

**FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE LEARNING
PROGRAMME IN PRIMARY SCHOOLS FOR LEARNERS WITH HEARING
IMPAIRMENTS: A CASE OF MBEERE SOUTH SUB COUNTY, KENYA**

By

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THE REQUIREMENTS OF THE DEGREE OF MASTER OF ARTS IN PROJECT
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DECLARATION

This research project report is my original work and has not been presented for a degree or other award in any other University.

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DEDICATION

This research project report is dedicated to my beloved husband Henry, my dear children Vivian and Merab for their prayers and support during this study. To my late Dad, Muriuki Munanjau who used to inspire me to study, may God rest his soul in eternal peace.

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ABBREVIATIONS AND ACRONYMS

ABR	Auditory Brainstem Response
AIDS	Acquired Immune Deficiency Syndrome
GOK	Government of Kenya
GMR	Global Monitoring Report
HI	Hearing Impaired
HIV	Human Immunodeficiency Virus
KNBS	Kenya National Bureau of Statistics
MOE	Ministry Of Education
NGO	Non Governmental Organization
NCAPD	National Coordinating Agency for Population and Development
NGO	Non Governmental Organization
SNE	Special Needs Education
UN	United Nations
UNICEF	United Nations Children's Fund
UNESCO	United Nations Education, Scientific and Cultural Organization
WHO	World Health Organization

ABSTRACT

The Kenya Vision 2030 aims at achieving a globally competitive and quality education, training and research for sustainable development. The Vision 2030 recognizes the role of integrating all special needs education into learning and training institutions. According to the Kenya National Bureau of Statistics (2009) 3.5 percent (1.3 million) of the total population are people with disabilities in Kenya. As a result of this high numbers of people with disability, the government and lead agencies in education sector have come up with the programme of inclusive education in learning institutions. The study assessed the factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County, Kenya. The objectives of the study were to assess the influence of institutional based factors, influence of teaching personnel, and influence of economic factors and determine the influence of support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County. The study used a descriptive survey design. The population of the study was a total of 380 teachers (190 school heads and 190 teachers with knowledge of inclusive education). A sample of 114 respondents was picked using stratified random sampling and proportionate sampling. Questionnaire was used to collect data. Ten (10) teachers were used for Pilot testing before the commencement of the study. Data analysis was done using Statistical Package for Social Sciences and Ms Excel. Descriptive statistics was computed and data is presented using tables. The study found institutional physical facilities influences implementation of inclusive programme for Learners with hearing impairments in public schools as indicated by 85 respondents (74.6%). Most inclusive schools have inadequate trained teachers on inclusive education skills as indicated by 105 respondents (92.1%) that they have 1-5 male teachers in their schools. The Most inclusive schools are supported by government, NGOs and other donors. From the study, 101 respondents (88.8 %) received 51-100% of their support from government, 107 respondents (93.9%) receive 1-10% support from parents and 2 respondents (1.8%) indicated that they received support from donors. The information generated will be used by government departments in the ministry of education, government agencies, future scholars and other stakeholders to come up with learning programmes which will benefit Learners with hearing impairments.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Okatch (2011) reported that the advent of education for people with disabilities is traced in United States of America after World War II, while in Kenya, Special education programme started after independence in 1963. On becoming a republic in 1964, Kenyan leaders vowed to eradicate poverty, disease and illiteracy but according to Sisule (2002), the proportion of the population living on less than one US dollar a day, that is the poverty line, is higher than ever before. Poverty has been recognized as one of the factor that affects education. This is because of economic crisis and prevalence of HIV/AIDS pandemic. According to the Kenya National Bureau of Statistics (2009), 3.5 percent (1.3million) are people with disabilities in Kenya. Of those with disabilities, 51 percent are female, while 49 percent are male. The largest proportion is physical and self care disabilities (31percent), followed by visual disabilities (25percent) and hearing disabilities (14percent). About six hundred million people live with disabilities in the world and 80% of these lives in low income countries. As in most developing countries in the world, many disabled people in Kenya live in poverty and have limited opportunities for accessing education, health, and suitable housing and employment opportunities.

The primary resource of every nation is the capacity of creation of its citizens. Historically, persons with disability all over the world were considered socially and physically less capable. Hence, they were not easily accepted and regarded as part and parcel of the family and community. Many persons with disability suffered neglect and rejection. According to UNCEF (1989), disability is not inability. According to UNESCO (1994), since the adoption of the Universal Declaration of Human Rights of 1948, education is recognized as a fundamental right for every child and an opportunity to achieve and maintain acceptable level of learning. Therefore there is a need to include them into society without being stigmatized. The UNICEF (1989) further acknowledged education as a human right and enacted some of the articles to include them in every social sector. The guiding principle is that Schools should accommodate all children regardless of their physical, intellectual, social and emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children,

children from remote and nomadic populations, children from linguistic, ethnic or religious minorities and children from other disadvantaged or marginalized areas or groups. Piccione (2000) observed that the 1983 World Programme of Action Concerning Disabled Persons states under Article 120 that all Member States agreed that education for persons with disabilities should be carried out within the general school system. The 1989 Convention on the Rights of the Child acknowledged the special needs of children with disabilities and stated that these children must be guaranteed effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development. Trainer (1991) stated that students with disability who spend time among their peers show an increase in social skills and academic proficiency. World Health Organization reported that in Kenyan population of approximately 36 million indicate there may be some 3 million disabled people. The Kenyan government spends less than one percent of its health budget on disabled and other stakeholders have continued to offer a wide range of services to disabilities but these services are unequally distributed and have reached only a small percentage of persons with disabilities.

Ndonga (2011) indicated that poverty and disability maintain a strong linkage. People with disabilities in developing countries are over-represented among the poorest people. Poverty causes disabilities and can furthermore lead to secondary disabilities for those individuals who are already disabled, as a result of the poor living conditions, health endangering employment, malnutrition, poor access to health care and education opportunities among others. And disability can cause poverty by preventing the full participation of disabled people in the economic and social life of their communities, especially if the proper supports and accommodations are not available. Poverty and disability both create a sadistic circle. However, Wanjohi (2013) reported that if Kenya is to achieve education for all by 2015, early Childhood Care and Development, Primary education, Secondary Education, Special Education, Girl child education, out of School Education and adult Education, and Curriculum Development should be taken seriously. He further stated that in order to achieve this, various tangible measures are needed through combined efforts by the government and development partners. However, according to UNESCO (2005), Kenya continues to face a number of challenges following the introduction of Free Primary education in 2003 and Free Secondary Education in 2008 which include lack of adequate teachers and physical resources. According to UNESCO Institute of Statistics (2009),

education can be improved through supply of quality teachers. It is estimated that the world will need approximately 18 million additional primary school teachers by 2015. The most pressing need is in sub-Saharan Africa, where an estimated 3.8 million additional posts must be recruited and trained by 2015. According to GMR (2007), many countries face a crisis of teacher morale that is mostly related to poor salaries, working conditions and limited opportunities for professional development.

Huebler (2009) reported that inclusive schools no longer distinguish between general education and special education programmes but the school is restructured so that all students learn together. Obadiah (2012) pointed out that the philosophy of inclusive education was a worldwide advocacy of provision of education to children with special needs in the main stream schools, irrespective of their abilities. Inclusion is about the child's right to participate and the school's duty to accept the child and to reject the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil and educational rights. Inclusive education removes barriers and enables all students, including previously excluded groups, to learn and participate effectively within general school systems. According to Bowe (2005), disabled Learners can be educated through partial or complete inclusion. However, according to Hastings (2003), full inclusion of all students, regardless of their particular needs, is a controversial practice and it is not widely applied. According to OECD (1999), the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms. Financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. UNESCO (2000) pointed out that the inadequacy of resources available to meet the basic needs in education was a pervasive theme. Within education, countries are increasingly realising the inefficiency of multiple systems of administration, organisational structures and services, and that special schools are a financially unrealistic option. That is inclusive education is both efficient and cost effective.

According to Wright (2013), there are various programmes for Learners with hearing impaired. The first programme option allows students to attend their neighborhood school with services

provided through the itinerant programme. A teacher for the hearing impaired works with students individually or in small groups both in and out of the regular education classroom. In addition, the teacher for the hearing impaired works with the classroom teacher to ensure accommodations and modifications for hearing related needs are met. The second programme option is center-based at the elementary, middle, and high school levels. Teachers for the hearing impaired and teacher assistants are available to the students throughout the day. Total communication is utilized in the center-based classroom. Certified interpreters are provided to support students as they are mainstreamed in the general education classroom. All programme levels utilize assistive technology.

According to Muinde (2013), Majority of Kenya's 47 counties do not have facilities for training deaf children in Sign Language. According to Ochieng (2012), these are some of the inequalities the Kenya's new constitution in the chapter of bill of rights addressed by introducing Sign Language as one of the three constitutional national languages the others being English and Kiswahili. When Kenyans voted for the new constitution, they made the use of Sign Language a constitutional requirement. Globally, educating deaf children and young people in sign language is hindered by lack of well-trained teachers. Kenya has only 23 schools for the deaf thinly spread in a mere 18 counties. Omogi (2005) indicated that Embu inclusive Education Pilot Project was started in 2002 with main objectives of increasing access, retention and completion rate of children with disabilities within the district; to pilot inclusive Education and document good practices that can be replicated within the country; provide practical solutions of overcoming challenges that can be a hindrance to inclusion; create awareness within the district on the need to educate children with disabilities; mobilize communities to provide resources and necessary support children for with Special Needs Education and to lobby the government to develop Special Needs Education Policy. Omogi (2005) further reported that the inclusive Education pilot project in Embu was very useful to the whole district because when it started only 240 children were attending school in the district but due to the awareness creation exercises and change of attitude in the community the number of children attending school increased from 240 to 589. He therefore recommended that the principal of inclusion should be included in developing the comprehensive policy in special needs education.

1.2 Problem Statement

Research shows there are a growing number of children with hearing difficulties. There are 16 to 30 times more hard of hearing than deaf children and the prevalence of deaf persons is about 1 per 1000 of the general population" (Doorn, 2008). Hearing loss creates problems in the way individuals express and receive language, which in turn leads to social, communication and educational problems. In Kenya, the debate about having special education programmes in primary and secondary schools has taken roots in most parts of the Country. According to UNESCO (2005), Kenya continues to face a number of challenges following the introduction of Free Primary education in 2003 and Free Secondary Education in 2008. To overcome these challenges, research conducted by EI in 2009, revealed that special education can be improved through supply of quality teachers while Ellis (2008) reported that some children with special needs will require specialized equipment and adaptations to the physical environment in order to succeed in school. According to Obadiah (2012), 75 per cent of children with disabilities in Kenya were out of school. This study therefore intended to assess the factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairment in Mbeere South Sub County.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Examine the influence of institutional physical facilities on implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County.
2. Determine the influence of teaching personnel on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

3. Establish the influence of economic factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere Sub County.
4. Evaluate the influence of support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere Sub County.

1.5 Research Questions

The study sought to answer the following research questions:

1. How do institutional physical facilities influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County?
2. To what extent do teaching personnel influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere Sub County?
3. To what extent do economic factors influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere Sub County?
4. How do support services influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere Sub County?

1.6 Significance of the Study

The study showed the factors influencing implementation of inclusive learning programme in research findings generated new information which will help teachers to be able to understand the factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments. The generated information will also help government departments in the Ministry of Education to come up with inclusive learning programmes which will benefit Learners with hearing impairments. The study will also help policy makers in

planning the strategies for disseminating education to primary school Learners with hearing impairments. The study will also be useful to future scholars as it adds to the existing body of knowledge. This will improve provision of education to Learners with hearing impairments and hence achievement of millennium development goals and vision 2030.

1.7 Delimitations of the study

The study was conducted in Mbeere South Sub County and focused on factors influencing implementation of special education programme in primary schools for Learners with hearing impairments. A sample of 114 teachers comprising of head teachers and teachers with knowledge on inclusive learning programmes in primary schools was randomly picked. Stratified sampling combined with proportionate sampling was used to come up with the sample. Descriptive research design was used and questionnaires will be used to collect data. The study was undertaken from September 2013 to June 2014

1.8 Limitations of the study

The study was faced with the following challenges:

The area under study was vast and without reliable means of transport therefore a lot of time was spent on administration of questionnaire, the issue of respondent's confidentiality was a hindrance which required that the respondents have informed consent prior to answering the questionnaire. The researcher overcame this challenge by getting a transmittal letter from the University of Nairobi and on transport, the researcher made a schedule in line with existing transport systems.

1.9 Basic Assumptions of the study

The study was based on the following assumptions:

1. It is assumed that all respondents answered the questions correctly without any bias or reservations.
2. It is assumed that the sample size represents the target population and also the instruments will be valid enough to measure the desired constructs.

1.10 Definition of significant terms

Economic factors	Factors which influence the financial well being of the parents and the school.
Hearing impaired (H I)	Learners with hearing difficulties; either hard in hearing or deaf.
Inclusive learning programme	Incorporation of teaching and learning of hearing impaired Learners in the regular school programme.
Institution physical factors	These are equipments and materials which affect teaching within the school.

1.11 Organization of the study

This study had five chapters. **Chapter One** covered the background of the study, statement of the problem and purpose of the study. This was followed by research objectives, research questions, justification of the study, limitations of the study, delimitations of the study, significance of the study, definition of significant terms and concludes with the organization of the study.

Chapter Two covered literature review from various sources to establish work done by other researchers, their findings, conclusions and identification of knowledge gaps which forms the basis of setting objectives and research questions of the study. The theoretical and conceptual frameworks are also explained.

Chapter Three covered the research design, target population of the study, sample size and sampling procedures. This is followed by data collection procedures, data collection instruments, validity of instruments, reliability of instrument, data analysis techniques, ethical considerations and concludes with operational definition of variables.

Chapter Four covered findings from data analysis, presentation of findings and interpretation of findings. It is concluded with summary of the chapter.

Chapter Five covered summary of findings, discussion, conclusions and recommendations of the study. It was concluded with suggested areas for further research and contribution to the body of knowledge.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of empirical literature on factors influencing inclusive learning programme in primary schools for Learners with hearing impairments. These determinants include institutional based factors, social cultural/economic factors, special education resources and community participation. The chapter also presents the theoretical frame work of the study, conceptual framework and the research gaps for further study.

2.2 Hearing Impairment

According to Statistics Canada, more than one million adults across the country reported having a hearing-related disability, a number more than 50% greater than the number of people reporting problems with their eyesight. It is further reported that on average people wait 10 years before seeking help for hearing loss (Stats Can, 2010). Statistics Canada has further shown that hearing loss is the largest chronic disability in North America and that hearing loss is the fastest growing disability because of our aging population and increased noise pollution. In Canada, 10% of the population has some degree of hearing loss meaning that 2.5 million people in Canada and 100,000 in Saskatchewan. Statistics Canada also shows that 15% of the child population may be educationally handicapped by otitis media in the first two years of life. According to Doorn (2008) in the United States, there are 16 to 30 times hard of hearing than deaf children and it is commonly accepted that the prevalence of deaf persons is about 1 per 1000 of the general population. According to Doorn (2010), there are substantially more children with slight hearing losses whose hearing difficulties are noted only under poor acoustic conditions and their hearing loss is only noticed in the classroom.

According to Doorn (2010), hearing keeps us in touch with the world and it plays a significant role in expressing and receiving language. Hearing loss creates problems in how an individual expresses and receives language in turn causing social, communication, and educational problems. Educators therefore need to seriously consider the short and long term effects of how hearing loss impairs a person's ability to understand spoken language when developing their

programmes. Doorn (2010), reported that language comprehension, production, and use are fundamental to social and academic success and therefore children with language disorders are at risk for problems in social adaptation and learning in school. The short /long term effects of hearing loss make hearing-impaired children academically and sociably vulnerable while attending schools where they're preparing to forge their place in society. It is only through collaboration with the child, the child's family, and the specialists that educators can adapt programme to implement alternative forms of communication like sign language, lip reading, visual aids and listening devices.

Doorn (2010) reported that screening procedures as an early intervention of hearing loss can prevent a bundle of secondary problems like behavioral cases that sometimes derive from undetected hearing losses. A widely used technique called Otoacoustic Emissions (OAE) is quick, efficient, and now routine in testing newborns. Another technique used for infants is the Auditory Brainstem Response (ABR). They further said that screening tympanometry is used in addition to the audiometer to detect middle ear functions via changing air pressures. The tympanometry test is beneficial in detecting slight conductive hearing losses that might otherwise be missed by an audiometer test. According to Ross (2011), health professionals are concerned about the impact of the boom box on ears of persons under 18. Research shows that while middle ear problems are the leading cause of hearing problems in children, the effects of aging and noise exposure are largely responsible for hearing loss in adults (Doorn, 2010). Work Safe (2005) indicated that hearing loss is not just an age-related disability but can also be caused by exposure to noise, Family history of hearing loss, medicine and head trauma.

As winter (2010) has pointed out, while the philosophy of inclusive education holds considerable sway at the turn of the 21st century, there is by no means unanimous support for it in the literature. Although he believes that any segregate provisions constitute a denial of human rights to disabled persons, Oliver (1996) believed that the success of integration at the ideological level has made it almost impossible for it to be examined critically. There are 130 public primary schools in Mbeere South Sub County as shown in Table 3.1.

2.3 Factors influencing implementation of inclusive learning programme

There are various factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Embu Sub county namely institutional based factors, teaching personnel, economic factors and support services for special education. The 1983 'World programme of Action' concerning disabled persons states under Article 120 that all member states agree that education for persons with disabilities should be carried out, as far as possible, within the general school system. A few years later, the 1989 Convention on the Rights of the Child acknowledged the special needs of children with disabilities, and stated that these children must be guaranteed 'effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development. Such notion was further asserted by the 1990 World Declaration on Education for All, by the 1993 Standard Rules on the Equalization of Opportunities for Persons with Disabilities and by the 1994 UNESCO meeting (Piccione, 2000). A second key argument is that everybody benefits from inclusion. The advocates of special education have indicated that there are many children and young people who don't fit in the regular system but a school that fully includes all disabled students feels welcoming to all. Moreover, study by Trainer (1991) indicated that students with mental retardation who spend time among their peers show an increase in social skills and academic proficiency.

According to Bowe (2005), inclusive education is divided into Regular or partial inclusion and full inclusion. In regular or partial inclusion Learners with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day. Whenever possible, the students receive any additional help or special instruction in the general classroom. Most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and Learners are pulled out for these services. The student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work. This approach can be very similar to many mainstreaming practices. Bowe (2005) further reported that full inclusion is the complete integration of the Learners with a special need into the general education classroom. The pupil receives all special services in the

same general education classroom as all other Learners. Learners who are classified as disabled remain in general classrooms virtually all the time.

However, full inclusion of all students, regardless of their particular needs, is a controversial practice, and it is not widely applied (Hastings, 2003). It is more common for local educational agencies to provide a variety of settings, from special classrooms to mainstreaming to inclusion, and to assign Learners to the system that seems most likely to help the pupil achieve individual educational goals.

2.3.1 Institutional physical facilities and implementation of Inclusive learning programme

Wanjohi (2013) reported that shortages of teaching and learning materials has a negative impact on the learners especially the disabled ones with less knowledge about a subject .This forces most of the parents to remove their children from the schools and take them to special schools. Lack of adequate resources to meet the educational needs of the disabled learners in the regular schools cause most of the parents to have doubt as to whether the needs of their children are adequately met in these schools. Thus most parents prefer to take their children to the special schools as compared to the inclusive schools. This affects negatively the success of inclusive education. According to Iaeyc (1991), many schools in developing countries are characterized by inadequacies in basic facilities such as properly ventilated classroom, furniture suitable for the disabled and non disabled learners, kitchen, safe clean water, playground and toilet and play material among others. This limits the enrollment of the disabled learners in the regular schools hence affecting the success of inclusive education. Institutional based factors include physical facilities, and teaching and learning resources. However, Mitchell (2010) reported that inclusive education goes far beyond the physical placement of children with disabilities in general classrooms and therefore it requires nothing less than transforming regular education by promoting school/classroom cultures, structures and practices that accommodate to diversity. Mitchell (2010) further said that inclusion involves bringing change at all levels of society. These include differences becoming positively valued, education systems becoming morally committed to the integration of all children into a single education system, schools becoming welcoming environments, teachers becoming committed to working with all children, curricula

becoming freed of disabilities content and disabled people being given skills to enter the labour market.

Ellis (2008) reported that some children with special needs will require specialised equipment and adaptations to the physical environment in order to succeed in school. Others will require assistance from professionals outside the school but who will work with the child in school and consult with teachers as needed. It is not always possible for a particular school to access all the necessary resources. When this is the case, difficult decisions must be reached, such as a change from mainstream classroom to special classroom or a change from mainstream school to a special school. Higgins (2005), reported that physical layout of the school is also a factor impacting on successful education. Children with mobility difficulties need an adapted environment. Classrooms need to be wheelchair-friendly and compatible. Books and resources need to be located in such a way that all children can access them. The classroom needs to be uncluttered with all resources organised in such a way as to orient every child to where they can locate important items. Children with autism need visually rich classroom environments where everything is identified in both words and pictures. They also need visual reminders of schedules and timetables.

Charema and Peresuh (1996) indicated that inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries. According to study by Charema (1990), some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries, and or cords, some of the ear moulds were chipped, some speech trainers were not working and there were no spare parts to have them repaired, some of the wheel chairs were old fashioned and cumbersome to push. However, McKevitt (2012), stated that it is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably.

Ripley (2013) reported that children with special education needs often have difficulties with peer relationships. Successful peer interaction depends on the openness and attitude of children

towards their peers who may be physically, cognitively or emotionally different. Teachers need to support children with special education needs in the social and emotional environment. Ripley (2013) further stated that a classroom environment in which mutual respect is given and received by all makes it more likely that all will get on well together. Children with emotional or behavioral difficulties need to be perceived as children with social problems, not as bad children.

Yale College (2013) pointed out that students with hearing impairment should seat toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues or using a hearing aid which has a limited range. They further said that FM (frequency modulation) hearing system or induction loop should be used if they are available in the lecture theatre. Hearing aids may include transmitter/receiver systems with a clip-on microphone for the lecturer. Rodrigue (2010) reported that the background noise in an inclusive classroom should be minimized. Small discussion groups with a hearing-impaired student are best in a room of their own so as to minimize the background noise from other groups. Acoustic treatment of the room (carpet, soft furnishings and ceiling tiles to absorb sounds) make it easier to hear. Yale College (2013) further reported that questions asked by Learners in the class should be repeated before giving a response. They also observed that the teacher should not speak when facing the blackboard. This is because moustaches, beards, hands, books or microphones in front of the teacher's face can add to the difficulties of lip-readers. It is important that all information should be available in handout. Written materials (hand outs) should supplement all lectures, tutorials and laboratory sessions. Announcements made regarding class times, activities, field work and industry visits should be given in writing as well as verbally. For deaf students new technology and the internet in particular, can be used to bridge many comprehension gaps. He further stated that Learners with hearing impairment, especially those with an associated speech disorder, may prefer to have another student present their tutorial papers. Many students with hearing impairment have lower reading levels and a limited vocabulary, particularly those deafened in childhood and therefore reading lists well before the start of a course so that Learners with hearing impairment to begin reading early.

Mbugua (2011) reported that apart from teachers' negative beliefs about inclusion and concern for their professional competency to practice inclusive education, resource issues also drew much concern for both teacher groups. Resource issues addressed physical aspects such as inaccessible classrooms to students in a wheel chair, overcrowded classrooms; materials such as Braille and large prints but lack of support from professionals with expertise such as peripatetic teachers or those with expertise in sign language and Braille as well as general special education experts affects inclusive education.

2.3.2 Teaching personnel and implementation of Inclusive learning

Ripley (2013) reported that in a collaborative model the general education and special education teachers each bring their skills, training and perspectives to the team. Resources are combined to strengthen teaching and learning opportunities, methods and effectiveness. DelliCarpini (2009), pointed out that this relationship combine skills which make teachers more effective in meeting the needs of all students. Ripley (2013) observed that typically the primary responsibility of general education teachers is to use their skills to instruct students in curricula dictated by the school system while the primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths and special needs of each of their students. In special education situations, individual learners' needs often dictate the curricula. Their collaborative goal is that all students in their class are provided with appropriate classroom and homework assignments so that each is learning, is challenged, and is participating in the classroom process

Eleweke and Rodda (2000) reported that inadequate personnel training programmes is one of the problems faced by developing countries. Successful inclusive education programmes require the services of different professionals who assist in identification, referral, diagnosis, treatment and training). World Bank (2004) report that adequately trained professionals were required in the provision of meaningful educational services to children with special needs in regular schools. Engelbrecht and Chris (1998) stated that to enforce that inclusive education demands, relevant training and support for all teachers. However there are very few training programmes for specialist's personnel such as educational audiologists, physiotherapists, occupational therapists, speech and language pathologists and communication support workers such as interpreters.

Engelbrecht and Chris (1998) also observed that lack of relevant literature in terms of cultural values and beliefs and financial constraints in developing countries is a cause for concern when one considers the adequacy of the teacher training programmes that mainly use Western ideologies and literature that refer to materials that are nonexistent in developing countries.

According to Salend and Duhaney (1999) educators have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion, student characteristics, training and levels of support. Some studies reported positive outcomes for general teachers, including increased skills in meeting the needs of all their students and developing an increased confidence in their teaching ability. Negative outcomes included the fear that the education of non-disabled children might suffer and the lack of funds to support instructional needs. In order for inclusion to work in practice, teachers and principals in regular schools must accept its philosophies and demands. These decisions need to be made in consultation, co-operation and collaboration with the parents or guardians of the child. Co-operation between parents/guardians and educators is an absolute necessity in the education of children with special needs. Mitchell (2010) further reported that parents may sometimes know more about the condition than the teachers and may know about educational interventions that are useful. On the other hand, teachers know more about how to create meaningful and appropriate lessons for children, including children with special needs, once they become familiar with the condition and its educational implications. Cornway (2009), reported that the ability of the teacher to modify and change assignments, instructional strategies, class resources, methods of assessment and teaching style also influence a student's success in school. The teacher needs to be flexible in how she teaches and how she assesses the effectiveness of her teaching. According to Kealy (2012), many teachers are overwhelmed by the intense demands, especially in their first few years for pupil services in Public Schools. These teachers despite participating in coursework and professional development to give them the knowledge and skills needed to be effective in their new roles, new teachers experience high levels of stress. Kealy (2012) further reported that there are high turnover due to increasing demands, impact of school budgets on salaries, challenging students with little training on how to meet their needs, time commitments for meetings and paperwork and professional development.

Ellis (2008) stated that teacher attitude has been identified as an important factor in the inclusion debate and delivery of practice. According to Katzenmeyer and Moller (2001), the greatest single factor that will predict success in schooling for children with special needs is the attitude of the teacher responsible for the child's education. According to Agbenyega (2006), many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular classes display frustration, anger and negative attitude toward inclusive education because they believe it could lead to lower academic standards. Additionally, access to resources and specialist support affects teacher confidence and attitudes toward inclusive education (Kenpro, 2010).

Angrist and Lavy (2001) observed that lack of adequate and proper training received by teachers lead to a reduction in their Learners test scores. Thus, lack of adequate teacher training to handle both the disabled and non disabled learners in the same class negatively affects the success of inclusive education. Angrist and Lavy (2001) further reported that most of the teachers do not have adequate training on handling both the disabled and non disabled learners in one class and this affects the understanding of some of the learners of which it is reflected in their performance. Continued poor performance among the disabled learners due to the poor teaching skills and abilities of the teacher triggers their poor enrollment in the regular schools.

Kenpro (2010) reported that teachers perceived that their professional knowledge and skills were inadequate to effectively teach students with disabilities in regular schools. Further, the teachers expressed fear and concern, that because they do not have the required knowledge and expertise to teach students with disabilities who are included in their regular classes; it is contributing to a r Apart from teachers' negative beliefs about inclusion and concern for their professional competency to practice inclusive education, resource issues also drew much concern for both teacher groups. Resource issues addressed physical aspects such as inaccessible classrooms to students in a wheel chair, overcrowded classrooms; materials such as Braille and large prints: Further, teachers expressed concern about the lack of support from professionals with expertise such as peripatetic teachers or those with expertise in sign language and Braille as well as general special education experts: Teachers overwhelmingly believe that inclusive education is

impossible without addressing their needs for specialist resources. Overall belief is that without sufficient resources and support inclusive education was not possible and doomed.

Gaire and Mahon (2013), although many professionals may share responsibility for the child's educational programme, it is an absolute requirement that the class teacher assume primary responsibility. What is important about this responsibility is that the teacher has reasonably high expectations for the child's improvement, is open to learning about the condition, is able to communicate frequently and openly with parents and other professionals, and takes on the responsibility to learn as much as they can about educating a child with that condition.

Kealy (2012), reported that feelings of isolation, too little time with students, lack of administrative support and increasing demands are challenges facing special education teachers and contributing to teacher shortages. If we are to provide the high quality programmes necessary for our children and youth with disabilities, while ensuring that they make good progress toward attaining their goals and meeting increasingly rigorous academic standards, the recruitment and retention of qualified, committed and talented teachers is essential.

Mock and Kauffmann (2013) reported that the design of special education delivery systems in many schools leads to increased isolation when special education teachers enter their classrooms and close the door. These educators become isolated from the teams and collaborative instructional models of education in the 21st century and in a digital age when the rest are personally and professionally connected through technology. Furthermore, special education teachers are repeatedly removed from instruction and assigned duties to conduct assessments, attend meetings, complete paperwork, and work with other educators and the community. Although these assignments are important and necessary, they consume significant portion of a special education teacher's time and thus affecting his productivity.

Inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education (Subban, 2005). Subban, 2005 further stated that teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion while increased training was associated with more positive attitudes toward the inclusion of students with disabilities. Shadreck (2012) further said

that training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion. Introductory courses offered through teacher preparation programmes may sometimes be inadequate in preparing the general educator for successful inclusion (Subban, 2005). Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education. Anderson and Grigsby (2013) reported that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom. However, Subban (2005), pointed out that the nature of previous contact should be positive as it is this that results in positive attitudes toward inclusive education.

2.3.3 Economic factors and implementation of Inclusive learning programme

According to Wanjohi (2011), most countries were hopeful that opportunities provided by strengthened democratic governance, and improving economies will accelerate progress. However, poverty levels still remain high. On becoming a republic in 1964, Kenyan leaders vowed to eradicate poverty, disease and illiteracy. Today the proportion of the population living on less than one US dollar a day, that is the poverty line, is higher than ever before (Sisule,2002). Wanjohi (2011) further reported that, financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. Yet a growing body of research asserts that inclusive education is not only cost efficient, but also cost effective, and that equity is the way to excellence. The research seems to promise increased achievement and performance for all learners. Within education, countries are increasingly realising the inefficiency of multiple systems of administration, organisational structures and services, and that special schools are a financially unrealistic option. For example (OECD, 2009) report estimates that the average cost of putting students with special educational needs in segregated placements is seven to nine times higher than educating them in general classrooms. However, most governments depend upon donor support which more often than not, come with strings attached (Education International, 2009).The economic challenges are mainly associated with lack of adequate teachers and equipment and facilities (UNESCO, 2005).However, Fisher and Kennedy (2001),reported that it remains the case that in several developing countries

financial provision for the education and other needs of individuals with disabilities is undertaken largely by non-governmental organizations (NGOs).

Rhoades and Perigoe (2004) indicated that the needs of low income caregivers are great, as their parenting behaviors are mediated by their psychological well-being and literacy. A low-income family, struggling to provide basic necessities, may have little time or resources to devote to advocating on behalf of their child or teaching their child how to listen, speak, and read. It is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes thereby disadvantaging the rightful recipients. Corruption and power to rule forever have become the major cancer in developing countries, and therefore funds are diverted towards political security and personal gain (Grol, 2000).

2.3.4 Special education support services and implementation of Inclusive learning programme

UNESCO (1993) reported that inclusive programmes are desirable in developing countries in that it is estimated that 80% of the world's population of people with disabilities live in developing countries of Asia, Africa, the Caribbean, Latin America and the Middle East, some 150 million of them being children, but only 2% are receiving any form of special needs services. According to Mitchell (2010), inclusive education requires close collaboration between regular class teachers and a range of other people, including specialist teachers, teaching assistants, therapists, and parents. Features of consultation models that have been advocated include the regular classroom teacher having primary responsibility for students' overall programmes, equal professional status of the regular teacher and the specialist teacher, the involvement of parents in decision-making and planning and teaching assistants working in partnership with teachers to provide supplementary.

In implementing inclusive education, attention should be paid to three levels: the broad society and education system, the school and the classroom. According to Lewis (2002), the success of inclusive education critically depends on what takes place minute by minute in regular classrooms. Inclusive education does not mean the coexistence of one programme for a student with special educational needs and another for the other students. Rather, it implies changing the programme and teaching approaches for all students in a class. The teacher should change the

teachers adopting student centred pedagogy to curriculum centred pedagogy. According to Perry (2010), at Societal and education system level, the policy context of the wider community , collaboration between government agencies and non-government organisations, collaboration among educators, parents, peers, other school personnel, and community agency personnel is very important when implementing inclusive education. Dyson et al. (2003) further stated that at school level, school culture and leadership and decision-making determine the extent to which inclusive education is implemented.

According to Blunkett (2000), children with disabilities, who are integrated in regular schools, would need additional provision and support in order to benefit socially, psychologically and educationally from any existing education system. Approaches of the support offered differ from country to country depending on the administration, quality of personnel involved and the economic resources available. According to Charema (2005), where inclusion is adequately implemented by the provision of the right support services, it provides numerous benefits to children with special needs. Carrington and Robinson (2004) reported that the prevailing economic and political turbulence, in many developing countries, has made special education services lack adequate funding. Fisher and Kennedy (2001) reported that in several developing countries financial provision for the education and other needs of individuals with disabilities is undertaken largely by non-governmental organizations (NGOs).

Grol (2000), stated that developing countries lack mandatory policies and legislation that support the effective implementation of inclusion programmes .These are essential to ensure that the required services are provided and the basis for quality control and monitoring is in place. In 1998, Eleweke reported that mandatory policies and laws are necessary in the implementation of inclusive programmes in that if enforced, they are likely to produce protective safeguards which guarantee the rights of the beneficiary to receive specific services, time of onset and phase plans, consequential effect for non-compliance, room for litigation, accountability, evaluation and monitoring procedures. Gaire and Mahon (2013), observed that working together between teachers and parents form a powerful partnership that increases the likelihood of successful outcome in school. Information must be shared openly and frequently. A home-school communication book is an important method of sharing and entries can be made daily if

necessary. Teachers need to recognise that parents are frequently working with their children at home and it is important that the educational interventions being implemented in school are consistent with the interventions being utilized in the home. There must be a consistency between the activities of all parties attempting to work with the child. Neither teacher nor parent should feel threatened by the other. According to Duhaney and Salend (2000), parents play a critical role in bestowing social validity on inclusion and in facilitating its implementation. Parents of children without disabilities valued their children's greater awareness of others' needs and their enhanced acceptance of human diversity.

2.4 Theoretical framework

The study was guided by the following development theories:-

This study is guided by Ajzen's theory of planned behaviour, an extension of the theory of reasoned action (Ajzen, 2002). This is a widely used model to determine behavior arising from attitudes and has been used in research involving attitudes toward individuals with disabilities (Subban, 2005). The model suggests that attitudes toward a behaviour may be influenced by past experiences, previous knowledge and newly acquired knowledge (Ajzen, 2002). Attitudes play a significant role in determining behaviour (Ajzen and Fishbein, 2003); it is therefore important to ascertain the factors shaping the attitudes of mainstream teachers as they attempt to include students with disabilities. More specifically, this study is based on the premise that the attitudes of mainstream teachers toward the inclusion of students with disabilities are influenced by past experiences (previous experience with teaching students with disabilities, previous knowledge (training in the field of inclusive education) and newly acquired knowledge (professional development or training modules).

The study will also be guided by Bronfenbrenner ecological theory which explains how everything in a child and the child's environment affects how a child grows and develops. Bronfenbrenner's (1979) conceptualization of the ecology of human development provides a useful theoretical framework for research on the implementation of inclusion (Tlale, 2013). The theory proposed that human development is influenced by factors operating at different systems levels within a broad, ecological structure.

The first systems level, called the Micro system (classroom practice, individualized curriculum, social relationships with peers) contains the factors within a child's immediate environment. These factors directly affect the child, and, in turn, may be affected by the child. The second level called meso-system encompasses the interrelations of two or more settings in which the developing person actively participates (professional collaboration; relations between home, school, and neighborhood peer groups). The family members' beliefs about inclusion and the family's relationship with the school affect the inclusion process (Odom, 2012). Similarly, how children with disabilities relate to typical peers in the classroom setting may affect relationships outside class. The third level called exo-system consists of settings that do not involve the developing person as an active participant, but in which events occur that affect, or are affected by, what is happening in the setting containing the developing person. The fourth level called macro-system envelops the micro-system, meso-system, and exo-system. Bronfenbrenner defined the macro-system as "consistencies in the form and content of lower-order systems that exist at the level of the subculture or the culture as a whole, along with any belief system or ideology underlying such consistencies. Many families and professionals now endorse the inclusion of children with disabilities in typical settings and everyday community activities.

2.5 Conceptual Framework

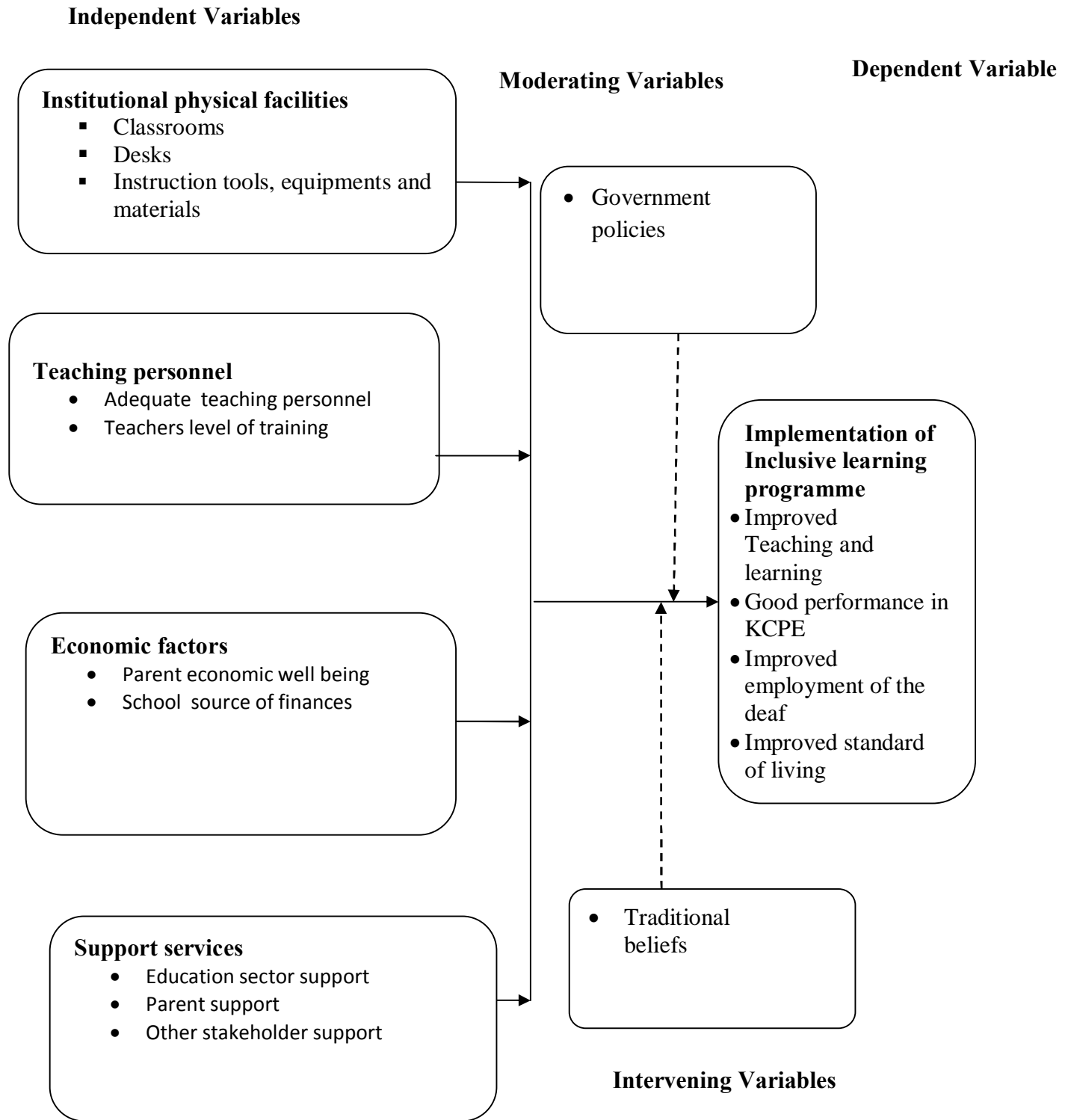


Figure 1 Conceptual Framework

2.6 Knowledge gap

The literature review of this study showed that inclusion of children with hearing impairments will play a great role in providing equal learning opportunities for disabled children but the rate of enrolment in schools is still low. The study reflected on the institutional based factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments , influence of teaching personnel on implementation of inclusive learning programme in primary schools for learners with hearing impairments; economic factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments and support services influencing implementation of inclusive learning programme in primary schools for learners with hearing impairments. The study has not considered about the effect of primary school management and other determinants of successful implementation of inclusive learning programme in primary schools for learners with hearing impairments and hence creating a gap for further study. Thereø therefore the need to carry out further research on the effects of primary school management and other determinants on successful implementation of inclusive learning programme in primary schools for learners with hearing impairments.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology which will be used to find answers to the research questions. The research design, target population, sampling technique and sample size, data collection methods, instruments of data collection, reliability and validity of the data collection instruments and finally the data analysis are presented in the chapter and ethical considerations.

3.2 Research Design

Data was collected using a descriptive survey design. The design was used because it looks at the phenomena, events and issues the way they are (Mugenda and Mugenda, 2003). The design also identifies factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub county. The design is used because it examines the problem at hand thoroughly to define it, clarify it and obtain pertinent information that can be of use to stakeholders in special education. The design was also able to accommodate large sample sizes and it is good in generalization of the results. It is also easy to administer and record answers in this design.

3.3 Target Population of the Study

The study involved 190 Public primary schools in Mbeere South Sub County. The study considered a target population of 380 respondents. That is 190 school heads and 190 teachers from the 190 Public primary schools in Mbeere South Sub County.

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003) recommend the use of at least 10-30% of the population as a study sample for adequate representation. This study used a sample size of 30% of the population resulting to a sample of 114 respondents. Stratified random sampling and proportionate sampling was used in this study resulting to 114 respondents as shown in Table 3.1. Stratified random

sampling combined with proportionate sampling was used in this study resulting to 78 respondents.

This Study used stratified sampling since five wards will be covered. Proportionate sampling was used because each ward was allocated a sample of teachers depending on its proportion to the total number of respondents. Proportionate sampling enabled the researcher to achieve greater representativeness in the sample of the population. This is accomplished by selecting individuals at random from subgroups (stratified random sampling) in proportion to the actual size of the group in the total population (Van Dalen, 1979).

Table 3.1 Sampled teachers from Mbeere South Sub County

Ward	Number of public primary schools	Target population (1 teacher from each school and 1 headmaster)	Sample size
Mwea	27	54	16
Makima	24	48	15
Mbeti South	17	34	10
Mavuria	45	90	27
Kiambere	17	34	10
Total	190	260	78

3.5 Data Collection Instruments

Data was collected by use of questionnaires. Questionnaires are cheap to administer to respondents who are scattered over a large area. It is convenient for collecting information from a large population within a short span of time. The questionnaires had both open and closed ended questions. The structured questions were used in an effort to conserve time and money as

well as to facilitate in easier analysis as they are in immediate usable form; while the unstructured questions were used to encourage the respondents to give an in-depth response without holding back of any information.

3.6 Validity of the Instruments

Validity is the accuracy, soundness or effectiveness with which an instrument measures what it is intended to measure. In this study, the instruments were first discussed between the researcher and the supervisor who provided his expertise and ensured that the instruments measure what they intend to measure as recommended by Kumar (2005). This was further be ascertained by a panel of inclusive education experts or scientists drawn from Nairobi University. The panel ensured that the items adequately represented concepts that cover all relevant issues under investigation, which comply with recommendations of Mugenda and Mugenda (2008).

3.7 Reliability of the Instruments

This research study used test-rest method which involved administering the same scale or measure to the same group of respondents at two separate times. This was after a time lapse of one week. A pilot study was conducted in the Sub County. 10 teachers were picked randomly for the pilot study. Test re-test method was used to test for reliability of the instrument. The instruments were administered to the respondents and re-administered to the same respondents after one week. This was in line with (Shuttleworth, 2009), who stated that the instrument should be administered at two different times and then the correlation between the two sets of scores computed. This was done using Pearson's Product-Moment correlation coefficient Formula. The formula is as follows:

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

The results of the pilot study showed a correlation coefficient of 0.8 and hence the instrument was deemed reliable and measurable.

3.8 Data Analysis techniques

The questionnaires were edited for the purpose of checking on completeness, clarity and consistency in answering research questions. The data was coded, tabulated and analyzed using Statistical Package for Social Sciences and MS Excel based on study objectives. Descriptive statistics was computed and study findings presented using percentages and tables and interpretations made.

3.9 Ethical considerations

All respondents were treated with courtesy and respect in order to avoid misunderstanding between the enumerators and respondents and they will be informed of the purpose of the study. Each respondent was politely requested to fill the questionnaire and assured of confidentiality with regard to any information they will provide.

3.10 Operational definition of variables

The operational definition of variables is given in Table3.2

Table 3.2: Operational definition of variables

Objectives	Type of Variables	Indicator(s)	Measure(s)	Measurement scale	Type of analysis Tools
To investigate the influence of institutional based factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Embu Sub County.	Independent Institutional physical facilities	classrooms accessible to HI Learners	Number of classrooms accessible to HI Learners	Ratio	Percentages Means
		Desks	number of desks for HI Learners	Ratio	Percentages Means
		Toilets	Number of reserved for HI	Ratio	Percentages Means
		Training materials	Number of training materials HI Learners	Ratio	Percentages Means
		Training equipments	Number of training equipments for HI Learners	Ratio	Percentages Means

To determine the influence of teaching personnel on implementation of inclusive learning programme in primary schools for Learners with hearing impairments	Independent Teaching personnel	Teaching staff	Number of trained teachers	Ratio	Percentages Means
		Level of training	Number of teachers with degree, diploma, certificate	Ratio	Percentages Means
To establish the influence of economic factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.	Independent Economic factors	Parents	Number of parent able to pay levies and other school requirements		Percentages Means
		School	Amount of income generated by the school	Ratio	Percentages Means
To evaluate the influence of support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.	Independent Support services	Education sector	Amount of support got	Ratio	Percentages Means
		Parents	Amount of support got	Ratio	Percentages Means
		Other stakeholders	Amount of support got	Ratio	Percentages Means
	Dependent Implementation of Inclusive learning programme	Improved Teaching and learning Good performance in KCPE Improved employment of the deaf Improved standard of living	Number of HI Learners who sat for KCPE in 2013 Number of Learners who have completed school and employed	Ratio	Percentages Means

3.11 Summary of the Chapter

This chapter has covered the research design, target population, sample size and sampling procedures, data collection procedures, data collection instruments, validity of instruments, reliability of instrument, data analysis techniques, ethical considerations and concludes with operational definition of variables to be used in the study..

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis, presentation and interpretation of findings. The study intended to investigate the factors influencing implementation of inclusive learning programme in primary schools for learners with hearing impairments in Mbeere South Sub County. The chapter discusses results of the study under the following headings: questionnaire return rate, description of the study subjects, factors influencing implementation of inclusive learning programme in primary schools for learners with hearing impairments namely institutional physical facilities, teaching personnel, economic factors and support services.

4.2 Questionnaire Return Rate

The questionnaire return rate was 100%, as 114 questionnaires were used. This was possible since the questionnaires were administered by trained research assistants who administered questionnaires, waited for the respondent to complete and collected immediately.

4.3 Demographic Characteristics of the respondents

This section discusses the respondent's gender, age, level of education, marital status, family size and whether the respondent is the household head. These social attributes were relevant to the study since they enabled the respondent to provide information that is valid, reliable and relevant to the study.

4.3.1 Study responses by gender

The respondents from Mbeere South Sub County who are involved in the implementation of inclusive programme in public primary schools for learners with hearing impairment were asked to state their gender. The responses are shown in Table 4.1.

Table 4.1 Gender of the respondents

Gender of respondent	Frequency	Percentage
Male	46	59.6
Female	68	40.4
Total	114	100.0

The study findings indicated that from the respondents interviewed, 68 respondents (59.6%) were females who were slightly more than 46 respondents (40.4%) who were males.

4.3.2 Respondents by age

The respondents were asked to indicate their ages from among choices of age classes given. The respondents' responses are shown in Table 4.2

Table 4.2 Age of respondents

Age of respondent in years	Frequency	Percentage
below 30	1	0.9
31-40	60	52.6
41-50	42	36.8
51-60	11	9.6
Total	114	100.0

The findings show that 1 respondent was below age 30, 60 respondents (52.6%) are in age bracket of 31-40 years, 42 respondents (36.8%) are in age bracket of 41-50 years and 11 respondents (9.6%) are in 51-60 years. Therefore, the research findings show that 113 respondents (99.1%) are in age bracket of 31-60 years. This indicates that majority of the respondents are in their middle age and therefore suitable in undertaking teaching of impaired children which require commitment and effective decision making.

4.3.3 Marital status of the respondents.

The respondents were asked to indicate their marital status. Table 4.3 shows the distribution of the respondents by marital status.

Table 4.3 Marital status of the respondents

Marital status	Frequency	Percentage
Married	104	91.2
Single	5	4.4
Divorced	5	4.4
Total	114	100.0

The findings indicate that majority of the respondents 104 respondents (91.2%) were married, 5 respondents (4.4%) were singles and 5 respondents (4.4%) were divorced.

4.3.3 Distribution of the respondents by their level of education

The respondents were asked to indicate their highest level of education and Table 4.4 shows the results.

Table 4.4 Respondents' level of education

Level of education	Frequency	Percentage
Primary	0	0
Secondary	57	50
Tertiary	38	33.3
University	19	16.7
Total	114	100.0

The findings show that 38 respondents (33.3%) had tertiary education, 57 respondents (50%) had secondary education while only 19 respondents (16.7%) had university education.

4.3.4 Role of the teacher in school

The respondents were asked to indicate their role in the school. Table 4.5 shows the distribution of the respondents by role in school

Table 4.5 Role in school

Role	Frequency	Percentage
General teachers	51	44.7
Special Education Teacher	39	34.2
Special Education Inducted	3	2.6
Headmaster/Headmistress	21	18.4
Total	114	100

The results indicate that 51 respondents (44.7%) were general teachers, 39 respondents (34.2%) were special education teachers while 21 respondents (18.4%) were Head teachers.

4.3.5 Teaching experience

The respondents were asked to indicate their role in the school. Table 4.6 shows the distribution of the respondents by role in school

Table 4.6 Teaching experience

Experience	Frequency	Percentage
0	5	4.4
1-3	47	41.2
4-5	22	19.3
6-10	13	11.4
more than 10 years	27	23.7
Total	114	100.0

The results indicate that 47 respondents (41.2%) had 1-3 years in teaching, 22 respondents (19.3%) had experience of 4-5 years while 27 respondents (23.7%) had an experience of more than 10 years

4.4 Influence of Institutional physical facilities on Inclusive programme for HI learners

An institutional physical facility such as classrooms, desks, chairs, toilets influences implementation of inclusive programme for Learners with hearing impairments in public schools.

4.4.1 Number of classrooms

The respondents were requested to indicate the number of classrooms accessible to hearing impaired learners. Table 4.7 shows the number of classrooms accessible

Table 4.7 Number of classrooms

Number of classrooms	Frequency	Percentage
0	32	28.1
1-2	31	27.2
3-4	13	11.4
5-6	19	16.7
more than 6	19	16.6
Total	114	100.0

The study showed that of 31 respondents (27.2 %) had 1-2 classrooms accessible to hearing impaired Learners while 19 respondents(16.7%) had more than six classrooms. 19 respondents indicated that they have 5-6 classrooms accessible to Learners with hearing impairment and 32 respondents indicated that they do not have accessible classrooms to hearing impaired Learners.

4.4.2 Number of desks accessible to HI Learners

The respondents were asked to indicate the number of desks accessible to HI Learners. Table 4.8 shows the number of desks accessible to HI Learners

Table 4.8 Number of desks accessible to HI Learners

Desks	Frequency	Percentage
0	69	60.5
1-2	4	3.5
3-4	21	18.4
5-6	4	3.5
more than 6	16	14.0
Total	114	100.0

The study showed that of 69 respondents (60.5 %) had no desks accessible to HI Learners. The study has shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners.16 respondents have more than 6 accessible desks.

4.4.3 Number of chairs accessible to HI Learners

The respondents were asked to indicate the number of chairs accessible to HI Learners. Table 4.9 shows the number of chairs accessible to HI Learners

Table 4.9 Number of chairs accessible to HI Learners

Chairs	Frequency	Percentage
0	68	59.6
1-2	21	18.4
3-4	22	19.3
5-6	3	2.6
Total	114	100.0

The study showed that of 68 respondents (59.6 %) had no chairs accessible to HI Learners. The study has shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners but 3 respondents (2.6%) have more than 6 accessible chairs.

4.4.4 Number of toilets accessible to HI Learners

The respondents were asked to indicate the number of toilets accessible to HI Learners. Table 4.10 shows the number of toilets accessible to HI Learners

Table 4.10 Number of toilets accessible to HI Learners

Toilets	Frequency	Percentage
0	100	87.7
1-2	4	3.5
3-4	6	5.3
5-6	4	3.5
Total	114	100.0

The study has shown that 6 respondents (5.3%) have 3-4 toilets accessible to HI Learners but 4 respondents (3.5%) have more than 5-6 accessible toilets. The study showed that of 100 respondents (87.7 %) had no toilets accessible to HI Learners.

4.4.5 Is the school environment conducive for HI Learners?

The respondents were asked to indicate whether school environment is conducive for HI Learners. Table 4.11 shows the responses number of chairs accessible to HI Learners

Table 4.11 Is the school environment conducive for HI Learners?

Conducive?	Frequency	Percentage
Yes	85	74.6
No	32	25.4
Total	114	100.0

The study showed that majority of the respondents 85(74.6%) indicated that the school compound was conducive for HI Learners.

4.4.6 Influence of school environment on inclusive learning for HI learners

The respondents were asked to indicate the areas which require improvement to make the school environment conducive for HI Learners. Table 4.12 shows the responses

Table 4.12 Areas of improvement.

Areas of improvement	Frequency	Percentage
Playground	32	25.4
Classrooms	64	56.2
Walking areas	21	18.4
Total	114	100

The study showed that 64 respondents (56.2%) indicated that the classrooms should be modified to suit HI Learners while 32 respondents (25.4%) indicated that the playground should be repaired to HI Learners. The school compound was conducive for HI Learners.

4.4.7 Influence of institutional physical facilities on inclusive learning programme

The respondents were asked to indicate their level of agreement concerning different aspects of institutional based factors. Their responses are in table 4.13

Table 4.13 whether institutional physical facilities influence inclusive learning programme

Aspect	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
The school has a well coming environment to Hearing Impaired(HI) Learners	7	6.1	31	27.2	44	38.6	16	14	16	14
The classrooms are suitable and accessible to HI Learners	22	19.3	21	18.4	43	37.7	18	15.8	10	8.8

The desks and chairs which are suitable and accessible to HI Learners in the school	7	6.1	10	8.8	38	33.3	29	25.4	30	26.3
Teaching and learning materials e.g. hearing aids are available for teaching HI Learners	3	2.6	2	1.8	27	23.7	26	22.8	56	49.1
The Kitchen, toilets, worktops and sinks, playground and play materials are suited for HI Learners	4	3.5	0	0	31	27.2	39	34.2	40	35.1
The school has written materials(lectures, tutorials and pamphlets) for HI Learners	2	1.8	10	8.8	11	9.6	43	37.7	48	42.1
The school has wheel chairs for those who cannot walk.	10	8.8	1	0.9	7	6.1	32	28.1	64	56.1
Mean	7	6.9	10.2	8.9	28	25	29	25	37.7	33

The study showed that of 44 respondents (338.6 %) remained neutral about the school having a well coming environment to HI Learners, 43(37.7%) also remained neutral over the issue other issue that classrooms are suitable and accessible to HI Learners and also 38 respondents (33.3%) remained neutral over the issue that desks and chairs strongly disagree that teaching and learning materials are available for teaching HI Learners. Still, 40(35.1%) strongly disagree that kitchen, toilets, workshops and sink playground and play materials are suited for HI Learners,48(42%) strongly disagree that the school has written materials for HI Learners while 64 respondents(56.1%) strongly agree that schools has wheel chairs for those who cannot walk.

4.5 Influence of teaching personnel on inclusive programme for HI learners

Teaching personnel influence implementation of inclusive programme for Learners with hearing disabilities.

4.5.1 Number of male teachers

The respondents were asked to indicate the number of male teachers in their school. Their responses are in table 4.14

Table 4.14 Number of male teachers

Male teachers	Frequency	Percentage
.00	1	0.9
1-5	105	92.1
6-10	5	4.4
11-20	1	0.9
6.00	2	1.8
Total	114	100.0

The study has shown that 105 respondents (92.1%) indicated that they have 1-5 male teachers in their school while one respondent (0.1%) indicate that they don't have any male teacher in their school.

4.5.2 Number of female teachers

The respondents were asked to indicate the number of female teachers in their school. Their responses are in table 4.15

Table 4.15 Number of female teachers

Female teachers	Frequency	Percentage
.00	1	0.9
1-5	10	8.8
6-10	41	35.9
11-20	45	39.5
21-30	17	14.9
Total	114	100.0

The study has shown that 45 respondents (39.5%) indicated that they have 11-20 female teachers in their school 41 respondents indicated that they have 6-10 teachers in their school. However one respondent (0.9%) indicated that there is no female teacher in their school. male teachers in their school while one respondent (0.1%) indicate that they don't have any male teacher in their school.

4.5.3 Number of teachers not trained in inclusive education

The respondents were asked to indicate the number of teachers not trained on inclusive education in their school. Their responses are in table 4.16

Table 4.16 Number of teachers not trained in inclusive education

Not rained	Frequency	Percentage
.00	63	55.3
1-5	40	35.1
6-10	3	2.6
11-20	1	.9
6.00	7	6.1
Total	114	100.0

The study has shown that 63 respondents (55.3%) indicated that they all teachers in their school are trained on inclusive education but 40 respondents (35.1%) indicated that they have 1-3 teachers who are not trained on inclusive education.

4.5.4 Number of teachers who have attended induction course

The respondents were asked to indicate the number of teachers who have attended induction course in their schools. Their responses are in table 4.17

Table 4.17 Number of teachers who have attended induction course

Attended induction course	Frequency	Percentage
0.00	36	31.6
1-5	28	24.6
6-10	30	26.3
11-20	20	17.5
Total	114	100.0

The study has shown that 30 respondents (26.3%) indicated that they have 6-10 teachers who have attended induction course on inclusive education. However 36 respondents indicated that they do not have any teacher who have undergone induction on inclusive education

4.5.5 Number of teachers who have completed certificate course

The respondents were asked to indicate the number of teachers who have completed certificate course in their school. Their responses are in table 4.18

Table 4.18 Number of teachers completed certificate

Certificate course	Frequency	Percentage
.00	26	22.8
1-5	67	67.5
6-10	11	9.6
Total	114	100.0

The study has shown that 67 respondents (67.5%) have 1-5 teachers with certificate in inclusive education. The study further showed 26 respondents (22.8%) indicated that there is no teacher with certificate in inclusive education in their school.

4.5.6 Number of teachers who completed diploma course

The respondents were asked to indicate the number of teachers with diploma. Their responses are in table 4.19

Table 4.19 Number teachers completed diploma

Diploma	Frequency	Percentage
.00	22	19.3
1-5	46	40.4
6-10	14	12.3
6.00	32	28.1
Total	114	100.0

The study has shown that 46 respondents (40.4%) had 1-5 teachers with diploma and 22 respondents (19.35) had none of the teachers having diploma.

4.5.8 Number teachers have completed degree course

The respondents were asked to indicate the number of teachers with degree. Their responses are in table 4.20

Table 4.20 Number teachers completed degree

Not rained	Frequency	Percentage
.00	79	21.9
1-5	31	27.2
6-10	3	2.6
11-20	1	0.9
Total	114	100.0

The study has shown that 79 respondents (89.3%) indicated that they do not have degree teachers. 31 respondents (27.2%) have shown they have 1-5 teachers with degree.

4.5.8 Number of teachers who have completed masters degree course

The respondents were asked to indicate whether primary schools in Mbeere South have adequate teachers to handle inclusive programme. Their responses are in table 4.2

Table 4.21 Number of teachers completed masters degree course

Masters	Frequency	Percentage
0.00	70	61.4
1-5	40	35.1
6.00	4	3.5
Total	114	100.0

The study has shown that 70 respondents (61.4%) indicated that they have none of their teachers with master's degree and 40 respondents (35.1%) have 1-5 respondents in their schools having masters.

4.5.9 Adequate teachers to handle inclusive programme

Table 4.22 Adequate teachers to handle inclusive programmes

Adequate teachers	Frequency	Percentage
Yes	43	37.7
No	71	62.3
Total	114	100.0

The study has shown that 43 respondents (37.7%) indicated that they have adequate teachers to handle inclusive education while 71 (62.3) indicate that they do not have adequate teachers to handle inclusive education.

4.6 Economic factors influencing implementation of inclusive programmes for HI Learners

Economic factors influence implementation of inclusive programmes of impaired Learners

4.6.1 Government allocation

The respondents were asked to indicate the amount of money got from government allocation. Their responses are in table 4.23

Table 4.23 Government allocation

Allocation	Frequency	Percentage
0.00	7	6.1
1-10%	82	72
41-50%	4	3.5
51-100%	101	88.8
Total	114	100.0

The study has shown that 101 respondents (88.8 %) indicated that they received 51-100% of their support from the government allocation while 82 respondents (72 %) received 1-10% of their support from the government allocation.

4.6.2 Parent support

The respondents were asked to indicate the amount of money got from parent source. Their responses are in table 4.24

Table 4.24 Parent support

Allocation	Frequency	Percentage
0.00	6	5.3
1-10	107	93.9
21-30	1	0.9
Total	114	100.0

The study has shown that 107 respondents (93.9%) indicated that they receive 1-10% support from parents while 6 respondents (5.3%) indicated that they have not received any support from the parents.

4.6.3 Donor support

The respondents were asked to indicate the amount of money got from other sources. Their responses are in table 4.25

Table 4.25 Donor support

Source	Frequency	Percentage
0.00%	111	10.5
1-10%	2	1.8
11-20%	1	0.9
Total	114	100.0

The study has shown that 111 respondents (97.3%) indicated that they donors but 2 respondents (1.8%) indicated that they received support from donors.

4.6.4 Other sources

The respondents were asked to indicate the amount of money got from other source. Their responses are in table 4.26

Table 4.26 Other sources

Allocation	Frequency	Percentage
0.00%	111	97.3
1-10%	2	1.8
11-20%	1	0.9
Total	114	100.0

The study has shown that 111 respondents (97.3%) indicated that they have not received any support from other sources.

4.6.5 Parents who are able to pay school levies

The respondents were asked to indicate that they are able to pay levies. Their responses are in

Table 4.27

Table 4.27 Parents who are able to pay school levies

Able to pay levies	Frequency	Percentage
0.00	55	48.2
1-10%	39	34.2
11-20%	5	4.4
21-30%	3	2.6
31-40%	8	7.0
41-50%	4	3.5
Total	114	100.0

The study has shown that 39 respondents (34.2%) indicated that parents are able to pay levies while 55 respondents (48.2%) indicated parents are not able to pay school levies.

4.6.6 Parents who are able to pay school levies

The respondents were asked to indicate if parents were able to pay school levies. Their responses are in table 4.28

Table 4.28 Parents who are able to pay school levies

Aspect	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Well up parents take their HI children to inclusive schools	12	10.5	32	28.1	18	15.8	20	17.5	31	28.1
Well up parents take their HI children to special education schools	46	40.4	37	32.5	14	12.3	11	9.6	6	5.3
Poverty contributes to HI not been taken to school	24	21.1	45	39.5	27	23.7	15	13.2	3	2.6
Learners do better in inclusive schools than in special schools	11	9.6	41	36	18	15.8	16	14	28	24.6
Learners graduating from inclusive schools are more social than from special schools and therefore likely to get more employment opportunities	10	8.8	26	22.8	35	30.7	33	28.9	10	8.8
Mean	20.6	18	36	31.8	22	19.6	19	16.7	15	13.7

The study showed that of 32 respondents (28.1 %) agreed that well up parents take their HI to inclusive schools, 46 respondents (40.4 %) strongly agreed that well up parents take their HI to special schools, 45 respondents (39.5 %) agree that poverty contributes to HI Learners, and 35

respondents (30.7 %) believed that HI Learners graduating from inclusive schools are more social than those from special schools.

4.7 Influence of support services on implementation of inclusive programmes for HI impaired Learners

Support services influence implementation of inclusive programmes for hearing impaired Learners.

4.7.1 Support from government in kind

The respondents were asked to indicate the amount obtained from government in the year July 2012 to June 2013 financial year. Their responses are in table 4.29

Table 4.29 Support from government in kind

Support in kind	Frequency	Percentage
None	50	43.9
1-50000	13	11.4
50001-100000	22	19.3
more than 100000	29	25.4
Total	114	100.0

The study has shown that 29 respondents (19.3%) received from government 50, 001-100,000 in kind from government and 50 respondents (43.9%) indicated that they have not received any thing in kind from government.

4.7.2 Support from constituency Development Fund

The respondents were asked to indicate the money received from constituency in kind in the year July 2012 to June 2013 financial year. Their responses are in table 4.30

Table 4.30 Support from constituency Development Fund

Amount of support in kind	Frequency	Percentage
None	108	94.7
1-50000	5	4.4
50001-100000	1	0.9
Total	114	100.0

The study has shown that 5 respondents (4.4%) received 1-50,000 Kenya shillings in kind from constituency fund and 1 respondent (0.9%) indicated received support of Kenya shillings 50,001 - 100,000 from constituency development fund.

4.7.3 Ways of improving support services

The respondents were asked to indicate ways of improving support services. Responses are indicated in table 4.31

Table 4.31 Ways of improving support services

Able to pay levies	Frequency	Percentage
build better classrooms	9	7.9
equip with learning aid	15	13.2
Availability of trained personnel	20	17.5
not applicable	70	61.4
Total	114	100.0

The study has shown that 20 respondents (17.5%) indicated that to improve services the school need to sought for funds to avail trained personnel while 15respondents (13.2%) indicated that to improve services the school need to sought for funds to equip classrooms with learning aid.

4.7.4 Number of Learners who sat for Kenya certificate of education in 2013

The respondents were asked to indicate number of Learners who sat for Kenya certificate of education. Responses are indicated in table 4.32

Table 4.32 Number of Learners who sat for Kenya certificate of education in 2013.

Learners	Frequency	Percentage
0.00	16	14.0
1-10	31	27.2
11-20	8	7.0
51-100	3	2.6
not applicable	56	49.1
Total	114	100.0

The study has shown that 31 respondents (27.2%) indicated that 1-10 Learners sat for Kenya Certificate of Primary Education,8 respondents (7%) indicated that 11-20 Learners sat for Kenya Certificate of Primary Education and 3 respondents(2.6%) indicated that 51-100 Learners sat for Kenya Certificate of Primary Education.

4.7.5 Number of highest KCPE marks obtained in 2013

The respondents were asked to indicate the highest KCPE marks obtained 2013.Responses shown in table 4.33

Table 4.33 Number of highest KCPE marks obtained 2013

Number of Learners	Frequency	Percentage
201-300	5	4.4
not applicable	109	95.6
Total	114	100

The study has shown that 5 respondents (4.4%) indicated that the highest KCPE marks got in 2013 by hearing impaired Learners was 201 -300 marks.

4.7.6 Number of Learners admitted to high school

The respondents were asked to indicate the number of Learners admitted to high school. Responses indicated on table 4.34

Table 4.34 Number of Learners admitted to high school

Able to pay levies	Frequency	Percentage
201-300	5	4.4
not applicable	109	95.6

The study has shown that 5 respondents (4.4%) indicated that they were admitted to high school after 2013 Kenya Certificate of Primary Education.

4.7.7 Learners who have completed college

The respondents were asked to indicate those who have completed college. Responses in table 4.35

Table 4.35 Learners who have completed college

Learners	Frequency	Percentage
0	80	70.2
1-5	34	29.8
Total	114	100

The study has shown that 34 respondents (29.8%) indicated that 1-5 Learners have completed college.

4.9 Summary of the Chapter

The data collected was analyzed using Statistical Package for Social Sciences and tables were used to present data in APA table format. The response rate was 100 %, (114 questionnaires) who handled Learners with hearing impairments in inclusive schools. The data interpretation focused on the factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County. This study shows how institutional physical facilities, teaching personnel, economic factors and support services influence the implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of findings of the study which formed the foundation for discussions. The discussions provided a firm basis upon which conclusions and recommendations were advanced to address factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments. It also includes suggested areas for further research and contributions made to the body of knowledge.

5.2 Summary of Findings

The summary of findings is presented based on the four objectives of the study.

The summary of the findings based on objective one which was investigate how institutional physical facilities influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

The Institutional physical facilities such as classrooms, desks, chairs, toilets influences implementation of inclusive programmes for Learners with hearing impairments in public schools.

The study showed that of 31 respondents (27.2 %) had 1-2 classrooms accessible to hearing impaired Learners while 19 respondents (16.7%) had more than six classrooms. The study showed that of 69 respondents (60.5 %) had no desks accessible to HI Learners. The study has also shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners. The study further showed that of 68 respondents (59.6 %) had no chairs accessible to HI Learners. The study has shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners but 3 respondents (2.6%) have more than 6 accessible chairs.

The study has shown that 6 respondents (5.3%) have 3-4 toilets accessible to HI Learners but 4 respondents (3.5%) have more than 5-6 accessible toilets. The study further showed that majority of the respondents 85(74.6%) indicated that the school compound was conducive for HI

Learners. The study showed that 64 respondents (56.2%) indicated that the classrooms should be modified to suit HI Learners while 32 respondents (25.4%) indicated that the playground should be repaired to HI Learners. The school compound was conducive for HI Learners. The study showed that of 44 respondents (338.6 %) remained neutral about the school having a well coming environment to HI Learners, 43(37.7%) also remained neutral over the issue other issue that classrooms are suitable and accessible to HI Learners and also 38 respondents (33.3%) remained neutral over the issue that desks and chairs strongly disagree that teaching and learning materials are available for teaching HI Learners. Still, 40(35.1%) strongly disagree that kitchen, toilets, workshops and sink playground and play materials are suited for HI Learners,48(42%) strongly disagree that the school has written materials for HI Learners while 64 respondents(56.1%) strongly agree that schools has wheel chairs for those who cannot walk.

The summary of the findings based on objective two which was to determine how teaching personnel on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

The study has shown that 105 respondents (92.1%) indicated that they have 1-5 male teachers in their school while one respondent (0.1%) indicate that they don't have any male teacher in their school. The study has also shown that 45 respondents (39.5%) indicated that they have 11-20 female teachers in their school 41 respondents indicated that they have 6-10 teachers in their school. However one respondent (0.9%) indicated that there is no female teacher in their school. male teachers in their school while one respondent (0.1%) indicate that they don't have any male teacher in their school. The study has shown that 63 respondents (55.3%) indicated that all teachers in their school are trained on inclusive education but 40 respondents (35.1%) indicated that they have 1-3 teachers who are not trained on inclusive education. The study has further shown that 30 respondents (26.3%) indicated that they have 6-10 teachers who have attended induction course on inclusive education. However 36 respondents indicated that they do not have any teacher who have undergone induction on inclusive education .The study has shown that 67 respondents (67.5%) have 1-5 teachers with certificate in inclusive education. The study showed 26 respondents (22.8%) indicated that there is no teacher with certificate in inclusive education in their school. The study has shown that 46 respondents (40.4%) had 1-5 teachers with diploma

and 22 respondents (19.35) had none of the teachers having diploma. The study has shown that 79 respondents (89.3%) indicated that they do not have degree teachers. 31 respondents (27.2%) have shown they have 1-5 teachers with degree. The study has shown that 70 respondents (61.4%) indicated that they have none of their teachers with master's degree and 40 respondents (35.1%) have 1-5 respondents in their schools having masters. The study has shown that 43 respondents (37.7%) indicated that they have adequate teachers to handle inclusive education while 71 respondents (62.3) indicate that they do not have adequate teachers to handle inclusive education.

The summary of the findings based on objective three which was to establish how economic factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

The study has shown that 101 respondents (88.8 %) indicated that they received 51-100% of their support from the government allocation while 82 respondents (72 %) received 1-10% of their support from the government allocation. The study has shown that 107 respondents (93.9%) indicated that they receive 1-10% support from parents while 6 respondents (5.3%) indicated that they have not received any support from the parents. The study has further shown that 111 respondents (97.3%) indicated that they don't but 2 respondents (1.8%) indicated that they received support from donors. The study has shown that 39 respondents (34.2%) indicated that they are able to pay levies while 55 respondents (48.2%) are not able to pay levies. The study also showed that of 32 respondents (28.1 %) agreed that well up parents take their HI to inclusive schools, 46 respondents (40.4 %) strongly agreed that well up parents take their HI to special schools, 45 respondents (39.5 %) agree that poverty contributes to HI Learners, and 35 respondents (30.7 %) believed that HI Learners graduating from inclusive schools are more social than those from special schools.

The summary of the findings based on objective four which was to evaluate how support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments. Support services influence implementation of inclusive programmes of hearing impaired Learners. The study has shown that 29 respondents (19.3%) received from government 50,001-100,000 in kind from government and 50 respondents (43.9%) indicated that

they have not received any thing in kind from government. The study has shown that 5 respondents (4.4%) received 1-50,000 Kenya shillings in kind from constituency fund and 1 respondent (0.9%) indicated received support of Kenya shillings 50,001 -100,000 from constituency development fund. The study has also shown that 20 respondents (17.5%) indicated that to improve services the school need to sought for funds to avail trained personnel while 15 respondents (13.2%) indicated that to improve services the school need to sought for funds to equip classrooms with learning aid. The study has shown that 31 respondents (27.2%) indicated that 1-10 Learners sat for Kenya Certificate of Primary Education, 8 respondents (7%) indicated that 11-20 Learners sat for Kenya Certificate of Primary Education and 3 respondents (2.6%) indicated that 51-100 Learners sat for Kenya Certificate of Primary Education. The study has further shown that 5 respondents (4.4%) indicated that they were admitted to high school after 2013 Kenya Certificate of Primary Education. The study has shown that 34 respondents (29.8%) indicated that 1-5 Learners have completed college.

5.3 Discussion of Findings

A discussion of findings of the study is presented based on the four objectives of the study.

5.3.1 Institutional physical facilities influence implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

The Institutional physical facilities such as classrooms, desks, chairs, toilets influences implementation of inclusive programmes for Learners with hearing impairments in public schools. This is supported by Ellis (2008) reported that some children with special needs will require specialized equipment and adaptations to the physical environment in order to succeed in school. The study showed that of 31 respondents (27.2 %) had 1-2 classrooms accessible to hearing impaired Learners while 19 respondents (16.7%) had more than six classrooms. The study showed that of 69 respondents (60.5 %) had no desks accessible to HI Learners. The study has also shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners. The study further showed that of 68 respondents (59.6 %) had no chairs accessible to HI Learners. The study has shown that 21 respondents (18.4%) have 3-4 chairs accessible to HI Learners but 3 respondents (2.6%) have more than 6 accessible chairs. The classrooms, desks and chairs are few

and may limit enrolment of Learners with hearing impairments. This is supported by IAEYC (1991) who stated that many schools in developing countries are characterized by inadequacies in basic facilities such as properly ventilated classroom, furniture suitable for the disabled and non disabled learners, kitchen, safe clean water, playground and toilet and play material among others and this limits the enrollment of the disabled learners in the regular schools hence affecting the success of inclusive education. IAEYC (1991) further said that lack of adequate resources to meet the educational needs of the disabled learners in the regular schools cause most of the parents to have doubt as to whether the needs of their children are adequately met in these schools.

The study has shown that 6 respondents (5.3%) have 3-4 toilets accessible to HI Learners but 4 respondents (3.5%) have more than 5-6 accessible toilets. The study further showed that majority of the respondents 85(74.6%) indicated that the school compound was conducive for HI Learners. The study showed that 64 respondents (56.2%) indicated that the classrooms should be modified to suit HI Learners while 32 respondents (25.4%) indicated that the playground should be repaired to HI Learners. This supported by Mitchell (2010) who reported that inclusive education goes far beyond the physical placement of children with disabilities in general classrooms and therefore it requires nothing less than transforming regular education by promoting school/classroom cultures, structures and practices that accommodate to diversity. The school compound was conducive for HI Learners. The study showed that of 44 respondents (338.6 %) remained neutral about the school having a well coming environment to HI Learners, 43(37.7%).This implies that the school environment could not be considered to be fully welcoming. This is supported by Mitchell (2010) who pointed out that inclusion involves bringing change at all levels of society. These include differences becoming positively valued, education systems becoming morally committed to the integration of all children into a single education system, schools becoming welcoming environments, teachers becoming committed to working with all children, curricula becoming freed of disabilities content and disabled people being given skills to enter the labour market. The respondents remained neutral over the issue other issue that classrooms are suitable and accessible to HI Learners and also 38 respondents (33.3%) remained neutral over the issue that desks and chairs strongly disagree that teaching and learning materials are available for teaching HI Learners. Still, 40(35.1%) strongly disagree that

kitchen, toilets, workshops and sink playground and play materials are suited for HI Learners, 48(42%) strongly disagree that the school has written materials for HI Learners while 64 respondents(56.1%) strongly agree that schools has wheel chairs for those who cannot walk. This study is supported by McKeivitt (2012) who stated that it is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks, sockets, and so on. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably.

5.3.2 Teaching personnel on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

Subban(2005). Possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education. Anderson and Grigsby (2013) reported that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom. However, Subban (2005), pointed out that the nature of previous contact should be positive as it is this that results in positive attitudes toward inclusive education.

The study has shown that 105 respondents (92.1%) indicated that they have 1-5 male teachers in their school while one respondent (0.1%) indicate that they don't have any male teacher in their school. The study has also shown that 45 respondents (39.5%) indicated that they have 11-20 female teachers in their school 41 respondents indicated that they have 6-10 teachers in their school. This shows that the schools do not have adequate number of teachers. This is supported by Eleweke and Rodda (2000) who reported that inadequate personnel training programmes is one of the problems faced by developing countries. Successful inclusive education programmes require the services of different professionals who assist in identification, referral, diagnosis, treatment and training). The study has shown that 63 respondents (55.3%) indicated that they all teachers in their school are trained on inclusive education but 40 respondents (35.1%) indicated that they have 1-3 teachers who are not trained on inclusive education. These schools lack teachers with inclusive education skills. This supports study by World Bank (2004) who indicated that adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools. This is also supported by

Engelbrecht and Chris (1998) who stated that to enforce that inclusive education demands, relevant training and support for all teachers.

The study has further shows that 30 respondents (26.3%) indicated that they have 6-10 teachers who have attended induction course on inclusive education, however, 36 respondents indicated that they do not have any teacher who have undergone induction on inclusive education. Inclusive teachers should be inducted or trained on inclusive education because inclusive teachers must be flexible in how they teach. This collaborates study by Cornway (2009) who reported that the ability of the teacher to modify and change assignments, instructional strategies, class resources, methods of assessment and teaching style also influence a student's success in school. The teacher needs to be flexible in how she teaches and how she assesses the effectiveness of her teaching.

The study has shown that 67 respondents (67.5%) have 1-5 teachers with certificate in inclusive education, 46 respondents (40.4%) had 1-5 teachers with diploma in inclusive education in their school, 31 respondents (27.2%) have 1-5 teachers with degree and 40 respondents (35.1%) have 1-5 respondents in their schools having masters. The study shows that few teachers have professional education on inclusive education. This agrees with Angrist and Lavy (2001), who reported that most of the teachers do not have adequate training on handling both the disabled and non disabled learners in one class and this affects the understanding of some of the learners of which it is reflected in their performance. He further said that continued poor performance among the disabled learners due to the poor teaching skills and abilities of the teacher triggers their poor enrollment in the regular schools. Thus, lack of adequate teacher training to handle both the disabled and non disabled learners in the same class negatively affects the success of inclusive education. The study is also supported by Subban (2005) who reported that inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education. Subban, 2005 further stated that teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion while increased training was associated with more positive attitudes toward the inclusion of students with disabilities. Shadreck (2012) further supported the study by stating that training in the field of special education appears to enhance understanding and improve attitudes

regarding inclusion. Introductory courses offered through teacher preparation programmes may sometimes be inadequate in preparing the general educator for successful inclusion.

5.3.3 Economic factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

The economic challenges are mainly associated with lack of adequate teachers and equipment and facilities (UNESCO, 2005). The study showed that 101 respondents (88.8 %) indicated that they received 51-100% of their support from the government allocation while 82 respondents (72 %) received 1-10% of their support from the government allocation. The government support is high. This agrees with Wanjohi (2011) who reported that, financing and support of educational services for students with special needs is a primary concern for all countries, regardless of available resources. The study has shown that 107 respondents (93.9%) indicated that they receive 1-10% support from parents. The study has further shown that 111 respondents (97.3%) indicated that they have not received any funding from donors but 2 respondents (1.8%) indicated that they received support from donors. This agrees with Education International (2009) who indicated that most governments depend upon donor support which more often than not, come with strings attached. However, Fisher and Kennedy (2001), reported that it remains the case that in several developing countries financial provision for the education and other needs of individuals with disabilities is undertaken largely by non-governmental organizations (NGOs).

The study has shown that 39 respondents (34.2%) indicated that they are able to pay levies.

The study also showed that of 32 respondents (28.1 %) agreed that well up parents take their HI to inclusive schools while 46 respondents (40.4 %) strongly agreed that well up parents take their HI to special schools, 45 respondents (39.5 %) agree that poverty contributes to HI Learners not being taken to school. This agrees with report by Grol (2000) who reported that a low-income family, struggling to provide basic necessities, may have little time or resources to devote to advocating on behalf of their child or teaching their child how to listen, speak, and read. He further reported that it is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes thereby disadvantaging the rightful

recipients. Corruption and power to rule forever have become the major cancer in developing countries and therefore funds are diverted towards political security and personal gain.

5.3.4 Support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments

The study has shown that 29 respondents (19.3%) received from government 50,001-100,000 in kind, 5 respondents (4.4%) received 1-50,000 Kenya shillings in kind from constituency fund and 1 respondent (0.9%) indicated received support of Kenya shillings 50,001 -100,000 from constituency development fund. This study is supported by Perry (2010) who reported that at Societal and education system level, the policy context of the wider community, collaboration between government agencies and non-government organisations, collaboration among educators, parents, peers, other school personnel, and community agency personnel is very important when implementing inclusive education. The study has also shown that 20 respondents (17.5%) indicated that to improve services the school needs to seek for funds to avail trained personnel. This is supported by Rhoades and Perigoe (2004) who indicated that the needs of low income caregivers are great, as their parenting behaviors are mediated by their psychological well-being and literacy.

5.4 Conclusions of the study

The followings conclusions were made from the study:

It can be concluded that institutional physical facilities such as classrooms, desks, chairs, toilets influences implementation of inclusive programmes for Learners with hearing impairments in public schools. The classrooms, desks, chairs, toilets, kitchen, workshops and sinks, playground and play materials should be suited or accessible to Learners with hearing impairments. The teaching and learning materials should be made available for teaching HI Learners. This is because children with special needs require specialised equipment and adaptations to the physical environment in order to succeed in school because inadequacies in basic facilities such as properly ventilated classroom, furniture suitable for the disabled and non disabled learners, kitchen, safe clean water, playground and toilet and play material among others limits the

enrollment of the disabled learners in the regular schools hence affecting the success of inclusive education.

It can be concluded the teaching personnel influence the implementation of inclusive education in public primary schools. Teachers teaching in inclusive schools need to be trained on inclusive education that through attending induction, certificate, diploma, degree or masters degree. Successful inclusive education programmes require the services of different professionals who assist in identification, referral, diagnosis, treatment and training. The ability of the teacher to modify and change assignments, instructional strategies, class resources, methods of assessment and teaching style also influence a student's success in school. The teacher needs to be flexible in how she teaches and how she assesses the effectiveness of her teaching.

Economic factors influence the implementation of inclusive education in public primary schools. Inclusive education is supported by financial support from the government, parents, donors (NGOs) and constituency development funds.

Support services influence the implementation of inclusive education in public primary schools. Inclusive education schools need to improve their services by seeking funds to modify their facilities and purchase learning and training materials.

Inclusive education is supported in kind by government, parents, donors (NGOs) and constituency development funds.

5.5 Recommendations

The following policy recommendations were made from the findings of this study

The institutional physical facilities should be modified to suit Learners with disabilities for instance hearing impaired Learners. It is important that all students can circulate freely around the classroom, and can access storage areas, equipment, sinks and sockets. The provision of ample space and level access is important for those using assistive devices, such as wheelchairs, crutches or canes. Worktops and sinks should have knee space underneath to allow a wheelchair user to use them comfortably.

Inclusive schools should be encouraged and be supported by government and donors.

Inclusive school teachers should be well trained professionally since the teacher needs to be flexible in how she teaches and how she assesses the effectiveness of her teaching.

5.6 Suggested areas for further Research

The following areas are suggested for further studies from the results of this study

Carry out research on factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in other areas of the country.

Carry out a study to establish the factors that influence the academic performance in inclusive schools.

Carry out a Study to find out social economic factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments.

5.7 Contribution to the body of knowledge

Objective	Contribution to knowledge
To investigate the influence of institutional physical facilities on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.	Institutional physical facilities such as classrooms, desks, chairs, toilets influences implementation of inclusive programmes for Learners with hearing impairments in public schools as indicated by 85 respondents (74.6%). The classrooms, desks, chairs, toilets, kitchen, workshops and sinks, playground and play materials should be suited, modified or accessible to Learners with hearing impairments by 64 respondents (56.2%).
To determine the influence of teaching personnel on implementation of inclusive learning programme in primary schools for Learners	Most inclusive schools have inadequate trained teachers on inclusive education skills as indicated by 105 respondents (92.1%) that they have 1-5 male teachers in their school and 45 respondents (39.5%) indicated that they have 11-20 female teachers.

with hearing impairments.	
To establish the influence of economic factors on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.	Most inclusive schools are supported by government NGOs and other donors. From the study, 101 respondents (88.8 %) received 51-100% of their support from government, 107 respondents (93.9%) receive 1-10% support from parents and 2 respondents (1.8%) indicated that they received support from donors.
To evaluate the influence of support services on implementation of inclusive learning programme in primary schools for Learners with hearing impairments.	Apart from financial support, government and donors can support inclusive schools in kind. From the study 29 respondents (19.3%) received from government 50,001-100,000 in kind, 5respondents (4.4%) received 1-50,000 Kenya shillings in kind from constituency fund and 1 respondent(0.9%) indicated received support of Kenya shillings 50,001 -100,000 from constituency development fund.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

Margret Muthoni Nyabuto

P.O. Box 2422-60100

Embu.

The County Commissioner - TSC

Embu County

Embu.

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT ACADEMIC RESEARCH

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management in the University of Nairobi and I am conducting a research study entitled "Factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County".

The purpose of this letter is to request for permission to interview teaching staff using the attached questionnaire copies. The information obtained is strictly for academic purpose and shall be treated with utmost confidentiality.

Thank You

Yours Faithfully

Margret Muthoni Nyabuto

L50/71939/2011

APPENDIX 2.

LETTER REQUESTING FOR TRANSMITTAL TO THE RESPONDENTS

Margret Muthoni Nyabuto

P.O. Box 2422-60100

Embu.

Dear Sir/Madam,

I am a graduate student undertaking Masters of Arts Degree in Project Planning and Management at the University of Nairobi. I am conducting a research study entitled "Factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County". You have been selected to assist in providing the required information because your views are considered important to this study.

I am therefore kindly requesting you to fill this questionnaire. Please note that any information given will be treated with utmost confidentiality and will only be used for the purpose of this study.

Thank You.

Yours faithfully

Margret Muthoni Nyabuto

L50/71939/2011

APPENDIX 3

QUESTIONNAIRE FOR ALL RESPONDENTS

Instructions

Kindly fill the following questions by ticking or filling in the appropriate spaces provided except where otherwise indicated.

HI-Hearing impaired includes both the deaf and those who are hard of hearing.

Section A: Background Information

1. Please indicate your gender?

- (a) Male [] (b) Female []

2. Please indicate your age.

- (a) Below 30 [] (b) 31 ó 40 [] (c) 41 ó 50 [] (d) 51 ó 60 [] (e) above 61 []

3. What is your marital status?

- (a) Married [] (b) Single [] (c) Divorced [] (e) Widow [] (f) Widower []

5. What is your role in the school?

- (a) General Teacher [] (b) Special education teacher [] (c) Special education inducted teacher [] (d) Headmaster/headmistress []

6. What is your highest academic qualification?

- (a) Primary [] (b) Secondary [] (c) Tertiary [] (d) University []

(e) Others (specify) í

7. How many years have you been teaching in the school?

- (a) 0 [] (b) 1-3 [] (c) 4-5 [] (d) 6-10 years [] (e) more than 10 years []

Section B: Institutional physical facilities

The desks and chairs which are suitable and accessible to HI Learners in the school					
Teaching and learning materials e.g. hearing aids are available for teaching HI Learners					
The Kitchen, toilets, worktops and sinks, playground and play materials are suited for HI Learners					
The school has written materials(lectures, tutorials and pamphlets) for HI Learners					
The school has wheel chairs for those who cannot walk.					

Section C: Teaching personnel

(a). Please indicate the number of teachers in your school

Male ..Female Total

(b). Please indicate the number of teachers trained in special education or inducted on how to handle an inclusive class in your school

Level of training	Number of teachers	Remarks
No trained		
Attended induction courses		
Certificate course		
Diploma course		
Degree course		
Masters course		

15. (a) In your own opinion, do primary schools in Mbeere South have adequate primary school teachers to handle inclusive programmes

(a) Yes [] (b) No []

(b). If the answer is No in question 15 (a) please indicate two reasons

ii í .

iii í

Section D: Economic Factors

How does the school raise money for inclusive education programme. Please rate the sources in terms of percentage

Source of money	Percentage of the total amount (out of 100%)
Government allocation	
Parents in form of levies/contributions	
Donors	
Other sources	

17. What percentage of hearing impaired Learners are able to pay school without difficulties

(a) 0 % [] (b) 20% [] (c) 50% [] (d) 100% []

The following are some of the economic factors influencing implementation of inclusive learning programme in primary schools for Learners with hearing impairments in Mbeere South Sub County. What is your level of agreement? Use a scale where 1- strongly agree, 2- agree, 3- neutral, 4- disagree and 5-strongly disagree.

	1	2	3	4	5
Economic factors influencing implementation of inclusive learning programme					
Well up parents take their HI children to inclusive schools					
Well up parents take their HI children to special education schools					
Poverty contributes to HI not been taken to school					
HI Learners do better in inclusive schools than in special schools					
Learners graduating from inclusive schools are more social than from special schools and therefore likely to get more employment opportunities					

Section E: Support services

19. How much money did your school receive for inclusive education from government in the year July 2012/June 2013 financial year in KShs?

(a) None [] (b) 1-50,000 [] (c) 50,001-100,000 [] (d) More than 100,000 []

20. How much money did your school receive for inclusive education from Constituency?

Development Fund (CDF) in the year July 2012/June 2013 financial year in KShs.

(a) None [] (b) 1-50,000 [] (c) 50,001-100,000 [] (d) More than 100,000 []

21. Please indicate the amount received in kind from the following listed sectors

Source of support	Support in kind	Value in Kshs.	Comments
Government			
CDF			
Parents			
NGOs			
Other donors			

APPENDIX 4: DETERMINATION OF SAMPLE SIZE FOR A GIVEN POPULATION

Table for Determining Sample Size for a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970