

**CHALLENGES FACING PRIMARY REGULAR AND SPECIAL SCHOOLS IN THE
IMPLEMENTATION OF INCLUSIVE EDUCATION IN LANGATA DISTRICT OF
NAIROBI COUNTY, KENYA**

BY

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Declaration

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

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Dedication

This research project is dedicated to my late grandfather, Cheptoo arap Labul, without whom I would have had no higher education. To my mother who ensured that we had our basic needs and went through primary school without problems.

To my brother James Kirui for the encouragement, moral and material support he gave me to undertake the masters' programme.

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ABSTRACT

The purpose of the study was to investigate the challenges facing the effective implementation of inclusive education in selected regular and special schools in Langata District of Nairobi County. The study was guided by the following specific objectives: to establish the teacher preparedness in handling inclusive education in schools, to determine the influence of teaching/learning resources and facilities on the implementation of inclusive education in Langata district, to establish the influence of learner characteristics on the implementation of inclusive education and to establish the influence of support services in the implementation of inclusive education in Langata district of Nairobi County. Descriptive survey research design was used in the study. The population for the study was primary schools in Lang'ata district. The study targeted head teachers, teachers and pupils in schools practicing inclusive education in. Simple Purposive sampling technique was used to sample schools practicing inclusive Education, head teachers and pupils with special needs while simple random sampling was used to sample the pupils without special needs and teachers.

A total of 85 respondents were therefore targeted by the study (including 5 head teachers, 40 teachers and forty pupils) out of which a total of 81 responded (including 5 head teachers, 36 teachers and forty pupils) giving a response rate of 95 per cent. The study used questionnaires to collect data from teachers while interview schedules to collect data from head teachers. Focus group discussions were used to collect data from pupils. Quantitative data was analyzed using descriptive statistics while content analysis technique was used to analyze qualitative data collected using interview schedules. In determining teacher's

preparedness in handling special education, the study found that 52.8 percent of the respondents had Diploma, 27.8 percent of the respondents had P1, and 13.9 percent had BED, while 5.6 percent of the respondents had MED. The study established that 36.1 percent of the respondents had been in the teaching profession for 11 and above years. Regarding the influence of teaching /learning resources and facilities, the study found that 72 percent of the respondents indicated that there are no special education resources. On the influence of learner characteristics on the implementation of inclusive education, the study established that all 36 percent the respondents strongly agreed that the nature of the disability among learners affect inclusion in primary schools. Regarding the influence of support services in the implementation of inclusive education, the study established that 69 percent of the respondents indicated that support services for learners with disabilities are available.

The study concluded that teachers are academically and professionally prepared in handling special education in schools even though they require additional training on special education. The study also concluded that even though teaching/learning resources and facilities were available in the schools studied, they were inadequate. The study further concluded that learner characteristics influence the implementation of inclusive education. It can finally be concluded that the provision of support services influences the implementation of inclusive education. The study recommended that the government should provide the necessary resources and facilities for inclusive education in primary schools. It was finally recommended that a study be done on ways of improving inclusive education in public schools in Kenya which was not a concern in this study.

List of Abbreviations and Acronyms

EFA	- Education For All
FGD	- Focus Group Discussion
INSPRO	- Inclusive Schooling Programme
KICD	- Kenya Institute of Curriculum Development
MOE	- Ministry of Education
SNE	- Special Needs Education
SPSS	- Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Children with special needs and disabilities are members of the human race. What is best for those without disabilities is also best for them (Beauchamp, 2003). They have, like everyone else, rights and talent which nature has bestowed upon them. These talents need to be nurtured and their rights respected. One of these rights is the right to education (Article 26 of the Declaration of human rights, 1948). In article 3 of the “World Declaration on Education for All” (UNESCO, 1990) and the “Dakar Framework for Action to meet Basic Learning Needs” states the fundamental principle that “the learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system” (UNESCO, 2000). Stainback (1994) says that the “goal of inclusion is not to erase differences, but to enable all students to belong within an educational community that validates and values their individuality.” It is also argued that it changes positively attitudes towards learners with disabilities. These declarations attempt to inform and awaken society on the plight of those with disabilities and to strengthen the provisions of education to people with disabilities. The provision of education to this group of people is appreciated by all but the long standing issue is how best this education should be provided. The provision of education for the non disabled on the other hand has no issues

relative to those with disabilities. Why is there an issue, one may be tempted to ask?

These learners fall into several different disability groups like the deaf, the blind, mentally handicapped, emotionally and behaviour difficulties, communication disorders and those with severe and multiple disabilities among others. In addition to the categories these group of learners also have intra and inter individual differences. It is these differences that complicate the mode of delivery of education services to be provided for them. What is appropriate for one group may not be appropriate for another. For example, should a learner who is hearing impaired be taught with a learner who is totally blind in the same classroom?

Service delivery to the handicapped has gone by different names and terminologies over the years but all have had one thing in common; the desire to provide education to learners with disabilities in the least restrictive environments. These terminologies include segregation, mainstreaming, integration and now inclusion. Inclusive education advocates for full integration of children with special needs in the regular classroom regardless of the disability or level of involvement of the disability in the individual. So far it is those with mild disabilities that have benefitted from full integration. This is the case also in Botswana where findings of a research indicated that most of the teachers preferred to include learners with mild disabling conditions compared with learners with severe to profound disabling conditions(<http://sgo.sagepub.com>, 2012) The regular education classroom has therefore become the primary context within which inclusive education has to be implemented (Sands et al, 2000).

There are various levels of inclusion. The level anticipated by any institution would therefore dictate the level of disability accepted by the school as shown in table 1:1 below.

The following table provides the characteristics for each level of inclusion.

Table 1:1 Levels of Inclusion

Level	Characteristics
One	<ul style="list-style-type: none"> • Mild disabilities full time in regular education classrooms. • Moderate to profound disabilities attend separate classrooms on the regular campus.
Two	<ul style="list-style-type: none"> • Mild and moderate disabilities full time in regular education classrooms. • Severe and profound disabilities served in separate classrooms on the same campus • Elimination of all pull-out programmes.
Three	<ul style="list-style-type: none"> • All students (mild, moderate, severe, profound) participate in regular education classrooms. • Most severe served in age –appropriate classroom on the same campus. • Few students are excluded.
Four	<ul style="list-style-type: none"> • All students fully included in regular education classrooms. • Specialists and teaching assistants provide support for students with most severe disabilities within the classroom. • Regular teacher structuring social interactions.

(From Waldron, Karen. 1996)

Different countries have approached the issue of inclusive education in different ways. South Africa set up a commission after the Salamanca conference (UNESCO, 1994) to establish the barriers to learning for learners with special needs. With the key findings the vision for an inclusive education and training system was articulated. Specific strategies were agreed on that could be applied in the structuring of the system which included a holistic approach to institutional development, development of a flexible curriculum, promoting the rights and responsibilities of parents and development of a community based support system (Pottas, L. 2004). In Zambia, committees to coordinate activities at different levels were established. Inclusive schooling programme (INSPRO) was introduced as a pilot programme in different schools in different districts of the country. At the national level, the main activities were mainly sensitization and materials development as well as capacity building of all stakeholders involved. Committees and teams established at the school level were divided into three broad categories: assessment teams, child finding teams and implementation committee (Savolainen et al, 2006).

Kenya , like other countries of the world have attempted to implement the inclusive education agenda. Much of special education provision in Kenya is still, to a large extent, being provided in segregated environments (special schools). However, the learners with mild disabilities receive their education in inclusive classes, particularly those with physical disabilities and the visually impaired. An attempt to practice inclusion is in place. Children without disabilities have been admitted in schools meant for a particular category of disability and also children with disabilities have been admitted in regular classrooms. In its National Special

Needs Education Policy Framework (2010) the government of Kenya places emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using category schools and special units attached to regular schools (Policy framework, 2010). Within Langata district, inclusive education programme is being implemented in a number of schools. However most schools in the district tend to include learners who have level one category only (mild to moderate disabilities) and resist admitting level two to four while proper inclusion as envisaged by policy should be at level three or four.

Inclusion being a new approach to education of learners with disabilities, experience an implementation dilemma arising out of previous approaches like integration and mainstreaming. The challenging issue is how to constructively understand and implement inclusive education in the best educational interest of all children with and without special needs. The schools implementing inclusive education are in essence expected to meet certain criteria before implementation like making the school environment disability friendly, avail adequate teaching/learning resources and have the teachers who are trained with appropriate skills for teaching an inclusive education classroom. Another key objective of inclusion is Access. It is intended that inclusion will enable more children with special needs access education. What is the background of the learners with disabilities in the affected schools in Langata? It has been claimed that learners with disabilities tend to come from poor backgrounds (UNICEF, 2006). It is therefore recognized that current strategies and programmes as pertains to inclusion have largely been insufficient or inappropriate within

Langata district. The mere physical access to school does not automatically translate into access to meaningful and successful learning for all, and therefore the dimensions of quality education and equal educational opportunities will not be realistically attained, thus defeating the very noble idea of inclusiveness (UNICEF, 200).

This study endeavoured, in the context shown above, to investigate whether the parameters intended for a successful inclusive education programme were in place. This was important for future policy decision making towards inclusive education.

1.2 Statement of the Problem.

The goal of inclusive education is to provide the most appropriate education for all children in the most enabling environment. The end result of inclusive education, if successfully implemented, is to get all children together whether with or without disabilities in the same classroom. To achieve such a goal, all stakeholders must work together; professionals, parents, administrators, and the political class at a level and in a way that the inclusive agenda can be planned and implemented successfully. However, in spite of the schools admitting some learners with disabilities, they continue to experience a number of challenges. In some schools parents are even opposed to inclusive education. This study therefore sought to investigate the challenges facing the successful implementation of inclusive education in Langata District of Nairobi County.

1.3 Purpose of the study.

The purpose of the study was to investigate the challenges facing the effective implementation of inclusive education in selected regular and special schools in Langata District of Nairobi County.

1.4 Objectives of the study.

This study was guided by the following objectives;

- i. to establish the teacher preparedness in handling inclusive education in schools in Lang'ata District of Nairobi County.
- ii. to determine the influence of teaching/learning resources and facilities on the implementation of inclusive education in Langata district of Nairobi County
- iii. to establish the influence of learner characteristics on the implementation of inclusive education in Langata district of Nairobi County.
- iv. to establish the influence of support services in the implementation of inclusive education in Langata district of Nairobi County.

1.5 Research Questions.

For the above objectives to be achieved, the study attempted to answer the following research questions:

- i. What is the level of teacher preparedness in handling inclusive Education Lang'ata District of Nairobi County?
- ii. How does teaching/learning resources and facilities influence the implementation of inclusive education in Langata district of Nairobi County?

- iii. How do learner characteristics influence the implementation of inclusive education in Langata district of Nairobi County?
- iv. How do support services influence the implementation of inclusive education in Langata district of Nairobi County?

1.6 Significance of the Study

It was hoped that the findings of the study would inform curriculum development at the Kenya Institute of Curriculum Development (KICD). Quality Assurance and Standards officers could also use the information to improve their mode of quality assurance and standards in schools by giving proper guidance and advice to teachers in schools. It may also assist the teachers to address the challenges they are facing and improve on their work performance by improving their teaching methods, choice of appropriate learning and teaching resources relevant for an inclusive education setting. Teacher trainers would use the data to impart teaching methods that are relevant to an inclusive classroom. When the trainee teachers complete their course, they will be equipped with the necessary knowledge and skills to stimulate learning in their classrooms. This would ensure effective and successful implementation of inclusive education.

The potential beneficiaries of this research therefore include the teachers, School administrators, curriculum developers, Quality Assurance officers and teacher trainers and all education stakeholders.

1.7 Limitations of the study

Limitations of a study are hurdles a researcher anticipates and which he has no control over (Kombo, 2006).

The study was carried out in five primary schools in Langata District in Nairobi County. The findings of the study may not therefore be generalized to Nairobi County as only one of the Districts was studied.

1.8 Delimitations

One of the delimitations of the study was that it was confined to selected regular and special primary schools that are practicing the inclusive education programme in Langata District of Nairobi County. This helped the research to conserve on the time and cost of data collection.

1.9 Definition of operational terms

Inclusion- refers to participating in what everyone else is doing, be it in the community or at school. To be accepted within a group or in what is being done. It does not necessarily mean those with special educational needs only.

Inclusive education- refers to provision of education for children with special needs and disabilities through regular schools.

Mainstreaming- refers to the practice of educating students with special needs in regular classes during specific time periods based on their skills.

Integration- refers to the education of children with special needs in mainstream settings.

Regular school- refers to a school that is normally attended by learners without disabilities.

Inclusive school – refers to a regular school that admits learners with disabilities, together with other adjustments by the school.

Special School- refers to a school that normally admits learners with disabilities of a particular category only. When such a school admits learners without disabilities, it also becomes an inclusive school.

Category- is used to differentiate learners with particular disabilities, like the visually impaired (blind), the mentally handicapped, the hearing impaired (deaf) and those with physical disabilities. Their schools are referred to as category based. In an inclusive school, all learners are admitted regardless of the disability.

1.10 Organization of the study

This study is organized in five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms and organization of the study. Chapter two deals with a review of related literature under the following sub headings; introduction, an overview of inclusive education in Kenyan schools, the influence of teaching/learning resources, learner characteristics, school infrastructure, support services, monitoring and evaluation, summary of literature review and the conceptual framework. Chapter three focuses on the research methodology under the following sub headings; introduction, research design, target population, sample and sampling, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four dealt with data analysis, interpretation and discussion of research findings. Chapter five focuses on summary of the findings, conclusions and recommendations arising from the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with a review of literature related to the topic under study which include an introduction and an overview of inclusive education in Kenyan schools, teaching/learning resources, learner characteristics, school infrastructure, support services and monitoring and evaluation.

2.1 An overview of Inclusive Education in Kenyan Schools.

The philosophy of inclusive education has been embraced by many governments for its purposeful benefits to learners with disabilities. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education. UNESCO (2005) states that inclusion ‘involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.’ Historically, the concept of inclusive education has its origin in special education. The development of the field of special education provision, over the years, has evolved through a series of stages during which different strategies have been explored and practiced in order to respond to the needs of children with disabilities and students who experience difficulties in learning. There was segregation where children with disabilities were educated in category schools. Each school focused on a particular disability. It was followed

by other philosophies which included least restrictive environment, integration and mainstreaming (Beaur and Shea, 1997).

Exclusion policies practiced all over the world, Kenya included, of persons with disabilities have greatly influenced the rise of the philosophy of inclusive education.

Exclusion from meaningful participation in the economic, social, political and cultural life of their communities has been the norm. (www.dooyoo.co.uk, 2010).

UNESCO (2005) estimates that there are over 80 million children in Africa who are not attending school. Among these children, the majority are those with disabilities. Whereas the reasons for learners without disabilities being out of school can easily be deduced and addressed, 'Current strategies and programmes have not been sufficient to meet the needs of children and youth who are disabled, vulnerable to marginalization or exclusion. Past efforts have consisted of specialized programmes, institutions and specialist educators. The unfortunate consequence of such efforts, although well intended, has often been further exclusion' (UNESCO, 2005). Education is key to economic, social and political development of a country and for individual development and functionality, regardless of barriers of any kind, physical or otherwise. 'Therefore disability of any kind (physical, social and/or emotional) cannot be a disqualifier' (UNESCO, 2005).

Inclusion therefore attempts to address the different needs of all children, whether with disability or special need or none in the same classroom or school. UNESCO (2005) views inclusion as 'a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems,

but as opportunities for enriching learning.’ Waldron (1996) argues that ‘staying with their class should remove some of the stigma these students feel from peer reactions as well as ensuring they do not miss important instruction while participating in pull-out programmes’. Learners without disabilities are usually given remedial lessons when they miss classes but the same cannot be said of learners with disabilities.

The principles of inclusion are well captured in major international declarations which include the Universal Declaration of Human Rights (1948) which stated clearly that education is a human right and that ‘everyone has the right to education’(article 26). Everyone here include those with disabilities or special needs. Article 23 of the Convention on the Rights of the Child (1989) also stated that the child has the right to ‘effective access to receive education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child’s achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.’ Learners without disabilities have little problems, if any, in integrating in the society but can be a real challenge for a learner with disabilities where, most often, people’s expression at a sight of a person with disability is almost always negative. The ‘Salamanca Statement and Framework for Action’ (1994) asserts that ‘Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all’(article 2). The statement further says that ‘inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights’

(Salamanca Statement, 1994). The Jomtien (Thailand) World Conference on Education for All (EFA) (1990) and the Dakar Framework for Action (2000) set the goals for Education For All (EFA) with a strong emphasis on inclusive education.

The international instruments give an outline of what is to be done but does not zero in to the actual classroom situations. It is left to member states who signed these protocols to work out its own implementation strategies. In a joint report, Kenya and UNESCO (2004/2005) observed that the instruments are geared towards ‘enabling national and regional policies that restructure education systems to accommodate inclusion through the provision of resources, mobilization of all stakeholders and creating partnerships with other organizations.’ Kenya therefore has to develop its programme of action in line with its local situation in order to fully implement inclusive education policy. The literature reviewed therefore is in line with inclusive education, based on the determinants of implementing inclusive education in Kenya. This is what the following sections will focus on.

2.2 The influence of teaching/learning resources in the implementation of inclusive education.

Teaching/learning resources are extremely essential for the success of any learning in a school. Learning resources are defined as ‘information, represented and stored in a variety of media and formats that assists student learning as defined by the curricula. This includes but not limited to, materials in print,

video, and software formats, as well as combinations of these formats intended for use by teachers and students' (www.gov.bc.ca/bced, 2010).

The inception of the Free Primary Education in Kenya in 2003 saw most schools in the country acquire teaching-learning resources which had become nonexistent for a number of years. However, this scenario soon became overstretched as enrollment in most schools shot up and kept increasing. Kochung (2003) observes that 'some of the learners who need individual learning resources have none or are being forced to share. While it is possible for ordinary learners to share textbooks, those with low vision due to the individual way of holding books cannot share them'. Learners with special needs require more or at times extra material resources than their non- handicapped counterparts (Jenkinson, 1997). The government may provide basic learning materials like books (in most cases inadequate), pens and exercise books. Learners with disabilities require assistive or functional devices like wheelchairs and hearing aids which are equally important to them but are not provided. Secondly in cases where some of them have the assistive/functional devices and other learning materials most of the schools are unable to service, repair and maintain them when they break down due to lack of finances to purchase spares or carry out repairs or lack of spare parts and technical knowhow (Kochung, 2003). UNESCO (1994) in the Salamanca statement and framework for action observes that 'political commitment, at both the national and community level, is needed both to obtain additional resources and to redeploy existing ones.' This will ensure the availability of the teaching/learning resources in schools.

The teaching/learning resources referred to in this study include textbooks, writing materials like braille and braille paper, desks, chairs and resources for learners with disabilities.

2.2.1 Textbooks and implementation of inclusive education

Textbooks form an important component of learning without which the objectives of the curriculum would be difficult to achieve. Each child ought to have a textbook in class as this will enable a learner to follow the teaching and also be in a position to read on his/her own or do work provided by the teacher. The world Bank (1980) stated that ‘availability of textbooks has been found to be the most consistently positive determinant of academic achievement. The teachers’ time in class is also used up well as writing on the chalkboard is also lessened. In its report of the sector review and development direction, the Ministry of Education Science and Technology (Kenya) observes that ‘in situations where there is a large preponderance of unqualified teachers, textbooks have a special role’ (MOE, 2003). Apart from the class textbooks, the schools should have other supplementary reading materials to enhance the learner’s class work. A library is therefore essential. However most schools do not have libraries and where they have, are poorly equipped with relevant textbooks. The provision of textbooks under the free primary education policy is still inadequate as the number of learners joining school increase every year without the governments’ adjustment in the Ministry’s allocation of funds to schools.

2.2.2 Writing Materials and implementation of inclusive education

Writing materials, like textbooks mentioned above, are equally important. These may include exercise books, pens, pencils, rubbers and other essential writing materials like the art materials. These writing materials also include the materials for learners with visual impairment like the stylus for writing on the Braille paper. The success of any inclusive programme therefore also depend on the availability of the writing materials.

The provision of writing materials under the free primary education, thou it alleviated a great need, may not be adequate. Each primary school child is given Ksh. 650 per year for purchase of textbooks and writing materials (MOE, 2010). This is grossly inadequate as the figure of Ksh.650 per child was set in 2003 at the inception of free primary education. Since then the prices of writing materials have kept rising and the allocation has not been reviewed upwards to cater for the increase. This therefore means that for schools offering inclusive education, the challenge in providing the necessary writing material is overwhelming.

2.2.3 Desks and Chairs and implementation of inclusive education

The desks and chairs mark the complete requirement for a learner to sit down and be ready to be taught. If the child has textbooks and the writing materials but no writing table and a chair, the learning would still not take place effectively. This component therefore, like textbooks is important for the child, more so the learner with disabilities and possibly a physical disability at that. The right classroom furniture that is also functional is essential to an overall good experience, day after day. The difficulty in provision of desks and chairs is because it is still the sole responsibility of parents to provide. Kimalu et al (2001)

stated that ‘inadequacy of educational facilities partly contributes to low enrolment rates, poor quality instruction, and poor achievement levels.’ The need for adequate provision of facilities such as desks and chairs is therefore important if the goals of inclusive education are to be realized. Learners with disabilities may require specially made chairs and desks (usually referred to as adapted desks/chairs) and this may require additional planning and extra costs as compared to those learners without disabilities.

2.2.4 Resources for learners with disabilities and implementation of inclusive education

The goal of an inclusive education system is to provide all students with meaningful learning opportunities and supportive learning environments to enable them to be successful. The learner with disabilities will require additional support as compared with the learner without disabilities. Some of the resources that learners with disabilities will require include Braille machines and Braille writing paper for the blind, wheelchairs for those with physical disabilities and hearing aids for those with hearing impairment. All these resources are not readily available locally as they have to be imported.

2.3 Learner Characteristics and implementation of inclusive education

Learner characteristics will include those learners with disabilities and those without disabilities.

2.3.1 Learners with disabilities and implementation of inclusive education

Children with special needs require specialized learning opportunities in order to receive an education that is appropriate for their learning needs. Schools must be

ready to provide programmes adequate for all school age children, particularly for an inclusive setting. The children who will be included in the programme will generally be those with Hearing Impairments, Physical Disabilities, Mild Mental handicap and Visual Impairments.

These children will come from varied backgrounds and with different needs and abilities. The schools are not only expected to embrace but also to address the diversity of needs to complement those of learners without disabilities. Stainback (1994) says that the “goal of inclusion is not to erase differences, but to enable all students to belong within an educational community that validates and values their individuality.” The teachers are expected to understand their students’ needs well, for both with and without disabilities in order to come up with strategies appropriate to the delivery of their lessons in an inclusive setting. This will not only ensure success but also continuity of the inclusive education programme. Failure to understand the students diverse needs in an inclusive classroom may in the end kill the programme.

2.3.2 Learners without disabilities and implementation of inclusive education

A regular school intending to go inclusive must prepare the school well for such an undertaking. The school here refers to the teachers, pupils, parents and the school non teaching staff. This is critical if the policy of inclusive education is to succeed in such a school. The learners in particular are sensitive and can easily reject the new learners particularly when they realize that they have disabilities. Acceptance by the school community is therefore paramount. The learners should be able to understand the type of learners they are going to intermingle with on an everyday basis in the classrooms, in the playfields and within the school

compound. They need to know what is expected of them and what they expect from the learners to be admitted; for example the learners will need mutual respect from one another. Hegarty (1981) says that ‘learners (without disabilities) should be helped to see that individuals differ in many ways and that disabilities are not the uniquely distinguishing characteristics that they are often supposed to be.’ Once these learners know their colleagues well, they will have no problem interacting with them.

2.4 School infrastructure and implementation of inclusive education

This section looks at the influence of school infrastructure in the implementation of inclusive education in Langata district. The infrastructure alluded to here include the classroom designs, toilets and the school compound.

2.4.1 Classroom designs

One of the basic principles of inclusion is for the child with special needs and disabilities to attend the school nearest to the home, which, as UNESCO puts it, the school that would be attended if the child had no disability.(Salamanca Statement for Action, 1994).

This therefore means that the school must anticipate and prepare for children with different kinds and levels of disability. In effect the school should be restructured which will include the classroom designs. UNESCO, (1994), asserts that ‘changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organization...’ However, Hegarty (1981) cautions and asserts that ‘the needs of all pupils must be balanced.’

The restructuring of the classrooms should include wide doors, spacious to allow for free movement of learners on wheelchairs, crutches, and cerebral palsy cases. Classroom entrances should have ramps for accessibility by those on wheelchairs. The lighting system should also be proper to allow for learners who may be included and have low vision problems.

2.4.2 School compound

The school compound should be disability friendly. This will allow learners with disabilities to access any part of the school, like the playgrounds, the libraries and other facilities within the school compound necessary for their comfort in the school. The school should ensure that every entry to a building has an access ramp for those on wheelchairs. The school paths should have murrum, if not tracked for ease of learners' movement.

Without the school compound being made disability friendly, it could make the life of a learner with disability very difficult which may result in dropout. Hegarty (1981) says that 'all pupils need places in a school where they can relax over chosen activities, whether this is physically letting off steam, chatting with friends or taking part in organized club activities. If some pupils do not have access to such places, then they do not participate fully in the social life of the school.' This therefore means that all areas of the school should be welcoming to the learner who has been included.

2.4.3 Toilets

Toilets, like classrooms should also be restructured to allow for use by learners with disabilities. This may include wide toilet doors, rails on the sides of the

toilet walls as well as rails beside the toilet basin as well as the bathing area in case of a boarding school. It must be noted that the changes or restructuring should not disadvantage learners without disabilities. The school can have at least one toilet for the boys and one for the girls restructured to accommodate the necessary changes and not all the toilets. In its report of the taskforce on implementation of Free Primary Education, the Ministry of education, science and Technology (MOEST, 2003) stated that ‘there was need to build adapted toilets to assist the children to hold onto while toileting’.

2.5 Support services and implementation of inclusive education

Support services refers to efforts aimed at supporting both the teacher and the student enrolled in an inclusive setting to ensure that students benefit fully and maximize their potential abilities. Ainscow, (1999) states ‘given that any child may experience some difficulty that causes concern at some stage of their school life, it makes sense that forms of support should be available as and when necessary.’ The support services envisaged in this study are categorized into two: direct support to pupils and the teacher.

2.5.1 Direct support services

The direct support services are those that assist the learner directly as an individual whether in the classroom or outside the classroom.

The direct support services may take any of the following forms:

- a) Children supporting themselves – Children provide what can be described as ‘natural’ form of support. They sit together, work out problems

together in groups or even in practical work. This happens whether the teacher is present or not.

- b) Resource room – Is a room in a regular school which is equipped for enriching learning for learners with special education needs. It is managed by a resource teacher who is trained in special needs education (Jenkinson, 1997).
- c) Peripatetic or Itinerant teacher – Is a teacher who moves between schools and homes teaching, training, counseling and providing materials to teachers (and sometimes to parents) and children themselves.
- d) Guidance and counseling – This is mainly intended for children who have special needs and disabilities and also to their parents. This is intended to ameliorate the effects of disability on the learner and the parent. This is given by trained education counselors or the medical personnel.
- e) Medical practitioners – Provide medical care to children with special needs and disabilities. They can also advise on intervention, prevention and placement of these children in schools. They work together with other relevant professionals as members of the interdisciplinary team.
- f) Classroom support through teacher aide – The teacher aide assists the classroom teacher particularly where learners with severe disabilities have been included. This could be in accessing books, writing material or even mobility within the classroom.
- g) Financial support – This could be assistance directly to schools which have enrolled students with special needs and disabilities. This could be by individuals or even Non- Governmental organizations among others.

The support services to all learners, with or without disabilities in an inclusive school/classroom are important for the success of an inclusive education programme. Even though support is usually available, it is not adequate. Usually there is only one teacher serving a number of schools in a whole district. The demand for such services sometimes overstretches the service provider.

2.6 Teacher Preparedness and implementation of Inclusive Education

The successful interaction and delivery of a teacher in the classroom consistently will depend on how well the teacher has been prepared professionally.

2.6.1 Teachers' qualification

Teacher qualification is another important resource critical to the success of inclusive education, just as the direct support services alluded to above. An understanding of special needs and disabilities is necessary in addition to knowledge of general education. This will enable the teacher to tackle the various challenges that will arise in the course of duty as there are no outright answers to emerging issues both in and out of the classroom. Ainscow (1999) says that appropriate qualifications 'lead to a greater sense of confidence and empowerment, and an increased willingness to experiment with alternative responses to problems experienced in the classroom.'

In addition to appropriate qualifications, teachers need and benefit from additional in-service training which gives them 'increased knowledge about curricular and instructional modifications together with practical skills in adapting curriculum content and resource materials (Westwood, 1997). Westwood further argues that 'if inclusive practices are to be the norm, teachers

need to know how classroom instruction can be differentiated according to student's characteristics. Successful inclusion will depend very heavily upon teacher's skills in developing differentiated practices.' Jenkinson (1997) adds 'teachers may feel threatened by having to cope with a child who has special needs that they feel ill-equipped to deal with, while at the same time providing instruction for as many as thirty other students who also have a wide range of individual needs and abilities.

Jenkinson's observation reflects the situation in Kenyan schools where overcrowded classes demand extra abilities and skills from the teacher. In such a situation, and in the absence of the skills, the learner with disabilities will either be ignored or neglected. It is therefore of utmost importance to develop teacher skills in order to successfully implement a programme of such magnitude. The success or failure of such a programme as inclusive education is almost entirely dependent on the teacher.

The highest qualification in the teachers is categorized into Certificate, Diploma, Bachelors, Masters or Doctoral degrees. A number of studies have examined the ways in which teachers' highest qualifications are related to students' achievement. Many of the studies found that teachers' qualifications correspond positively with students' achievement. For instance, Betts, Zau, & Rice (2003) found that teachers' highest degree correlates positively with students' achievement. Rice (2003) found that when teachers have an advanced degree in their teaching subjects it will have a positive impact on the students' achievements. Greenwald, Hedges, and Laine (1996) conducted a meta-analysis

of studies that examined the relationship between school resources and student achievement; they found that there was a significant and positive relationship between teachers' qualification measured as having a master's degree or not having a master's degree and students' achievement. Goldhaber and Brewer (1996) indicated that an advanced degree that was specific in the subject taught was associated with higher students' achievement.

2.6.2 Teachers' subject majors

The importance of the link between teachers' subject majors and students' achievement have repeatedly been acknowledged by leading education groups such as the Education Trust, the Education Leaders Council, and the National Commission on Teaching and America's Future despite being characterized by their diversity and commitment (Thomas & Raechelle, 2000). Several other studies in the teacher preparation research have also shown a positive connection between teachers' subject majors and students' achievement. For example, Wilson and Floden (2003) found that students of mathematics teachers with mathematics or mathematics education degrees demonstrate higher academic achievement in mathematics. However, they also indicated that there might be a limit at which more mathematics knowledge does not help the teacher. Goldhaber and Brewer (1996) found that specialisation in ones teaching subject is the most reliable predictor of students' achievement. A review of a study of high school students' performance in mathematics and science by Darling-Hammond (2000) found that one having a major in his/her teaching subject was the most reliable predictor of students' achievement scores in mathematics and science. Similarly, Wenglinsky (2002) and Greenberg, et al. (2004) said that mathematics teachers

having a major in mathematics correlated with higher students' achievement in mathematics. However, a few other researchers reported inconsistent relationships between teachers' subject majors and students' achievement. For example, Ingvarson et al. (2004) reported that a number of studies on the relationship between teachers' subject majors and student's achievement in mathematics reported complex and inconsistent results. Similarly, Martin et al. (2000) and Wenglinsky (2000) found that having a major in mathematics was not associated with teacher effectiveness.

2.6.3 Teachers' teaching experience

A number of studies found teachers' years of experience to positively correlate with students' achievement. For example, Betts et. al. (2003) found that teachers' experience significantly correlates with students' achievement in mathematics. A report by the Centre for Public Education (2005) stated that research has been consistent in finding positive correlations between teaching experience and higher students' achievement. Teachers with more than five years teaching experience are found to be the most effective while inexperience is shown to have strong negative effect on students' performance. Greenwald, Hedges, and Laine (1996) in their meta-analysis of data from 60 studies found that teachers' years of teaching experience positively correlates with students' achievement. In a related finding, Rivkin, Hanushek, & Kain (2005) showed that students of experienced teachers achieved better than students of new teachers (those with one to three years of experience).

Similarly, some other studies, for example Rosenholtz, (1986) quoted in Darling-Hammond (2000), and Hawkins, Stancavage, & Dossey, (1998) found teaching

experience to be related to students' achievement but that the relationship may not be linear; students of teachers who had fewer than five years of experience had lower levels of mathematics achievement but there were no difference in mathematics achievement among students whose teachers had more than five years of experience.

The implication of that is that the benefit of experience levels off after five years. The curvilinear effect according to Darling-Hammond (2000) could be because older teachers do not continue to grow and learn and may grow tired of their jobs.

2.7 Monitoring and evaluation and implementation of inclusive education

In order to ensure the success of the programme, it is important that monitoring is done frequently and an evaluation carried out to ensure that it is on course. It is also learning experiences for all that are involved and such monitoring and evaluation generates more knowledge for correction and future improvement of the programme either in Langata or elsewhere.

2.7.1 Implementation of inclusive education

Even when a programme has been planned in detail and implemented with care, it will be necessary to monitor the programme in action not only to ensure that it is on target and objectives are being met but also to take account of emerging developments. It is important to note that this monitoring is for both individual pupils progress and the development of the programme as whole. Hegarty (1981) emphasizes that 'the adequacy of support for ordinary teachers, the amount of classroom integration that is possible, the need for involvement of external support and many other factors need to be scrutinized in light of experience.'

The monitoring could be done jointly by a team within the school, or a team involving staff from the schools that are implementing the inclusive programme and also the Ministry of education officials involved in the programme, preferably quality assurance officers. This will ensure that issues are tackled appropriately as they arise and also keep the programme on course.

2.7.2 Inclusive Education Policy

Inclusive education, like any other school programme will succeed well if there exists a policy to support and guide it. This will ensure that the resources necessary for its successful implementation are provided. Policy will give the direction to take and will compel schools to accept learners with special needs and disabilities.

The Salamanca Statement and Framework for Action (UNESCO,1994) recognized the importance of policies and went on to say that ‘educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend the neighbourhood school, that is, the school that would be attended if the child did not have a disability.’ Loxley and Thomas (2001) assert that ‘inclusion cannot... be effected simply on the basis of the way that teachers and academics conceptualize differences, it is part of a complex wider picture.’ Policy also would address discrimination along the lines of race, gender or disability. Loxley and Thomas (2001) further say that ‘whether we like it or not it is impossible to avoid policy. We can ignore it, extend it, subvert it, rewrite it but not escape it.’ Paul et al (1997) also contend that policy would

ensure that specific rules and standards would be established that would maximize the learning environment and instruction.’

In Kenya policy guidelines touching on inclusion have been established, dating back to 1964 though fragmented. The Education Act- cap 211 (revised edition, 1980) states in part that ‘no pupil shall be refused admission to, or excluded from, the school on any grounds of sex, race or colour or on any other than reasonable grounds.’ This enforces the principle of inclusive education in Kenya.

The National Educational Committee on educational objectives and policies (The Gachathi Report, 1976) in particular stated that a policy of integration for learners with special needs be adopted. The Taskforce on Special Needs Education (November, 2003) recommended that the ‘Ministry of education, science and Technology comes up with a consolidated policy document and a legal framework on SNE.’ The ministry of education launched ‘The National Special Needs Education Policy Framework (2009). This policy framework is expected to impact positively service delivery to those with special needs and disabilities. It states ‘M.O.E shall recognize and reinforce inclusive education as one of the means for children with special needs to access education.’ Apart from the national policy, schools too need to develop own policies in line with the national policy framework. Westwood (1997) observes that ‘each school needs to develop a policy statement which includes the set of beliefs that guide that schools inclusive practices, together with a commitment to implement such practices.’ A policy document is therefore a clear sign of commitment by

government towards persons with special needs and disabilities. It is the policy that has enabled some schools in Langata to establish inclusive schools.

2.8 Summary of Literature Review

Inclusion is a process of addressing and responding to the diversity of needs of all learners through increased participation in learning. After the Salamanca conference of 1994 in which Governments were called upon to ‘give highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual difference or difficulties’ and to ‘adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there are compelling reasons for doing otherwise’(UNESCO, 1994), the government of Kenya has adopted and implemented the protocol. This necessitates the schools being made ready for all children regardless of their disability. Inclusion therefore required changes and modifications in content, approaches, structures and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. How ready is the Kenyan system to implement this? Governments that signed the protocols were required to develop their own strategies for implementation. In Kenya the policy is in place and the programme has been implemented in selected schools.

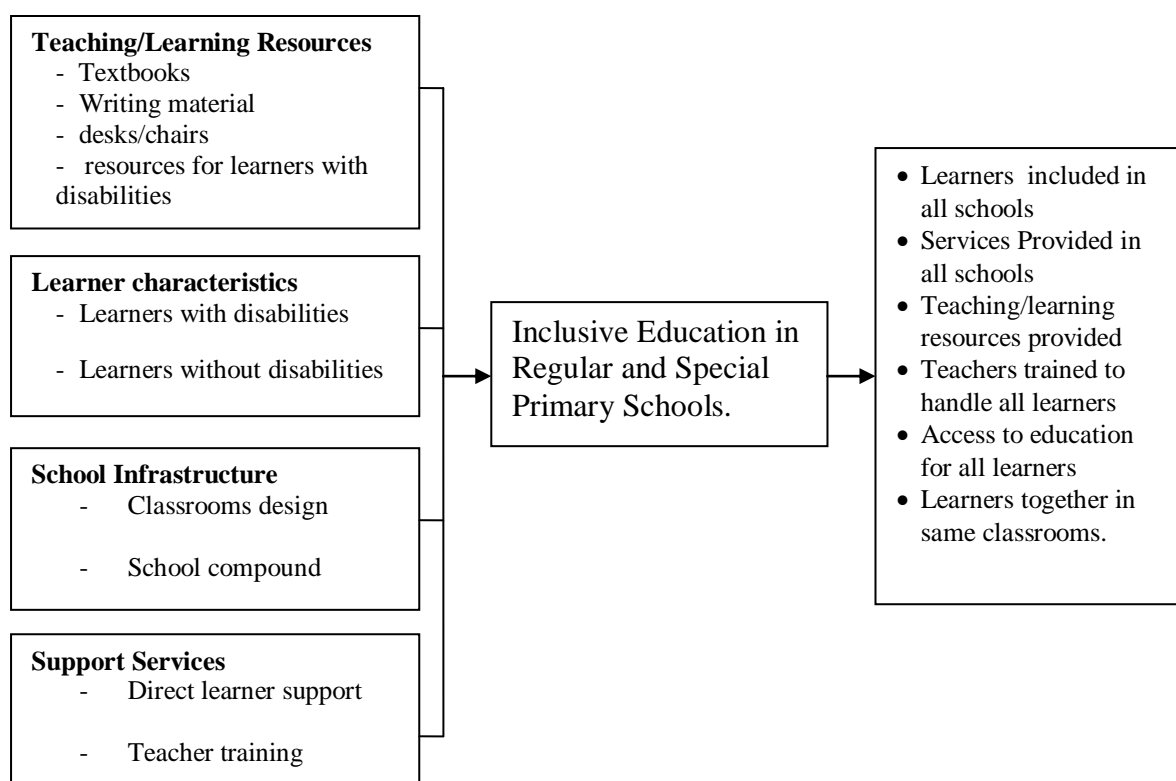
Some of these requirements include; availability of teaching/learning resources, teachers being trained on appropriate instructional methods (to handle inclusive classrooms), teachers with the right qualification being hired, provision of

support services like those of itinerant teachers and availing physical facilities which should be disability friendly and in addition to the entire school environment being disability friendly. In implementing the programme, the schools still go through many challenges relating to the above factors to the extent that some of the schools think of withdrawing their intake of learners with disabilities thus throwing the entire policy on inclusion into confusion and possible failure. In some cases the parents are also not in favour of the programme.

Although most researchers in this field agree on the need for inclusion and the necessary requirements for that, none has delved on the possible remedial measures incase a programme comes up against difficulties as is experienced in Langata. This study therefore seeks to establish the possible challenges affecting the smooth implementation of the inclusive programme in Langata District of Nairobi County.

2.9 Conceptual Framework

FACTORS DETERMINING THE EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION



In the conceptual framework above, independent variables for the study are: teaching and learning resources, learner characteristics, school infrastructure, and support services while the dependent variable are inclusive education in regular and special schools. The indicators for inclusive education which are the end results include: Inclusion of learners included in all schools, services provided in all schools, provision teaching/learning resources, trained teachers to handle all learners, access to education for all learners and learners together in same classrooms.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology. It focuses on research designs, target population, sample and sampling technique, research instruments that were used, validity of the instruments, reliability, data collection procedure and the data analysis technique.

3.2 Study design

In this study, descriptive survey research design was used. Orodho (2009) defines survey as a ‘method of collecting information by interviewing or administering a questionnaire to a sample of individuals.’ He further states that ‘the survey study gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identify the standards against which existing conditions can be compared and determining the relationship that exists between specific events.

This research therefore sought to obtain information that describes the existing conditions in regard to the implementation of inclusive education in primary schools in Lang’ata District. Respondents were asked about their perceptions and other factors relevant to this study. Survey research was therefore relevant to this study because it exemplifies as a descriptive research. A survey research helped the researcher in exploring the existing status of variables at the time of the research such as qualification of teachers, teaching methods, learning resources

and physical facilities. The survey method was useful as data is obtained through direct communication with respondents. In addition the survey enabled the researcher to collect data for the purpose of describing a population which is too large to observe all directly and subsequently a better way for the measurement of characteristics of large populations, for instance, primary schools in this survey. The method allowed for a sample to be used and the findings of the sample were considered representative of the whole population under study.

3.3 Target Population

According to Orodho (2009) the ‘Target Population, also called the universe, refers to all the members of a real or hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the study’.

Langata district is an urban district within Nairobi County. It has 15 public primary schools and 40 private schools with a total enrolment of 35200 . The district has approximately 200 public primary school teachers.

The target population for this research was five schools which consisted of head teachers, teachers and pupils in schools practicing inclusive education in Langata District of Nairobi County.

3.4 Sample and Sampling procedure

The schools included in the study were; Mbagathi, Joseph Kang’ethe, Kibera, Toi and Kilimani Special School. All the head teachers of the five schools participated in the study. The total number of head teacher therefore was 5, 8 teachers participated in the study from every school, and 5 pupils with disabilities and 3 pupils without disabilities from classes 7 and 8 participated in the study. A

total of 85 respondents were therefore targeted by the study (including 5 head teachers, 40 teachers and forty pupils).

Simple random sampling was used for sampling the population. Kothari (2004) explained this method as sampling where each and every item in the population has an equal chance of inclusion in the sample and each of the possible samples, in case of finite universe has the same probability of being selected. The basic criterion for participating in the sample was that the school must be practicing Inclusive Education. A list of all the schools practicing inclusive education in Langata District of Nairobi County was drawn up. Thereafter, five schools were randomly selected from the list to be in the study. This was done by writing down on pieces of paper all the schools in this study, then folded and put in a container, thoroughly mixed up and then five pieces of paper containing five schools were picked randomly. Within the school, all head teachers of the selected schools were included. A list of the teachers in each school was drawn up randomly and thereafter systematic sampling was used. Every 5th name on the list was selected up to three names and in case the number of teachers in the school is smaller, then every 3rd name on the list was picked. For the pupils, all learners with disabilities in classes 7 and 8 were selected to participate. In case the number of learners with disabilities in a class exceeded five, then a list of all the pupils with disabilities in a class were randomly drawn up and the first five on the list selected to participate in the study. Systematic sampling was applied for the learners without disabilities. Depending on the size of the classes, either every 10th or every 15th name on the register was selected to participate. This was after the names of those with disabilities in the register had been marked to avoid repetition.

3.5 Research Instruments

The main instruments for data collection were questionnaire, interview schedules, observation schedule and focus group discussion. Questionnaires were used to collect data from teachers while interview schedules were used to collect data from head teachers. Observation schedule on the other hand was used to collect data on the resources and facilities available in schools. Focus group discussion (FGD) was used to collect data from pupils. For the administration of FGDs, a group of 8 pupils were included in the study. FGD was preferred to collect information from the pupils as it allowed for the airing of views freely with regard to inclusive education among pupils.

The questionnaires were divided into two parts I and II. Part I sought to get demographic data of the respondents and part II sought to get the main data on the aspect of inclusion which was the subject of this research. The teachers' questionnaire sought to know their understanding of the above determinants and their positive contribution to education of learners with disabilities.

The questionnaire was chosen because the target respondents were literate and would use it comfortably. It also allowed greater uniformity in the way questions were asked ensuring greater comparability in the process (Borg et al, 1977). Section I was designed to elicit information about the respondents' sex, professional training and teaching experience. In section II, the respondents used a code to determine a grade they perceive to be the contribution of variables to the implementation of inclusive education.

3.6 Pilot study

A pilot study was done to ensure that the instruments to be used are appropriate. This was carried out in two schools that did not take part in the actually study.

3.6.1 Validity of the Instruments

Mugenda (1990) states that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. The instruments developed were tested for its validity before they were used. A sample was administered to respondents in two of the schools not participating in the study to check if the questions were well understood. This involved the head teachers, teachers and the pupils in the two schools. One school was used first. The researcher personally administered the questionnaires within a day agreed upon with the school administration with a view to identifying areas that needed changes or rephrasing in order to get the questionnaires clearer. After an analysis of the responses, the questionnaires were administered in the second school. The responses from the two schools were then compared. It was determined whether the items have been appropriate in soliciting the intended data or not and if not, either rephrase or discard and reconstruct the items afresh. The data gathered showed similarity, and therefore it was determined to be valid with the expert opinion of the supervisor.

3.6.2 Reliability of the Research Instruments

The reliability of instruments enhances their dependability, accuracy and adequacy. Nachmias and Nachmias, (1976) stated that an instrument is reliable

when it can measure a variable consistently and accurately and obtain the same result under the same conditions over a time.

To enhance reliability of the study, the test-pretest method was applied. This involved administering the same questionnaire at an interval of 1 week to the same group and then compare the 2 scores. This aimed at finding out if the result were consistent to determine the reliability of the instrument.

Respondents contacted during the pre-test phase were deliberately left out during the final administration of the instruments. This helped to control extraneous influence on the research finding due to prior knowledge of the information required by the instrument. At least two schools were used for the purpose of ensuring reliability of the instruments.

3.7 Data collection procedures

The researcher sought permission from the Ministry of Higher Education Science and Technology to conduct this study in the affected schools. First, the researcher visited the five chosen schools to seek their consent and fix the dates for the administration of the research instruments. On the agreed dates, the researcher went to the schools to administer the research instruments. In the schools, he provided questionnaires to the head teacher and the teachers and allowed them to complete. He sought a room where the pupils participating in the research, who were in classes seven and eight, could also answer the questionnaire without interference. The researcher remained in the room with pupils for any assistance, like clarification of items. Thereafter checked all questionnaires for completeness and then collect them. The whole exercise took two weeks.

3.8 Data Analysis Technique.

Analysis of data started by checking gathered raw data for accuracy, usefulness and completeness. The data was then tabulated. This refers to coding of the classified data in qualified terms (Lokesh, 1984). This was done in order to transfer classified data from data gathering tools to the tabular form in which they were be systematically examined. Data analysis was done using the Statistical Package for Social Science (SPSS) Programme.

The analyzed data was presented through tables, graphs and percentages for each school which will later be merged to allow for conclusions to be drawn establishing the extent of relationship between the variables. The analyzed data therefore formed the basis for the research findings, conclusions and recommendations for the study.

3.9 Ethical considerations

The researcher sought permission to carry out the research from the National council for science and technology. Once issued with a research permit, the researcher further got clearance from the district education officer, Langata district. The researcher then visited all the schools that were participating in the research. The teachers and the selected pupils were informed of the intention of the research and that the participation was voluntary, with an assurance of confidentiality and anonymity of their information by the researcher. The research questionnaires did not require a respondent to indicate their names thus concealing their identities. Once the questionnaires had been filled, they were collected by the research assistant who ensured that they were not accessible to

somebody else thus ensuring the confidentiality of the questionnaires and the information therein.

The findings were based on the analysis of the data collected and reflect the true position as at the time of carrying out the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. The purpose of the study was to investigate the challenges facing the effective implementation of inclusive education in selected regular and special schools in Langata District of Nairobi County.

4.2 Response Rate

A total of 85 respondents were therefore targeted by the study (including 5 head teachers, 40 teachers and 40 pupils) out of which a total of 81 responded ((including 5 head teachers, 36 teachers and 40 pupils) giving a response rate of 95 percent as shown in Table 4.1 below.

Table 4.1 Response Rate

Respondents	Frequency	Frequency	Response rate
Head teachers	5	5	100
Teachers	40	36	90
Pupils	40	40	100
Total	85	81	95

4.2 General Information of the Respondents

This section presents information on the respondents' gender, age, marital status, level of education. The findings of the study were as presented in the following sub-sections.

4.2.1 Distribution of the Respondents by Gender

The study sought to establish the gender of the respondents. This information is captured in figure 4:2

Table 4.2 below shows the distribution of teachers and head teacher by gender.

Table 4.2 Distributions of the Respondents by Gender

	Pupils		Teachers		Head teachers	
	f	%	f	%	f	%
Male	17	43	17	47	2	40
Female	23	57	19	53	3	60
Total	40	100	36	100	85	81

Table 4.2 shows the study found that 57 percent of the pupils were female while 23 percent were male. The study also found that 53 percent of the teachers were female while 47 percent were male. It was finally found that 60 percent of the head teachers were female while 40 percent were male.

4.2.2 Distribution of the Respondents by Age

The study sought to establish the age of the respondents.

In establishing the age brackets of teachers, the teachers were asked to indicate their ages. The findings were as shown in Table 4.3.

Table 4.3: Distribution of the Respondents by Age

Age Bracket	Frequency	Percentage
20-29	8	22
30-39	13	36
40-49	7	20
50 and above	8	22
Total	36	100

In the above Table 4.3, the study revealed that most of the teachers 36 percent interviewed were aged between the 30-39 years. It was also found out that 22 percent of the respondents were aged between 20-29 years and above 50 years respectively. Only 20 percent of the respondents were aged between 40-49 years.

4.3 Teachers Preparedness for Inclusive Education

The study sought to establish the respondent's preparedness for inclusive education.

4.3.1 Distribution of the Respondents by Highest Academic Qualification

The respondents were asked to indicate their highest academic qualification. The findings were as shown in Table 4.4.

Table 4.4 Distribution of the Respondents by Highest Academic Qualification

	EACE		KACE		KCSE		DEGREE		Totals	
	f	%	f	%	f	%	f	%	f	%
Special	0	0	1	2.8	3	8.3	4	11.1	8	22.2
Regular	2	6	8	22.2	17	47.2	1	2.8	28	77.8
Total	2	6	9	25	20	55.5	5	13.9	36	100

In the above Table 4.4, the study found that 55.5percent of the respondents had done KCSE, out of which 47.2 percent of the respondents were from regular schools while 8.3 percent from special schools. The study also found that 25 percent of the respondents had done KACE, out of which 22.2 percent of the respondents were from regular schools while 2.8 percent were from special school. The study also revealed that 13.9 percent had University Degree out of which 11.1percent of the respondents were from special schools while 2.8 percent were from regular schools. The study finally found that 6 percent of the respondents had EACE were from regular schools.

4.3.2 Distribution of the Respondents by Highest Professional Qualification

The study sought to establish the respondents' professional qualification.

The respondents were asked to indicate their Highest Professional Qualification.

The findings were as shown in Table 4.5.

Table 4.5 Distribution of the Respondents by Highest Professional Qualification

	MED		BED		DIPLOMA		P1		Totals	
	f	%	f	%	f	%	f	%	f	%
Special	2	5.6	2	11.1	3	8.3	1	2.8	8	22.2
Regular	0	0	3	2.8	9	25	16	44.4	28	77.8
Total	2	5.6	5	13.9	12	33.3	17	47.2	36	100

In the above Table 4.5, the study found that 33.3 percent of the respondents had Diploma out of which 9 teachers were from regular schools, while 3 teachers were from special schools. The study also found that 47.2 percent of the teachers had P1 out of which 16 teachers were from regular schools, while 1 teacher was from special school. The study found out that 13.9 percent of the respondents had BED out of which 2 teachers were from special schools, while 3 was from regular school. The study finally found that 5.6 percent of the teachers from special schools had MED. From the findings of the study, it can be said that most of the teachers who had higher academic qualifications were from the special school studied.

4.3.3 Experience in the Teaching Profession

The study sought to establish the teachers teaching experience.

Teacher respondents were asked to indicate their duration in the teaching profession, the findings were as presented in Table 4.6.

Table 4.6 Experience in the Teaching Profession

		Less than 2 years		2-5 years		6-10 years		11 and above years		Totals	
		f	%	f	%	f	%	f	%	f	%
Special	Yes	1	2.8	1	2.8	2	5.6	4	11.1	8	22.2
Regular	Yes	10	27.8	6	16.7	3	8.3	9	25	28	77.8
Total		11	30.6	7	19.5	5	13.9	13	36.1	36	100

In the above Table 4.6, the study found that 36.1 percent of the teachers had been in the teaching profession for 11 and above years, out of which 4 teachers were from special schools, while 9 teachers were from regular. The study also found that 30.6 percent of the respondents had been in the teaching profession for less than 2 years, out of which 10 teachers were from regular schools and 1 from special school, 19.5 percent of the respondents had been in the teaching profession for between 2-5 years out of which 6 teachers were from regular schools while 1 from special school. It was finally found that 13.9 percent of the respondents had been in the teaching profession for between 6-10 years out of which 3 teachers were from regular schools while 2 were from special schools. From the findings of the study, it can be said that most of the teachers had long teaching experience and were therefore considered to have a lot of information with regard to inclusive education.

4.3.4 Experience as a Special Education Teacher

The study sought to establish the experience of the teachers as special education teachers.

The respondents were asked to indicate their duration of service as a Special Education Teacher; the findings were as presented in table 4.7.

Table 4.7 Experience as Special Education teacher

	Less than 2 years		2-5 years		6-10 years		11 and above years		Totals	
	f	%	f	%	f	%	f	%	f	%
Special	1	2.8	1	2.8	2	5.6	4	11.1	8	22.2
Regular	9	25	6	16.7	4	11.1	9	25	28	77.8
Total	10	27.8	7	19.5	6	16.7	13	36.1	36	100

In the above Table 4.7, the study found that 36.1 percent of the respondents had served as a special education teacher for 11 and above years, out of which 4 teachers were from special schools while 9 teachers were from regular schools. The study also found that 27.8 percent of the respondents had served as a special education teacher for less than 2 years, out of which 9 teachers were from regular schools and 1 teacher from special school. The study further found that 19.5 percent of the respondent had served as a special education teacher for 2-5 years, out of which 6 teachers were from regular schools while 1 teacher from special school. The study finally found that 16.7 percent of the respondents had served as a special education teacher for 6-10 years, out of which 4 teachers were from regular schools, while 2 teachers were from special schools. From the findings of the study, it can be said that most of the teachers had experience in handling children with special needs. The findings of the study are supported by a report by the Centre for Public Education (2005) which stated that research has been consistent in finding positive correlations between teaching experience and

higher students' achievement. Teachers with more than five years teaching experience are found to be the most effective while inexperience is shown to have strong negative effect on students' performance. Greenwald, Hedges, and Laine (1996) in their meta-analysis of data from 60 studies found that teachers' years of teaching experience positively correlates with students' achievement. In a related finding, Rivkin, Hanushek, & Kain (2005) showed that students of experienced teachers achieved better than students of new teachers (those with one to three years of experience).

4.3.5 Area of Specialization

The study sought to establish the areas of specialization in special education of the respondents.

The respondents' were asked to indicate their area of specialization. The findings were as shown in Table 4.8.

Table 4.8 Area of Specialization

	Physically handicapped		Mentally handicapped		Visually Impaired		Hearing Impaired		General		Totals	
	f	%	f	%	f	%	f	%	f	%	f	%
Special	1	2.8	3	8.3	1	2.8	2	5.6	1	2.8	8	22.2
Regular	3	8.3	2	5.6	5	13.9	2	5.6	16	44.4	28	77.8
Total	4	11.1	5	13.9	6	16.7	4	11.2	17	47.2	36	100

Table 4.8 shows that 47.2 percent of the teachers indicated that they had general training in education out of which 16 were from regular schools while 1 was from the special school. The study also found that 16.7 percent of the respondents indicated that they had specialized in visual impairment out of which 5 were from

regular schools while 1 was from the special school. The study further found that 13.9 percent of the respondents indicated that they had specialized in mental handicap out of which 3 were from special school while 2 were from regular schools. The study finally found that 11.1 percent of the respondents indicated that they had specialized in physically handicapped and hearing impairment respectively. From the findings of the study, it can be said that most of the teachers in regular schools did not specialized training in inclusive education compared to their counter parts from special school.

In an interview with the head teachers on the preparedness of teachers, the head teachers mentioned that teachers were generally prepared for the implementation of inclusive education even though they needed more training on special education. The need for training was to enable them have know how in handling children with special needs together with those without special needs thus promoting the implementation of inclusive education.

4.4 Teaching/Learning Resources and Facilities

The study sought to establish the availability of teaching/learning resources and facilities in their schools.

4.4.1 Availability of Special Education Resources

Teacher respondents were asked to indicate whether there are special education resources in their schools. The findings were as shown Table 4.9.

Table 4.9 Availability of Special Education Resources

	Available		Not Available		Total	
	f	%	f	%	f	%
Special schools	7	19.4	1	2.8	8	22.2
Regular schools	3	8.3	25	69.4	28	77.8
Total	10	28	26	72	36	100

In the above Table 4.9, the study found that 72 percent of the respondents indicated that there were no special education resources out of which 69.4 percent were from regular schools while 2.8 percent were from special school. The study also found that 28 percent of the respondents indicated that there are special education resources in their schools out of which 19.4 percent were from special schools while 8.3 percent were from regular schools.

In a FGD with pupils on the availability of resources and facilities for inclusive education, the following resources were mentioned to be available: ramps, disability friendly play ground, special toilets availability of rails along the walls for support and paths for use by pupil with special needs.

4.4.2 Adequacy of Special Education Resources

The study sought to establish the adequacy of special education resources in their schools.

Teachers were asked to indicate the adequacy of special education resources. The findings were as shown Table 4.10.

Table 4.10 Adequacy of Special Education Resources

	Very Adequate		Adequate		Inadequate		Totals	
	f	%	f	%	f	%	f	%
Special	2	6	5	13.8	1	2.8	8	22.2
Regular	0	0	2	5.6	26	72.2	28	77.8
Total	2	6	7	19.4	27	75	36	100

Table 4.10 shows that the study found that 75 percent of the respondents indicated that the special education resources were inadequate out of which 72.2 percent were from regular schools while 2.8 percent were from special schools. The study also found that 19.4 percent of the respondents indicated that the special education resources were adequate out of which 13.8 percent were from special school while 5.6 percent were from regular schools. The study further found that 6 percent of the respondents from special schools indicated that the special education resources were very adequate. From the findings of the study, it can be said that the regular schools did not have adequate resources for inclusive education. The findings of the study are supported by Kochung (2003) who found that the inception of the Free Primary Education in Kenya in 2003 saw most schools in the country acquire teaching-learning resources which had become nonexistent for a number of years. However, this scenario soon became overstretched as enrollment in most schools shot up and kept increasing. Kochung (2003) further observes that ‘some of the learners who need individual learning resources have none or are being forced to share. While it is possible for

ordinary learners to share textbooks, those with low vision due to the individual way of holding books cannot share them.

In an interview with the head teachers on the availability and adequacy of special education resources, all the head teachers interviewed (100 percent) mentioned that even though some of the resources and facilities required for inclusive education were available, they were inadequate considering the population of children with special needs in their schools.

4.4.3 Accessibility to Facilities by pupils with Disability

The study sought to establish the accessibility of facilities by learners with disabilities.

To test on the accessibility to facilities by pupils with disability, the teachers were asked to indicate the accessibility of the following facilities toilets, classrooms and playground. The findings were as shown in Table 4.11.

Table 4.11 Accessibility to Facilities by pupils with Disability

		Classrooms		Toilets		School Compound		Offices	
		f	%	f	%	f	%	f	%
Special	Yes	8	22.2	7	19.4	8	22.2	6	16.7
	No	0	0	1	2.8	0	0	2	5.6
Regular	Yes	21	58.3	22	61.1	21	58.3	22	61.1
	No	7	19.4	6	16.7	7	19.4	6	16.7
Total		36	100	36	100	36	100	36	100

Table 4.11. shows that 80.5 percent of the respondents indicated that classrooms, toilets and school compound were accessible to pupils with disability out of

which 58.3 percent were from regular while 22.2 percent from special school. All the teachers from special schools and 21 teachers from regular schools indicated that classrooms and school compound were accessible to pupils with disability. The study also found that 77.8 percent of the respondents indicated that offices were accessible to pupils with disability out of which 61.1 were from regular schools while 16.7 percent indicated that the offices were accessible to pupils. The findings of the study are supported by Hegarty (1981) who says that ‘all pupils need places in a school where they can relax over chosen activities, whether this is physically letting off steam, chatting with friends or taking part in organized club activities. If some pupils do not have access to such places, then they do not participate fully in the social life of the school.’ This therefore means that all areas of the school should be welcoming to the learner who has been included.

The findings from the observation schedule on the accessibility of the facilities showed that most of the facilities in special schools were accessible, while most facilities in regular schools were inaccessible even though there was need to adjust their numbers and efficiency to accommodate the growing number of pupils with special needs.

4.5 Learner Characteristics

4.5.1 Teacher’s views on the effects of Learner Abilities on Inclusive Education in Schools

The study sought to establish the teacher’s views on the effects of learner abilities on inclusive education.

To test on the effect of learner abilities on inclusive education in schools, teachers were given different statements on the effect of learner abilities on inclusive education in schools. The findings of the study are as shown in Table 4.12.

Table 4.12 Effect of Learner Abilities on Inclusive Education in Schools

Statement	Strongly Agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree		Total (%)	
	F	%	f	%	F	%	F	%	F	%	f	%
The learner's abilities affect the inclusion in primary schools	26	72.2	10	27.8	0	0	0	0	0	0	36	100
The nature of the disability among learners affect inclusion in primary schools	36	100	0	0	0	0	0	0	0	0	36	100
The severity of the disability affects inclusion among learners in primary schools	20	55.6	9	25	0	0	7	19.4	0	0	36	100
Interaction among learners i.e learners with disability and learners without disability affect the implementation of inclusive education in schools	18	50	7	19.4	6	16.7	5	13.9	0	0	36	100
Interaction between learners and teachers in school affect inclusion in primary schools	32	88.9	4	11.1	0	0	0	0	0	0	36	100

In the above Table 4.12, the study found that all (100 percent) the respondents strongly agreed that the nature of the disability among learners affect inclusion in primary schools, 88.9 percent of the respondents strongly agreed that the interaction between learners and teachers in school affect inclusion in primary

schools, 72.2 percent of the respondents also strongly agreed that the learner's abilities affect the inclusion in primary schools, 55.6 percent of the respondents strongly agreed that the severity of the disability affects inclusion among learners in primary schools, while 13.9 percent of the respondents disagreed that interaction among learners i.e learners with disability and learners without disability affect the implementation of inclusive education in schools. The findings of the study are supported by Stainback (1994) that the "goal of inclusion is not to erase differences, but to enable all students to belong within an educational community that validates and values their individuality."

In a FGD with pupils on how learners characteristics affects inclusion, they mentioned the following: that some special needs pupils cannot actively participate in classroom activities thus affecting their performance, that some special needs pupils require close attention probably individual teacher attention to favorably compete with others and that some special needs pupils have difficulty in movement, hearing and seeing thus affecting their performance in class.

4.6 Availability of Support Services

The study sought to establish the availability of support services for learners with disabilities.

4.6.1 Availability of Support Services for Learners with Disabilities

Teachers were asked to indicate whether support services for learners with disabilities are available. The findings were as shown in Table 4.13.

Table 4.13 Availability of Support Services for Learners with Disabilities

	Available		Not Available		Total	
	f	%	f	%	f	%
Special schools	8	22.2	0	0	8	22.2
Regular schools	17	47.2	11	31	28	77.8
Total	25	69.4	11	31	36	100

Table 4.13 shows that 69 percent of the respondents indicated that support services for learners with disabilities were available where all the teachers from special schools (22.2 percent) indicated that support services for learners with disabilities were available while 47.2 percent of the teachers from regular schools indicated that support services for learners with disabilities were available. The study also found that 31 percent of the respondents from regular schools indicated that support for learners with disabilities were not available. The findings of the study are supported by Ainscow, (1999) who states that ‘given that any child may experience some difficulty that causes concern at some stage of their school life, it makes sense that forms of support should be available as and when necessary.

4.6.2 Frequency of Access to Support Services for Learners with Disabilities

The study sought to establish the frequency of access to support services by learners with disabilities in their schools.

Teachers were asked to indicate the frequency of access to support services for learners with disabilities. The findings of the study were as shown in Table 4.14.

Table 4.14 Frequency of Access to Support Services for Learners with Disabilities

	Once per week		Twice a month		Once a month		Once per term		Totals	
	f	%	f	%			f	%	f	%
Special	7	19.4	1	2.8	0	0	0	0	8	22.2
Regular	6	16.7	9	25	8	22.2	5	13.9	28	77.8
Total	13	36.1	10	27.8	8	22.2	5	13.9	36	100

Table 4.14 shows that 36.1 percent of the respondents indicated that learners with disabilities get access to support services once a week, out of which 19.4 percent were from the special school while 16.7 percent were from regular schools. The study also found that 27.8 percent of the respondents indicated that learners with disabilities get access to support services twice a month out of which 25 percent were from regular schools while 2.8 percent were from special schools. The study further found that 22.2 percent of the respondents from regular schools indicated that learners with disabilities get access to support services once a month. The study finally found that 13.9 percent of the respondents from regular schools indicated that learners with disabilities get access to support services once per term.

4.6.2 Effectiveness of support services

The study sought to establish the effectiveness of the support services for learners with disabilities.

The respondents were asked to indicate the effectiveness of support services in ensuring the implementation of inclusive education. The findings of the study are as presented in Table 4.15.

Table 4.15 Effectiveness of support services

	Very Effective		Effective		Less Effective		Not Effective		Totals	
	f	%	f	%			f	%	f	%
Total	15	41.7	11	30.6	7	19.4	3	8.3	36	100

Table 4.15 shows that 41.7 percent indicated that the support services are very effective. The study also found that 30.6 percent of the respondents indicated that support services in ensuring the implementation of inclusive education is effective. The study further found that 19.4 percent of the respondents indicated that support services are less effective. It was finally found that 8.3 percent of the respondents indicated that support services are not effective.

In an interview with the head teachers on the availability of support services, they mentioned that support services were available but there is need that they be adjusted to effectively help children with special needs

4.6.3 Challenges facing the implementation of Inclusive Education

The study sought to establish the respondents' views on the challenges facing the implementation of inclusive education in their schools.

Teachers were asked to mention other challenges facing the implementation of inclusive education; the following were the responses:

There were no adequate supports for inclusive education from the concerned stakeholders. The government has not been able to effectively implement inclusive education policy framework. In Kenya, the education policy is an exclusively one-sided policy and fails to meet the needs of the challenged learners in inclusive education arrangement. One case in point was the endlessly controversial national examinations, which failed to capture learners' diverse backgrounds and needs.

Most of the teachers did not have adequate training on handling both the disabled and non-disabled learners in one class. This affected the understanding of some of the learners of which it was reflected in their performance. Continued poor performance among the disabled learners due to the poor teaching skills and abilities of the teachers triggered their poor enrollment in the regular schools.

Many schools were characterized by inadequacies in basic facilities such as properly ventilated classrooms, furniture suitable for the disabled and non-disabled learners, kitchen, safe clean water, play ground, toilets and play material among others. This limited the enrollment of the disabled learners in the regular schools hence affecting the success of inclusive education.

In most of the schools, there were no adequate educational facilities. These ranged from lack of adequate reading materials, to desks, classrooms among others. Free primary education has led to an increased number of learners in the

learning institutions. This led to a decrease in the available resources in the schools. Shortages of teaching and learning materials had a negative impact on the learners especially those with disabilities.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, recommendations and suggestions for further research.

5.2 Summary of the Study

Inclusive education advocates for full integration of children with special needs in the regular classroom regardless of the disability or level of involvement of the disability in the individual. So far, it is those with mild disabilities that have benefited from full inclusion. The regular education classroom has therefore become the primary context within which inclusive education has to be implemented. The literature review looked at related literature in the area of inclusive education, special needs education and education generally. It looked at UNESCO documents and other United Nations documents like the declaration of the rights of the child. It referred to Kenya government documents like reports on special needs education, education commission reports and the Kenya constitution. It looked at related research work some of which have not been published.

The purpose of the study was to investigate the challenges facing the effective implementation of inclusive education in selected regular and special schools in Langata District of Nairobi County. This study was guided by the following objectives: to establish the teacher preparedness in handling special education in

schools, to determine the influence of teaching/learning resources and facilities on the implementation of inclusive education, to establish the influence of learner characteristics on the implementation of inclusive education and to establish the influence of support services in the implementation of inclusive education.

Research question one sought to establish the level of preparedness of teachers in handling inclusive Education Lang'ata District of Nairobi County. Research question two sought to determine the influence of teaching/learning resources and facilities on the implementation of inclusive education. Research question three sought to establish the influence of learner characteristics on the implementation of inclusive education and research question four sought to establish the influence of support services influence the implementation of inclusive education in Langata District of Nairobi County.

Descriptive survey research design was used for the study where a total of 85 respondents were targeted by the study (including 5 head teachers, 40 teachers and forty pupils). A total of 81 responded ((including 5 head teachers, 36 teachers and 40 pupils) giving a response rate of 95 percent. Questionnaires, interview schedules, observation schedule and focus group discussion were used to collect the data for the study. Descriptive statistics such as frequencies and percentages were used to analyze quantitative data while qualitative data were analyzed thematically.

5.3 Major Findings of the Study

This section presents the summary of the findings of the study according to the objectives.

5.3.1 Teacher's Preparedness in Handling Special Education in Schools

In determining teacher's preparedness in handling special education, the study found 33.3 percent of the respondents had Diploma out of which 9 teachers were from regular schools, while 3 teachers were from special schools. The study also found that 47.2 percent of the teachers had P1 out of which 16 teachers were from regular schools, while 1 teacher was from special school. The study found out that 13.9 percent of the respondents had BED out of which 2 teachers were from special schools, while 3 was from regular school. The study finally found that 5.6 percent of the teachers from special schools had MED. From the findings of the study, it can be said that most of the teachers who had higher academic qualifications were from the special school studied.

The study also found that 36.1 percent of the teachers had been in the teaching profession for 11 and above years, out of which 4 teachers were from special schools, while 9 teachers were from regular. The study also found that 30.6 percent of the respondents had been in the teaching profession for less than 2 years, out of which 10 teachers were from regular schools and 1 from special school, 19.5 percent of the respondents had been in the teaching profession for between 2-5 years out of which 6 teachers were from regular schools while 1 from special school. It was finally found that 13.9 percent of the respondents had

been in the teaching profession for between 6-10 years out of which 3 teachers were from regular schools while 2 were from special schools.

Regarding the experience as a special education teacher, the study found that 36.1 percent of the respondents had served as a special education teacher for 11 and above years, out of which 4 teachers were from special schools while 9 teachers were from regular schools. The study also found that 27.8 percent of the respondents had served as a special education teacher for less than 2 years, out of which 9 teachers were from regular schools and 1 teacher from special school. The study further found that 19.5 percent of the respondent had served as a special education teacher for 2-5 years, out of which 6 teachers were from regular schools while 1 teacher from special school. The study finally found that 16.7 percent of the respondents had served as a special education teacher for 6-10 years, out of which 4 teachers were from regular schools, while 2 teachers were from special schools.

Finally, on the specialization of the respondents, the study found that 47.2 percent of the teachers indicated that they had general training in education out of which 16 were from regular schools while 1 was from the special school. The study also found that 16.7 percent of the respondents indicated that they had specialized in visual impairment out of which 5 were from regular schools while 1 was from the special school. The study further found that 13.9 percent of the respondents indicated that they had specialized in mental handicap out of which 3 were from special school while 2 were from regular schools. The study finally found that

11.1 percent of the respondents indicated that they had specialized in physically handicapped and hearing impairment respectively.

5.3.2 The influence of teaching/learning resources and facilities on the implementation of inclusive education

Regarding the influence of teaching /learning resources and facilities, the study found that 72 percent of the respondents indicated that there were no special education resources out of which 69.4 percent were from regular schools while 2.8 percent were from special school. The study also found that 28 percent of the respondents indicated that there are special education resources in their schools out of which 19.4 percent were from special schools while 8.3 percent were from regular schools.

The study found 75 percent of the respondents indicated that the special education resources were inadequate out of which 72.2 percent were from regular schools while 2.8 percent were from special schools. The study also found that 19.4 percent of the respondents indicated that the special education resources were adequate out of which 13.8 percent were from special school while 5.6 percent were from regular schools. The study further found that 6 percent of the respondents from special schools indicated that the special education resources were very adequate.

The study found that 80.5 percent of the respondents indicated that classrooms, toilets and school compound were accessible to pupils with disability out of which 58.3 percent were from regular while 22.2 percent from special school. All the teachers from special schools and 21 teachers from regular schools indicated that classrooms and school compound were accessible to pupils with disability.

The study also found that 77.8 percent of the respondents indicated that offices were accessible to pupils with disability out of which 61.1 were from regular schools while 16.7 percent indicated that the offices were accessible to pupils.

5.3.3 The influence of learner characteristics on the implementation of inclusive education

The study found out that all (100 percent) the respondents strongly agreed that the nature of the disability among learners affect inclusion in primary schools, 88.9 percent of the respondents strongly agreed that the interaction between learners and teachers in school affect inclusion in primary schools, 72.2 percent of the respondents also strongly agreed that the learner's abilities affect the inclusion in primary schools, 55.6 percent of the respondents strongly agreed that the severity of the disability affects inclusion among learners in primary schools, while 13.9 percent of the respondents disagreed that interaction among learners i.e learners with disability and learners without disability affect the implementation of inclusive education in schools.

5.3.4 The influence of support services in the implementation of inclusive education

Regarding the influence of support services in the implementation of inclusive education, the study found out that 69 percent of the respondents indicated that support services for learners with disabilities were available where all the teachers from special schools (22.2percent) indicated that support services for learners with disabilities were available while 47.2 percent of the teachers from regular schools indicated that support services for learners with disabilities were

available. The study also found that 31 percent of the respondents from regular schools indicated that support for learners with disabilities were not available.

The study also found out that 41.7 percent indicated that the support services in ensuring the implementation of inclusive education to be very effective, 30.6 percent indicated that support services in ensuring the implementation of inclusive education is effective, 19.4 percent of the respondents indicated that support services are less effective and 8.3 percent of the respondents indicated that support services are not effective.

5.4 Conclusions

From the findings of the study, it can be concluded that most teachers are academically and professionally prepared in handling inclusive education in schools even though they require additional training on inclusive education. It can also be concluded that even though teaching/learning resources and facilities were available in the schools studied, were inadequate thus affecting the implementation of inclusive education. The study further concluded that learner characteristics influence the implementation of inclusive education. It can finally be concluded that the provision of support services influences the implementation of inclusive education.

5.5 Recommendations

The following were the recommendations of the study:

1. The study recommends that the government should provide the necessary resources and facilities for inclusive education in primary schools. This will facilitate effective implementation of inclusive education in schools.

2. The study also recommends that teachers should be trained and/or given in-service courses on inclusive education. This will give them the skills and knowledge in handling pupils with or without special needs thus promoting inclusive education.
3. The study finally recommends that support services for pupils with special education should be improved. This will promote the implementation of inclusive education as pupils in need of special support will get access to the services thus promoting the implementation of inclusive education.

5.6 Recommendations for Further Research

This study was carried out in primary schools in Lang'ata District of Nairobi County. The study focused on the challenges facing primary regular and special schools in the implementation of inclusive education. The researcher therefore recommends that another study be done on ways of improving inclusive education in public schools in Kenya. It is also recommended that a study be undertaken to compare the performance of learners with disabilities who are in inclusive settings and those who are in special schools. Finally a study be done to compare the attitudes of learners in inclusive education programmes towards inclusion as compared to being in a special school. These were not a concern of this study.

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APPENDIX A: COVER LETTER

Dear Head teacher/teacher,

I am a postgraduate student at the University of Nairobi. Part of the study includes carrying out research as a requirement for the award of Master of Education degree.

You are therefore presented with this questionnaire and requested to answer to the best of your understanding.

The purpose of the study is to investigate the factors that influence the effective implementation of inclusive education in Langata District of Nairobi County. It is expected that the study will give an insight into the factors that influence the implementation of inclusive education in your district. This may enable the concerned stakeholders to address any issues arising out of this study.

Kindly respond to all the items in the questionnaire. Do not write your name or that of your school anywhere.

The responses you provide will be treated confidential. It will be used for the purpose of this study only.

Thank you very much for accepting to participate in this study.

Yours faithfully,

DAVID KIPKOECH KIRUI

APPENDIX B: QUESTIONNAIRES FOR TEACHERS

You have been selected as a respondent in the study examining the challenges of implementing inclusive education in the schools that practice inclusion in Langata District of Nairobi County. Your responses will be treated with utmost confidentiality. Kindly provide responses without reservations as this is purely for academic purposes. Please tick as appropriate.

SECTION A: GENERAL INFORMATION OF THE RESPONDENTS

1. Gender: Male Female
2. Age Bracket: 18-25 Years 26-35 Years
36-45 Years 46-55 Years Above 55 Years

SECTION B: TEACHER PREPAREDNESS FOR INCLUSIVE EDUCATION

3. What is your highest academic qualification?
EACE KACE KCSE Degree
Any other (Specify)_____
4. What is your highest professional Qualification(s) in General Education?
P1 Diploma B.E.D M.E.D
Any other (Specify)_____
5. How long have you been in the teaching profession?
Less than two years 2-5 yrs 6-10 Years
11-15 Years Over 15 Years
6. How long have you served as a special education teacher?
Less than two years 2-5 yrs 6-10 Years
11-15 Years Over 15 Years
7. What is your area of specialization?
Physically Handicapped
Mentally Handicapped
Visually Impaired

Hearing Impaired

Any other
(Specify) _____

SECTION C: TEACHING/LEARNING RESOURCES AND FACILITIES

8. Are there special education resources in your school?

Yes No

If yes, please list some of the special education resources available in your school?

9. Are the resources mentioned above adequate considering the number of students requiring special education attention?

Very adequate Adequate Inadequate

Briefly explain your answer? _____

10. The following are some of the facilities in schools which should be accessed by pupils in schools. Please indicate whether the resources and facilities are accessible to pupils with disability in your school?

AREA	YES	NO
Classrooms		
Toilets		
Bathrooms (If any)		
School compound		
Offices		

11. Any other comment of the resources and facilities for special education pupils in mainstream public primary schools: _____

SECTION D: LEARNER CHARACTERISTICS

12. The following are some statements on the effect of learner abilities on inclusive education in schools. Please indicate the level of your agreement with each of the statements.

1-Strongly agree 2-Agree
3-Neither agree nor disagree 4-Disagree 5-Strongly disagree

Statement	1	2	3	4	5
The learner’s abilities affect the inclusion in primary schools.					
The nature of the disability among learners affect inclusion in primary schools					
The severity of the disability affects inclusion among learners in primary schools					
Interaction among learners i.e learners with disability and learners without disability affect the implementation of inclusive education in schools					
Interaction between learners and teachers in school affect inclusion in primary schools					

13. What are other learner characteristics affecting the implementation of inclusive education in schools? _____

SECTION E: Availability of Support Services

Are their support services for learners with disabilities in your school?

Yes [] No []

If yes who provides such services? _____

What is the frequency of access to these services among learners in your school?

Once per week [] Once after every two weeks []

Once a month [] Once a term []

How effective are the support services in ensuring the implementation of inclusive education in your school?

Very effective [] Effective []

Less effective [] Not effective at all []

14. What are other challenges facing the implementation of inclusive education in your schools? _____

15. What would you recommend to be done to improve the implementation of inclusive education public primary schools in Kenya? _____

APPENDIX C: INTERVIEW SCHEDULES FOR HEAD TEACHERS

1. For how long have you served as the school head teacher? _____

2. Are teachers in your school prepared to handle special education? _____

3. Do you have teaching and learning facilities and resources for the implementation of special education in your school? Yes [] No []

If your answer is yes, how adequate are they? _____

4. Does learners characteristic affect the implementation of inclusive education in your school? (Explain your answer) _____

5. Are there support services for the implementation of inclusive education in your school?

Yes [] No []

If yes, who provides such support services? _____

How effective are the support services? _____

6. What are other challenges facing the implementation of inclusive education in your schools? _____

7. What would you recommend to be done to improve the implementation of inclusive education public primary schools in Kenya? _____

APPENDIX D: FGD FOR LEARNERS WITH SPECIAL NEEDS AND THOSE WITHOUT SPECIAL NEEDS

1. How is it for pupils with special needs to access the facilities such as toilets and classrooms in your schools?
2. Which facilities are in place in your school to ensure that learners with special needs have the same privileges as those without special needs?
3. What are some characteristics of learners with special needs which affect their inclusion in primary education?
4. Are learners with special needs supported in any way to ensure that they also have the same privileges as those without special needs?
5. What are the challenges facing inclusion in your school?
6. What would you recommend to be done to ensure effective inclusion of pupils in your school?

APPENDIX E: OBSERVATION SCHEDULE

Yes and **No** will be used to indicate whether the facilities indicated below

have been adapted to suit learners with disabilities or not. A scale of 1-4 will


be used to indicate their current status, where **1** stands for **GOOD**, **2** stands

for **AVERAGE**, **3** stands for **POOR** and **4** stands for **NOT AVAILABLE**.

INFRASTRUCTURE	YES	NO	1	2	3	4
1. CLASSROOM DESIGNS						
a) Wide doors						
b) Adequate lighting						
c) Available ramps						
d) Spacious classroom						
e) Door handle suitably placed						
2. SCHOOL COMPOUND						
a) Available paths						
b) Paths marked						
c) Available ramps to buildings						
d) Playground disability friendly						
3. TOILETS						
a) Special toilet availed						
b) Rails along the walls available						
c) Ramp on the door						
d) Proper toilet seat						
e) Door handle suitably placed						

APPENDIX F: RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: **NCST/RCD/14/013/800** Date: **24th May 2013**

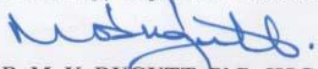
David Kipkoech Kirui
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated **14th May, 2013** for authority to carry out research on *“Challenges facing primary regular and special schools in the implementation of inclusive education in Lang’ata District of Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Lang’ata District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Lang’ata District** before embarking on the research project.

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



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

Copy to:
The District Commissioner
The District Education Officer
Lang’ata District

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

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT


GPK6055(3mt10/2011) (CONDITIONS—see back page)

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
David Kipkoech Kirul
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location	Research Permit No. NCST/RCD/14/013/800
Lang'ata	Date of issue 24th May, 2013
Nairobi	Fee received KSH. 1000
District	
Province	



on the topic: Challenges facing primary regular and special schools in the implementation of inclusive education in Lang'ata District of Kenya.

David Kipkoech Kirul

Applicant's Signature

John Mwangi

Secretary
National Council for Science & Technology

for a period ending: 30th June, 2013.