INSTRUCTIONAL CHALLENGES FACING LEARNERS WITH DISABILITY IN KENYA: A CASE STUDY OF KIBWEZI DISTRICT, MAKUENI COUNTY

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DECLARATION

I, the undersigned, declare that this research project is my original work and to the best of my knowledge has not been submitted to any other college or university for any academic award.

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This research project has been submitted with my approval as University Supervisor.

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ACKNOWLEDGEMENT

DEDICATION

I dedicate this project to my family. They bring joy and smile to me and are my motivation to work hard and give them a good future.

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ABBREVIATIONS AND ACRONYMS

APDK: Association of the Physically Disabled

CWDs: Children with Disabilities

GOK: Government of Kenya

IEP: Individualized Education Programme

KIE: Kenya Institute of Education

KNEC: Kenya National Examination Council

LWDs: Learners with Disabilities

MOE: Ministry of Education

QASO: Quality Assurance and Standards Office(s)

SE: Special Education.

SNE: Special Needs Education

SPSS: Statistical Package for Social Sciences

TSC: Teachers Service Commission

ABSTRACT

This study is on the instructional challenges facing learners with disability in Kibwezi District, Makueni County. It contends that to ensure that learners with disability are not denied access to education because of their disability, there is need for a conducive environment that takes care of the instructional needs for all learners, including those with disabilities.

The objectives of the study included examining the attitude of teachers towards broadening the right to education by LWDs, assessing the appropriateness of the curriculum and other resources in use for learners with disability in enhancing their educational needs, finding out the attitude of the LWDs towards education, finding out the socio-economic and cultural factors that influence the realization of the right to education by LWDs, and establishing the influence of government policy through the Ministry of Education on education for LWDs.

The study will provide information and data regarding the current situation on the educational instructional challenges facing LWDs. It will provide useful guidelines on policy matters relating to LWDs and serve as a source from which future development of the curriculum can be based. Furthermore, the Quality Assurance and Standard Officers (QASO) may use the findings to enforce teaching and learning of LWDs; this will also aid in in-service training courses and workshops for teachers handling the subject.

This is a case study, employing survey methods. It was aimed at getting familiarity and new insights into teachers' attitude towards inclusive education for LWDs in Kenya. Kibwezi district has been selected as the study site. It is deemed suitable for this study because it is a typical representative of a rural district in Kenya with many school-going children with disability challenges.

The study used non-probability sampling design to sample a total of 90 respondents. The study reached an estimate of 50 teachers in the public schools from the district that have LWDs, 3 program staff from AMREF CBR programme, 4 senior education officers and 3 officials of the persons with disability organization, 30 pupils, with and without disability. Interview schedules were the major tools of data collection. The interview guides were administered by the researcher and research assistants. They were appropriate for the study because they allowed for clarifications when the study was ongoing. The data for the study was then analyzed qualitatively. The researcher sorted out the collected data for themes and patterns based on the research questions and presented the relationships. The findings were then presented in narrative form.

The study concluded that there is need for the government to post more special education needs teachers, and build classes that match the needs of the learners based on their nature of disability.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The Universal Declaration of Human Rights Article 26 of 1948 states, "everyone has a right to education and the education shall be free at least in the elementary and fundamental stages with elementary education being compulsory". And in pursuit of economic development and social justice, virtually all the then newly independent countries gave education, particularly primary education top priority. Throughout the world challenged children and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. The 1990 World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs conference pledged to achieve universal education by 2000. In relation to special education the conference noted that the learning needs of the challenged demanded special attention and steps needed to be taken to provide equal access to education for every category of such challenged persons as an integral part of the education system (UNESCO, 1990). These categories include visually, mentally and physically challenged.

Fundamental right to education is all about each individual being given an opportunity to achieve and maintain an acceptable level of learning. The legal status of people with disabilities in Kenya is that they are not seen as full-fledged citizens. Karugu (1995) note that the "education of the vulnerable such as the handicapped and the children in especially difficult circumstances was singled out at the world summit for children in New York in 1990 as an area that required special attention by the government. The education declaration also emphasized the right of all children to education as an empowerment tool. Being a signatory, Kenya has a commitment to

ensure access, equitability and quality of special programmes for these disadvantaged groups.

The Children's Act (2001) addresses the rights that a child is entitled to and the role of the government and parents in protecting these rights. These rights are contained in the United Nations convection on the Rights of the child and the African charter on the Rights and welfare of the child, which the government has committed itself to. One of the rights states that children with disabilities must be treated with respect. They should be given the medical care they require and education and training free of charge or at reduced cost, where possible. The children's Act Cap 586 laws of Kenya states, "Every person has the right to education and the state shall institute a programme to implement the right of every child to free and compulsory pre-primary and primary education and in so doing shall pay particular attention to children with special needs".

The first draft of the education bill by MOEST dated December 2002 in relation to special education proposed that "the minister shall provide equal opportunities for all learners with special educational needs by promoting inclusive education in the mainstream and in special school and shall provide and keep under review adequate arrangement, aids and services including resources that would, in appropriate cases, support the provision of free education and training for learners with special education and training for learners with special educational needs. Any persons who denies or prevents any child who is in need of special education from receiving or gaining access to such education, or prevents a district board from assessing or examining children in and out of school with a view to determine whether or not they are in need of special education services or otherwise prevents such persons from exercising their

functions under this Act commits an offence and is liable to a fine or six months imprisonment or both (MOEST, 2003).

For a long time there has been no curriculum for people with disabilities. From the findings of this study, one can gather that the current 8-4-4 system of education does not favor them especially the ones with severe cerebral palsy, the deaf among others. They find it difficult to understand pure sciences and mathematics which require concentration. Grading system discriminates against them. The overriding aim and justifications for the disadvantaging of the learner with special needs lies in the desire to ensure the fulfillment of uniform education and the development of the child to achieve a common National Standard. Norwich (1993) writing on special education in Britain ponders on the practicability of having common aims of education applications to all children and wonders at the organizations and conceptualizations of what is included in the curriculum. In his opinion some degree of curriculum modification or differentia for different disabling conditions can be accommodated within a curriculum for all. These modifications may include redesigning the content and adjusting delivery methods to suit the recipients in terms of mental ability or speed of writing (Rainforth, et al., 1992). Therefore, the key to future growth and implementation of the LWDs education is to identify issues challenging its effective implementation and resolve them. The most persistent and difficult problems affecting the LWDs are negative attitude in teachers and fellow learners without disabilities, inadequate facilities and equipment and lack of trained LWD teachers. The curriculum for the learners with disability is situated within the general realm of special education. It is the education of pupils with special needs in a way that addresses the learners' individual differences and needs. This process involves the

individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and community than would be available if the learner were only given access to a typical classroom education (Rainforth, et al., 1992).

Common special needs include: learning difficulties, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Learners with these kinds of special needs require additional educational services, different approaches to teaching, access to a resource room and use of technology, which are difficult to access, especially in developing economies. This results in learners with special needs being subjected to general education (UNESCO, 1994). General education is the standard curriculum presented with standard teaching methods and without additional supports.

The provision of education to people with special needs or learning differences differs across countries. The ability of a pupil to access a particular resource depends on the availability of services, location, family choice, and government policy. For example, in some poor countries, Kenya included, pupils with special needs simply cannot attend school. In other countries, educators are being challenged to modify teaching methods and environments so that the maximum number of pupils is served in typical educational environments. This inclusion reduces social stigmas and improves academic achievement for many pupils (Jaynes, 2007). Improved teaching methods and early intervention programs are being implemented by general education teachers

to reduce the need for special education through prevention. Special education programs need to be individualized so that they address the unique combination of needs in a given student (Goodman, 1990). However, these conditions for special learners, especially the learners with disability in Kenya, are not met. The learners with disability still use the same curriculum with general learners, hence facing many challenges.

1.2 Statement of the Problem

It is generally recognized and accepted that learners require modifications to the regular program, and this may include changes in curriculum, supplementary aides or equipment, and the provision of specialized physical adaptations that allow learners to participate in the educational environment to the fullest extent possible (Goodman, 1990). Learners may need this help to access subject matter, to physically gain access to the school, or to meet their emotional needs. For example, if the assessment determines that the student cannot write by hand because of a physical disability, then the school might provide a computer for typing assignments, or allow the learner to answer questions orally instead.

The education of learners with developmental disorders, who require more time to learn the same material, frequently requires changes to the curriculum. Successful special education programs for learners with development disorders focus on only what is necessary for them to know and what they are capable of learning, so that all of the child's time is spent learning high-priority skills, and so that the child is not inappropriately frustrated by advanced subjects that are beyond their capabilities (Thomas and Loxely, 2007).

After the Disability Act (2003), came the 2006 Convention on the Rights of People with Disabilities (CRPWD) that promoted inclusive education as a right. All member states signed up to this treaty and Kenya was not left behind. The Disability Act asserts that no child should be denied admission to any learning institution on the grounds of disability; it further states that all learners in a school regardless of their strengths and weaknesses should be treated equally. The philosophy of the Act hinges on making the environment conducive for all learners with disabilities; and to ensure that none is denied access to education because of their disability. Learners with disability need changes to the method of instruction, rather than to the skills and information being taught. However, there is no evidence of an empirical study that has focused on the challenges posing instructional obstacles and actualization of the LWDs in primary schools in Kibwezi District, Makueni County.

1.3 Research Questions

In order to investigate the research problem, this study was guided by the following research questions:

i). What is the attitude of teachers towards broadening the right to education by LWDs?

ii). To what extent is the curriculum in use for LWDs appropriate in enhancing their educational needs?

iii). How do the prevailing socio-economic and cultural factors influence the realization of their right to education by LWDs?

iv). To what extent does government policy through the Ministry of Education influence education for LWDs?

1.4 Study Objectives

1.4.1. Overall Objective

The general objective of this study was to explore the instructional challenges facing learners with disabilities in Kibwezi District.

1.4.2 Specific Objectives

The specific objectives of the study were

i). To examine the attitude of teachers towards broadening the right to education by LWDs.

ii). To assess the appropriateness of the curriculum and other resources in use for learners with disability in enhancing their educational needs.

iii). To find out the socio-economic and cultural factors that influence the realization of the right to education by LWDs.

iv). To establish the influence of government policy through the Ministry of Education on education for LWDs.

1.5 Assumptions

The assumptions stated for this study were

i. There is significant relationship between attitudes of teachers and the right to education for LWDs.

ii. The appropriateness of the curriculum and other resources in use for learners with disability enhances their educational needs.

iii. The attitudes of the LWDs influence their perception of education.

iv. Socio-economic and cultural factors influence the realization of the right to education for LWDs.

v.   There is direct influence of government policy through the Ministry of Education on LWDs' education.

1.6 Significance of the Study

There is no evidence of a study carried out on the challenges facing the education of LWDs in primary schools in Kenya. As a result, the findings of the study will yield useful information in the teaching and development of policy pertaining to LWDs education, by making recommendations to the Ministry of Education, especially in addressing the issues of appropriate educational model that will address the needs of the learners with disabilities in Kenya. Such a model must make the learners to achieve self actualization while making them participate in the society without stigmatization of any kind. Thus, the study is an endeavor to assess the feasibility of the Ministry of Education in implementing a project on inclusive education in Kenya and is justified on the grounds that, there is need to invest in the education of all children whether with disabilities or not in order to make them more productive. This is in accordance with the Millennium Development Goal of Education for All by 2015.

In addition, the findings of this research will be of significance to teachers of LWDs, curriculum developers, quality assurance and standard officers and book publishers. Teacher trainers will find the study important in that it will help them develop a curriculum that would equip prospective teachers with knowledge and instructional skills for handling the subject. Furthermore, it is hoped that the findings will give an impetus to curriculum developers to formally review the current adapted LWDs education syllabus so as to come up with more innovative approaches to the effective implementation of the subject to curb the challenges facing the LWDs.

The study will provide information and data regarding the current situation on the educational instructional challenges facing LWDs. It will provide useful guidelines on policy matters relating to LWDs and serve as a source from which future development of the curriculum can be based. Furthermore, the Quality Assurance and Standard Officers (QASO) may use the findings to enforce teaching and learning of LWDs; this will also aid in in-service training courses and workshops for teachers handling the concerned learners.

Finally, this study will make recommendations with regard to the guidelines on the establishment of facilities and training of personnel in the implementation of LWDs curriculum, hence contributing to knowledge in the area.

1.7 Scope of the Study

The main area of interest was limited to the challenges facing learners with disability in Kibwezi District, Makueni County. The aspects of this study included learners and teachers attitudes towards LWDs, teacher training and competence and the teaching resources, government policy and curriculum related issues appertaining to LWDs in Kenya.

1.8 Operational Definitions of Terms

Attitude: Learnt predispositions which lead individuals to respond in a consistently favorable or unfavorable way with respect to a given situation.

Challenges: Refers to the problems and/ or setbacks affecting an individual or organization.

Curriculum: The guideline by KIE governing teaching and learning activities in a learning institution; child centered, flexible, participatory methodologies used in schools and in partnership with parents.

Disability: This is the loss or reduction of functional ability of an individual due to impairment. It is also a limitation of opportunity that prevents persons who have impairment from taking part in normal life of the community on equal level with others.

Effectiveness: The extent to which the set objectives of the LWDs educational programs are accomplished.

Handicap: A handicap is a disadvantage or restriction of activity, which has come about as a result of society attitude towards a disability. An individual who is not given opportunity to become independent by society is handicapped.

Public Schools: Schools in which the government provides teachers through Teachers Service Commission (TSC), and the community and other stakeholders provide physical facilities and support staff.

Resources: Physical and financial aspects required for maintaining and improving the nature of activities within a school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the development of curriculum in Kenya with special reference to the history of education for learners with disability in Kenya, the factors influencing LWDs education in primary schools in Kenya, and the challenges facing the LWDs education. In addition, the chapter presents the theoretical and conceptual frameworks of the study.

2.2 History of Education for Learners with Disability in Kenya

The Warnock (1978) Report formed the basis for developing policy and law on SE and especially in the formation of the 1981 Education Act that again was not implemented until 1983, after a two year delay. This 1981 Act is criticized for being largely irrelevant, empty in content and bearing little resemblance to policy. It is uncommitted to any specified direction of change or any clear end view of the kind of education system the government should be working towards achieving. However, it would not be fair to brand it useless. It made a significant shift in the legislation of SE under the earlier 1944 Act. Local authorities were expected to provide for handicapped pupils in special schools and were merely allowed to do so in regular schools if circumstances permitted. The 1981 reversed this situation declaring the regular school to be the normal place of education for all pupils, and special schools to be used only when necessity dictates, hence ushering in the policy of integration or mainstreaming. This Act is however criticized for providing glossy cover to the underlying problems in SE. It does not spell out exactly when the child is deemed to require special education in special schools or should special schools be integrated in

regular schools nor does it give clear guidelines as to when the provision of this education is the responsibility of the school or of the local authority.

SE programmes in Kenya began in 1946 with the Salvation Army for the blind at Thika. This school was started to teach Braille to African soldiers blinded during the World War II. These SE initiatives later developed to cater for the mentally handicapped in 1948, and LWDS in the 50's. All these early initiatives were by religious volunteers and charitable welfare organizations. Education for the learners with disability started as charitable ventures as the first schools were homes and centre offering custodial and medical care for learners with disability who were young. The first of these, Dagoretti Children's Centre now Dagoretti Children's Home, was started before 1960 by then the British Red Cross Society of the association of the physically disabled of Kenya (APDK) established in 1958. In 1967 Joy Town School for the learners with disability was established (Ndurumo, 1993).

Despite the fact that special education programmes were started in Kenya in the 1940's. It is only recently that they have received serious attention. The earliest policy guidelines on the provision of this education were provided for under the umbrella of general education documents. Early policy documents such as the 1963 KANU Manifesto and the Kenya Education Report of 1964 commonly referred to the Ominde Commission Report, declared that the new government would provide every child in Kenya with basic primary education. Special education, however, did not come up as a separate mention or policy. Special Education did not appear to the government top priority. In the acceptance of Mwendwa Report recommendations, the government made it clear in seasonal paper no.10 of 1965 African socialism and its application to

planning in Kenya and in its statement on social welfare policy that her long term objective is to improve general welfare of all its citizens. Special education was not seen to provide for this rapid expansion and thus the implementation of the Mwedwa Report was shelved until the eighties when its recommendation began to reserve some attention. From the literature, it is clear that social education did not emerge as the core theme in the development of education. It was In fact merely a minor factor in the nation's education requirement. No guidelines were given.

According to Eshiwani (1993) a proper development of special education curriculum in Kenya started with the Kenya's Year of the Disabled in 1980, International Year of the Disabled in 1981, and the general change of attitude of both parents and society towards children with disability. Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (Abagi, 1999).

The question of LWD curriculum should be seen within the general context of curriculum and the educational system at hand. To date, there have been three education systems in the country: the 8-4-2 system that was adopted at the time of

independence (1963); the 7-4-2-3 that was adopted in 1966 and the current 8-4-4 system that was adopted in 1985 (Eshiwani, 1993). Scholars point out that the point of departure between previous systems and the current 8-4-4 system lies in what constitutes curriculum; the 8-4-4 curriculum is based on 'course work' while the other to systems utilized 'national text books' (Kanja, et al., 2001). The current system has been criticized from many angles, amongst them, being a burden to learners in terms of workload. Kanja, et al., (2001) lay the blame on the system for overworking learners and teachers by expanding content. However, there has not been any emphasis on special education curriculum with special reference to the LWD curriculum.

The Kenya government policy to achieve Universal Primary Education (UPE) has been seen within developments in the wider international context. The Universal Declaration of Human Rights, adopted in 1948, declared that "everyone has a right to education." The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so-called vision and renewed commitment. It noted that," to serve the basic needs for all, requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices" (UNESCO, 1990).

The Amman Mid-Decade Review of Education for All (1996) reaffirmed the commitment to the Jomtien resolutions. It observed that the provision of basic education, especially for girls, has remained elusive in many less industrialized

countries. This was said to be particularly so in Africa, where ethnic tensions and conflicts have displaced many households, thus denying children opportunities of going to school. The Dakar Conference of 2000 reviewed developments in achieving UPE in the African continent. It set as one of the EFA goals "Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015" This was further endorsed by the so-called Millennium Development Goals (MDG). Among other things they set targets "to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" (Government of Kenya, 2003).

Within this broad policy framework, since independence in 1963, the expansion of learning institutions has been one of the greatest achievements in the education sector. Kenya has achieved an impressive increase in adult literacy. The achievements in literacy have reflected the country's impressive progress in expanding access to education during the last four decades largely by establishing a comprehensive network of schools throughout the country. The substantial expansion of education has generally resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the long-term objective in the primary education sub-sector. This has also seen the expansion of the special education schools in Kenya. According to KIE (2009) there are a total of 41 special primary schools in Kenya. However, equipping the schools has been a major challenge to the government. Implementing the syllabus for the learners with disability has also been focused within the free primary education scheme. Free primary education has been attempted twice in Kenya: in the 1970s and in 2003. The

policies sound commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out of school, as well as being determinative of efforts to achieve UPE and EFA. However, it is argued that the numerous problems that have bedevilled the implementation of the interventions, and the fact that the cost of it is beyond the current education budget allocation, casts very serious doubts on the viability of the current FPE experiment. This is all the more so as the programme seems to have achieved very little in terms of expanding educational opportunities for the marginalized groups (Sifuna, 2005). The catering of the education needs for the learners with disability has been cushioned with the allocation of additional resources from the treasury. However, it is not enough to provide substantial and quality education.

2.3 Factors Influencing LWDs Education in Primary Schools

Earlier literature on school effectiveness placed an emphasis on the ability and social backgrounds of learners as factors that shape academic performance, and suggested that schools had little direct effect on student achievement. Coleman, et al. (1966), for example, in a major study of US schools, seemed to cast doubt on the possibility of improving school achievement through reforms to schools. They found that differences in school achievement reflected variations in family background, and the family backgrounds of student peers, and concluded that 'schools bring little influence to bear on a child's achievement that is independent of his background and general social context. A later analysis of the same dataset by Jencks and his colleagues reached the same conclusion: "our research suggests ... that the character of a school's output depends largely on a single input, namely the characteristics of the entering children, and everything else--the school budget, its policies, the characteristics of the

teachers--is either secondary or completely irrelevant" (Jencks, et al. 1972). Criticisms of this early work suggested that the modelling procedures employed did not take account of the hierarchical nature of the data, and was not able to separate out accurately school, learners and classroom factors, especially with respect to free primary education for the learners with disability (Raudenbush & Williams, 1991).

More recent school effectiveness research has used multi-level modelling techniques to account for the clustering effects of different types of data (Bosker & Witziers, 1996). This study found that school effects account for approximately 8 to 10 per cent of the variation inlearner achievement. Several studies have concluded that classrooms as well as schools are important and that teacher and classroom variables account for more variance than school variables (Scheerens, 1993; Scheerens, Vermeulen, & Pelgrum, 1989).

Ochieng (2006) in a study on factors affecting student performance in KCSE in Limuru district, identified teacher qualification and performance, availability of physical facilities, teaching and learning resources, family socio-economic background, academic performance, drug abuse and indiscipline as important factors nationally. He found out that most schools had important physical facilities such as classrooms, laboratories, libraries and school furniture. However, there was a shortage of vital teaching and learning resources such as library books, laboratory chemicals, laboratory equipment, learners textbooks, wall maps and charts audiovisual teaching aids and other facilities for the learners with disability. With regard to teacher qualification, it was observed that there was shortage of qualified teachers, hence lower performance by the learners.

A study of trends in performance over the three decades to 1996, in Australia, shows that substantial social class differences persist (Afrassa & Keeves, 1999). Similar results have been reported in the US for the same period, with differences related to social groups (measured by parental education) remaining strong. According to Eshiwani (1985) the shortage of qualified teachers, use of inappropriate teaching methods and a high turnover of teachers in the schools, has had a negative impact on learner performance, especially special learners.

2.4 Challenges Facing LWDs Education

In the Kenyan scene, as in many other countries', policy documents discourage segregation, which they argue isolates the children with disabilities from the rest of the society; for instance, the Gachathi Report of 1976 recommended that segregated special schools should only be introduced as a last resort. Some writers have gone further than just issuing mere statements that schools need to make changes to accommodate the needs to CWD. They seek to identify some of the problems and facilities. Widlake (1980) admits that LWD can be accommodated within a mainstream class but that it is important to take into account the educational implications for a child with one or more of the most commonly recognized disabilities such as cerebral palsy, spinal bifida, hydrocephalus and muscular dystrophy. These children need additional support in written and spoken communication because they usually experience one or more difficulties such as paucity of fine motor skills and poor co-ordination or mobility may be affected, lack of concentration or poor personal organization, visual and hearing defects, and poor articulation.

To combat some of these problems Widlake (1980) suggests that these children should be provided with facilities such as a typewriter to ease writing problems,

a back pack with straps to carry their books and support to enable them sit comfortably. However, he does not offer a comprehensive and individualized solution to the education needs of CWD provided by Shea and Bauer (1994). These two writers discuss the individualized education programmes (IEP) used in America and in Asian countries such as Indonesia, Nepal, Korea Malaysia, Sri Lanka, Thailand and China. The (IEP) is an individualized syllabus which incorporates and modifies the school curriculum to match the needs of the individual child.

This schedule indicates what a child should learn, and how he or she should be taught. It consists of a statement of the child's present level of performance, annual goals and short term objectives, the specific educated and related services to be provided to the child, including the amount of time to be spent with non-disabled peer, projected dates for the initiation of services and their anticipated duration, and criteria for determining, at least annually, progress made towards the goal and objectives. This plan may help reduce the irrelevances in education of LWD, whereby some of the content of what they learn is irrelevant to their needs and is also unmanageable to them due to their disabilities.

At the time of the abolition of school fees to pave way for free primary education, no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. This frustrated many

parents. With regard to the teaching force, at the time of the pronouncement, the country was already short of properly trained teachers. With such a teaching environment, high dropout rates in primary education became inevitable. The newly instituted building fund, which was meant to be a purely spontaneous reaction to an emergency, became a permanent feature. Beyond the recruitment of more unqualified teachers, the government played a very minor role in the implementation of "free primary education." If anything, it was quite satisfied that school committees had successfully implemented the programme with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before (Sifuna, 1990). This is even much more serious in special schools.

Free primary education since 2003 has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna, 2003).

2.5 Theoretical Framework

This study was guided by two communication theories: the two-step theory, and the cognitive dissonance theory.

2.5.1 The Two-Step Flow Theory

The theory arose out of the realization that the one step model had no explicatory value. Perceiving interpersonal communication as directing a message to one or more of the person's senses –sight, sound, smell, touch or taste explicates: the flow of mass communication may be less direct than was commonly supposed. The image of the audience as a mass of disconnected individuals hooked to the media but not to each other would not be reconciled with the idea of two-step flow of communication (Katz, 1955). The definition of opinion leaders as people recognized by their peers as having some special competence in a particular subject, Kurtz (1957) asserts that the mass media functions vertically, while the opinion leaders operate horizontally. According to this theory, information from the mass media moves in two stages: first to the opinion leaders, then to the less active sectors of the populace. The opinion leaders are assumed to be active information seeking individuals. Moreover, they are characterized by a higher consumption of media as well as by a more active social life and certain openness towards the world, popularly known as consumption orientation. The other group, the non-opinion leaders are the mass public.

The theory further assumes that, information comes from a single source (the media) and flows through interpersonal networks, rather than from the media to the mass. It further stipulates that: audiences have social ties which affect their interpretation of mass media messages and making decisions whether or not to act one way or another

on the basis of the messages; that each audience member sits passively waiting for information. They premised on a modern society where everybody is educated, has equal access to media, because people do not operate in isolation (Lowery & DeFleur, 1983). It fundamentally assumes that the society is easily structured and that people turn to opinion leaders for advice about a specific topic, but usually do not seek out for their opinion on a range of issues. Personal influence then, takes place between people in a face-to-face setting and concerning rather specific topics. This is to say that, opinion leadership is only one influence in a contact of many. Identifying which influence played a predominant role in any particular decision is not always easy, even for a person who made the choice.

This theory has been of great significance in the development of research in communication. It has provided an important turning point that: ideas flow from the radio and print to opinion leaders and from them to the least active of the population. This is a fact that had been overlooked for decades. No longer could mass communication be looked at as a stimulus-response framework in which the media were one side and the members of the audience on the other with little ties between them (Lowery & DeFleur, 1983). Here, the ties between the people are usually viewed to be the most important factors as opposed to the message stimulus, the perceived characteristics of the communication, or the physiological make up of a receiver, in significantly shaping the mass communication process. The two-step flow theory, therefore, represents the first intensive focus on social relationships and their mass communication process and hence has opened up research to explore the part played by people in social flow of information and the influence from mass media.

In the case of LWDs right to inclusive education is worth finding out if all teachers were informed. This is because they were used to the units which were manned by the teachers trained in this field. It is important to find out from them how they got the message. This is because they form part of the opinion shapers in the society, this way we are sure if they are well informed, then the rest of the masses are. If they themselves like the new idea of having to work with the LWDs collectively, then it would be too easy to convert the rest of the community to change their attitude towards LWDs.

2.5.2 The Cognitive Dissonance Theory

Many factors affect audience response to new messages. Combs ABX model of social psychology hypothesized that people develop attitudes towards defects consistent within individuals who are perceived by them to be attractive. The model is based on a concept of balance or consistency between one's belief and attitude system with others who are important to the individual. Once the balance of this equilibrium is upset, all parties respond to the resulting dissonance by using communication to restore the balance. This is done through sifting of messages and attitudes. This resulted to the study of cognitive dissonance in relation to consumption communication messages (Festinger, L. et al., 1956).

The Cognitive Dissonance theory deals with cognitive forces within the individual (intra-personal). The theory explains how needs explain behavior. The needs can be assumed to be a result of discrepancy or inconsistency. Festinger, L. et al. (1956), in the theory of cognitive dissonance postulates that discrepancies or inconsistencies cause psychological tension or discomfort and that people try to reduce or eliminate them by bringing their attitudes and actions into line. Dissonance becomes the

motivating factor for an individual to change his knowledge, attitudes or actions. Cognitive elements are bits of knowledge or opinions or beliefs about the environment or individual. A common dissonance situation is where an individual says every child has a right to educatio", yet he or she says that children with disabilities are inferior.

In developing an appropriate strategy, Festinger's theory lays stress on the need to fully comprehend the various individuals' cognitive elements. There are times when situations of cognitive –dissonance call for manipulation to result in behavioral change. The idea, however, is to let people think it is their own decision to express this new attitude that you intended. Kelman (1969) discuss three processes through which behaviour can be changed. These are: (1) Compliance; (2) Identification: and (3) Internalization.

Compliance occurs when an individual is forced by another person or group to modify his behaviour in order to get rewards or avoid punishment. On the other hand, behaviour change through the process of identification takes place voluntarily but due to desire to be accepted by other people and not from fear of rejection. By accepting such influence, individuals emulate other persons such as teachers, charismatic leaders, officials of clubs and so on.

Therefore, a critical evaluation of the process of behavior change is pertinent for intervention decisions for schools. When compulsion for change of behavior may not be acceptable, when a change in behavior must be achieved through voluntary participation of the people, and when such change must be stable, the role of systematic education, persuasion and communication becomes absolutely necessary.

A stable behaviour based upon the willing participation of the learners and teachers need be firmly founded on their inner cognitive, attitudinal and motivational predispositions (Cooper, 2007). In the case of this study, there is dissonance in regard to people without disabilities in the school environment, their perceptions on their responsibility to LWDs right to education. This is because people often avoid arousal of discomfort, through avoidance of information that contradicts existing attitudes and norms. The norm has for a long time been that LWDs are slow learners in the medical model and since there is a big shortage of teachers, then even the teachers trained in special education are instructed to abandon these learners and teach those that are able.

Figure 2.1: Conceptual Framework

2.6 Conceptual Framework
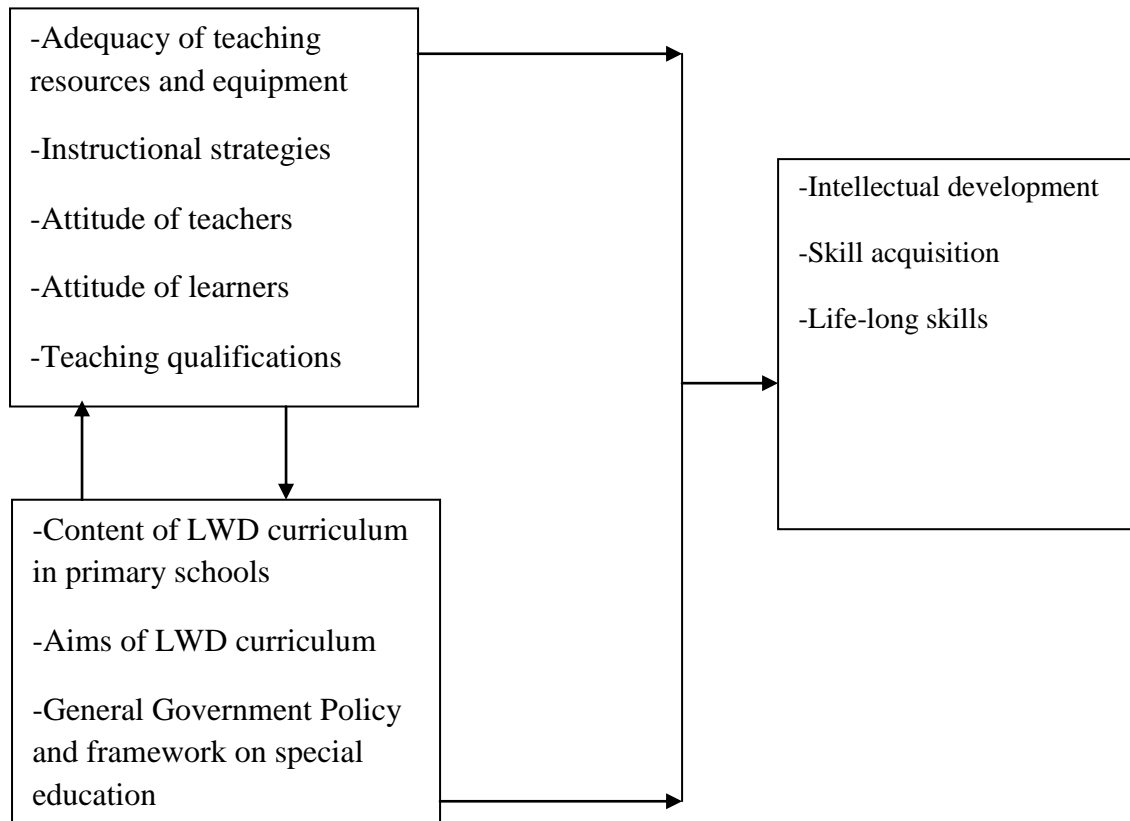
Explanation of the Conceptual Framework

According to the conceptual framework above, successful implementation of LWDs education in Kenyan primary schools depends on the influence of student and teacher factors, and government policy factors that include adequacy of teaching resources and equipment, instructional strategies, attitude of teachers, attitude of learners, teaching qualifications; and content of LWD curriculum in primary schools, aims of LWD curriculum, general policy and framework on special education respectively. If the factors impact on the LWD education positively, there will be no challenges facing their learning. This will be manifested in intellectual development of the learners, skill acquisition and life-long learning.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents and justifies the research design and methodology for this study. It describes the research design, the population and sample procedures. It also contains elaborate data collection and analysis procedures in addition to ethical considerations for the study.

3.2 Research Design

This is a case study, employing survey methods. It was aimed at getting familiarity and new insights into teachers' attitude towards inclusive education for LWDs in Kenya.

3.3 Site Selection and Description

Kibwezi district has been selected as the study site. It is deemed suitable for this study because it is a typical representative of a rural district in Kenya with many school-going children with disability challenges.

Kibwezi covers an area of 3400 square kilometers and has a population of 200000 people. Women head 25% of the household. The area portrays a typically semi arid climate and is permanently food insecure due to a complex of interrelated problems. It experiences drought nearly every 7-8 years and a crop failure every 3-4 years. Rainfall is erratic in terms of onset, distribution and intensity with an annual average of 500 mm. It is unpredictable from one year to the next and from season to season; this situation puts the families into continuous risks and uncertainties. Thus people have to cope with food shortages in the event that the rains partly or completely fail. Agriculture is the most important means of livelihood with over 90% of the population involved in subsistence farming. A hand to mouth situation exists where

by households sell food cheaply when it is plentiful and buys at exorbitant prices a few months later. The sell of food stuffs and livestock is the main source of income. Other sources of income include charcoal selling, which has increased deforestation and land degradation to an alarming level. The district has a total of 169 primary schools with a total enrolment of 20000 pupils. The major problems include poverty, high rate of HIV/AIDS infection and food insecurity. Other problems include malaria, diarrhea, marasmus, kwashiorkor and polio. The sampled area is thus a true representation of a poor rural area in Kenya (Ministry of Education, 2010).

3.4 Target Population

The target population is the population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda, 2003). In this study the target population will include primary school teachers and head teachers of schools with children with disabilities in Kenya. They comprise an estimate of 4,200 teachers in about 400 primary schools (Ministry of Education, 2010). Teachers are targeted by the study for they are the ones who administer the LWDs education. The sample in this study is a good representation of the target population. The findings and recommendations may therefore be generalized to the rest of the primary schools in Kenya.

3.5 Sample Size and Sampling Procedures

3.5.1 Sample Size

The study utilized a total of 90 respondents. The study reached an estimate of 50 teachers in the public schools from the district that have LWDs, 3 program staff from AMREF CBR programme, 4 senior education officers and 3 officials of the persons with disability organization, 30 pupils, with and without disability.

3.5.2 Sampling Procedures

The study utilized non-probability sampling design to collect data from teachers in schools with children with disability in Kibwezi District. In the absence of a readily available sampling frame, it was difficult to predetermine the precise sizes of the samples of the target populations already identified. The study will therefore rely on non-probability sampling methods. More specifically, the consultants adopted both purposive and snowball sampling techniques to locate the informants. Purposive sampling is a technique that allows a researcher to use cases that have the required information in relation to the objectives of one's study. Cases of subjects are therefore handpicked because they are informative as they possess the required characteristics (Mugenda & Mugenda, 2003). In this case, the researcher visited the schools pointed out by the government officials as conducting inclusive education.

Snowball sampling is a non-probability sampling technique in which a researcher identifies the first respondent, interviews him/her, and then asks the respondents to identify others. This was applicable in the case of LWDs. It is a technique that can be very useful when dealing with hard-to-reach or hard to identify but interconnected populations (Mugenda & Mugenda, 2003).

3.6 Data Collection

3.6.1 Sources and Data Collection Techniques

The study was both primary (obtained from the respondents) and secondary (from existing sources), both qualitative and quantitative (numeric). The primary data of the study were collected through interview schedules and observation guide. The interview schedules were administered directly.

3.6.2 Data Collection Tools

The study employed different techniques of data collection.

3.6.2.1 Interview Schedules

Interview schedules were the major tools of data collection. The interview guides were administered by the researcher and research assistants. They were appropriate for the study because they allowed for clarifications when the study was ongoing.

3.6.2.2 Direct Observation

This was carried out alongside the interview sessions. It involved watching the respondents and capturing their non-verbal behaviour. Observations of the classrooms and general environment were also made.

3.6.3 Description of the Research Instruments

The study utilized interview schedules and observation guide to collect data. Two types of questionnaires have been developed: one for LWD teachers and the other for the head teachers. All of them were composed of closed and open-ended questions.

Observation guide was used to observe the availability of teaching and learning resources. An observation guide was critically important for this study in capturing information that could not otherwise be possible with the interview schedules; for instance, non-verbal cues or general outlook of the learning environment.

3.6.4 Instrument Validity

A pretest was carried out on the questionnaire. The researcher selected 20 respondents that were representative of the larger sample group**.**

3.7 Data Analysis

The data for the study was analyzed qualitatively. The researcher sorted out the collected data for themes and patterns based on the research questions and presented the relationships. The findings were then presented in narrative form.

3.8 Ethical Considerations

Permission was asked from the relevant authorities and informed consent was sought from the respondents before the study was carried out.

CHAPTER FOUR

FINDINGS AND ANALYSES

4.1 Introduction

This chapter presents the findings to the study. It specifically focuses on the demographic characteristics of the respondents, distribution of LWDs, attitudes of teachers towards LWDs, support accorded to LWDs, resources for LWDs.

4.2 General Overview of the Respondents

This study was conducted in Kibwezi District in Makueni County. A total of twenty institutions were sampled randomly from the primary schools within the district. Thirty six teachers, whose average age was 35 years, were interviewed by filing questionnaires. The number of female respondents was significantly high at 29 against 7 male respondents.

The distribution of the respondents based on the level of teacher training, 15 of the respondents were O'level teachers, and 17 had PI certificate, 2 teachers with Diploma in Education, and only two with training in Special Needs Education (SNE) (Figure 4.1). The two SNE teachers also confirmed that they were regularly exposed to workshops on learners with disabilities organized by Ministry of Education and KISE.

Figure 4.1: Comparison of the number of non-SNE and SNE teachers in Kibwezi District
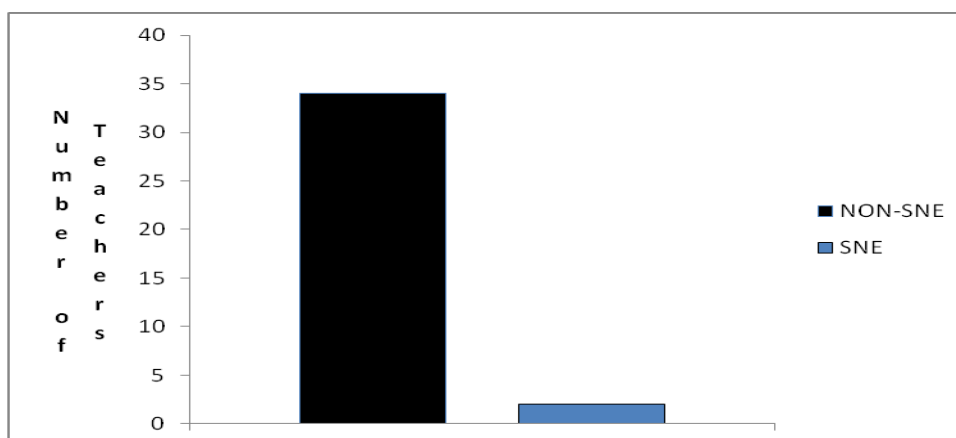
The two special needs trained teachers are both males yet there are more female respondents in the sampled respondents.

4.3 Distributions of Learners with Disabilities

There were five categories of disabilities that were identified. These include the mentally retarded (MR), Hearing Impairment (HI), Low Vision (LV), Physical Disability (PD), and Learning Disability (LD). The total number of LWDs was 192, with physical disability occurring at the highest frequency of 44 %. Learners with HI came second at 17% followed, by MR with a frequency of 17%, LV with 8%, and finally LD with a frequency of 4% (Table 4.1). The total number of pupils in the 20 sampled primary schools was 5760. With a population of 192 pupils who LWDs in various forms, this represents a frequency of 3% of the pupil population. There were a total of 42 LWDs in the only school offering inclusive education in the district. This represents a frequency of 22% with the rest of the LWDs distributed in the remaining 19 schools (Figure 4.3).

Table 4.1: The Distribution of Learners with Disabilities in Kibwezi District, Makueni County

Form of Disability	Number	Percentage
PD	85	44
HI	51	27
MR	33	17
LV	16	8
LD	7	4
TOTAL	**192**	**100**

Figure 4.2: Distribution of LWDs in NON SNE and SNE primary schools in Kibwezi District, Makueni County
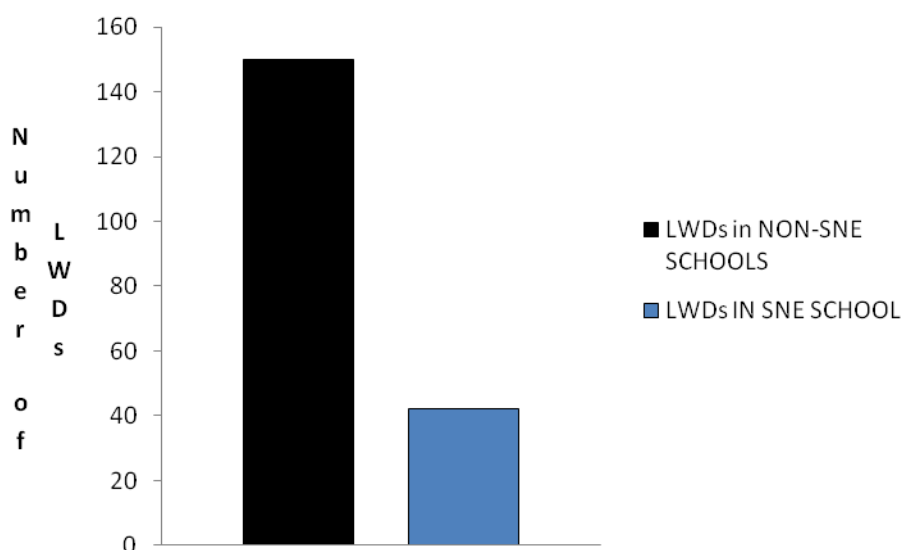
4.4 Attitude of Teachers of LWDs

The attitude of the teachers measured based on the respondents suggestions in terms of the kind of support they would wish to be extended to inclusive education revealed that 69% of the respondents would wish to have the government post more SNE, build classes that match the needs of the learners based on their nature of disability. Two respondents did not have any response to while two suggested collaboration between government and non-governmental organizations in support of LWDs.

4.5 Support for Schools with Inclusive Education Needs

Of the 20 institutions sampled, 13 did not have any kind of support of any nature directed specifically for LWDs. Four schools were getting support from the government and churches, 2 from non-governmental organizations, and 1 from the government only. The support was in form of putting up infrastructure and posting of SNE teachers. Only one school was specifically dealing with learners with disabilities. All other schools had both normal and LWDs learning together. This represents a percentage of 5 of the institutions dealing exclusively with LWDs (Figure 4.3).

Figure 4.3: A comparison of percentages of NON-SNE and SNE primary schools in Kibwezi district, Makueni County
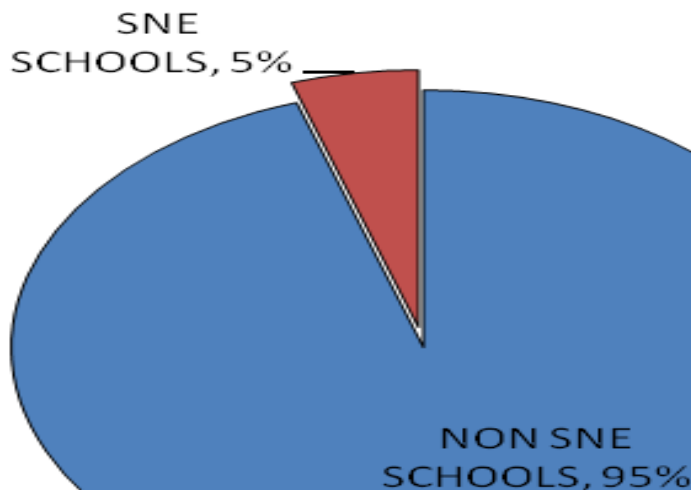
4.6 Resources for LWDs and Teaching Methods

The only two trained teachers in special education needs are employed to work in the only school dealing with special needs pupils. The school has a total of 10 teachers. On average, the number of teachers in the sampled primary schools was 8. There were eight schools with inclusive units for LWDs out of the 20 sampled. This represents 40%, the number of primary schools with units established to cater for the LWDs. These are the same schools that are getting support from the government, churches or non-governmental organizations. The teaching and learning aids were only confirmed in 10 schools. These ranged from hearing devices which were only 14, provision of eye glasses 60 in number, spacious classes 15 in number, each with average number of 45 pupils, and toilets for learners with physical disability, four in number and which are found in the only school for SNE.

The most commonly used method for teaching the LWDs was lecture method followed by class discussion method. The SNE teachers confirmed that the best method of content delivery should be learner based. The choice of method of teaching

and learning, the SNE teachers, confirmed should be dictated by learners' nature of disability, and the resources available. The respondents however asserted that despite being knowledgeable of individualized teaching and learning, their choice of the method of teaching was based on inadequate provision of teaching and learning resources.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion to the study and makes recommendations both from the study findings and for further research.

5.2 Conclusion

The study concluded that the attitude of the teachers measured based on the respondents suggestions in terms of the kind of support they would wish to be extended to inclusive education revealed that teachers would wish to have the government post more SNE, build classes that match the needs of the learners based on their nature of disability. On the supports for schools with inclusive education needs, most of the schools did not have infrastructure supportive of LWDs. Of the 20 institutions sampled, 13 did not have any kind of support of any nature directed specifically for LWDs. Four schools were getting support from the government and churches, 2 from non-governmental organizations, and 1 from the government only. The support was in form of putting up infrastructure and posting of SNE teachers. Only one school was specifically dealing with learners with disabilities. All other schools had both normal and LWDs learning together.

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5.3 Recommendations for Further Research

There is need to do a study on the challenges facing instructional needs of individual group of LWDs such as hearing impaired or physically handicapped.

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APPENDICES

Appendix 1: Interview Schedule for LWDs Schools Head Teachers

1. Indicate your sex

1.   Female [   ]

2.   Male   [   ]

2. Are you a professionally trained teacher?

   Yes [   ]   [   ]

3. What is your highest professional qualification?

_____

_____

4. Have you been trained to teach the LWDs?

_____

_____

5. How would you rate the level of maintenance of the LWDs curriculum equipment in your school? (Tick one)

   a) Adequate   [   ]

   b) Inadequate   [   ]

   c) Very Adequate [   ]

6. Would you say that the facilities available for teaching the LWDs in your school adequate?

Yes ☐   No ☐

7. How does the adequacy or inadequacy of equipment affect the teaching of the LWDs in your school?

_____

_____

_____

8. (a) Does your school have any LWD curriculum textbooks for teachers?

Yes ☐   No ☐

(b) If your response is no in 8(a), how does this affect the teaching of the LWDs in your school?

_____

_____

_____

9. Considering the number of classes in the school in relation to the number and size of facilities available, do scheduling problems occur?

Yes ☐   No ☐

10. What other problems affect the teaching of LWDs in your school?

_____

_____

_____11. Suggest any ways of improving the teaching of the LWDs in primary schools in Kenya.

_____

_____

_____

Thank you.

Appendix 2:

Interview Schedule for LWDs Teachers

Section A

1.   Indicate your sex

Female   ☐   Male   ☐

2.   Are you a professionally trained teacher? (Tick one)

Yes   ☐   No   ☐

3.   What is your highest professional qualification?
                                    ☐

Diploma

Graduate   ☐

Other   (specify)

_____

4.   Which class do you teach the LWDs?

        _____

        _____

5.   Are you trained to teach LWDs?

                    Yes   ☐   No   ☐

6.   (a) Have you ever attended any seminar, workshop or in-service training on the LWD curriculum?

Yes   ☐   No   ☐

7.   (b) If yes in 6(a) specify the courses you have attended.

_____

_____

Section B: Availability, Adequacy, Condition and Utilization of Teaching and Learning Resources

8.   How would you rate the present LWDs curriculum facilities in your school? (Tick one)

Very Adequate ☐   Adequate ☐   Inadequate ☐

Very Inadequate ☐   Not Sure ☐

9.   How would you rate the maintenance of LWD facilities and equipment in your school. Tick one.

Very Adequate ☐   .Adequate ☐   Inadequate ☐

Very Inadequate ☐ Not Sure ☐

10. What is the total number of LWD curriculum lessons do you teach in a week?

1.) 4   2.) 3   3.) 2   4.) 1

5.) Other………………….

Section C: Factors Influencing the Teaching of LWDs

Listed below are some factors which may constrain the teaching of LWDs. Rank them according to their adverse effects to the implementation of the LWD curriculum. Use scale 1-6, with 6 to mean the one with the most adverse effects while 1 to the one with the least effects.

(a) Unsuitable syllabus

(b) Teaching load

(c) Inadequacy of facilities

(d) Negative attitude of administrators

(e) Negative attitude of learners

(f) Too many learners

2. List down any other challenges not included in the above list that you encounter in teaching LWDs.

Thank you.

Appendix 3:

Observation Guide

1. Name of the school

    _____

2. Location

    _____

3. Type of the school

    _____

4. Proximity of the school to main road

    _____

5. Means of transport provided by school

    _____

6. Condition of school building

    Very good (   ) good ( ) fair ( ) Poor ( )

7. School compound and buildings

    Well maintained ( ) fairly maintained ( ) poorly maintained ( )

    Brief   description

    _____

    _____

    _

8. Classrooms

    Well equipped ( )   Poorly Equipped ( )   Ramps ( ).

9. Number of classrooms _____ number of pupils per

    class _____ workshops for repairs of learners / school equipments

_____ Room for physiotherapy and other medical services

_____

Describe briefly

_____

_____

_____

10.   Is the library adapted to pupils needs? _____

11.   Other features _____

Swimming pool _____

Playing fields _____

12.   Toilets are they modified to the needs of learners with disabilities

Number of toilets ( )

State of toilets,

  Very good ( )   Good ( )   Fair ( )   poor ( ).

Type of toilets

Asian ( )   European ( )   Pit latrines ( )

Suitability to the learners with disabilities:

Suitable ( )   Not suitable (   )

Describe

_____

_____

_____

Distance from classroom _____

Distance from dormitory _____

Distance from playing field _____

Other areas like bathrooms:

 Bath tubs ( )   Showers ( )   none ( )

Suitability to learners with disability: Suitable ( )   Not

suitable ( )

13.   Distance of dormitories from class _____

Type of beds _____ (specify if they are suited to the

needs   of   learners   with   disability   e.g.   height,   comfort

_____

Are they well spaced ( ) congested ( )

The general state of dormitories

Explain

_____

_____

—

Who   cleans   them

_____

Are   the   doors   in   all   areas   modified   to   suit   physically   challenged

_____

14. Books and equipment

Are the textbooks provided by

School ( )   Sharing ( )   No per book ( )

Condition of books:

    Good ( )   fair ( )   poor ( ).

Are stationery provided by school: Yes ( )   No ( ).

Are there facilities for either producing or maintaining wheelchair, crutches and other mobility aids?   Yes ( )   No ( )

Other facilities to enhance learning _____

Locomotion and movement _____