10	Walking sticks	✓	Not adequate



Teaching and learning materials, textbooks , wheel chairs and walking sticks were available in some schools but were not enough for learners with disabilities most of those available were improvised and were not comfortable to learners. Hearing aids, Visual aids, Ramps leveled doorsteps, Adapted desks/furniture, Adapted toilets and latrines and play grounds were not available. Therefore make learners no to attend schools thus lowering the enrolment and quality of education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

The purpose of the study was to investigate the factors with disability in inclusive education, in Nandi-South district.

This chapter covers summary, conclusions and recommendations, based on the study findings and suggestions for further studies

#### **5.2 Summary of the study**

The study sought to find out the factors influencing enrolment of learners with disabilities in inclusive institutions. In chapter one of the project, the background information was well outlined. It covered historical evolution globally, notion of factors influencing enrolment in schools in developed and developing countries, in Kenya, and singled out to Nandi south Kenya and singled out to Nandi South.

The statement of the problem was well stated. The purpose of the study was well outlined and objectives to guide study were developed. These were to determine how physical facilities were structured to accommodate special learners, establish

whether there resources, to determine teacher prepare to handle special learners, determine how relevant is the curriculum and adequacy of available funds. Research questions were derived from the objectives of the study. The significance of the study were well outlined. Limitations were well stated and delimitations.

The basic assumptions, definitions of significant terms and organization of the study were well outlined. Literature was reviewed in chapter two under the following sub-topics special needs education in school, teachers as are source for SNE institution, physical facilities and learning resources, developing curriculum for SNE, financing special education in Kenya, theoretical framework, conceptual framework and summary of literature.

Chapter three presented an exposit fact research design to the study it investigated cause and effect relationship. The target population was 132 head teachers and 1056 teachers in public primary schools in Nandi-South district.

Descriptive statistics were used to analyze data using statistical package for social sciences (SPSS). The research questions were answered. Frequencies and percentage were used to show the relationship between depended variables such as enrolment and independent variables such teaching and learning resources and funds. The researcher tried to answer the following questions. In what ways physical facilities are structured to accommodate special learners? Are there

sufficient teaching and learning resources? Are teachers prepared to handle special needs: what is the suitability of curriculum for special learners? And are the available funds adequate influencing special education?

The findings of the study revealed that schools engage form four leavers who were students in the same school the previous year. The findings are in support of the Hamburg Background report (2003) which established that shortage of teachers in areas like Mathematics and sciences resulted to part time employment with significant limitations on hiring. Majority of the schools had shortage of teachers with shortfalls ranging to as high as 7 teachers. This gave teacher-student ratios of 1:>40 which significantly lowered the quality of learning. According to Sodimu (1998) human resources had a significant effect on students' academic performance. It is important to note that without teaching and learning materials, classes will be teacher-centered and students will not learn insightfully. This study therefore concurs with the report by Ruto (2011), for Uwezo initiative, which said that rural areas in Kenya are the hardest hit with an average teacher shortage of 4 teachers in every school that affects pupils performance. However, with reference to curriculum based establishment, the study found out that there were teacher shortfalls in most schools in the district. The quality of learning is hence compromised as studies by Adeogun and Osifila (2008) established that there was a significant relationship between pupils' academic performance and physical, material, financial and human resources. Majority of schools face low entry

behaviour and strain on facilities as major challenges during admission. These formed 65%. This implies that due to the open admission policy low achievers are enrolled in school most of which are slow learners. When asked whether there were over age students, majority of the head teachers had over-age head teachers in handling such pupils included poor performance, absenteeism/truancy indiscipline negative influence and low morale.

Rwanda by UNESCO (2007) states that girls remain lowly represented in overall enrolments. Free Primary education is yet to significantly narrow the gender disparities in access to education. The study findings revealed an improvement in enrolment of girls, though the number of boys is still higher in majority of mixed schools. The gender parity index (GPI) increased from 0.60 in 2007 to 0.64 in 2010. It is considered that a GPI of 0.97 and 1.03 indicates that gender parity has been attained. (EFA global monitoring report, 2003). Gender parity in Nandi South district primary schools is therefore yet to be realized. As such, FPE has had a significant influence on gender parity. Other challenges in relation to teacher management included low morale amongst teachers, huge wage bills and high staff turnover. The teaching and learning resources are not adequate and sufficient for special learners, most teachers are undergoing in-service training on how to handle learners and most of them are not qualified on special education. The curriculum is not fully meeting the needs of the learners and the funding not adequate to handle special learners.

It was the general view that all education stakeholders all these factors influencing enrolment in schools and efforts need to be made to increase enrolment.

### **5.3 Conclusion of the study**

Findings have revealed that lack of structured physical facilities have hindered enrolment of learners. The study concludes that pupils enrolment has hindered implementation in terms of straining of physical facilities, of straining of physical facilities, increase in teacher workload which ultimately contribute to decline in standards of education. The study also concludes that lack of adequate teaching and learning resources, lack of teacher preparedness and curriculum not fully integrated to address special learning has affected enrolment of learners. From the study, it is observed that the above name factors have affected the enrolment of learners with disability. Notably there has been a decrease in enrolment because most of the facilities are not structured to accommodate learners with disability. Secondly, though limited and delayed funds were availed to schools and basic requirements like exercise books chalk and exam material were adequate and virtually all the schools had other challenges that included insufficient, inconsistent and delayed funding which affects planning of school, lack of adequate trained staff, teaching and learning materials and physical facilities to match the increased learning enrolment was noted to be very low

hence needed to be addressed. Therefore the feeling was that all the education stakeholders the work together to address problems.

The following conclusions were arrived at based on the findings of the study first over 70% of the teachers felt that teaching and learning resources were inadequate for quality and learning most schools had insufficient and not structured facilities such as classrooms desks and staffroom most of the respondents agree that the curriculum to be structured and reviewed to accumulates learners with disability in services training carried out by the government to teachers on the relevant knowledge skills and. The government should increase budgetary allegation for every learner to cater for the basic needs in the schools was noted to be very low hence needed to be addressed. Lack of adequate structured facilities relevant curriculum, trained personnel teaching and learning resources and adequate funding are factors contributing to enrolment in Nandi South District. Therefore it would be considerate for all education stakeholders to wok together to address the problem.

#### **5.4 Recommendations**

Basic education Act 2013 states that of the 9.4 million pupils currently in public and private institutions the drop out rate is about 4.6 percent.

- a) The government should make efforts to allocate more funds to special education under inclusive education to enable learners be enrolled in large numbers to school.
- b) The physical facilities need to be modified in all primary schools to accommodate more learners with special needs be enrolled in those institutions.
- c) The Teacher Service Commission (TSC) should recruit more trained teachers and balance them to enhance gender parity. This is to cover for the shortfall in the district that rate at 8 teachers per school. School management committee should also employ only trained teachers to cover for the shortcomings from TSC. Data management should be enhanced by introducing Information and Communication Technology (ICT). For instance ICT should be used as an administrative tool in Education Management Information system (EMIS) to update data on student enrolments on line. This would facilitate accurate, prompt and sufficient provision of subsidy.
- d) The government and all education stakeholders should jointly provide for expansion of facilities in already established schools. This would accommodate new enrolments and reduce the acute shortage of teachers resulting from newly established schools having only one or two



teachers. Guidance and counseling should be strengthened both by the schools and community based organizations. This is to help reduce cases of drug abuse, indiscipline, unplanned pregnancies and early marriages, which threaten access, regardless of primary education subsidized. Pupils should take advantage of the subsidized education and attend classes regularly, do their assignments and produce quality grades that would enable them meet entry requirements of career courses. This would subsequently provide opportunities for them to positively contribute to national development, Inter-sectorial co-operation should be forged. This would ensure that all stakeholders in education plus key players from other sectors are well coordinated to enhance the success of the enrolment policy and its eventual self sustenance.

- e) Capacity building should be facilitated by the Ministry of Education to students and teachers on improvisation to address cases of shortages in facilities and materials. On-line programs also need to be introduced to cater for staff shortages and insufficient reference materials.

### **5.5 Suggestions for further research**

The researcher recommends the following for further research.

- i. Factors influencing participation rates among learners with disability

- ii. Factors affecting transition of special education learners in primary schools
- iii. The impact of free primary education on enrolment of the learners with disability in inclusive institution.
- iv. Accessing education by special education learners in primary schools.

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## APPENDIX I

### INTRODUCTION LETTER TO RESPONDENTS

University of Nairobi  
Department of Education Administration & Planning  
P. O. Box 92  
Kikuyu.

Dear Respondent

**Re: Research on factors influencing enrolment of learners with disabilities in inclusive institutions in Nandi south district**

I am a postgraduate student in the University of Nairobi pursuing a master of education degree in planning. I am conducting a research on the above mentioned topic.

Your school has been selected to participate in the research. I hereby kindly request you that you respond to the questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire is meant for this research only that the respondents will be treated with utmost confidentiality. No name of the respondent or institution can be written on the questionnaire.

Thanks in advance

Yours faithfully,

Kogei Joseph Kipkosgei

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

Please put a tick (✓) reflecting your response opinion. Please indicate in the space provided to give your opinion.

#### Section A: Personal information

1. What is your gender

Male  Female

2. What is your age bracket

Below 25 yrs  26-34yrs  35-44yrs  above 45

3. What is your highest academic qualification

P1  Diploma  BED  other specify \_\_\_\_\_

4. What is category of your school

Mixed day  Mixed boarding

5. How long have you been a head teacher in your current station

Less than a year  1-5yrs  6-10yrs

11-15yrs  16-20yrs  over 20yrs

**Section B:** You are kindly requested to respond to the following questions by putting a tick (✓) on the:

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree U-Undecided

		SA	A	DA	SD	U
1	Physical facilities are structured to accommodate learners with disabilities					
2	There are adequate physical facilities for special needs learners to use					
3	Teaching and learning resources are sufficient for SNE learners to use					
4	Teaching and learning resources for SNE are not sufficient for learners to use					
5	There are adequate teachers who are trained to handle SNE learners in your school					
6	Inservice training to equip teachers on skills on how to handle SNE learners has been conducted by the government					
7	The curriculum has been structured to accommodate learners interest and needs					
8	Curriculum need to be structured by KIE to accommodate SNE learners					
9	There is adequate funds available for SNE learners					
10	Government finance SNE through FPE programme for buying instructional materials and facilities for learning					



## APPENDIX III

### QUESTIONNAIRE FOR TEACHERS

Please put a tick (✓) reflecting your response opinion. Please indicate in the space provided to give your opinion.

#### Section A: Personal information

1. What is your gender

Male  Female

2. What is your age bracket

Below 25 yrs  26-34yrs  35-44yrs  above 45

3. What is your highest academic qualification

P1  Diploma  BED  other specify \_\_\_\_\_

4. What is category of your school

Mixed day  Mixed boarding

5. How long have you been a teacher in your current station

Less than a year  1-5yrs  6-10yrs

11-15yrs  16-20yrs  over 20yrs

**Section B:** You are kindly requested to respond to the following questions by putting a tick (✓) on the:

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree U-Undecided

		SA	A	DA	SD	U
1	Physical facilities has been structured to accommodate learners with disabilities					
2	There are adequate aiding facilities like brails, climbing stairs in our school					
3	Teaching and learning aids are sufficient for learners					
4	Teaching and learning aids are not adequate for learners					
5	Teachers have been trained on how to handle learners with disabilities					
6	Inservice training programmes have been initiated by government to equip teachers on skills of how to handle disable learners					
7	Curriculum is relevant to the needs of the learners with disability					
8	Curriculum need to be move structured to accommodate more learners with disability					
9	There are enough funds to buy instructional materials for learners with disability					
10	Free Primary Education has been factored for learners with disability					

## APPENDIX IV

### OBSERVATION CHECKLIST

	<b>Facility</b>	<b>Availability</b>	<b>Adequate</b>
1	Teaching and learning resources		
2	Textbooks		
3	Hearing aids		
4	Visual aids		
5	Ramps leveled doorsteps		
6	Adapted desks/furniture		
7	Adapted toilets and latrines		
8	Well structured play ground		
9	Wheel chairs		
10	Walking sticks		

## APPENDIX V

### INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

Please put a tick (✓) reflecting your response opinion. Please indicate in the space provided to give your opinion.

#### Section A: Personal information

1. What is your gender

Male  Female

2. What is your age bracket

Below 25 yrs  26-34yrs  35-44yrs  above 45

3. What is your highest academic qualification

P1  Diploma  BED  other specify \_\_\_\_\_

4. How long have you been an officer in your current station

Less than a year  1-5yrs  6-10yrs

11-15yrs  16-20yrs  over 20yrs

**Section B:** You are kindly requested to respond to the following questions by putting a tick (✓) on the:

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree U-Undecided

		SA	A	DA	SD	U
1	Physical facilities has been structured to accommodate learners with disabilities					
2	There are adequate aiding facilities like brails, climbing stairs in our school					
3	Teaching and learning aids are sufficient for learners					
4	Teaching and learning aids are not adequate for learners					
5	Teachers have been trained on how to handle learners with disabilities					
6	Inservice training programmes have been initiated by government to equip teachers on skills of how to handle disable learners					
7	Curriculum is relevant to the needs of the learners with disability					
8	Curriculum need to be move structured to accommodate more learners with disability					
9	There are enough funds to buy instructional materials for learners with disability					
10	Free Primary Education has been factored for learners with disability					

## APPENDIX VI

### FOCUSED GROUP DISCUSSION FOR LEARNERS

**Section B:** You are kindly requested to respond to the following questions by putting a tick (✓) on the:

SA-Strongly Agree, A-Agree, D-Disagree, SD-Strongly Disagree U-Undecided

		SA	A	DA	SD	U
1	Physical facilities has been structured to accommodate learners with disabilities					
2	There are adequate aiding facilities like brails, climbing stairs in our school					
3	Teaching and learning aids are sufficient for learners					
4	Teaching and learning aids are not adequate for learners					
5	Teachers have been trained on how to handle learners with disabilities					
6	Inservice training programmes have been initiated by government to equip teachers on skills of how to handle disable learners					
7	Curriculum is relevant to the needs of the learners with disability					
8	Curriculum need to be move structured to accommodate more learners with disability					
9	There are enough funds to buy instructional materials for learners with disability					
10	Free Primary Education has been factored for learners with disability					

## APPENDIX VII: 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/14/013/855**

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

Joseph Kipkosgei Kogei  
University of Nairobi  
P.O Box 30197-00100  
Nairobi.

#### **RE: RESEARCH AUTHORIZATION**

Following your application dated **21<sup>st</sup> May, 2013** for authority to carry out research on "*Factors influencing enrolment of learners with disabilities in an inclusive institution in primary schools in Nandi South District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nandi South District** for a period ending **31<sup>st</sup> December, 2013.**

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

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

**APPENDIX VIII: PERMIT**

PAGE 2 PAGE 3

Research Permit No. **NCST/RCD/14/013/855**

**THIS IS TO CERTIFY THAT:**

<b>Prof./Dr./Mr./Mrs./Miss/Institution</b>	<b>Date of issue</b>
<b>Joseph Kipkosgei Kogei</b>	<b>28<sup>th</sup> May, 2013</b>
<b>of (Address) University of Nairobi</b>	<b>Fee received</b>
<b>P.O.Box 30197-00100, Nairobi.</b>	<b>KSH. 1,000</b>


**has been permitted to conduct research in**

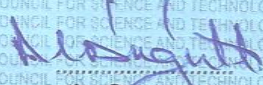
<b>Nandi South</b>	<b>Location</b>
<b>Rift Valley</b>	<b>District</b>
	<b>Province</b>

**on the topic: Factors influencing enrolment of**

**learners with disabilities in an inclusive institution**

**in primary schools in Nandi South District, Kenya**

  
*Joseph Kipkosgei Kogei*  
**Applicant's Signature**

  
**for Secretary**  
**National Council for**  
**Science & Technology**

**for a period ending: 31<sup>st</sup> December, 2013**