

**SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS
IN MAGUMONI DIVISION, THARAKA NITHI COUNTY,
KENYA**

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**A Research Report Submitted in Partial fulfilment of the
Requirements for the award of Degree of Master of Education in
Curriculum Studies,**

University of Nairobi

2014

DECLARATION

This research report is my original work and has not been presented to any other university for award of a diploma or degree.

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DEDICATION

I dedicate this report to my wife, Beatrice Wangui, my children Collins and Faith, and my mum Jessica who have encouraged me throughout this study.

ACKNOWLEDGEMENT

May I thank the Almighty God for His wonderful provision and leading me this far. I most sincerely thank my supervisors Dr. Mercy Mugambi and Mrs. Lucy Njagi who tirelessly and patiently guided me throughout this research work. Your expertise added value to my work. I greatly thank the head teachers, class teachers and pupils in the schools where I carried out this research for their immeasurable cooperation and assistance. I am also deeply indebted to my head teacher Mr. Lewis M. Ibaya and my staff mates for their unreserved cooperation and understanding. Finally i wish to thank everyone who helped me in one way or the other during my research work. God bless you all.

ABSTRACT

The purpose of the study was to establish school factors influencing implementation of inclusive education in public primary schools in Magumoni Division, Tharaka Nithi County, Kenya. The study sought to address the following objectives: To establish the influence of material resources on implementation of inclusive education in public primary schools, to establish the influence of school physical facilities on implementation of inclusive education, to determine the extent to which teachers' perception towards learners with special needs influence implementation of inclusive education and to determine the influence of teachers' professional training on implementation of inclusive education in public primary schools. The study adopted a descriptive survey design utilizing quantitative and qualitative approaches. The target population for this study was 2265 participants involving head teachers, teachers and pupils. A sample size of 335 participants, comprising of 12 head teachers, 48 teachers and 175 pupils was used for the study. The data for this study was collected using two types of instruments; questionnaires for head teachers, teachers and pupils, and an observation checklist. The researcher used the test retest method to estimate the degree to which the same results could be obtained within a repeated measure of the same concept. Correlations of 0.82 for pupils, 0.88 for teachers and 0.89 for head teachers' questionnaire were obtained. Quantitative data were coded and entered in the computer for analysis using Statistical Package for Social Sciences (SPSS) version 20. The qualitative data obtained from the checklist was analyzed and discussed thematically to qualify the data generated by the questionnaire. The results of the data analysis were presented using frequency distribution tables, bar graphs and charts according to the objectives and research questions. From the study, it was established that; the majority of the schools did not have teaching and learning resources such as teaching aids and even if some of the teaching aids were available, none of the schools had enough. It was further established that majority of the schools did not have adapted desks and chairs. The majority of the teacher respondents indicated that their schools did not have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds. It was established that the majority of the teachers did not have training on special needs education. The majority of the respondents felt that they were not adequately prepared to practise inclusive education in a mainstream school. From the findings, it was concluded that material resources had an influence on implementation of inclusive education in public primary schools, and many public primary schools in Magumoni division

lacked the materials for teaching learners with special needs, the absence of physical facilities that support the special needs education pupils has led to low implementation of inclusive education in public primary schools in Magumoni division, perception of the teachers towards learners with special needs does influence implementation of inclusive education in public primary schools and that the teachers' professional training does influence the implementation of inclusive education in public primary schools. The government through the Ministry of Education should evaluate on special needs education policy on inclusive education so as to effectively implement the inclusive programme. The government through the Kenya Institute of Curriculum Development should consider including some special needs education units in the teacher training curriculum and modify the curriculum to cater for some of the special needs education pupils and especially those with low cognitive abilities. The study recommends further research on; Effects of emergent policies on inclusive education programme in primary schools in Kenya and impact of inclusion on the regular learners in an inclusive classroom in public primary schools in Kenya.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFA	Education for All
FPE	Free Primary Education
KISE	Kenya Institute of Special Education
NGO	Non-Governmental Organization
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNESCO	United Nations Educational and Scientific Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Inclusive education is a global movement that seeks to challenge exclusionary practices. It is the philosophy of ensuring that schools, centres of learning and educational systems are open to all persons irrespective of their status. It embodies several beliefs and principles, most notably the belief that all learners can learn. This enables the learners to be included in all aspects of school life. Inclusion is about the child's right to participate and the school's duty to accept the child. Stubbs (2002) asserted that inclusion in education involves the process of increasing the participation of learners in, and reducing their exclusion from, the cultures, curricula and communities of local schools. To facilitate this, learners should be given a wide range of resources, which include teaching and learning material resources, adapted physical facilities, adapted and modified curriculum, qualified teachers and positive attitudes. The teaching and learning material resources include white cane, braille materials, large print text books, magnifying lenses and hearing aids among others. Physical facilities include spacious classrooms, adapted desks and chairs, wheelchairs, ramps, adapted toilets and level playgrounds.

Ainscow (2003) suggested that inclusion rejects the use of special schools or classrooms to separate learners with disabilities from learners without disabilities.

The school is restructured so that all learners including those with special needs learn together. Lakhan (2006) asserted that the philosophy of inclusive education is a worldwide advocacy of provision of education to children with special needs in the mainstream schools. Inclusive education seeks to enable the community, systems and structures to combat discrimination, embrace diversity and promote participation by all learners including learners with special needs. It also means identifying, reducing or removing barriers within and around the school that may hinder learning (Ngugi and Kabuchoru, 2009). Every learner has a fundamental right to learn. However, research has shown that although most countries seem to share the same ideology and commitment towards implementation of inclusion, the concept of inclusion has different meanings in different contexts (Swart & Pettipher, 2005). Both developed and developing countries have been trying to implement the objectives of inclusive education but success and failures have been noted in all of these countries.

International and national legislation has focused on the philosophies of inclusion and inclusive schooling. The Salamanca Statement and Framework for Action on Special Needs Education of 1994 re-affirmed the right to education of every individual, as enshrined in the 1948 declaration of human rights. The Salamanca statement specifically condemned exclusion of children with special needs education from mainstream schools. The birth of inclusive education was realized as the new thinking for education of learners with learning disabilities. The Dakar Framework for Action (2000) emphasized the need for action by

national governments to rededicate themselves toward attaining Education for All goals. The participants in the Dakar Framework for Action (2000) shared a common vision which stated that everyone, child and adult alike would command the basic literacy and numerical skills to function as a citizen and worker in the emerging global society.

Countries around the world have embraced and supported the practice of inclusive education to prohibit discrimination in education under the human law (Gallagher, 2003). In Britain, the British government issued guidelines for inclusion so that the needs of individual learner are guaranteed. The process of assessment, placement, monitoring, evaluation and support system are clearly outlined in the guidelines. Learners with special needs are catered for through the pupils retention grant. In Britain, every Local Education Authority (LEA) has a responsibility to ensure that sufficient funds are availed to every school to support the learning of all children (Randiki, 2002). In Uganda teachers are sensitized on the needs of learners with special needs. Teachers use varied methods of teaching which include; individualized education programme, peer tutoring, group discussion and other approaches. Many children with special needs have access to quality education due to the dedication of teachers and understanding of other pupils to accept children with special needs as part of the school community. In order to achieve Education For All (EFA), Uganda adopted a Universal Primary Education (UPE) in 1997. Through this arrangement, primary education is compulsory and free for all children (Randiki, 2002).

In Kenya education has been guided by policy guidelines since independence. Policy documents have been in form of commissions, presidential working parties, committees, development plans and legal frameworks. Totally Integrated Quality Education and Training (Koech Report-1999) emphasized the need for early intervention for children including those with disabilities and the disadvantaged. The Education For All (EFA) goals 2001, advocates for education to be free and available to all Kenyans by 2015. In its endeavor to achieve EFA goals, Kenya passed Children's Act 2003 which emphasizes the rights to education. Kenya also passed Disability Act – 2003 which states that no person or learning institution shall deny a person with disability admission into their programme or course of study by reason of only such factors as disability. The Disability Act – 2003 further emphasizes the need for the provision of quality education to learners with disabilities in programmes where they may be receiving education. Session paper No. 1 of 2005 recommended the relevant machineries or systems to be put in place for the implementation of inclusive education. This led to the development of Kenya Education Sector Support Programme (KESSP, 2005) document which aimed at providing quality lifelong education and training for all Kenyans. Session Paper No.10 of 2012 on Kenya Vision 2030 has also captured the area of inclusive education. The Session Paper No. 10 of 2012 states that regular schools will be required to incorporate facilities for use by children with special needs. Schools should also pay special attention to the needs of children with special needs during learning and examination times.

The National Educational Sector Support Programme (2013 – 2018) aims to enhance basic education in terms of access and quality. By 2018, Kenya should have an equitable, quality education system that is rights-based, gender-responsive, adequately resourced and encompassing in all levels. The education system should ensure participation of the County governments, communities and learners including learners with special needs.

Inclusive education is an important and effective practice. Inclusive education has some benefits, for example, inclusive education reduces discriminatory attitudes towards people with disabilities. Inclusive education promotes education that emphasizes hand-on activities in learning. Inclusive education leads to the adjustment of the learning environment, for example the improvement and adaptation of school physical facilities and material resources to accommodate all learners including children with special needs. Inclusive education promotes the development of social and emotional growth among pupils, teachers and support staff as they develop compassion, acceptability and understanding of the members of school community. Inclusive education enhances access to education hence increasing school participation of learners with special needs (Kenya Institute of Special Education, 2009).

Though both developed and developing countries have been trying to implement inclusive education, gaps have been noted in the practice in that children with severe disabilities are being excluded from public education system [(United Nations Educational and Scientific Cultural Organization (UNESCO),

2003)]. In situations where children obtain educational opportunities, they are enrolled at the age of 10 years, thus becoming adults before completing primary education. The situation is bleak in rural areas where regular schools lack teaching and learning material resources and physical facilities to cater for the special needs children in inclusive settings. The situation is compounded by inappropriate infrastructure and inadequate capacity among many teachers to handle children with special needs (Ministry of Education (2009) and Republic of Kenya (2005). UNESCO (2012) pointed out that children who have disabilities and specific learning difficulties have been marginalized within or excluded from schools. The organization further stated that in Africa teachers were found to possess negative attitudes towards learners with special needs due to inadequate or lack of professional training on implementation of inclusive education. Kalabula and Mandyata (2003) found out that in Northern Province of Zambia educational materials were not provided or were not enough in ordinary schools where children with special needs were being included. In Tanzania, Mmbanga (2003) found out that schools were experiencing shortage of classrooms, overcrowding, shortage of text books and other materials. The findings of Rousso (2007) established that in Malawi, barriers to inclusive education included cultural biases, lack of access to special needs education services and support, inaccessible physical environment and physical and verbal abuse of children with special needs. There is also the nature of the education setting which mostly encourage negative attitudes towards learners with special needs.

In Kenya, special needs education has been provided in special schools and special units attached to regular schools (Ministry of Education, 2009). The ministry of education (2009) established that lack of training or inadequate specialized training among teachers, inappropriate infrastructure, inadequate physical facilities and specialized material resources make it difficult to practise inclusive education in regular public primary schools. Traditional African beliefs, cultural perspectives and religious practices have also resulted in negative attitudes towards individuals with disabilities. Consequently educational services for individuals with special needs are not being addressed adequately. Kithuka (2008) in his studies found that there was lack of enough trained teachers. He further found that teachers had inadequate professional training to cater for children with special needs thus lacked confidence. A study by Nyaigoti (2013), established that physical facilities were not structured to accommodate learners with special needs and many primary school teachers had no specialized training to handle special needs children which impacted negatively on the implementation of inclusive education.

Inclusive education is the most effective for learners with special needs but little has been realized in Magumoni division, Meru South district. Few schools in the division practice inclusion (District Education Office, 2013). The researcher sought to find out school factors influencing implementation of inclusive education in Magumoni division, Tharaka Nithi County, Kenya.

1.2 Statement of the problem

Despite the benefits of inclusive education, gaps are evident in its implementation in Magumoni division. Only 3 schools out of the 41 public primary schools in the division were implementing inclusive education (Meru South District Education Office, 2013). There is lack of commitment on practices of inclusive education in majority of public primary schools in Magumoni division (Meru South District Education Office, 2013). Researches undertaken earlier in Magumoni division have dealt with management challenges facing head teachers in special schools and units ignoring factors influencing implementation of inclusive education in public primary schools (Karegi, 2010). The researcher carried out the study to establish school factors influencing effective implementation of inclusive education in public primary schools in Magumoni division, Tharaka Nithi County, Kenya.

1.3 Purpose of the study

The purpose of this study was to establish school factors influencing implementation of inclusive education in public primary schools in Magumoni Division, Tharaka Nithi County, Kenya.

1.4 Objectives of the study

This study sought to address the following objectives:

- i. To establish the influence of material resources on implementation of inclusive education in public primary schools in Magumoni division.

- ii. To establish the influence of school physical facilities on implementation of inclusive education in public primary schools.
- iii. To determine the extent to which teachers' perception towards learners with special needs influence implementation of inclusive education in public primary schools.
- iv. To determine the influence of teachers' professional training on implementation of inclusive education in public primary schools.

1.5 Research questions

The study sought to answer the following questions:

- i. What is the influence of material resources on implementation of inclusive education in public primary schools?
- ii. What is the influence of physical facilities on implementation of inclusive education in public primary schools?
- iii. To what extent do teachers' perceptions towards learners with special needs influence implementation of inclusive education in public primary schools?
- iv. What is the influence of teachers' professional training on implementation of inclusive education in public primary schools?

1.6 Significance of the study

This study may provide useful information to the head teachers and teachers on the importance of adapting material resources and physical facilities to cater for learners with special needs in public primary schools. The study may help

teachers to develop positive attitudes towards learners with special needs and inclusive settings. Teachers who have not trained in special needs education may realize the need to take refresher courses on special needs education. The study may encourage learners with special needs to actively participate in the teaching/learning process and eventually post improved grades.

1.7 Limitations of the study

The participants of this study were teachers and pupils of public primary schools. The teachers who were not trained in special needs education may have provided unreliable information about inclusive education. To mitigate this problem the researcher clearly explained what was required of the participants. The learners with special needs had difficulties in providing information about inclusive education. The researcher addressed this limitation by requesting the teachers to guide the learners in providing information through focus group discussion.

1.8 Delimitations of the study

Tharaka Nithi County has several divisions but the study was focused on Magumoni Division only as the area of study. Inclusive education is ideal to all learners in both public and private primary schools; however, the study was carried out in public primary schools only. Although inclusive education involves participation of various parties such as learners, parents, teachers, education officers, NGOs among others, the study only involved the pupils, teachers and head teachers as the target population. Inclusive education is applicable to learners in all the class levels of primary schools but the study used classes seven

and eight learners as the population of pupils. Inclusive education is a wide topic but the study was focused only on school factors influencing implementation of inclusive education in public primary schools in Magumoni Division because inclusive education has had limited practice in the area.

1.9 Assumption of the study

The study was based on the following assumptions:

- i. That the information obtained from the respondents was accurate and true.
- ii. That teachers understood policies on implementation of inclusive education and all respondents provided reliable responses.

1.10 Definition of terms

The following are definition of key terms which were used in the study.

Inclusion refers to a philosophy of including learners with special needs in mainstream public primary schools.

Inclusive education refers to education that addresses the learner's needs within the mainstream school and advocates for all children including those with disabilities.

Learners with special needs refers to learners in public primary schools who experience conditions, barriers or factors that hinder their normal learning as their peers.

Material resources refers to teaching and learning materials such as hearing aids, braille materials, spectacles and white canes and others that are adapted for learners with special needs that may facilitate inclusion.

Physical facilities refers to facilities like adapted toilets, ramps, playgrounds and spacious classrooms that make learning friendly for special children.

School factors refer to something that helps produce or influence a result within the learner in the school learning environment.

Special needs education refers to learning needs which may not ordinarily be met by the regular services of mainstream educational institutions.

Teachers' perception refers to primary school head teachers and teachers' attitude towards inclusive education.

Teachers' professional qualification refers to the level of teachers training in special needs to enable them handle inclusive education.

1.11 Organization of the study

The study comprises of five chapters. Chapter one, introduction, consists of background to the study, statement of the problem, purpose of the study, objectives and research questions, significance and limitations of the study, delimitations, basic assumptions and definition of key terms. Chapter two, literature review, contains a review of literature related to the study, under the following sub headings; meaning and concept of inclusive education, influence of material resources, physical facilities, teachers' perceptions, and professional training on implementation of inclusive education. Finally it sums up with theoretical and conceptual framework of the study and the summary of the literature review. Chapter three, research methodology, comprises of the research design, target population, sample size and sampling procedure, validity of the research instruments, reliability of the instruments, data collection procedures and data analysis techniques. Chapter four presents data analysis, interpretation and discussion of the study findings while Chapter five deals with the summary, conclusion and recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In literature review the researcher presents literature reviewed under the following sub-headings; meaning and concept of inclusive education, influence of material resources, physical facilities, teachers' perceptions, and professional training on implementation of inclusive education. Finally it sums up with theoretical and conceptual framework.

2.2 Meaning and concept of inclusive education

The concept of inclusive education was implemented in western countries in the 1980s and it has become a matter for the global agenda (Singal, 2005). Inclusive education is the philosophy of ensuring that schools, centers of learning and educational systems are open to all children. Inclusive education entails identifying, reducing or removing barriers within and around the school that may hinder learning, [Kenya Institute of Special Education (KISE), 2009]. This can be achieved if schools can serve all children in their communities by practising inclusive education.

The government is placing emphasis on inclusive education through regular schools for SNE learners as opposed to the practice of strictly using special schools and special units attached to regular schools. However, Special schools and units are essential for learners with special needs in the areas of hearing,

visual, mental and serious physical challenges. With the increase in demand for special needs education and in line with the international development, the government has adopted inclusive education (MOE 2008). This approach will increase access to education for children with special needs. Inclusive education calls for restructuring of the education system in terms of physical facilities, curriculum, instruction and other aspects to children joining schools of their choice and convenience. It is important to note that government will face serious challenges in providing education to all its citizens with special needs in education unless it implements inclusive education. The government under the FPE programme is facilitating provision of additional capitation grants to facilitate implementation of inclusive education. The funds are provided to learners with special needs enrolled in both special education institutions and units attached to regular schools.

According to Republic of Kenya (2005), education is recognized as basic right of children and EFA goals can be achieved by embracing inclusive education philosophy. Ministry of Education (2009) considers inclusive education as an approach in which learners with disabilities and special needs are provided with education within mainstream schools.

2.3 Influence of material resources on implementation of inclusive education

According to Republic of Kenya (2010), children with special needs require specialized aids for movement, reading, writing and hearing. These specialized aids include braille machines, spectacles, white canes and hearing aids among

others. Allen and Schwartz (2001) asserted that teachers should ensure that adapted material resources are put in place for smooth inclusion. Charema and Peresuh (1996) established that inadequate facilities and lack of relevant materials are some of the major obstacles for the implementation of inclusive education in developing countries.

According to Douglas (1964) learning can be acquired through the five senses analyzed as follows; we retain 83% of what is learnt through sight, 1% of what is learnt through smell, 1% of what is learnt through taste, 1% of what is learnt through touch and 1% of what is learnt through hearing

This should help the educators know that visual learning is more important in learning than the auditory that is commonly used by the educators. If more than one sense is engaged in learning, the use of multi sensory approach helps in teaching learners with special needs. Learning resources help them to understand through the use of more than one sense. Use of resources help them to understand the concept being taught and enables them see learning more real and it motivates them to participate in the learning. Clarissa (2009) asserts that learning resources should be purchased to be used in the classroom in the learning situations .This enables the teachers have adequate resources that are used in teaching and hence help the learners have a strong visual memory. According to East African Standard (31st July 2003, cited in Ogolla, 2008) the Taskforce to determine the status of special education needs in Kenya established that public schools were

never provided with materials or finances to enable them meet the needs of children with special needs.

A study conducted by Kristensen and Kristensen (1997) in Uganda indicated that in most regular schools materials were not provided or were inadequate for children with disabilities. A study carried out by Kalabula and Mandyata (2003) on inclusive practices in schools in Zambia established that the required educational materials lacked or were not enough in ordinary schools for children with special needs. Mmbanga, (2002), cited in Miles, et al, (2003) conducted a study in Tanzania and found out that schools were experiencing shortage of classrooms, overcrowding, shortage of text books and other materials. This was adversely affecting inclusive education.

According to Republic of Kenya (1999) children with special needs often need specialized aids to move about, to read and write or to hear. For example, children with severe paralysis of the lower limbs required wheelchairs; those who were visually impaired require braille machine, spectacles, and white canes, while those with hearing impairments require hearing aids where necessary. It however noted that the physically handicapped and the hearing impaired had no specific resources put in place for them. In particular, the physically handicapped had been left to cope with the undesirable structures and barriers that inhibit their movements. Classrooms were not put in place to suit their needs thus, denying them accessibility and equalization of opportunities.

The accommodation of a wide range of students in the same classroom gives rise to many challenges. Simple teaching resources that could normally be produced locally, such as maps, charts and other illustrative devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2002). The lack of facilities and teaching materials are major impediments to the implementation of inclusive education.

RoK (2010) asserts that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment. The MoE (2009) agrees that the effective implementation of inclusive education in Kenya is hampered by inadequate facilities, teaching and learning materials and lack of equipment. Nyaigoti (2013) in Rigoma division, Nyamira County, Kenya established that material resources in classes were not structured to accommodate learners with special needs or they were not adequate. This study sought to investigate whether the same issues affect effective implementation of inclusive education in Magumoni division.

2.4 Influence of school physical facilities on implementation of inclusive education

According to UNESCO (2011) there are notable difficulties faced by children with special needs and teachers in inclusive education such as physical accessibility. Centres of learning are physically inaccessible to many learners, especially those who have physical disabilities. UNESCO points out that in poorer communities, particularly in rural areas, the centres of learning are often

inaccessible largely because buildings are run down or poorly maintained and therefore unhealthy and unsafe for all learners. Many schools are not equipped to respond to special needs, and the communities do not provide local backing. There are many barriers which include lack of wide doors and passageways, stairs, no ramps and recreational areas. Therefore a major problem identified by many learners is physically getting into schools. MoE (2009), and GoK (2005) observe that the learning environment, including the location of institutions; buildings; amenities; and furniture pose accessibility challenge to learners with special needs and disabilities in Kenya. They further advise that the physical environment where children with special needs operate should allow them to access education with minimal hindrance.

Klausmeir and Goodwin (1976) observed that marked progress has been made in getting new buildings, classrooms and teachers for a rapidly increasing child population which is significant accomplishment. However, in the planning of new buildings and in the security of school facilities and equipment, the tendency has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and instructional materials could serve equally well for the nurturance of all forms of abilities in all children.

In his study in Zimbabwe, Charema (1990) observed that in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries or cords, some of the ear moulds were chipped, some

speech trainers were not working and there were no spare parts to have them repaired. Also, it was noted that some of the wheel chairs were old fashioned and cumbersome to push. One could not wheel oneself and therefore needed someone all the time, which deprived him/her of independence and privacy. The developing countries were therefore advised to make use of indigenous products to manufacture equipment that could be used and serviced within the country rather than relying on developing partners for support. Due to financial crisis, shortage of foreign currency to import the much-needed equipment, some people with disabilities in Zimbabwe were making wheel chairs, and calipers for people with disabilities, using improvised materials.

Physical facilities and teaching /learning resources play a vital role in achieving EFA goals. According to Republic of Kenya (2010) the quality and adequacy of physical facilities, equipment, teaching and learning resources determine how effectively inclusive education is to be implemented. Physical facilities include adapted toilets, pavements, chairs and desks, ramps, spacious classrooms and level playgrounds. Kochung Report (2003, cited in Ministry of Education, 2009) noted that, learners with special needs require a learner free environment to maximize their functional potential. Republic of Kenya (2003) found out that barrier to inclusion related to inappropriate infrastructure like buildings and schools capacity to procure the necessary physical facilities for special needs children.

A study carried out by Najjindo (2009) in Uganda found that there were no special latrines for learners with special needs. Other facilities lacking were wide walkways, wide corridors and wide doors. In some primary schools there were absolutely no safety measures in place. Walkways were nonexistent, no specially designed corridors, and sharp logs and rocks were all over the school yard. Sourav, Johnson and Okechukwu (2012) established that in South Central Region of Botswana there was acute shortage of classrooms and necessary facilities to support inclusive education. In some areas classes were conducted under a tree. The study further established that in most schools, there had been some structural modifications made such as ramps and assisted toilets. However, the gradients of the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings. In schools where there were no ramps the learners with physical impairments depended on peers for accessing the toilets.

Studies by Kadima (2006) and Kithuka (2008) found out that physical facilities were inadequate; classrooms were overcrowded while toilets were narrow and had no seats for comfortable use by special needs learners. According to Kadima (2006) and Kithuka (2008) schools needs to be restructured to cater for all learners. This study tried to find out how school physical facilities affect implementation of inclusive education.

2.5 Influence of teachers' perception towards implementation of inclusive education

Although the movement for inclusive education is part of a broad human rights agenda, many educators have serious reservations about supporting the widespread placement of pupils with special educational needs (Florien, 1998). Bowman (1986), in her fourteen nation UNESCO study of approximately 1000 teachers with experience of teaching children with special educational needs, reported a wide range of difference in teacher opinions regarding integration. The teachers were found to favour different types of children for integration into ordinary classes.

Leyser, Kapperman and Keller (1994) undertook a cross-cultural study of teacher attitudes towards inclusion or integration in the United States, Germany, Israel, Ghana, Taiwan and the Philippines. Their findings showed that there were differences in attitude to inclusion between these countries. Teachers in the United States and in Germany had the most positive attitudes. Positive attitudes in the United States were attributed to inclusion being widely practiced there as a result of Public Law. Teachers in Germany exhibited positive attitudes to inclusion, though at the time of the study, Germany had no special education legislation, their teachers were not provided with special education training, their children with special educational needs were educated in segregated settings, and integration was being practised only on an experimental basis. Teacher attitudes were less positive in Ghana, the Philippines, Israel and Taiwan. The authors

reasoned that this could probably be due to limited or nonexistent training for teachers to acquire integration competencies. Also, there were very few opportunities for integration in these countries.

Singal (2006) concluded that many teachers believe that children who need academic moderation would be unable to cope with the level of academic demand in the mainstream schooling system. She argued that such children should be taught in a separate system of segregated education. She also noted that inclusion programmes are not fruitful for the average teacher or child. There is a negative correlation between learners' academic ability and their level of disability such as dyslexia or autism (Slavin, 2011). However, from a comparative study in inclusive and separate settings, the Canadian Council on Learning (2009) found that there was a favorable academic outcome for learners with special education needs educated in inclusive settings.

Ross-Hill (2009) shared the same view after examining the different attitudes of elementary and secondary school teachers towards inclusion, and how best to develop an inclusive environment based on these attitudes. The results indicated that most teachers either supported inclusion practices in regular classrooms or did not have strong views on inclusive education. Croll and Moses (2000) investigated teachers' views on inclusive education and found that nine out of ten teachers thought that the regular classroom was the right place for children with disabilities. They suggested that pre-existing teacher attitudes and views are

fundamental to their resulting implementation and experiences of inclusive education (Slavin 2011).

The physical placement alone of learners with special needs into regular school does not solve the problems. No matter how the inclusion is supported by the professionals and parents, considerations of all viewpoints are crucial. Before implementing the inclusive education, it should be agreed by most teachers in school, especially who would teach the classes. Without the considerations of teachers' thoughts, decisions made are not validated. Teachers may think that the small class teaching can enhance the efficiency and effectiveness of learners' learning process, although the learners with special needs should be paid more attention to. But, the utmost importance is that teachers can tackle the learning problem of the developmentally challenged learners and handle the atmosphere of the class in appropriate manner. Teachers without training may lose control because they do not know how to handle the situation. Teachers could take back control of their class by not being the centre of all classroom routines. More interaction between learners and teachers is necessary for quality education. It is easier for teachers to know the learners' progress and then adjust the teaching speed.

Moreover, teachers may think that the learners with special needs hinder the progress of the whole regular class and that the normal learners cannot retain what they are learning. They may merely focus on the specially needed learners' works but ignore other learners who only did the works on their own. These might lower

the progress of a typical learner. Not only is the learning atmosphere important to teaching, but also the standard of assessment to learners. Whether the same level of assessment given to the learner with special needs and those with special needs is controversial, it greatly affects the learners in terms of the knowledge, skills and attitudes. In addition, the learners may have disciplinary problem and may not concentrate on their studies. Despite the fact that teachers have several years of teaching experience and have received education in teaching, only few are trained to teach inclusive education and could handle the real situation. The needs of teachers and school should be addressed so that both sides would not become too stressed to participate in inclusive education (Mittler, 2004).

The success of an inclusion will depend on the perceptions teachers hold. Cade and Baker-Kroczynski (2002) established that negative teachers' perceptions impeded effective inclusion of learners with disabilities in public primary schools in China. Teachers are perceived to be integral to the implementation of inclusive education (Mittler, 2004). It is important to examine teachers' perceptions towards the inclusion of pupils with disabilities into regular classrooms. Agbenyega (2006) established that many regular teachers feel unprepared and fear to work with learners with disabilities in regular classes. The teachers further believe that learners with disabilities will affect academic performance of learners without disabilities. According to KISE, (2009), if the teachers have negative perceptions towards special needs learners and inclusion this may block any chances of learning in a regular class. Negative teachers' perceptions towards

inclusive education in Magumoni division might be one of the school factors hindering the implementation. This was one of the areas to focus on in this study.

2.6 Influence of teachers' professional training on implementation of inclusive education

Teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area (Malone, 2001). Professional development of teachers is crucial in order to achieve inclusive education. Avramidis (2000); Opdal and Wormnaes (2001), have indicated the importance of professional development in the formation of positive attitudes towards inclusion. This includes both the initial and continuous training of teachers, the practice of in-service seminars and distance learning. These approaches ensure a wide distribution of teachers with skills in special needs education in all schools. These teachers can then be resource persons to train others in the inclusive education practices (Karugu, 2001). According to Skjorten (2001), teacher education will need to introduce radical changes in order to prepare teachers to be able to meet the challenges of inclusive education. Ainscow (2003) asserts for the inclusion of a component of special needs education at all levels of teacher training. Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion according to Powers (2002).

In Kenya, training of teachers on inclusion is integrated in pre-service and in-service courses (Ministry of Education, 2003). However, not many teachers in public primary schools have skills to handle learners with special needs because

of having been trained in primary teacher colleges where pedagogy of inclusion is inadequate (MOE, 2003). This implies that majority of teachers in public primary schools lack the necessary knowledge and skills for inclusion. McKenzie (2010) established in Victoria, Australia, that teachers may resist inclusive practices on account of inadequate training on special needs education. There is need to incorporate special education curriculum in teacher training colleges if the knowledge is to reach all primary school teachers. Kadima (2006) and Muchiri and Robertson (2007) established that special needs children were not adequately catered for in public primary schools due to lack of specialized skills and knowledge on inclusion. This has seen many special needs children unable to access schooling in normal learning settings.

Stakes and Hornby (2000) suggest that teachers have to identify, possibly through assessment of individual children's learning style in order to meet their needs. By learning style, it is meant the application of an individual's cognitive style to a learning situation (Mortimer, 2000, cited in Exley, 2003), the nature of the learning environment and the structure of a lesson (Chinn, 2001). Cognitive style is concerned with an individual's characteristic and relatively consistent way of processing incoming information of all types from the environment. The argument is predicated on the premise that since each person is different, 'the way he learns will also differ' (Exley, 2003). This means that the teacher has to teach to satisfy the learning style of the different ranges of learners in the class. This

may be impossible considering the huge numbers of class sizes that some schools have to deal with (Gyimah, 2006).

Norwich and Lewis's (2001) found out that there is no Special Needs Education specific pedagogy. On the other hand, there is a form of generic teaching which assume that 'what works with most pupils also work for all pupils' (Norwich & Lewis, 2001). Florian and Davis (2004) found that the 'teaching approaches and strategies themselves were not sufficiently differentiated from those that are used to teach all children to justify categorization as specialist pedagogy'. This view, notwithstanding, Florian (2008) recognizes that what works for most children does not work with some. It will therefore mean that if we want all children to access the school curriculum and succeed academically, some form of differentiation will be required.

United Nations Children's Fund (2003) advocates that the training of general teachers at pre-service and in-service levels should address the issue of education of children with special needs, so that teachers are better equipped to work in an inclusive environment. UNICEF (2003) points out that some of the issues that need to be addressed include the methodology to be adopted for identifying children with special needs; classroom management; use of appropriate methodologies; skills for adopting curriculum; development of teaching-learning materials that are multi-sensory in nature; and evaluation of learning among others.

To implement inclusive education in classrooms, it is important that teachers provide an effective and stimulating educational environment for all pupils. In addition, teachers experience and their training significantly influence their attitudes (Meng, 2008). Despite the fact that it is essential to staff inclusive classes with skilled and trained teachers, there is a shortage of inclusive teacher training programmes. This is a major problem to be solved if the quota of trained teachers is to be met (Hossain, 2004; Kibria, 2005). Research indicates that adequately trained professionals are required for students with special needs (Eleweke & Rodda, 2002). In addition, support personnel for training programmes such as audiologists, psychologists, speech and language pathologists, communication support workers and interpreters are very scarce in many developing countries (Eleweke & Rodda, 2002).

2.7 Theoretical framework

This study was based on Oliver (1983) Social Model of Disability. The social model is a concept which recognizes that some individuals have physical or psychological differences which can affect the ability to function in society. However, the social model suggests that it is the society that causes individuals with physical or psychological differences to be disabled. Individuals with impairments are not disabled by their impairment but rather due to the barriers that exist in society which do not take into account their needs.

These barriers can be divided into three categories; environmental, economical and cultural. The social model postulates that the environment disables impaired

people by not being accessible enough for them to move, function and communicate as effectively as people without impairments. A great deal of the environment is designed by non-impaired people, for non-impaired living. For example, a learner in a wheel chair is only disabled if the environment is not designed for people with wheel chairs. The social model proposes that a wheel chair friendly building would include ramps, lights, wide doorways and corridors and accessible fittings such as door knobs and light switches. These are the same modifications that are required in schools for inclusive setting.

The social model further argues along economic perspective. The model posits that people can be disabled by lack of resources to meet their needs. Economically therefore, the society does not provide the same opportunities to people with impairments and this actually starts at school and continues throughout one's career. For instance at school, lessons are designed for non-impaired learners using environments, material resources and teaching methods that are not suitable for learners with impairments.

On the cultural dimension the social model of disability postulates that society lets impaired people down because of the prejudiced views and negative shared attitudes of non-impaired community towards people with physical and psychological impairments. Prejudice is associated with the belief that disabled people are not seen as normal by non-disabled people. Prejudice is evident in language and the terminologies used to describe people with impairments. The

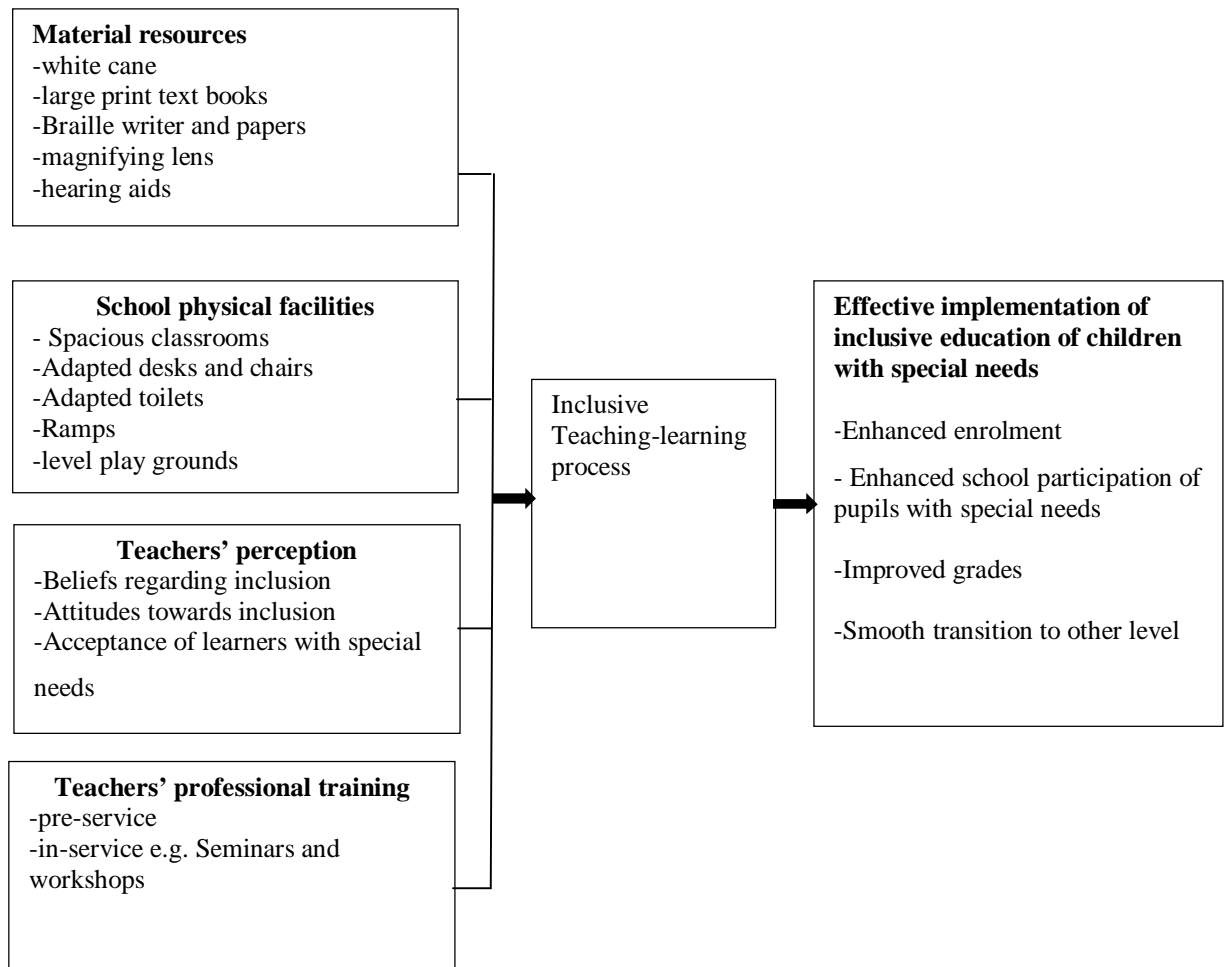
social model can be applied in education along cultural lines. The teachers perceive the learners with disability as abnormal and that these learners can only benefit in special schools as opposed to mainstream setting. This is wrong perception because disabled and non-disabled learners both benefit in an inclusive setting. The social model was further developed in the Development of the Disability Rights Movement by Winter (2003). Winter (2003) argues that people with disabilities should be empowered, not oppressed, and included, not marginalized.

The social model of disability demonstrates that schools need to improve on various factors in order to accommodate learners with special needs. To facilitate inclusion special needs learners require friendly physical facilities such as ramps, adapted furniture, wheelchairs, spacious classrooms and level playgrounds, adapted material resources such as braille, large print text books, hearing aids etcetera. If the physical facilities and material resources are modified there is likelihood of realizing more inclusion of learners with special needs in public primary schools. Teachers also need to change their negative perceptions towards learners with special needs. They also need to undertake refresher courses on special education and inclusion to add more knowledge and skills on how to handle inclusive education practices. The social model of disability will be applicable to this study because implementation of inclusive education in public primary schools depends on how well school factors are modified and adapted to meet the needs of the learners with special needs

2.8 Conceptual framework

A conceptual framework is a type of model that employs the use of drawing or diagrams to explain the interrelationship between variables, especially the independent and dependent variables (Orodho 2009). The conceptual framework that presents the interrelationship of the study is shown in Figure 2.1 below:

Figure 2.1: Conceptual framework on school factors influencing implementation of inclusive education



The conceptual framework shows that some school factors need to be put in place for effective implementation of inclusive education. These school factors include adapted material resources and physical facilities, positive teachers' perceptions toward learners with special needs and inclusion, and teachers' professional training on special needs education and inclusion. The material resources include braille materials, large print text books, magnifying lenses and hearing aids while the physical facilities include adapted furniture and toilets, ramps, large classrooms and level playgrounds. Teachers' training involves pre-service and in-service such as seminars and workshops. These factors are put in place and practised in the teaching/learning process for effective implementation of inclusive education. The effective implementation of inclusive education will lead to more children with special needs being enrolled in public primary schools, active participation in teaching/learning activities, improved grades and smooth transition to other levels of learning.

2.9 Summary of literature review

From the reviewed literature, it can be noted that: a study conducted by Kristensen and Kristensen (1997) indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. Inadequate material resources could be one of the obstacles to effective implementation of inclusive education in developing countries. According to MOE (2009) physical facilities such as adapted pavements, toilets, desks among others are needed to ensure effective inclusion.

Cade and Baker-Kroczyński (2002) established that negative teachers' perceptions and inadequate teacher training on special needs impeded effective inclusion of learners with disabilities in public primary schools in China. McKenzie (2010) established in Victoria, Australia, that teachers may resist inclusive practices on account of inadequate training on special needs education. From the literature review the gap that manifest is that material resources, physical facilities, teachers' perception and professional training influence the implementation of inclusive education in public primary schools and thus need for this study

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In research methodology the researcher presents the methodology that was adopted in carrying out the research (Kombo & Tromp, 2006). It focuses on the research design, target population, sample size and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection procedure and data analysis techniques.

3.2 Research design

The study adopted a descriptive survey design utilizing mixed methodology. Descriptive survey design is used to describe characteristics of a population or phenomenon being studied. According to Creswell (2011), mixed methodology refers to an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation. The design is ideal for this study because a descriptive survey involves collecting data with the aim of describing relevant aspects of the phenomenon under study (Mbwesa, 2006). The design was appropriate for this study because the researcher was interested in establishing factors influencing implementation of inclusive education. The descriptive survey design allowed collection of data using questionnaires at a particular point in time from a sample of participants from a target population. This helped to determine the current status of the situation with

respect to school factors influencing implementation of inclusive education in public primary schools.

3.3 Target population

The target population for this research was 2265 participants involving head teachers, teachers and pupils. It comprised of 41 head teachers and 384 teachers from the 41 schools. A total of 1840 pupils from class seven and eight were targeted comprising of 1104 girls and 736 boys.

3.4 Sample size and sampling procedures

Orodho (2009) refers a sample as a small representative portion of a target population. Mugenda and Mugenda (2003) recommend drawing a 10-30 percent sample from the population when the research uses a descriptive survey. The researcher purposively included the three schools implementing inclusive education and then simple random sampling to select 9 other schools out of 41 public primary schools from where the respondents of the study was drawn from. For an accessible population of 2265 participants a sample size of 327 was considered minimum (Kenya Projects Organization, 2010). To cater for non-respondents a sample size of 335 participants were used for the study.

The accessible population of pupils was stratified by gender, and special needs cases and the researcher then selected 15 percent from each category inclusive of special needs learners who were purposively selected with the guidance of the regular teachers. Kombo and Tromp (2006) assert that stratified sampling ensures that certain subgroups in the population are represented in the sample proportion.

For this case, the subgroups represented were the gender, and the SNE cases. Thus from 1104 girls, 165 girls were purposively and randomly selected while from 736 boys, 110 boys were purposively and randomly selected from a sampling frame of class seven and eight pupils totaling to 275 pupil respondents. From the obtained sample, a total of 46 girls and 31 boys, were special needs learners. Pupils were considered key in this study as they were the recipients of education and therefore provided useful information regarding the issues being investigated.

To obtain the sample of head teachers, the researcher purposively included the three head teachers from the schools implementing inclusive education and then selected randomly from the remaining 38 schools 9 other head teachers to make a sample of 12 respondents. The head teachers were considered key informants as they are tasked with the responsibility of overseeing the implementation of inclusive education.

Teachers were selected through purposive and simple random sampling using a list of teachers from the selected schools. At least four teachers from each of the 12 schools were selected to constitute a sample of 48 teacher respondents which is 14 percent of the total population. Among the four teachers selected, one or two teachers trained in special needs education were purposively selected with the guidance of the head teacher, and the remaining teachers were randomly selected from the list of teachers. Teachers were deemed appropriate to provide the

information required as they are the ones implementing inclusive education. The sampling size was 335 respondents for the study. Table 3.1 shows the distribution of the sample size.

Table 3.1

Sample frame of the study

Category	Total population	Sampling procedure	Sample	Percentage Representation
Head teachers	41	Purposive	12	29
Teachers	384	Purposive	48	14
Pupils : Girls	1104	Random	165	15
Boys	736	Random	110	15
Total	2265		335	

3.5 Research instruments

The data for this study were collected using two types of instruments: questionnaires for head teachers, teachers and pupils, and an observation checklist. The questionnaires offered considerable advantage in administration and gave respondents freedom to express their views. The observation checklist was used because it enabled the researcher to verify the state of affairs regarding the variables under investigation through self- observation.

(a) Questionnaire for head teachers

The questionnaire for head teachers contained five sections. Section A gathered demographic information of respondents. Section B sought to establish information on how material resources influence implementation of inclusive

education in public primary schools. Section C sought information on how physical facilities influence implementation of inclusive education in public primary schools. Section D collected data on perceptions towards learners with special needs and inclusive education in public primary schools. The head teachers were required to give their responses in this section on a measure of five point Likert scale. Section E sought information on the influence of teachers' professional training on implementation of inclusive education in public primary schools.

(b) Questionnaire for teachers

The questionnaire for teachers had five sections. Section A sought to collect demographic information of the respondents. Section B sought to establish the influence of material resources on implementation of inclusive education in public primary schools. Section C sought information on the influence of school physical facilities on implementation of inclusive education in public primary schools. Section D collected data on teachers' perceptions towards special needs learners and inclusive education in public primary schools. The teachers were required to give their responses on a measure of five point Likert scale. Section E sought information on the influence of teachers' professional training on implementation of inclusive education in public primary schools.

(c) Questionnaire for pupils

The pupil's questionnaire was handled by learners with and without disabilities. The questionnaire contained four sections. Section A sought demographic

information of respondents. Section B contained items that sought to establish the influence of material resources on implementation of inclusive education in public primary schools. Section C sought information on the influence of school physical facilities on implementation of inclusive education in public primary schools. Section D sought to gather general information on children with special needs and inclusive education.

(d) Focused group discussion for pupils

The focus group discussion is considered appropriate for soliciting in-depth qualitative data (Adamchalk, Bond, Maclaren, Magnani, Nelson & Seltzer, 2005). As noted by Stewart and Shamdasani (1990) a focus group discussion involves a group discussion of a topic that is in focus of the conversation. In this study, a group of pupils were in a focus discussion group guided by the teacher. In addition, as emphasized by Margaret, Mitchell & Douglas (1985), Focus Group Discussion approach is useful when little is known about the phenomenon under the study. Therefore, there was need to get in-depth information about the conditions and the situation in the inclusion classrooms.

(e) Observation checklist

Observation is a tool that provides information about the actual behaviour, condition or situation in a given scenario. Oso and Onen (2009), argues that observation checklist allows the researcher to see for himself/herself what people do, rather than what they say they do. Observation checklists were used by the researcher to collect data on availability, condition, and adequacy of physical

facilities and material resources to establish how these factors influence implementation of inclusive education in public primary schools.

3.6 Validity of the instrument

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). To assess content validity the supervisors who are experts in the field of research were requested to assess the items in the instruments and give their inputs. Mugenda and Mugenda (2003) recommend conducting a pilot study on a sample of one percent of the target population. The research instruments were piloted on a sample of 22 respondents comprising 1 head teacher, 3 teachers, 11 girls and 7 boys in one school. Each category constituted one percent of their total population. The respondents involved in the pilot study did not participate in the actual study. The researcher also used the observation checklist in the same school to ascertain the reliability of the items used.

3.7 Reliability of the instrument

Reliability is a measure of the degree to which research instruments for data collection yields consistent results (Mbwesa, 2006). The researcher used the test retest method to estimate the degree to which the same results could be obtained within a repeated measure of the same concept. The same tests were administered to the same group of respondents at two separate times within an interval of one week. Scores from the same test administered on the same group of respondents twice were correlated to establish the relationship in the responses. Pearson

correlation coefficient was used to compute reliability of the instruments. A correlation of 0.82 for pupils, 0.88 for teachers and 0.89 for head teachers' questionnaire was obtained. The instruments were therefore deemed reliable, as Mugenda and Mugenda (2003), states that a correlation coefficient of 0.8 or more is high enough to judge the reliability of the data of the instrument.

3.8 Procedure for data collection

A permit to carry out the research was obtained from the National Commission for Science, Technology and Innovation. The permit was presented to the District Education Office to be allowed to visit the schools. Permission was then sought from the head teachers of the sampled schools, to allow the researcher to collect data in the schools. The researcher personally administered the questionnaires to the respondents. The researcher also personally used the observation checklist to establish the status of material resources and physical facilities in public primary schools. The data for this study was collected within a period of one month.

3.9 Data analysis procedures

The field data were cleaned by checking for any missing or inaccurate data. After data cleaning, the quantitative data was coded and entered in the computer for analysis using Statistical Package for Social Sciences (SPSS) version 20. The quantitative data obtained from the questionnaires were analyzed using descriptive statistics such as frequency counts and percentages. The qualitative data obtained from the checklist was analyzed and discussed thematically to qualify the data generated by the questionnaire. The results of the data analysis

were presented using frequency distribution tables, bar graphs and charts according to the objectives and research questions.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter covers the analysis of data and presentation of results for the study. The data presented covers respondent's demographic data that includes gender, age, academic qualifications and the number of years teachers have served. The chapter presents the results and discussion of the study objectives.

This research sought to answer the following research questions: What is the influence of material resources on implementation of inclusive education in public primary schools? What is the influence of physical facilities on implementation of inclusive education in public primary schools? To what extent do teachers' perceptions towards learners with special needs influence implementation of inclusive education in public primary schools? What is the influence of teachers' professional training on implementation of inclusive education in public primary schools? The findings are presented thematically with the themes developed from the research questions.

4.2 Response rate

The researcher administered the research instruments to the participants and the response rate is shown on Table 4.1

Table 4.1:

Response rate

Instrument Category	Response		Non Response		Total
	Frequency	%	Frequency	%	
Questionnaires	335	98.2	6	1.8	100
Observation checklist	12	100	0	0	100
Total	347		6		

Data on Table 4.1 indicates that the research had an adequate response rate in that (98.2%) of the respondents returned the questionnaires (Martin, Laiho, Roeland & Lynn, 2001). Therefore 98.2% was a good response and quite representative. The data further reveals that (100%) observation checklists were utilized in data collection.

4.3 Demographic data of respondents

The demographic data provides information about the respondents' structure, and helps create a mental picture of the subgroups that exist in the overall population. Researchers obtain demographic information from the study subjects to understand sample characteristics and to determine if samples are representative of the populations of interest (Kirton, 2001). In this study, the researcher investigated the respondents' characteristics by establishing their gender, age, academic qualification and experience.

4.3.1 Gender of the teachers and head teachers

The demographic attribute of age has importance through linkages with individual experience and personal accumulated knowledge. The study sought to establish

how the sample population was distributed by gender, and a cross tabulation of responses is shown on the table 4.2

Table 4.2

Gender of teachers and head teachers

Category of Respondent	Male		Female	
	F	%	F	%
Head teachers	8	66.7	4	33.3
Teachers	18	37.5	30	62.5
Total	26		34	

According to the data shown on Table 4.2, majority (66.7%) of the head teachers were male while 33.3% were female. The data also reveals that majority (62.5%) of the teachers were female as compared to 37.5% males. This indicates that there was a slight disparity in the gender of the respondents, in favour of females. This information reveals that both genders had an adequate gender representation among the teachers.

4.3.2 Head teachers and teachers educational qualifications

Long-term experience may have an influence to effective management of the schools. The study sought to establish the teacher's and head teachers educational qualifications and the results are shown on the figure 4.1

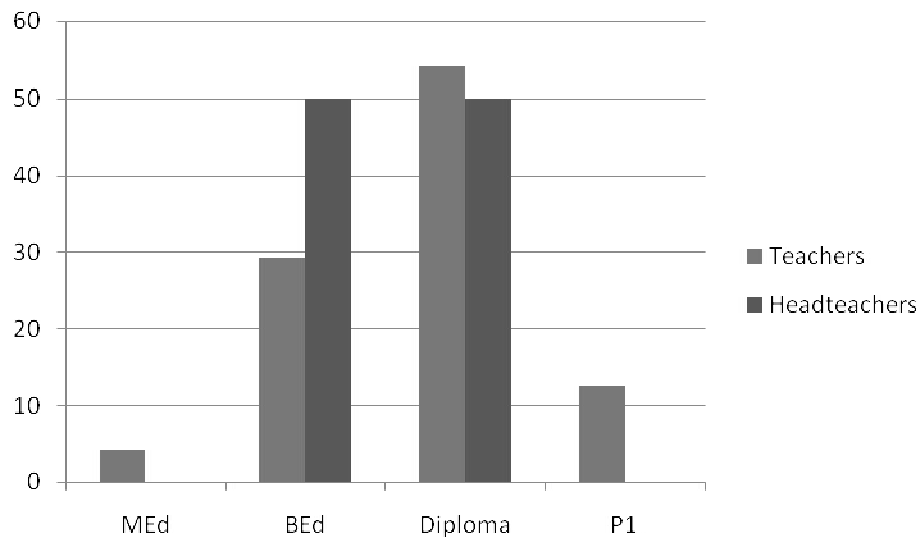


Figure 4.1 Teacher’s and head teachers’ educational qualifications

The majority (54.2%) of the teachers had a diploma qualification, (29.2%) had a bachelors degree in education. (50%) of the head teachers had a Bachelors degree in education, while another (50%) had a diploma in education. This information reveals that the teachers and head teachers who took part in this study had professional training in education, and this is important in the implementation of educational policies, and curriculum delivery.

4.3.3 Teachers’ and head teachers’ years of experience

The length of time spent in an organization leads to the development of shared understandings and experiences (Smoley, 1999). The study sought to establish teachers’ and head teachers’ years of service, and the results are shown on the Table 4.3.

Table 4.3

Teachers and head teacher's years of experience

Years of experience	Head teachers		Teachers	
	F	%	F	%
Below 5 years	0	0	1	2.1
6-10 years	3	25	19	39.6
11-15 years	0	0	15	31.3
16-20 years	9	75	13	27.1
Total	12	100	48	100

The study established that majority (75%) of the head teachers had been head teachers for 16-20 years, while 25% had been head teachers for between 6-10 years. The study further established that the majority (39.6%) of teachers had been teachers for 6-10 years, while 31.3% had been teachers for 11-15 years. This information reveals that the majority of teachers and head teachers who took part in this study had acquired some professional experience in the teaching profession. Increased tenure in an organization is positively related to effectiveness, and performance (Mahoney, 1988). Therefore the teachers who had teaching experience are at a better position to handle the issues of inclusion.

The study further established that 95.8% of the teachers interviewed had never been head teachers before, while 4.2% had served as head teachers. The study further established that the majority (66.7%) of the head teachers did not have training on special needs, as compared to 33.3% who had some training on special needs.

4.3.4 Demographic data of pupils

The study sought to establish the demographic data of pupils and the results obtained are shown on the Table 4.4

Table 4.4

Demographic data of pupils

Demographic data of the pupils		Frequency	Percent
Gender	Male	110	40.8
	Female	159	59.2
	Total	269	100
Class	Class 7	121	45
	Class 8	148	55
	Total	269	100
Age distribution of pupils	12-13 years	88	32.7
	14-15 years	157	58.4
	Above 15 years	24	8.9
	Total	269	100

The majority (59.2%) of the pupils were female, as compared to (40.8%) that were male. This implies that gender disparity of pupil's respondents was in favour of females. The majority (55%) of the pupils that took part in this study were in class 8, while (45%) were in class 7. The study further established that majority (58.4%) of the pupils were aged between 14-15 years, (32.7%) were aged between 12-13 years. This implies that the respondents were well distributed across the demographic divide.

4.4 The influence of material resources on implementation of inclusive education

Allen and Schwartz (2001) assert that teachers should ensure that adapted material resources are put in place for smooth inclusion. The study sought to establish the influence of material resources on implementation of inclusive education in public primary schools. The head teacher's and pupils' responses are shown on the table 4.5

Table 4.5

Influence of material resources on implementation of inclusive education

Question	Responses	Headteachers		Pupils	
		F	%	F	%
Does your school have teaching and learning material resources such as teaching aids?	Yes	1	8.3	11	4.1
	No	11	91.7	258	95.9
	Total	13	100	269	100
Are the teaching and learning materials available in your school enough to cater for learners with special education needs?	Yes	0	0	0	0
	No	1	100	11	100
	Total	1	100	11	100

The information on table 4.5 reveals that the majority (91.7%) of the head teachers indicated that their schools did not have teaching and learning material resources such as teaching aids, large print text books for low vision, magnifying lenses, braille writer and hearing aids, while 8.3% indicated they had. The data from the observation checklist also indicated that the majority of the schools

lacked these resources. The pupils' responses indicated that the majority (95.9%) agreed that they did not have the materials at the school. These findings reveal that the absence of the teaching materials for teaching pupils with SNE was a factor impeding the implementation of inclusive education.

The study further established that all the teachers indicated that even if some of teaching aids were available, none of the schools had enough for all the pupils with special needs. These finding do agree with Charema and Peresuh (1996) who established that inadequate facilities and lack of relevant materials are some of the major obstacles for the implementation of inclusive education in developing countries. All the pupils agreed that the equipment were not enough for all the pupils with SNE. The inadequacy of the teaching materials for learners with SNE needs had a negative influence on implementation of inclusion, in the majority of primary schools, in Magumoni Division.

The study further sought to establish from the teachers, if the schools were well equipped with teaching and learning resources such as teaching aids, large print text books for low vision, magnifying lenses, braille writer, hearing aids, and white cane. The responses are shown on the figure 4.2

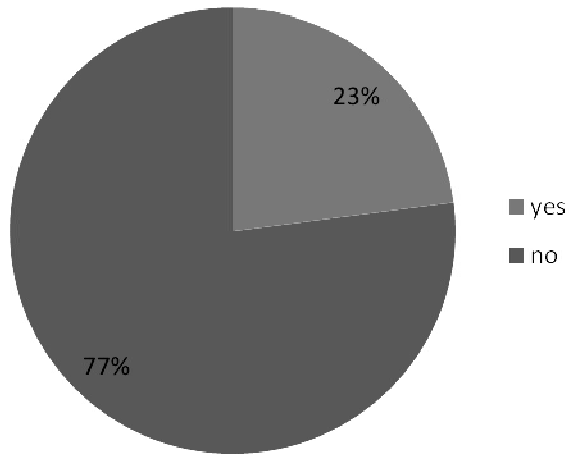


Figure 4.2 Availability of teaching resources

The findings on the figure 4.2 indicates that the majority (77%) of the teachers indicated that their schools were not well equipped with teaching and learning resources such as teaching aids, large print text books for low vision, magnifying lenses, braille writer, hearing aids, white cane etcetera. These findings agree with a study conducted by Kristensen and Kristensen (1997) in Uganda, and indicated that in most regular schools materials were not provided or were inadequate for children with disabilities.

Table 4.6

Availability and adequacy of teaching and learning materials for SNE

Rate	Frequency	Percentage
Poorly equipped	35	72.9
Fairly equipped	13	27.1
Well equipped	0	0
Total	48	100

The majority (72.9%) of the teachers indicated that the schools were poorly equipped, while 27.1% indicated that their schools were fairly equipped. The fact that the majority of the schools in Magumoni division were poorly equipped was a negative factor, affecting the implementation of inclusion in the schools, as the learners with SNE require extra equipment in order for them to learn in the mainstream classrooms. This situation was similar to the findings of Kalabula and Mandyata (2003) who carried out a research on inclusive practices in schools in Zambia, and established that the schools required educational materials which were not enough for children with special needs.

4.5 Influence of school physical facilities on implementation of inclusive education

Physical facilities and teaching /learning resources play a vital role in achieving EFA goals. According to Republic of Kenya (2010) the quality and adequacy of physical facilities, equipment, teaching and learning resources determine how effectively inclusive education is to be implemented. The study sought to establish the influence of school physical facilities on implementation of inclusive education, and the results obtained are revealed on the table 4.7

Table 4.7

Head teachers (Yes/No) responses on availability of school physical facilities

Equipment	Frequency	Percentage
Ramps	3	25
Adapted chairs and desks	6	50
Spacious well lit classrooms	1	8.3
Level playgrounds	2	16.7
Total	12	100

The majority (50%) of the schools had adapted desks and chairs, while (25%) indicated that they had ramps. The presence of adapted chairs and desks may have been a factor that encouraged inclusion in primary schools, but the absence of other important factors that support inclusion, may have impeded inclusion. Republic of Kenya (2010) asserted that the quality of the services for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment. A study by Ministry of Education (2009) established that effective implementation of inclusive education in Kenya was hampered by inadequate facilities, teaching and learning materials, and lack of equipment.

The study further sought to establish from the teachers and pupils, if the schools had facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds, and the results are revealed on the table 4.8.

Table 4.8**Presence of the physical facilities for inclusive education**

Question	Responses	Teachers		Pupils	
		F	%	F	%
Does your school have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds?	Yes	3	6.3	7	2.6
	No	45	93.8	262	97.4
	Total	48	100	269	100
Are those resources accessed and used by learners with special needs?	Yes	1	33.3	1	14.3
	No	2	66.7	6	85.7
	Total	3	100	7	100

The study established that the majority (93.8%) of the teacher respondents indicated that their schools did not have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds. The information from the observation checklist also indicated that the majority of these schools did not have the above mentioned facilities. 97.4% of the pupils also acknowledged that their schools lacked those facilities. The absence of these facilities had a negative influence in the implementation of inclusion in primary schools, as these facilities are crucial for the learners with special needs to stay in mainstream schools. The situation in Magumoni is similar to the one in Rigoma division, Nyamira County, Kenya, as was established by (Nyaigoti, 2013) that material resources in classes were not structured to accommodate learners with special needs or they were not adequate.

The majority (66.7%) of the teachers indicated that the physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds were not accessed by the learners with special needs. The majority (85.7%) of the pupils further indicated that the teaching resources were not being utilized by the pupils with special needs. This had a negative influence on implementation of inclusion of SNE learners because the inadequate resources are essential for inclusion to take place.

The study further established that all the head teachers indicated that the physical facilities for inclusive education were not enough for learners with special needs. A study carried out by Ministry of Education (2003) found out that barrier to inclusion related to inappropriate infrastructure like buildings and schools capacity to procure the necessary physical facilities for special needs children. All the head teachers further indicated that the physical facilities available were not easily accessible by learners with special education needs. According to Kadima (2006) and Kithuka (2008) schools need to be restructured to cater for all learners.

4.6 Perception of teachers and head teachers towards implementation of inclusion

According to Kenya Institute of Special Education (2009), if the teachers have wrong perceptions towards special needs learners and inclusion this may block any chances of learning in a regular class. The study sought to establish the head teachers' perception towards implementation of inclusive education. The

responses were measured on a five point Likert scale where respondents were required to answer either; strongly agree (SA), agree (A), Fairly Agree (FA), Disagree (D) or Strongly Disagree (SD). The responses of head teachers are shown on a 5 point likert scale on the Table 4.9.

Table 4.9

Head teachers’ perceptions towards implementation of inclusive education

Statement	Head teachers and Teachers N=60				
	SA	A	FA	D	SD
Children with special education needs have right to be in a regular school	25	50	8.3	8.3	8.3
Teachers practice inclusive education in the school	25	25	25	8.3	16.7
Teachers work as a team in implementing inclusive education practices in the school	41.7	25	16.7	16.7	0
Inclusive education is beneficial to both regular and children with special education needs	50	25	25	0	0
Teachers make use of physical facilities and material resources to teach learners with special education needs	41.7	8.3	16.7	25	8.3

The majority (50%) of the head teachers and teachers agreed that children with special education needs have right to be in a regular school, while (25%) strongly agreed. This implies that they had a positive perception towards inclusion. The success of an inclusion will depend on the perceptions teachers hold. Cade and Baker-Krozynski (2002) established that negative teachers’ perceptions impeded

effective inclusion of learners with disabilities in public primary schools in China. The study further established that head teachers and teachers had a positive perception on inclusive education in the school, as was indicated by the majority (25%) who agreed and strongly agreed the statement.

The study established that head teachers and teachers work as a team in implementing inclusive education practices in the school, as was indicated by (41.7%) of the head teachers and teachers who strongly agreed. The study further established that teachers had a positive perception on inclusive education and strongly agreed that it is beneficial to both regular and children with special education needs, as was indicated by the majority (50%). Ross-Hill (2009) shared the same view after examining the different attitudes of elementary and secondary school teachers towards inclusion, and how best to develop an inclusive environment based on these attitudes. The results indicated that most teachers either supported inclusion practices in regular classrooms or did not have strong views on inclusive education.

The study further established that head teachers and teachers make use of physical facilities and material resources to teach learners with special education needs, as was indicated by the majority (41.7%) who strongly agreed, while 25% disagreed. This means that the facilities that were available were being utilized for implementation of inclusion. However, these facilities were not adequate, as was established earlier.

Teachers are perceived to be integral to the implementation of inclusive education (Mittler, 2004). It is important to examine teachers' perceptions towards the inclusion of pupils with disabilities into regular classrooms. The study further sought to establish the teachers and head teachers' perception towards implementation of inclusive education. The responses were measured on a five point Likert scale where respondents were required to answer either strongly agree (SA), agree (A), Fairly Agree (FA), Disagree (D) or Strongly Disagree (SD). The responses are shown on the table 4.10

Table 4.10

Head teachers and teachers' perception towards implementation of inclusive education

Statement	Head teachers and Teachers N=60				
	SA	A	FA	D	SD
Children with special needs have right to be in a regular school	6.3	89.6	0	4.2	0
Inclusive education is beneficial to both regular and children with special needs	8.3	89.6	0	2.1	0
Inclusive education affects the teacher effectiveness in teaching	91.7	2.1	2.1	0	4.2
Inclusive education affects performance of all learners	89.6	0	0	2.1	8.3
Regular children in regular schools support those with special needs	6.3	6.3	87.5	0	0

Children with special needs had right to be in a regular school, as was indicated by the majority (89.6%) of the teachers who agreed. The study further established that inclusive education is beneficial to both regular and children with special needs, as was indicated by the majority (89.6%) of the teachers who agreed. This proves that the teachers had a positive perception towards inclusion.

The majority (91.7%) strongly agreed that Inclusive education affects the quality of instruction in the classroom. The study further established that inclusive education affects performance of all learners, as was strongly agreed by the majority (89.6%) of the respondents. However, the majority (87.5%) of the teacher respondents fairly agreed that regular children in regular schools support those with special needs. This reveals that the teachers had a positive perception towards inclusion in their schools. Moses (2000) also shared a similar opinion, after investigating teacher's views on inclusive education and found that nine out of ten teachers thought that the regular classroom was the right place for children with disabilities. They suggested that pre-existing teacher attitudes and views are fundamental to their resulting implementation and experiences of inclusive education.

4.7 Influence of teachers' professional training on inclusive education

Ainscow (2003) asserts for the inclusion of a component of special needs education at all levels of teacher training. Professional development of teachers is

crucial in order to achieve inclusive education (Avramidis 2000). The study sought to establish the influence of teachers' professional training on inclusive education. The responses obtained are shown on the table 4.11

Table 4.11

Influence of teachers' professional training on inclusive education

	Response	Frequency	Percentage
Have you trained in any course in special needs education?	Yes	6	12.5
	No	42	87.5
	Total	48	100
Do you think it prepared you adequately to practice inclusive education in the regular school?	Yes	8	16.7
	No	40	83.3
	Total	48	100
Would you like to attend any refresher course in special needs education?	Yes	46	95.8
	No	2	4.2
	Total	48	100

The study established that the majority (87.5%) of the teachers did not have training on special needs education. This implies that the teachers were not prepared to implement inclusive education in their schools. These findings concur with Malone, (2001) who agrees that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area. Training in the field of special education appears to enhance understanding and improves attitudes regarding inclusion according to Powers (2002). The study further established that majority (83.3%) of the respondents felt that they were not adequately prepared to practice inclusive education in a regular school. This

finding is similar to Agbenyega (2006) who established that many regular teachers feel unprepared and fear to work with learners with disabilities in regular classes. However, the majority (95.8%) of the teachers indicated that they would like to go for a refresher course on SNE. This implies that the teachers had the willingness to implement inclusion, but their level of training on SNE issues was impeding them.

The study sought to establish the number of teachers who had SNE training in the schools, and the majority of head teachers (66.7%) indicated that they had one SNE teacher in their schools, 16.7% indicated they had two SNE teachers. This implies that the teachers who had SNE training in the majority of the schools were few, and this implies that the schools were not prepared for the implementation of inclusive education. Kadima (2006) and Muchiri and Robertson (2007) established that special needs children were not adequately catered for in public primary schools due to lack of specialized skills and knowledge on inclusion. The majority (91.7%) of the head teachers indicated that the SNE teachers were not enough in their schools. Mckenzie (2010) established in Victoria, Australia, that teachers may resist inclusive practices on account of inadequate training on special needs education.

The head teachers suggested that in order to improve on integration, the teachers in the primary schools should be taken for a refresher course in SNE to acquaint them with the knowledge and training required to handle SNE students.

The teachers suggested that the government should revise the teacher training syllabus, and add SNE content, in order to train the teachers on special needs requirements. Teachers and head teachers suggested that the government through the ministry of education should organize seminars and workshops to train the teachers on SNE needs in the inclusive classrooms.

4.8 Chapter Summary

This chapter presents the analysis of the findings of the study. The findings have been presented in line with the objectives of the study. The demographic information of the respondents has been presented to give a mental picture on the characteristics of the respondents. The demographic variables presented include gender, age, academic qualification and length of service. The chapter further presents the finding of the first objective, which sought to establish the influence of material resources on implementation of inclusive education in public primary schools. It was established that most of the schools did not have the required material resources for handling inclusion cases, and this negatively influenced inclusion in the schools. The second objective sought to establish influence of school physical facilities on implementation of inclusive education in public primary schools. The study established that most of the schools did not have the required physical facilities, to handle inclusion in primary schools, and this negatively affected the inclusion. The third objective sought to determine the extent to which teachers' perception towards learners with special needs influence implementation of inclusive education in public primary schools. The study

established that most of the teachers and head teachers had a positive perception towards the implementation of inclusion, and this positively affected the inclusion. However, despite the positive perception, lack of the materials and physical facilities negatively affected the inclusion. The fourth objective of the study sought to determine the influence of teachers' professional training on implementation of inclusive education in public primary schools. The study established that most of the teachers did not have training on SNE, and this negatively affected the inclusion. This information has been presented using bar graphs, pie charts, 5 point likert Scale and frequency distribution tables.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, a summary of the main study findings are presented. The conclusion arrived at from the findings of this study are also presented in this chapter. The chapter further covers recommendations of the study as well as suggestions for areas to conduct further studies.

5.2 Summary of the study

The purpose of the study was to establish school factors influencing implementation of inclusive education in public primary schools in Magumoni Division, Tharaka Nithi County, Kenya. The study sought to address the following objectives: To establish the influence of material resources on implementation of inclusive education in public primary schools, to establish the influence of school physical facilities on implementation of inclusive education, to determine the extent to which teachers' perception towards learners with special needs influence implementation of inclusive education and to determine the influence of teachers' professional training on implementation of inclusive education in public primary schools. The study adopted a descriptive survey design utilizing quantitative and qualitative approaches. The target population for this study was 2265 participants involving head teachers, teachers and pupils. A sample size of 335 participants, comprising of 12 head teachers, 48 teachers and 175 pupils was used for the study. The data for this study were collected using

two types of instruments; questionnaires for head teachers, teachers and pupils, and an observation checklist. The researcher used the test retest method to estimate the degree to which the same results could be obtained within a repeated measure of the same concept. Correlations of 0.82 for pupils, 0.88 for teachers and 0.89 for head teachers' questionnaire were obtained. The results of the data analysis have been presented using frequency distribution tables, bar graphs and charts according to the objectives and research questions. From the study, it was established that; the majority of the schools did not have teaching and learning resources such as teaching aids and even if some of teaching aids were available, none of the schools had enough. It was further established that majority of the schools did not have adapted desks and chairs. The majority of the teacher respondents indicated that their schools did not have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds. It was established that the majority of the teachers did not have training on special needs education. The majority of the respondents felt that they were not adequately prepared to practice inclusive education in a mainstream school. From the findings, it was concluded that material resources had an influence on implementation of inclusive education in primary schools, and many primary schools in Magumoni division lack the materials for teaching learners with special needs, the absence of physical facilities that support the SNE pupils has led to low implementation of inclusive education in primary schools in Magumoni division, perception of the teachers

towards learners with special needs does influence implementation of inclusive education in public primary schools and that the teacher's professional training does influence the implementation of inclusive education in public primary schools.

5.3 Conclusions

Based on the findings of this study, it can be concluded that the absence of material resources negatively influenced implementation of inclusive education in primary schools, and many primary schools in Magumoni division lack the materials for teaching learners with special needs. It can further be concluded that the absence of physical facilities that support the SNE pupils has led to low implementation of inclusive education in primary schools in Magumoni division.

The study further concludes that perceptions of the teachers towards learners with special needs does influence implementation of inclusive education in public primary schools.

Finally, the study further concludes that the teacher's professional training does influence the implementation of inclusive education in public primary schools.

5.4 Recommendations

Based on the study findings, the researcher recommends that,

- i. The government through the Ministry of Education (MOE) should evaluate SNE policy on inclusive education so as to effect sound

management and effective implementation of the programme. The policy should be reviewed in the areas of funding, where the government should consider funding of schools for acquisition of the required physical facilities and the teaching and learning materials in public primary schools.

- ii. The government through the KICD should consider including some SNE units in the PTE curriculum and modify the curriculum to cater for some of the SNE pupils and especially those with low cognitive abilities.
- iii. The head teachers and teachers should be taken for some SNE management training by the government, through seminars organized by the Ministry of Education, in order to be able to cater for the learners with special needs in the regular schools.
- iv. The school managers should also be trained in order to be acquainted with the requirements of some of the SNE needs and get to know the magnitude of their importance.

5.5 Suggestions for further research

Further research is suggested in the following areas:

1. Effects of emergent policies on inclusive education management in primary schools in Kenya. A number of policies keep on emerging that

guide management of inclusion in schools. It is important to look into how these policies affect the overall practice of inclusive education.

2. Impact of inclusion on the regular learners in an inclusive classroom in primary schools in Kenya. It is clear that the learners in an inclusive classroom, bears some weight due to the learners with disabilities in their classrooms.

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APPENDIX A
INTRODUCTORY LETTER

University of Nairobi
Department of Educational
Administration and planning
P.O Box 86
Chuka

The Head teacher
.....Primary School
P.O Box.....

Dear Sir/Madam,

REF: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a student enrolled with the University of Nairobi. I am conducting a study on **School Factors Influencing Implementation of Inclusive Education in Public Primary Schools in Magumoni Division, Tharaka Nithi County, Kenya** as part of the requirement for the award of a degree in Master of Education in curriculum studies. Please allow me to collect data from your school. The researcher promises to treat the identity of respondents confidentially and use information provided for research purpose only. Thank you for your cooperation.

Yours faithfully,

M'Rithi Robert Mutembei

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire aims at collecting information on school factors influencing implementation of inclusive education in public primary schools in Magumoni Division. Please be open to expose all issues as accurately and honestly as possible. The contents of this questionnaire will be treated with utmost confidentiality. The identity of the respondents will not be revealed. Do not in any way write or reflect your names or any other cues and details that may in any way disclose your identity and that of your institution. This will safeguard the good reputation, integrity and the good name of your institution. Please give your honest responses by responding to the following questions by either ticking (✓) or filling the spaces provided where applicable.

Section A: Demographic information

1. What is your gender?

Male ()

Female ()

2. What is your highest professional qualification?

MED ()

BED ()

Diploma ()

P1 ()

Others (specify).....

3. What is your teaching experience?

Below 5 years ()

6-10 years ()

11-15 years ()

16-20 years ()

Over 20 years ()

4. a) Have you ever been trained to teach learners with special education needs?

Yes ()

No ()

b) If yes, specify.....

Section B: Influence of material resources on implementation of inclusive education

5. a) Does your school have teaching and learning material resources such as teaching aids, large print text books for low vision, magnifying lenses, braille writer and hearing aids?

Yes () No ()

b) If yes, specify.....

c) If the teaching and learning material resources are available in your school, are they enough to cater for learners with special education needs?

Yes () No ()

6. If your school does not have teaching and learning material resources for learners with special education needs, what measures do you suggest to be put in place to cater for these learners?

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

Section C: Influence of physical on implementation of inclusive education

7. a) Which of the following physical facilities are available in your school to accommodate inclusive education for children with special education needs?

Ramps ()

Adapted toilets ()

Adapted chairs and desks ()

Spacious and well lit classrooms ()

Adapted bathrooms ()

Level playgrounds ()

b) Any other, specify.....

c) If your school has the physical facilities for inclusive education, are they enough for learners with special needs?

Yes () No ()

8. If the physical facilities are available, are they easily accessible by learners with special education needs?

Yes () No ()

9. If your school does not have physical facilities for learners with special needs, in your opinion, what need to be done to facilitate effective learning of these learners?

.....

.....

.....

Section D: Teachers’ perception towards implementation of inclusive education

10. Please indicate your level of agreement on the following statements on teachers’ perception towards implementation of inclusive education. Indicate with a figure where, 5= Strongly Agree (SA), 4= Agree (A), 3= Fairly Agree (FA), 2= Disagree (D), 1= Strongly Disagree (SD).

Statement	SA	A	FA	D	SD
	5	4	3	2	1
Children with special education needs have right to be in a regular school					
Teachers practise inclusive education in the school					
Teachers work as a team in implementing inclusive education practices in the school					
Inclusive education is beneficial to both normal and children with special education needs					
Teachers make use of physical facilities and material resources to teach learners with special education needs					

11. In your opinion, what can be done to improve teachers' perception towards learners with special education needs?

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

Section E: Teachers' professional training on inclusive education

12. a) How many teachers in your school are trained to teach learners with special needs?

None () One () Two () Three and above ()

b) In your view, is the number of teachers trained to teach learners with special needs in your school enough? Yes () No ()

c) If your answer to 12 a) above is none, state how the school deals with learners with special needs

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

13. In your opinion, what should be done about teachers' professional training to improve implementation of inclusive education in public primary schools?

.....

.....

.....

Thank you for your participation

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

This questionnaire aims at gathering information on the school factors influencing implementation of inclusive education in public primary schools. Please be open to expose all issues as accurately and honestly as possible. The contents of this questionnaire will be treated with utmost confidentiality. The identity of the respondents will not be revealed. Do not in any way write or reflect your names or any other cues and details that may in any way disclose your identity and that of your institution. This will safeguard the good reputation, integrity and the good name of your institution. Please give your honest responses by responding to the following questions by either ticking (✓) or filling the spaces provided where applicable.

Section A: Demographic information

1. What is your gender?

Male ()

Female ()

2. What is your highest professional qualification?

MED ()

BED ()

Dip ()

P1 ()

Others (specify).....

3. What is your teaching experience?

Below 5 years ()

6-10 ()

11-15 years ()

16-20 years ()

Over 20 years ()

4. Have you ever been a head teacher?

Yes ()

No ()

Section B: Influence of material resources on implementation of inclusive education

5. a) Is the school well equipped with teaching and learning material resources such as teaching aids, large print text books for low vision, magnifying lenses, braille writer, hearing aids, white cane etcetera? Yes () No ()

b) If yes, please specify

.....

c) What challenges do you face in relation to teaching and learning materials for special needs learners?

.....

.....

.....

6. How would you rate your school in terms of availability and adequacy of teaching and learning materials for children with special needs?

Poorly equipped ()

Fairly equipped ()

Well equipped ()

Section C: Influence of physical facilities on implementation of inclusive education

7. a) Does the school have physical facilities such as adapted chairs and desks, ramps, spacious classes, adapted toilets, wheel chairs, level playgrounds etcetera?

Yes () No ()

b) If yes, please specify

8. If the school has physical facilities specified in 7 b), are they accessible and usable by children with special needs in the school?

Yes () No ()

9. If the physical facilities are not available, what need to be done to cater for children with special education needs?

.....

.....

.....

Section D: Teachers' perception towards implementation of inclusive education

10. What is your level of agreement on the following statements on teachers' perception towards implementation of inclusive education in public primary schools? Indicate with a figure where 5= Strongly Agree (SA), 4= Agree (A), 3= Fairly Agree (FA), 2= Disagree (D), 1= Strongly Disagree (SD)

Statement	SA	A	FA	D	SD
	5	4	3	2	1
Children with special needs have right to be in a regular school					
Inclusive education is beneficial to both regular and children with special needs					
Inclusive education affects the quality of instruction in the classroom					
Inclusive education affects performance of all learners					
Regular children in regular schools support those with special needs					

Section E: Teachers' professional training on inclusive education

11. a) Have you trained in any course in special needs education on how to teach learners with special needs?

Yes () No ()

b) If yes, do you think it prepared you adequately to practise inclusive education in the regular school?

Yes () No ()

c) If no, would you like to attend any refresher course in special needs education?

Yes () No ()

d) Indicate areas you would wish to be trained in.....

.....

12. In your opinion, what should be done on teachers' professional training to improve implementation of inclusive education in public primary schools?

.....

.....

.....

Thank you for your participation

APPENDIX D

QUESTIONNAIRE FOR PUPILS

This questionnaire aims at gathering information on how teaching and learning material resources and physical facilities influence implementation of inclusive education in public primary schools. This questionnaire aims at gathering information on the school factors influencing implementation of inclusive education in public primary schools. Please be open to expose all issues as accurately and honestly as possible. The contents of this questionnaire will be treated with utmost confidentiality. The identity of the respondents will not be revealed. Please respond to the following questions by either ticking (✓) or filling in the spaces provided where applicable.

Section A: Demographic Information

1. What is the name of your school?
2. What is your gender? Boy () Girl ()
3. In which class are you? Class 7 () Class 8 ()
4. What is your age bracket? 12-13 years () 14-15 years () Above 15years ()

Section B: Teaching and learning material resources for inclusive education

- 5. Is your school provided with teaching and learning material resources like white cane, magnifying lenses, large print text books, braille writer and papers, teaching aids and hearing aids? Yes () No ()
- 6. Are the available teaching and learning material resources used by the learners with disabilities enough? Yes () No ()
- 7. What do you think should be done with teaching and learning material resources for learners with special needs to improve implementation of inclusive education in the school? Improved () Added more ()

Section C: School Physical Facilities

- 8. Does your school have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds?
Yes () No ()
- 9. If yes, are they used by learners with special needs? Yes () No ()
- 10. If no, what do learners with special needs use in their teaching and learning activities?
- 11. In your opinion, what should be done with school physical facilities to cater for children with special needs?
.....

Section D: Information on special needs learners and inclusive education

12. As a learner without disability, do you enjoy learning together with learners with disabilities? Yes () No ()
13. As a learner with disability, do you enjoy learning together with learners without disabilities? Yes () No ()
14. Do learners with special needs repeat classes in the school? Yes () No ()
15. What challenges do you experience when interacting with learners with disabilities?.....
16. What do you think should be done to overcome those challenges?.....
.....
17. Do you know any learner with disability in your village who does not attend school? Yes () No ()
18. If any, state how many by gender. Boys..... Girls.....

Thank you for your participation

APPENDIX E

FOCUSED GROUP DISCUSSION FOR THE STUDENTS

Bio – Data

1. School
2. Number of Participants
3. Gender
4. Class

Areas of Discussion

5. Is your school provided with teaching and learning material resources?
(Probe for information on the resources available)
6. Are the available teaching and learning material resources used by the learners with disabilities enough?
7. What do you think should be done with teaching and learning material resources for learners with special needs to improve implementation of inclusive education in the school?
8. Does your school have physical facilities such as ramps, adapted toilets, adapted chairs and desks, wheel chairs, spacious classrooms and level playgrounds? *(Probe for information on the physical facilities available)*
9. In your opinion, what should be done with school physical facilities to cater for children with special needs?

10. What challenges do you experience when interacting with learners with disabilities?

11. What do you think should be done to overcome those challenges?

APPENDIX F

OBSERVATION CHECKLIST

The purpose of this observation checklist is to enable the researcher to collect data on the availability, condition, and adequacy of the material resources and physical facilities in public primary schools. The data will help the researcher to establish how these factors influence implementation of inclusive education in public primary schools. The checklist will be marked by ticking (√) according to availability, condition and adequacy.

Material resources	Available		Condition		Adequate	
	Yes	No	Good	Poor	Yes	No
White cane						
Braille writer and braille papers						
Large print text books						
Magnifying lenses						
Hearing aids						
Physical facilities						
Spacious classrooms						
Level playgrounds						
Wheelchairs						
Adapted desks and chairs						
Adapted toilets						
Ramps						

APPENDIX G: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

24th June, 2014

NACOSTI/P/14/1387/1773

Robert Mutembei Mrithi
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*School factors influencing implementation of inclusive education in public primary schools in Magumoni Division, Tharaka Nithi County, Kenya.*” I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for a period ending **30th July, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Tharaka Nithi County** 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.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Tharaka Nithi County.

APPENDIX H: RESEARCH PERMIT

CONDITIONS

- 1. You must report to the County Commissioner and the County 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 without 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) hard copies and one(1) soft copy of your final report**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 976

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. ROBERT MUTEMBEI MRITHI
of NAIROBI UNIVERSITY, 86-60400
CHUKA, has been permitted to conduct
research in Tharaka-Nithi County
on the topic: SCHOOL FACTORS
INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC
PRIMARY SCHOOLS IN MAGUMONI
DIVISION, THARAKA NITHI COUNTY,
KENYA.
for the period ending:
30th July, 2014

Permit No.: NACOSTI/P/14/1387/1773
Date Of Issue : 24th June, 2014
Fee Received :Ksh 1,000.

Applicant's Signature _____ **Secretary** _____
National Commission for Science, Technology & Innovation