

**SCHOOL FACTORS AFFECTING HEAD TEACHERS' PROVISION OF
SPECIAL NEEDS EDUCATION IN PUBLIC PRIMARY SCHOOLS
KANGUNDO SUB-COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my wife Jacqueline Mbithe and our children Japheth Musau, George Mwendwa and Carol Mwende.

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LIST OF ABBREVIATIONS AND ACRONYMS

DPED	District Primary Education Programme
EFA	Education For All
FPE	Free Primary Education
MoE	Ministry of Education
NGOs	Non Governmental Organisations
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organisation
UPE	Universal Primary Education
WCEFA	World Conference on Education for All
WHO	World Health Organization

ABSTRACT

Throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. This has led to numerous campaigns and advocacy on the adoption of inclusive education. Headteachers face challenges in the provision of special needs education among pupils in their schools. Headteachers in Kangundo Sub-County, Machakos County face challenges in the provision of special needs education among pupils in their schools. Further, these pupils continue to drop out of school since their needs are not addressed. The purpose of the study was therefore to investigate school factors affecting public primary schools headteachers' provision of special needs education in Kangundo Sub-County, Machakos County, Kenya. The study was guided by four research objectives. The research objective sought to determine how physical facilities, teaching and learning resources, adequacy of special needs teachers and financial resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya. The study employed descriptive survey design. The sample for the study comprised of all the 14 headteachers and 140 teachers. Data was collected by use of questionnaires. The instruments were also validated and tested for reliability. Findings revealed that 6(42.9%) of headteachers revealed that they had barrier free pavements in the school to accommodate children with special need. Findings also revealed that there were inadequate financial resources for the special needs children in the school as indicated by majority 9(64.3%) of headteachers. It was further found out that the funds did not provide adequate for provision the needs for SNE as indicated by majority 70(51.5%) of teachers. Majority 98(72.1%) of teachers revealed that schools did not have finances to outsource SNE teaching and learning materials. Majority 125(91.9%) of teachers indicated that their school were not able to purchase items that SNE children needed for learning. The study further found out that financing of special education still remains a major challenge for the government. Based on the study findings, the study concluded that pupils with walking difficulties were able to access classrooms with ease. The study concluded that there were inadequate financial resources for the special needs children in the school and that the schools got funds to cater for inclusive education in the school from the government. It was lastly concluded that the quality of the services for children with special needs in schools was adversely affected by acute shortage of specialized aids and equipment and inability on the side of the government to fund special education materials and construction of buildings depending highly on donor funding. The study recommends that the government to take its rightful and leading role in the provision of education for children with special needs. Non Governmental Organization (NGOs) and other institutions should be encouraged to fund the special education since schools are not able to fully support the SNE children.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Since the adoption of the Universal Declaration of Human Rights (UDHR) of 1948, education is recognized as a fundamental right for every child and an opportunity to achieve and maintain acceptable level of learning. The United Nations Educational Scientific and Cultural Organisation (UNESCO) (1994) advocates that educational systems should be designed and programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. Subsequently, the Salamanca Statement and Framework for Action on Special Needs Education (SSFASNE) of 1994, re-affirmed the right to education of every individual, as enshrined in the 1948 declaration, and renewed pledge made by World Community at the 1990 World Conference on Education for All (WCEFA).

Schwartz (2001) pointed out that throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. They further stated that provision of education for children with special needs has not been easy in sub-Saharan Africa. According to UNESCO (2000) the hardest hit were those with severe disabilities, who were excluded from public education system

altogether. In situations where the children obtained educational opportunities, they were enrolled when they were at least 10 years old thus becoming adults before they completed primary education. The situation was bleak in rural areas where regular schools lacked facilities to cater for the handicapped. 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 (Lakhani, 2006). Ministry of Education (MoE) (2009) considers inclusive education as an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools.

The British policy and legal framework for special needs education emphasizes that all children have the right to learn and play together. To ensure quality education for learners with special needs, the British Code of Practice (1994) requires mainstream schools to name a Special Educational Needs Coordinator (SENCO) to advise teachers on how to address the learning needs of all learners to maintain the schools special educational needs register and contributing to the in – service training of the teachers (Hek, 2005).

Japan has in recent years made the decision to aim at forming an inclusive education system for building a convivial society. According to the report of the Special Committee on the Future Direction of Special Needs Education of the Subdivision on Elementary and Secondary Education of the Central Council for

Education, an inclusive education system refers to “a system that enables children with and without disabilities to study together under the aim of developing respect for the differences in people and maximally developing the mental and physical abilities of children regardless of the presence or absence of disabilities, and to realize a free society in which every person can effectively participate.” Conventionally, education for children with disabilities in Japan has focused on providing substantial and detailed education by instructing at special institutes and settings, such as Special Schools for the Blind, Special Schools for the Deaf, Disabled Schools, and Special Education Classes, according to the types and degrees of their disabilities (Japan National Institute of Special Needs Education, available on <http://www.nise.go.jp>)

In India, a learner with SNE is defined variously in different documents. For example, a child with SEN in a District Primary Education Programme (DPEP) document is defined as a child with disability, namely, visual, hearing, locomotor, and intellectual (DPEP, 2001). All these children are supposed to be in schools with other children. However, these children constitute the bulk of dropouts from the school system (UNICEF, 2003).

The introduction of special needs education in South Africa was driven by the great urge to eliminate all forms of discrimination having come from an extremely discriminative apartheid regime which had fragmented educational provision in different departments. There have been challenges in the implementation but what

is clear in all the countries implementing or attempting to implement special needs Education Policy is that the challenges are similar (Hek, 2005).

In Uganda, the special needs education is embedded in the constitution of the Republic of Uganda (1995); the White Paper on Education (1992) and (UNICEF, 2003). Primary schools in Uganda accept all special needs children without conditions.

Kenya is a signatory to all the international policies on special needs education. The education commissions set up since independence have given direction regarding inclusive education. In particular the Kenya Education Commission (1964); Kenya National Committee on Educational Objectives and Policies (1976); The Presidential Working party on Education and Manpower Training for the Next Decade and Beyond (1988); Totally integrated Quality Education and Training (1999); and Education for all (2001) has emphasized the need for provision of education to the SNE children. Ministry of Education (2009), Republic of Kenya (2005) noted that, in Kenya, for a long time, special needs education had been provided in special schools and special units attached to regular schools. Special schools and units catered only for children with special needs in the areas of hearing, visual, mental and physical challenges. This left out other areas of special needs such as the gifted and talented, psychologically different, multiple handicapped, those with specific learning difficulties and communication disorders.

According to MoE (2009) and Government of Kenya (2005), the main constraints relating to access, equity, and quality in the provision of education and training for learners with special needs included; lack of guidelines to support inclusive education implementation, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment and curriculum was not tailored to meet special needs. This implied that special education had not been mainstreamed in all educational sub-sectors and programmes. The situation was compounded by inappropriate infrastructure, inadequate facilities and lack of equipment, which make it difficult to integrate special education in regular programmes.

Studies by Barbara and William (1998) found out that physical facilities in the schools studied were not accommodative; classrooms were overcrowded while toilets were narrow and had no seats making it difficult for special education needs learners to comfortably use them. Barbara found out that desks were not adapted for use by SNE learners; ramps had not been built making it difficult for learners to use the facilities. Barbara and William (1998) found that SNE children get inadequate services as most teachers have no specialized skills and those who have not trained lack confidence to handle them.

According to Ngugi (2002) schools need to be restructured in order to respond effectively to the needs of all learners. The inclusive school ought to be proactive, to the needs of all children. The headteacher has the responsibility of making sure that there is a conducive learning environment for all pupils,

including special needs education children in the schools. Efforts have been done by the County government of Machakos to ensure that schools have the necessary requirements to accommodate the SNE children however, more SNE are not able to access education. In Kangundo, headteachers face challenges in the provision of special needs education among pupils in their schools. Further, these pupils continue to drop out of school since their needs are not addressed. This triggered the researcher to carry out a study on school factors affecting public primary schools headteachers in provision of special needs education in Kangundo Sub-County Machakos County, Kenya.

1.2 Statement of the problem

The Government of the Republic of Kenya has expressed her commitment to the provision of quality education for all based on the understanding that education is a basic human right and an ingredient for socio-economic development. To increase access and participation, she has placed emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units attached to regular schools through the introduction of Free Primary Education (FPE) in January 2003 and formulation of policy on inclusive education.

There have been numerous campaigns and advocacy on the adoption of inclusive education for the refugee children worldwide by governments, Non Governmental Organisations (NGOs) and other stakeholders. Headteachers face challenges in

the provision of special needs education among pupils in their schools. Further, these pupils continue to drop out of school since their needs are not addressed. A report from Kangundo Sub County Education Office (2010) showed that all the 70 regular public primary schools in the district had been implementing inclusive education policy so as to reach majority of children with special needs even though they record cases of drop outs. Studies by Schwartz (2001) found out that physical facilities in the schools studied were not accommodative while Schwartz found out that desks were not adapted for use by SNE. Falmer and Kennedy (2001) found that SNE children get inadequate services as most teachers are not trained to handle special needs children. These studies did not address all the factors that affect the headteachers in the provision of SNE. It was with this in mind that the researcher found it important to carry out a study to investigate school factors affecting headteachers' provision of special needs education in public primary schools in Kangundo Sub-County Machakos County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate school factors affecting public primary schools headteachers' provision of special needs education in Kangundo Sub-County, Machakos County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

- i. To determine how physical facilities affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya
- ii. To establish how teaching and learning resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya
- iii. To assess how adequacy of special needs teachers affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya.
- iv. To determine how financial resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya.

1.5 Research questions

The research aimed at answering the following research questions

- i. How do physical facilities affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya?

- ii. To what extent do teaching and learning resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya?
- iii. How does adequacy of special needs teachers affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya?
- iv. How do financial resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya?

1.6 Significance of the study

The study intends to provide useful information to the Ministry of Education policy makers and educational planners on ways and means of improving accessibility, retention and participation of learners with special needs in education in public primary schools. This would help develop an education system that is sensitive and responsive to their needs. The study would also provide an objective assessment of the adequacy of school inputs vital to the planners while setting realistic targets, making accurate estimates and allocations for the various requirements in the implementation of inclusive education. Moreover, the findings of this study may serve as a resource for future studies adding to the world of knowledge. Nevertheless, the society's standard of living would be uplifted and the school administrators would be better informed about inclusive education.

1.7 Limitations of the study

One of the limitations of the study was based on the design of the study. The study used descriptive survey design. Using this design, it was not possible to adequately measure how school based factors affecting public primary schools headteachers' provision of special needs education. However the researcher relied on respondents opinions. Another limitation is that the researcher was not able to control the respondent's attitudes towards responding to the questionnaires. The researcher however asked them to be truthful when responding to the research instruments.

1.8 Delimitations of the study

Nyagah in Mwiria and Wamahiu (1995) contended that delimiting a study involves a purposive and conscious action in order to make the research manageable. In this study, only public schools used leaving out private primary schools in the region. This is because public schools are managed differently. Although inclusive education involves participation of various parties such as children, parents, teachers, education officers, NGOs among others, the study confined itself to only the headteachers and teachers. This is because the headteachers and teachers were aware of the challenges that SNE children face in their schools.

1.9 Assumptions of the study

The study was based on the following assumptions:

- i. That the respondents would cooperate and provide correct information;
- ii. That there was adequate data on special needs learners to support the study,
- iii. The respondents (teachers and headteachers) were aware and familiar with the Inclusive Education Policy.

1.10 Definitions of terms

The following are the significant terms used in the study

Children with Special Needs refers to those that experience conditions, barriers or factors that hinder normal learning and development of individuals.

Equity refers to a state of fairness in the access of quality education

Exclusion refers to locking out of some individuals from accessing education and/ or participation in daily activities that would be the norm

Financial resources refers to money available for purchase of resources for special needs children

Inclusive education refers to the presence, participation and achievement of all individuals in learning opportunities in equal measure

Integration means the participation of learners with special educational needs in regular education without demanding changes in the curricular provision

Physical facilities refers to buildings of collection of buildings where learners learn from

Regular schools refer to the mainstream schools and normally admit learners who are not disabled.

Special Needs Education refers to learners needs which may not ordinarily be met by the regular services of mainstream educational institutions.

Special needs teachers refers to trained personnel that teachers special needs children

Teaching and learning resources refers to materials that teachers use to assist students in learning

1.11 Organization of the study

The study is organized into five chapters. Chapter one, introduction, comprises of background to the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and definitions of significant terms as used in the study. Chapter two consists of related literature review. The Chapter also have introduction, the concept of inclusive education, physical facilities and provision of special needs education, teaching and learning resources and provision of special needs education, adequacy of teachers and provision of special needs education, financial resources and provision of special needs education, summary of literature review, theoretical framework and conceptual

framework. Chapter three consists of the research methodology divided into: research design, target population, sampling and sampling procedures, research instrument, reliability and validity of the instruments, data collection procedures and data analysis techniques. Chapter four discusses analysis of the research findings from the data analysis. Chapter five comprises of the summary of the findings, conclusions, recommendations and suggestions for further research studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the concept of inclusive education, physical resources and provision of special needs education, teaching and learning resources and provision of special needs education, teacher factors and provision of special needs education, financial resources teachers affect headteachers' provision, theoretical framework and Conceptual framework of the study.

2.2 The concept of inclusive education

The principle of equal educational opportunities is at the core of the right to education, which is inspired by the movements of Universal Primary Education (UPE) and Education for All (EFA) goals UNESCO, (2012). According to the report, education should not only be available to all but that it has a crucial role in progress towards creating more inclusive and just societies. Children have diverse abilities that need to be addressed. According to The Basic Education Act of 2013, all children are entitled to education despite their conditions. The Act stresses the need to have SNE children incorporated together with other children in regular schools. It would be of great benefit for all learners to develop relationships that are constructive. Inclusion makes children appreciate diversity and respect for different abilities. The objectives of inclusive education include: providing comprehensive educational plan that modifies the curriculum to

accommodate all learners, develop positive attitudes in parents, teachers, peers, and the entire community, share approaches to accommodate all children in regular classes, identify and minimize barriers to learning and development (Ngugi, 2002).

Inclusive education implies a radical reform of the school in terms of curriculum, assessment, pedagogy and grouping of pupils. It is based on a value system that welcomes and celebrates diversity arising from gender, nationality, race, language of origin, social background, level of educational achievement or disability (Ngugi, 2002). Inclusion normally implies attending the school that the pupil would have attended in the absence of a significant special need. It also implies that all teachers are responsible for the education of all children.

Inclusive education is the process of addressing the learners' needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life (Randiki, 2000). The concept of Inclusive Education emphasizes equality, access and opportunity to all learners by reviewing the education policies, modifying the schools to accommodate all learners with any form of special educational need. This form of education locates the problem within the society and not the learner, and advances that everybody can learn. Harvey, (1998) observes that successful inclusive educational practice cannot be possible without policies to provide clear guidelines and a commitment to the principle of inclusion. Agbenyega, (2007) infers that beliefs about

disability, ethnicity, attitude and concerns of teachers can influence the practice of inclusive education, the quality of educational materials and instruction students receive.

Children with unique learning needs are still combating blatant educational discrimination- these account for one third of all out- of- school children globally. Promoting inclusion means stimulating discussion, encouraging positive attitudes and improving educational and social frameworks to cope with new demands in education structures and governance. It involves improving inputs, processes and environments to foster learning both at the level of the learner and at the system level to support the entire learning experience. The practice of inclusion and its achievements rests on governments' willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on education, developing inter-sectoral linkages and approaching inclusive education as a constituent element of lifelong learning.

2.3 Physical facilities and provision of special needs education

According to Republic of Kenya (2005), the quality and adequacy of resources such as physical facilities have a direct bearing on quality of education, as they determine how effectively the curriculum is implemented. Kochang Report (2003, cited in Ministry of Education, 2009) noted that learners with special needs and disabilities require a learner free environment to maximize their functional potentials. Barbara and William (1998) 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.

Government of Kenya (2005) points out that to achieve Universal Primary Education (UPE) by 2005 and EFA goal by 2013, the Government of the Republic of Kenya introduced FPE in January 2003, which resulted in an increased enrolment of children in formal public primary schools. She adds that the result was overstretched facilities and overcrowding in schools which are barriers for learners with special needs. She further points out that over time; there had been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities.

Charema and Peresuh (1996) assert that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education in developing countries. A study conducted by Kristensen and Kristensen (1997) in Uganda indicated that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. This concurred with the findings of a study by Kisanji (1995) done in Tanzania. 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.

2.4 Teaching and learning resources and provision of special needs education

According to Government of Kenya (1999) children with special needs often need specialized aids to move about, to read and write or to hear. For example, 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. A study carried out by Kalabula and Mandyata (2003) on inclusive practices in schools in Northern Province of Zambia showed that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included.

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 reading materials adversely affecting inclusive education. Republic of Kenya (1999) 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 and laxity on the side of the government to fund special education materials and construction of buildings depending highly on donor funding. According to East African Standard (31st July 2003, cited in Ogolloh, 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 to meet the needs of children with special needs. This corresponds with Republic of Kenya (2005) and Ministry of Education (2009) assertion that implementation of inclusive education in Kenya was compounded by inadequate facilities, lack of equipment and inadequate teaching and learning materials.

2.5 Adequacy of teachers and provision of special needs education

According to Government of Kenya (2005) teachers are an important human resource in the teaching and learning process and constitute one of the main inputs of primary education costs. Republic of Kenya (2005) considers teacher as an important resource in the teaching/learning process whose training and utilization require critical consideration. The Kenya Education Commission of 1964 advocated for training of all teachers to take care of the special needs child into the mainstream. Engelbrecht (1998) point out that teacher education lie at the heart of all development schemes as it is recognized as one of the major areas of focus for poverty reduction, economic progress, social and cultural development.

Agbenyega (2007) holds the view that qualified teachers know that classroom needs must be approached “from a curricular stand point”, in which difficulties are defined on each specific task, activity and classroom conditions. Along the same line, Idol and West (1987, cited in Alper, 1995) states that teachers should be supported in inclusive schools by providing in-service training that addresses teacher-identified needs; employing competent personnel to deliver the training; offering incentives to educators to participate using a variety of methods and coordinating the training with other institutions.

Eleweke and Rodda (2000) advocate that successful inclusive education programs require the services of different professionals who assist in identification, referral, diagnosis, treatment and training. World Bank (2004) reports that adequately trained professionals are required in the provision of meaningful educational services to children with special needs in regular schools. While research indicates that most developing countries in south of the Sahara have training programs for teachers of special needs, (Kisanji, 1995).

Kalabula and Mandyata (2003) and Katwishi (1988) conducted a study on inclusive practices in Zambia and found out that there were no specialist teachers in most institutions to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in ordinary schools. Agbenyega, (2007) found out that although teachers in Ghana had relatively positive attitudes towards including learners with special

needs in regular classrooms, they had limited knowledge of inclusive practices. Further, they were not providing the individual support to learners with special needs in the generally overcrowded classrooms to allow them to achieve meaningful educational outcomes. In addition, headteachers expectations of teachers to implement inclusion activities were quite low and organizational approaches adopted by schools did not promote inclusion. Also, Eshiwani (1987) noted that one reason for poor performance in educational systems in Kenya as well as other developing countries is weak managerial capabilities in those systems. The growth in the quality of education services should also entail continuous skills upgrading for teachers. However, this has not been the case and the limited opportunities for in-service training have denied most of them the chance to enhance their skills beyond those acquired during their basic training.

In the East African Standard (30th August 2003, cited in Ogolloh, 2008) an Assistant Minister for Education Honorable Kirimi Mwiria called on for training of many teachers to equip them with skills in handling special needs learners in both primary and secondary schools as many teachers found in these schools lack the required skills for special learners. In concurrence with the claim, Government of Kenya (2005) and Ministry of Education (2009) point out inadequate capacity among many teachers to handle learners with special needs and inappropriate placement of children with disabilities, inadequate supervision and monitoring of special education programmes which worsen the situation of implementing.

2.6 Financial resources and provision of special needs education

UNESCO (1993) asserts that inclusive programmes are desirable in developing countries in that, it is estimated that 80% of the world's population of people with disabilities live in developing countries of Asia; Africa; the Caribbean; Latin America; and the Middle East, with 150 million of them being children and only 2% are receiving special needs services. She opined that a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for children with disabilities in inclusive schools. However, according to Carrington & Robinson (2004) in many developing countries, special education services are not being adequately funded due to their prevailing economic and political turbulence.

Mba (1995), report that in many developing countries it remains the case that special needs provision has not been a priority of government policy and expenditure. According to Mba (1995), this is due to the needs of the "normal" who were in the majority had to be met first prior to meeting those of individuals with special needs who were in the minority; lack of awareness of the potentials of people with disabilities, expenditure for services for people with disabilities was considered "a waste of scarce funds"; and meeting the needs of citizens with disabilities was considered "too costly", without return.

Assie-Lumumba (2005, cited in Onsomu et al, 2006) identifies five sources of financing education: the state, local communities, families, business and external

sources. According to Ministry of Education (2009), the Government of the Republic of Kenya under the FPE programme facilitates provision of additional capitation grants to facilitate implementation of inclusive education. This is in line with her policy measures and investments in education are designed to provide sufficient funding to primary education in order to alleviate household costs burden, to increase access, to ensure adequate teaching learning inputs and ensure internal efficiency (Republic of Kenya, 2003). Ministry of Education (1987, cited in Eshiwani, 1993) asserted that the governments' contribution alone was not enough for schools. She indeed warns that without parents/guardians contributions, the development of many schools would be affected as the available government resources are inadequate in meeting the demands of education. Republic of Kenya (1999) echoes that providing quality education to increasing numbers of students meant first expanding the resource base beyond government sources to fill up costing gaps, utilizing the available resources more efficiently, establishing autonomous funding system, strategizing the allocation of funds and providing incentives for quality improvement in all components of education.

Government of Kenya, (2005) points out that in Kenya, financing of special education still remains a major challenge for the Government. On average, the Government spent 0.2 percent of the total education budget on special education, which was grossly inadequate. Ministry of Education (2003) observed that most programmes in special needs education were mainly donor funded with some

support from the government. The Ministry, further noted that the government was already supporting the education of learners with special needs by providing an additional sum of Ksh.2, 000 per child. However, it observed that the amount was not enough due to the unique needs of SNE learners. In that light, the task force on special needs education appraisal exercise of 2003 recommended that the government take its rightful and leading role in the provision of education for children with special needs.

2.7 Summary of literature review

Literature review has reviewed school factors affecting headteachers in the provision of SNE in public primary schools. Several studies have been conducted in this area. For example, Charema and Peresuh (1996) did not focus of specific factors affecting SNE children in primary schools hence the need for this study. Kristensen and Kristensen (1997) and Kisanji (1995) found that children with disabilities were not provided with he required materials which hindered their education. These studies were carried out in Uganda and Tanzania. This study will be carried in Kenya hence comparisons can be done. Kristensen (1997) found out that schools that had integrated SNE in Tanzania were experiencing shortage of classrooms, overcrowding, shortage of text books and other reading materials adversely affecting inclusive education. Kalabula and Mandyata (2003) and Katwishi (1988) found out that there were no specialist teachers in most institutions to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included

in ordinary schools. These studies were carried out in other countries while others focused on general special needs education. This current study will address the school based factors.

2.8 Theoretical framework

The study is guided by leadership obstacle course model produced by Neal Gross (1971). The theory grew out of work of Neal (1971) to determine the success or failure of an organization. The model states that for implementation of any programme leaders should neutralize resistance by providing give conditions to the organization members (Ornstein & Hunkins, 1988). It states that implementation of any programme brings into mind the question of facilities, individual skills and capability, management support compatibility within organizational arrangements and clarity of what is to be done in the implementation (Lakhani 2006). For effective implementation of inclusive education in regular schools, the organization member should have a clear understanding of the program. The teachers must be provided with the necessary skills and possess capability required to handle the children with social needs. The physical facilities to be provided, materials and support services need to be made available to allow implementation.

2.9 Conceptual framework

A conceptual framework is an analytical tool with several variations and contexts. It is used to make conceptual distinctions and organize ideas. Strong conceptual framework capture something real and do this in a way that is easy to remember and apply.

The conceptual framework of the study is presented in figure 2.1

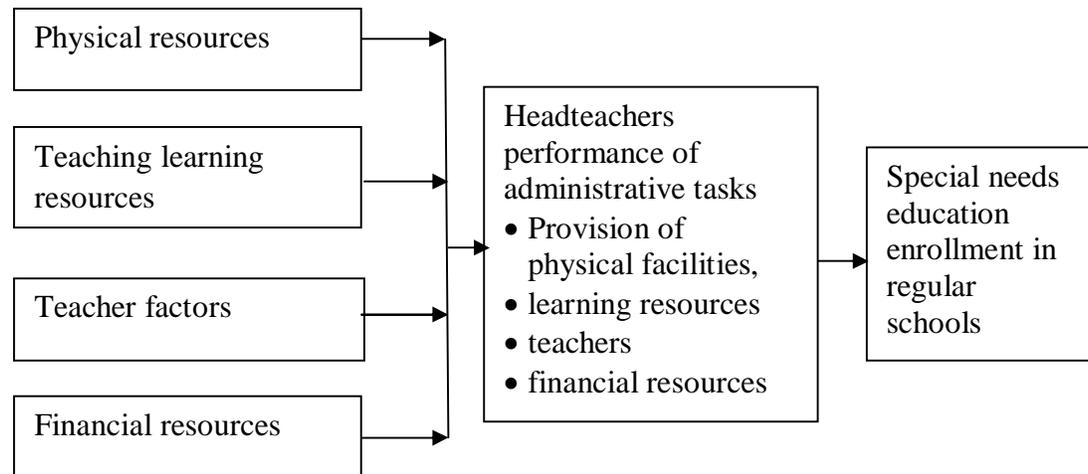


Figure 2.1 Diagrammatic representations of school factors affecting headteachers in the provision of SNE in public primary schools

Figure 2.1 which is the conceptual framework shows the factors affecting headteachers in the provision of SNE education in public primary schools. The framework shows that provision of SNE is affected by factors such as physical resources teaching and learning resources adequacy of special needs teachers and financial resources teachers affect headteachers' provision. The interrelationship between these variables within the school setting will have different results within the school (output).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the procedure that will be used in conducting the study. The section focuses on research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis.

3.2 Research design

This study employed a descriptive survey design. Description survey designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification. The choice of the descriptive survey design was made based on the fact that in this research the researcher is interested in the state of affairs already existing in the field and no variable were manipulated.

3.3 Target population

Orodho (2008) defines population as all the items or people under consideration. For this study, the target population consists of 70 headteachers and 700 teachers in the Kangundo sub-county (DEO, Kangundo Sub County, 2014).

3.4 Sample size and sampling procedures

Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. The study used the 20 percent of the population. According to Mugenda and Mugenda (2003) who states that sample of between 20 and 30 percent is adequate for a population of below 1000. This implies that 14 headteachers and 140 teachers were the sample for the study. Individual teachers were selected by use of simple random sampling. The sample was selected by use of simple random sampling. The sampling frame is presented in table 3.1

Table 3.1 Sampling frame

Category of respondents	Population	Sample	percentage
Headteachers	70	14	20
Teachers	700	140	20
Total	770	280	20

3.5 Research instruments

Questionnaires and observation checklist were the data collection tools in the study. The questionnaires were designed for headteachers and teachers.

Questionnaire for the headteachers

Questionnaire for the headteachers had five sections (A, B, C & D). Section A had the demographic data; section B had items on effect of physical resources to headteachers' provision of special needs education; section C had items on effect

of teaching and learning resources to headteachers' provision of special needs education; section D contains items on effect of adequacy of special needs teachers to headteachers' provision of special needs education while section E focused on effect of financial resources teachers to headteachers' provision of special needs education.

Questionnaire for the teachers

Questionnaire for the teachers had five sections focusing on Demographic data; effect of physical resources to headteachers' provision of special needs education; effect of teaching and learning resources to headteachers' provision of special needs education; effect of adequacy of special needs teachers to headteachers' provision of special needs education and lastly effect of financial resources teachers to headteachers' provision of special needs education.

Observation checklist

The observation checklist was designed to gather data on the appropriateness, adequacy availability of teaching learning resources and facilities. The observation check list was given to the respondent together with the questioners for them to comment on.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research result (Mugenda & Mugenda, 2003). To enhance the validity of the instruments, a pre test was conducted. The aim of pre-testing was to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either be discarded or modified to improve the quality of the research instruments. The researcher sought assistance from the supervisors in order to help improve content validity of the instruments.

3.7 Reliability of the instrument

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results. The researcher used test-retest method which involves administering the same instrument twice to the same group with a time lapse of two weeks between the first and second test. The scores of the two tests were correlated using the Pearson's product moment correlation coefficient formula as follows:-

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

Key:

Σxy – Sum of cross products of scores of each variable

Σx^2 – Sum of squared deviation in x

Σy^2 – Sum of squared deviation in y

(Kombo & Tromp, 2006)

According to Mugenda and Mugenda (1999) a coefficient of 0.70 or more, shows that there is high reliability of the instruments. The instruments yielded a correlation coefficient of 0.712 hence were deemed suitable for data analysis.

3.8 Data collection procedures

The researcher sought a research permit from the National Commission for Science and Technology (NACOSTI) and thereafter wrote letters to the headteachers to be allowed to do the study. The selected schools were visited to book appointments on when to visit the schools. The respondents were assured that strict confidentiality would be maintained. The completed questionnaires were collected on the same day.

3.9 Data analysis techniques

After the data has been collected it was cross-examined to ascertain their accuracy, and identify those items wrongly responded to, spelling mistakes and blank spaces. Descriptive statistics such as percentages and frequencies will be used to answer research questions. Quantitative data was entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Tables were used to present the data. Qualitative data was analyzed according to the themes in the research objectives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis presentation and interpretation after the researcher. Investigated the school factors affecting public primary schools headteachers' provision of special needs education in Kangundo Sub-County, Machakos County, Kenya. The study specifically investigated how physical facilities, teaching and learning resources, adequacy of special needs teachers and how financial resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya. This chapter presents the data analysis and interpretation of the findings. The chapter presents the questionnaire return rate, demographic data and the analysis according to the research objectives.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents (Baruch, 1999). Table 4.1 presents the questionnaire return rate for the study.

Table 4.1 Questionnaire return rate

Category of respondent	Questionnaires issued	Questionnaires issued	Percentage returned
Headteachers	140	136	97.1
Teachers	14	14	100
Total	154	150	97.4

Out of 140 teachers 136 or 97.1 percent returned the questionnaires. All headteachers filled and returned the questionnaires. These return rates were above 80% and hence deemed adequate for data analysis. This is according to Baruch (1999), who states that a response rate of above 80% is adequate for social sciences studies.

4.3 Demographic information of respondents

This section presents the demographic information of the respondents.

4.3.1 Demographic information of headteachers

The demographic information of headteachers was based on gender, age, duration they had served as headteachers and highest academic qualification.

Gender of headteachers

The headteachers were asked to indicate their gender. Data revealed that majority 11(78.6%) of headteachers were male while 3(21.4%) of headteachers were female. This show there was more male heads than female heads in the school.

Age of headteachers

The headteachers were asked to indicate their age. Table 4.2 shows age of headteachers.

Table 4.2 Distribution of headteachers according to age

Age	F	%
26 – 30 years	1	7.1
31 – 35 years	6	42.9
41 – 45 years	5	35.7
Above 45 years	2	14.3
Total	14	100.0

Table 4.1 shows that (7.1%) of headteachers were between 26 and 30 years, 6(42.9%) of headteachers were aged between 31 and 35 years, 2(14.3%) of headteachers were above 45 years, while 5(35.7%) of headteachers were aged between 41 and 45 years.

Asked to indicate the duration they had been headteachers, they responded as shown in Table 4.3

Table 4.3 Headteachers service as school heads

Years	F	%
Below 1 year	2	14.3
1 – 5 year	6	42.9
6 – 10 years	4	28.5
16 – 20 years	2	14.3
Total	14	100.0

Data shows that (14.3%) of headteachers had been served as headteachers for below 1 year. the same number of headteachers for between 16 and 20 years, (42.9%) of headteachers for between 1 and 5 years while (28.6%) of headteachers had served as headteachers for between 6 and 10 years. This shows that headteachers had been head for considerable number of years and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

Table 4.4 presents headteachers duration in the current school

Table 4.4 Headteachers duration as headteachers in current school

Years	F	%
Below 1 year	3	21.4
1 – 5 year	8	57.2
6 – 10 years	3	21.4
Total	14	100.0

Table 4.4 shows majority (57.1%) of headteachers had served as heads in the current school for between 1 and 5 years, the, (21.4%) of headteachers for below one years while same number of headteachers for between 6 and 10 years. This shows that headteachers had been head in current schools for considerable number of years and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

Level of education of headteachers

The research also sought to find out the level of education of the headteachers. The data is presented in Table 4.5.

Table 4.5 Distribution of headteachers by their level of education

Level of education	F	%
PI	1	7.2
Diploma	3	21.4
Degree	6	42.8
Masters	4	28.6
Total	14	100.0

Data shows that 7.1% of headteachers had PI education level, 21.4% of headteachers had diploma education, 35.7% of headteachers had degree education level while 28.6% of headteachers had masters education level. This implies that headteachers had acquired education qualification and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

4.3.2 Demographic information of teachers

The demographic information of teachers was based on gender, age, duration they had served as teachers and highest academic qualification.

Gender of teachers

The teachers were asked to indicate their gender. Data revealed that majority 52.9% of teachers were male while 64 (47.1%) of teachers were female. This shows that there were more male teachers than female.

Age of teachers

The teachers were asked to indicate their age. Table 4.6 shows age of teachers.

Table 4.6 Distribution of teachers by age

Age	F	%
Below 25 years	16	11.8
26 – 30 years	16	11.8
31 – 35 years	16	11.8
41 – 45 years	85	62.5
Above 46 years	3	2.1
Total	136	100.0

Majority (62.5%) of teachers were aged between 41 and 45 years, 16(11.8%) of teachers were below 25 years, the same number of teachers were aged between 26 and 30 years and in the age bracket of 31 and 35 years while a significant number 3(2.2%) of teachers were above 46 years old.

Asked to indicate the duration they had been teachers, they responded as shown in Table 4.7

Table 4.7 Teachers' duration of service

Years	F	%
1 – 5 year	94	69.1
6 – 10 years	34	25.0
16 – 20 years	8	5.9
Total	136	100.0

Majority (69.1%) of teachers had been served as teachers for between 1 and 5 years, (25.0%) of teachers for between 6 and 10 years while (5.9%) of teachers had served as teachers for between 16 and 20 years. This shows that teachers had been teachers for considerable number of years and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

Table 4.8 presents teachers' duration in the current school

Table 4.8 Teachers' duration in current school

Years	F	%
Below 1 year	40	29.4
1 – 5 year	72	52.9
6 – 10 years	8	5.9
11 – 15 years	8	5.9
16 – 20 years	8	5.9
Total	136	100.0

Table 4.8 shows that (29.4%) of teachers had been in current school for less than one year, (52.9%) of teachers for between 1 and 5 years, (5.9%) of teachers for between 6 and 10 years the same number of teachers for between 11 and 15 years while the same number of teachers had been in current school for between 16 and 20 years. This shows that teachers had been head in current schools for considerable number of years and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

Level of education of teachers

The research also sought to find out the level of education of the teachers. The data is presented in Table 4.9

Table 4.9 Distribution of teachers by level of education

Level of education	F	%
PI	31	22.8
Diploma	41	30.1
Degree	56	41.2
Masters	8	5.9
Total	136	100.0

The data in table 4.9 shows that 22.8 percent of teachers had PI education level, 41(30.0%) of teachers had diploma education level, 41.2 percent of teachers had degree education level while 5.9 percent of teachers had masters education level. This implies that headteachers had acquired education qualification and hence were in a position to understand the school factors affecting public primary schools headteachers' provision of special needs education.

4.4 Physical resources and headteachers' provision of special needs education

One of the objectives of this study was to establish physical resources affects headteachers' provision of special needs education. The researcher posed items to the headteachers and teachers to establish the same Headteachers were asked to indicate physical facilities that were available in their school to accommodate children with special need. Data is tabulated in Table 4.10

Table 4.10 Headteachers' responses on that was the availability of physical facilities

Physical facilities	F	%
Adapted toilets with ramps	4	28.6
Barrier free pavements	6	42.8
Adapted chairs and toilets	4	28.6
Total	14	100.0

The data in table 4.10 shows that 28.6 percent of headteachers indicated that they had adapted toilets with ramps in the school to accommodate children with special needs, the same number of headteachers had adapted chairs and toilets while 42.9 percent of headteachers indicated that they had barrier free pavements in the school to accommodate children with special need. This shows that adequacy of resources such as physical facilities had direct bearing on quality of education.

Asked whether pupils with walking difficulties were able to access classrooms with ease, majority 10 or 71 percent of headteachers indicated that pupils with walking difficulties were able to access classrooms with ease while 28.6 percent of headteachers indicated that pupils with walking difficulties were not able to access classrooms with ease. The quality of classrooms would lead to effective implementation of the curriculum.

The teachers were asked whether there were adequate classes to accommodate children with special needs. In this item, majority (63.2%) indicated that there were no adequate classes to accommodate children with special needs while 50(36.8%) of teachers indicated that there were adequate classes to accommodate children with special needs. This implies that inadequate classes to accommodate children with special needs could not serve equally well for the nurturance of all forms of abilities in all children.

When headteachers were asked whether the classrooms have ramps for wheel chairs, majority (57.1%) of headteachers indicated that the classrooms lacked ramps for wheel chairs while 42.9 percent of headteachers indicated that classrooms have ramps for wheel chairs. This was a barrier for learners with special needs.

The teachers were also asked whether there were adequate chairs and desks in the classes. Their responses indicated that majority 85(62.5%) of teachers indicated that there were adapted chairs and desks in the classes while 51(37.5%) of teachers indicated that there were no adapted chairs and desks in the classes. Adapted chairs and desks in the classes for learners would facilitate for the children with special needs in schools.

When headteachers were asked whether the desks and chairs were adaptable to physically challenged, majority 10(71.4%) of headteachers indicated that desks and chairs were not adaptable to physically challenged while 4(28.6%) of headteachers indicated that desks and chairs were adaptable to physically challenged. This was a barrier for learners with special needs

Table 4.11 presents teachers' response on physical resources and headteachers' provision of special needs education.

Table 4.11 Teachers' response on provision of physical resources

Statement	Yes		No	
	F	%	F	%
Do your classes have barrier free pavements	74	54.4	62	45.6
Are free pavements adequate for the SNE children	66	48.5	70	51.5
Are there adapted toilets with ramps in your school	58	42.6	78	57.4
Are your classrooms for the visually impaired	65	47.8	71	52.2
Are your classrooms accessible to all SNE learners	58	42.6	78	57.4

The data in table 4.11 showed that majority (54.4%) of teachers indicated that they had barrier free pavements, majority (51.5%) of teachers indicated that the free pavements were not adequate for the SNE children, (57.4%) of teachers indicated that there lacked adapted toilets with ramps in their school, the same number of teachers indicated that their classrooms were not accessible to all SNE learners while majority (52.2%) of teachers indicated that they lacked classrooms for the visually impaired. This indicated that inadequate facilities and lack of relevant materials are some of the major obstacles to the implementation of inclusive education.

4.5 Teaching and learning resources and headteachers' provision of special needs education

To establish how teaching and learning resources affects headteachers' provision of special needs education, the researcher posed items to the respondents that sought to establish the same. The researcher asked the headteachers and teachers to indicate the adequacy of teaching and learning resources in the schools. Table 4.12 presents headteachers responses.

Table 4.12 Headteachers' response on adequacy of teaching and learning Resources

Teaching and learning resources	Adequate		Not adequate		Not available	
	F	%	F	%	F	%
Teaching Aids	4	28.6	8	57.1	2	14.3
Large Print Text	2	14.3	8	57.1	4	28.6
Books for Low Vision						
Braille Writer	2	14.3	8	57.1	4	28.6
Magnifying lenses	3	21.4	8	57.1	3	21.4
Hearing aids	3	21.4	7	50.0	4	28.6
Pens designed for the physically handicap	3	21.4	6	42.9	5	35.7

Table 4.18 shows that majority (57.1%) of headteachers indicated that teaching aids, large print text books for low vision, braille writer and magnifying lenses were not adequate in their schools, majority (50.0%) of headteachers indicated that the hearing aids in the schools were not adequate while (42.9%) of headteachers indicated that the pens designed for the physically handicap were not adequate. This agrees with Kalabula and Mandyata (2003) who indicated that the required educational materials were not provided or were not enough in ordinary schools where children with special needs were being included.

Table 4.13 presents teachers responses on adequacy of teaching and learning resources

Table 4.13 Teachers response on adequacy of teaching and learning resources in the schools

Teaching and learning resources	Adequate		Not adequate		Not available	
	F	%	F	%	F	%
Teaching Aids	40	29.4	58	42.6	38	27.9
Large Print Text Books for Low Vision	31	22.8	66	48.5	39	28.7
Braille Writer	15	11.0	81	59.6	40	29.4
Magnifying lenses	0	0.0	63	46.3	73	53.7
Hearing aids	8	5.9	94	69.1	34	25.0
Pens designed for the physically handicap	48	35.3	54	39.7	34	25.0

Table 4.13 shows that 42.6 percent of teachers indicated that teaching aids were not adequate in the school, 48.5 percent of teachers indicated that large print text books for Low Vision were not adequate. Majority 59.6 percent of teachers indicated that braille writer were not adequate in their schools, majority 53.7% percent of teachers indicated that magnifying lenses were not available in the school, majority 69.1 percent of teachers indicated that hearing aids were not adequate while 39.7 percent of teachers indicated that pens designed for the physically handicap were not adequate in their school. This implies that the quality of the services for children with special needs in schools was adversely affected by acute shortage of specialized aids and equipment.

4.6 Adequacy of special needs teachers and headteachers' provision of special needs education

To establish how adequacy of special needs teachers influence headteachers' provision of special needs education, the researcher posed items to the respondents that sought to establish the same. The researcher asked the headteachers and teachers whether they had adequate teachers for the various challenges children. The headteachers were asked to indicate whether they had adequate teachers for the various challenges children. In this item, majority (64.3%) of headteachers indicated that they lacked adequate teachers for the various challenges children while 5(35.7%) of headteachers indicated that they had adequate teachers for the various challenges children. The headteachers further revealed that teachers were an important human resource in the teaching

and learning process and hence lack of adequate teachers affected provision of special needs children.

When the researcher asked teachers whether adequacy of special needs teachers have an effect to headteachers' provision of special needs education, majority 69 or 50.7 percent of teachers indicated that adequacy of special needs teachers have an effect to headteachers' provision of special needs education while 67(49.3%) of teachers indicated that adequacy of special needs teachers does not have an effect to headteachers' provision of special needs education. This agrees with World Bank (2004) that reported that adequately trained professionals were required in the provision of meaningful educational services to children with special needs in regular schools.

Table 4.14 presents headteachers' responses on adequacy of teaching learning resources

Table 4.14 Headteachers responses adequacy of teaching learning resources

T/L resources	Adequate		Not adequate		Not available	
	F	%	F	%	F	%
Visual impaired	3	21.4	8	57.1	3	21.4
Hearing impaired	2	14.3	8	57.1	4	28.6
Children with autism	4	28.6	8	57.1	2	14.3

The data in table 4.14 shows that majority (57.1%) of headteachers indicated that the teachers of visual impaired were not adequate, the same number of headteachers indicated that they had inadequate teacher of hearing impaired and teachers of children with autism. This implies that qualified teachers know that classroom needs must be approached in which difficulties are defined on each specific task, activity and classroom conditions.

The headteachers indicated that they faced challenges of lack of specialist teachers to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in the school as a result of inadequate teachers for SNE. The headteachers were asked whether there were specialist teachers in the school to provide important advisory services to special pupils. Their responses indicated that 64.3 percent of them indicated that there were no specialist teachers in the school to provide important advisory services to special pupils while 35.7 percent of headteachers indicated that there were no specialist teachers in the school to provide important advisory services to special pupils. This shows that there were no specialist teachers to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in the school. The headteachers indicated that they faced challenges of inadequate individual support to learners with special needs as a result of inadequate teachers for provision of SNE advisory services.

Majority 83.1 tabulates of teachers indicated that there lacked teachers trained for the various SNE pupils in the school while majority 58.8% tabulates of teachers indicated that all the SNE learners lacked the required learning resources. This implies that headteachers expectations of teachers to implement inclusion activities would be quite low and organizational approaches adopted by schools did not promote inclusion. Teachers further revealed that lack SNE trained teachers affect provision of education among SNE learners as it affected the growth in the quality of education services which entail continuous skills upgrading for teachers.

4.7 Financial resources and headteachers' provision of special needs education

To establish how financial resources affects headteachers' provision of special needs education, the researcher posed items to the respondents that sought to establish the same. The researcher asked the headteachers to indicate whether there were adequate financial resources for the special needs children in the school. The headteachers were asked whether there were adequate financial resources for the special needs children in the school. Majority 64.3 percent of headteachers indicated that there were inadequate financial resources for the special needs children in the school while (35.7%) of headteachers indicate that there were adequate financial resources for the special needs children in the

school. This shows that special education services were not being adequately funded.

Table 4.15 presents teachers and headteachers response on the source/sources of funds to cater for inclusive education in the school

Table 4.15 Headteachers and teachers response' on the sources of funding

Sources	Headteachers		Teachers	
	F	%	F	%
Government	5	35.7	79	58.1
NGOs	4	28.6	54	39.7
Church Based Organizations	4	28.6	3	2.2
Business Community	1	7.1	0	0.0

Data revealed that majority (58.1) percent of teachers and (35.7) percent of headteachers indicated that they got funds to cater for inclusive education in the school from the government, (28.6%) of headteacher and (39.7%) of teachers indicated that they got the fund from NGO while (28.6%) of headteachers and (2.2%) of teachers indicated that they got the funds to cater for inclusive education in the school from the church based organizations. This shows that the Government of the Republic of Kenya under the FPE programme facilitates the implementation of inclusive education.

When teachers were asked to indicated whether the funds provided for SNE were adequate, their responses shows that majority 51.5 percent of teachers indicated

that the funds did not provide adequate for provision the needs for SNE while 69 or 48.5 percent of teachers indicated that funds provided adequate for provision the needs for SNE. This shows that the government policy measures provided insufficient funding to SNE in order which could not alleviate household costs burden, to increase access, to ensure adequate teaching learning inputs and ensure internal efficiency.

When headteachers were asked whether there were finances to take teachers for short courses on management of SNE, majority 9(64.3%) indicated that there were no finances to take teachers for short courses on management of SNE while 5(35.7%) of headteachers indicated that there were finances to take teachers for short courses on management of SNE. Majority of teachers indicated that apart from training as a teacher, they had not undergone any training related to special needs education. This would limit opportunities for in-service training of teachers hence denying most of them the chance to enhance their skills beyond those acquired during their basic training.

Teachers were asked to indicate whether the school had finances to outsource SNE children teaching and learning materials. In this item, 98(72.1%) of teachers revealed that the school did not have finances to outsource SNE children teaching and learning materials while 38(27.9%) of teachers indicate that the school had finances to outsource SNE children teaching and learning materials. This agrees

with Eshiwani, 1993) who asserted that the governments' contribution alone is not enough for schools.

Teachers were asked to indicate whether the schools were able to buy items that SNE children needed for learning. In this item, majority 125(91.9%) of teachers indicated that their school was not able to buy items that SNE children may need for learning while 11(8.1%) of teachers indicated that the school was able to buy items that SNE children may need for learning. This would call for other sources of finance as government contribution alone was not enough for schools.

The researcher further sought to establish how availability of financial resources affects provision of education for SNE children. Table 4.16 presents headteachers responses

Table 4.16 Headteachers' responses on effect of financial resources on SNE children education

Effect	F	%
Inability to outsource physical facilities	5	35.7
Inability to access special teaching learning resources	4	28.6
Inability to take teachers for short courses on SNE	3	21.4
Inability to modify classrooms for SNE children	2	14.3
Total	14	100.0

Table 4.16 shows that 5 or 35.7 percent of headteachers indicated that the availability of financial resources affects ability to outsource physical facilities, 28.6 percent of headteachers indicated that they affect ability to access special teaching learning resources, 21.4 percent of headteachers indicated that it affect ability to take teachers for short courses on SNE while 14.3 percent of headteachers indicated that availability of financial resources affects ability to modify classrooms for SNE children. These findings agrees with Government of Kenya, (2005) which points out that in Kenya, financing of special education still remains a major challenge for the Government. On average, the Government spent 0.2 percent of the total education budget on special education, which was grossly inadequate.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and suggestions for further research.

5.2 Summary of the study

Throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools. This has led to numerous campaigns and advocacy on the adoption of inclusive education. Headteachers face challenges in the provision of special needs education among pupils in their schools. Headteachers in Kangundo Sub-County, Machakos County face challenges in the provision of special needs education among pupils in their schools. Further, these pupils continue to drop out of school since their needs are not addressed. The purpose of the study was to investigate school factors affecting public primary schools headteachers' provision of special needs education in Kangundo Sub-County, Machakos County, Kenya. The study was guided by four research objectives. Objective one sought to determine how physical facilities affect headteachers' provision of special needs education , objective two sought to

establish how teaching and learning resources affect headteachers' provision of special needs education , objective three sought to assess how adequacy of special needs teachers affect headteachers' provision of special needs education while research objective four sought to determine how financial resources affect headteachers' provision of special needs education in Kangundo Sub-County Machakos County, Kenya. The study employed descriptive survey design. The sample for the study comprised of 14 headteachers and 140 teachers. Data was collected by use of questionnaires. Pre-testing was done to gauge the clarity and relevance of the instrument items. The instruments were also validated and tested for reliability. Items that were found to be inadequate for measuring variables were discarded or modified to improve the quality of the research instruments.

Findings on the effect of physical resources on headteachers' provision of special needs education revealed that 10(71.4%) of headteachers revealed that pupils with walking difficulties were able to access classrooms with ease. Majority 85(62.5%) of teachers revealed that there were adapted chairs and desks in the classes. It was also found out that that desks and chairs were not adaptable to physically challenged as revealed by majority 10(71.4%) of headteachers. Majority 74(54.4%) of teachers revealed that they had barrier free pavements, majority 70(51.5%) of teachers revealed that the free pavements were not adequate for the SNE children, 78(57.4%) of teachers revealed that there lacked adapted toilets with ramps in their school.

Findings on how teaching and learning resources affects headteachers' provision of special needs education, revealed that that teaching aids, large print text books for low vision, braille writer and magnifying lenses were not adequate in their schools as revealed by majority 8(57.1%) of headteacher. Majority 7(50.0%) of headteachers and majority 94(69.1%) of teachers revealed that the hearing aids in the schools were not adequate which implies that materials were not enough in schools where children with special needs were being included.

Findings on adequacy of special needs teachers and influence headteachers' provision of special needs education, revealed that schools lacked adequate teachers for the various challenges children as revealed by majority 9(64.3%) of headteachers. The headteachers further revealed that teachers were an important human resource in the teaching and learning process and hence lack of adequate teachers affected provision of special needs children. It was further found out that the headteachers indicated that they faced challenges of lack of specialist teachers to provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in the school as a result of inadequate teachers for SNE. The study further found out that schools lacked teachers trained for the various SNE pupils in the school as revealed by majority 113(83.1%) of teachers. Teachers further revealed that lack SNE trained teachers affect provision of education among SNE learners as it affected the growth in the quality of education services which entail continuous skills upgrading for teachers.

Findings on the effect of financial resources on headteachers' provision of special needs education revealed that there were inadequate financial resources for the special needs children in the school as indicated by majority 9(64.3%) of headteachers. It was further found out that majority 9(64.3%) of headteachers revealed that there were no finances to take teachers for short courses on management of SNE. Majority of teachers indicated that apart from training as a teacher, they had not undergone any training related to special needs education. This limited opportunities for in-service training of teachers hence denying most of them the chance to enhance their skills beyond those acquired during their basic training. Majority 125(91.9%) of teachers indicated that their school was not able to buy items that SNE children may need for learning. The study further found out that financing of special education still remains a major challenge for the government.

5.3 Conclusions

Based on the study findings, the study concluded that pupils with walking difficulties were able to access classrooms with ease. The study also concluded that there were no adequate classes to accommodate children with special needs. The study further concluded that classrooms lacked ramps for wheel chairs. It was further concluded that schools lacked adapted toilets with ramps in their school, and that the classrooms were not accessible to all SNE learners.

The study further concluded that teaching and learning resources like teaching aids, large print text books for low vision, braille writer and magnifying lenses were not adequate in their schools. Hearing aids in the schools were not adequate which implies that materials were not enough in ordinary schools where children with special needs were being included. It was further concluded that magnifying lenses were not available in the school which adversely affected acute shortage of specialized aids and equipment.

The study also concluded that schools lacked adequate teachers for the various challenges children. It was also concluded that teachers were an important human resource in the teaching and learning process and hence lack of adequate teachers affected provision of special needs children. The study concluded that adequacy of special needs teachers had an effect to headteachers' provision of special needs education. It was further concluded that the teachers of visual impaired, teacher of hearing impaired and teachers of children with autism were not adequate. Headteachers lack of specialist teachers was concluded to be a challenge as specialist teachers provide important advisory services that would assist the ordinary teachers with managing the learners with special needs who were being included in the school. It was further concluded that were no specialist teachers in the school to provide important advisory services to special pupils as schools lacked teachers trained for the various SNE pupils in the school.

The study also concluded that the funds did not provide adequate for provision the needs for SNE. There were no finances to take teachers for short courses on management of SNE. Majority of teachers indicated that apart from training as a teacher, they had not undergone any training related to special needs education which limited opportunities for in-service training of teachers hence denying most of them the chance to enhance their skills beyond those acquired during their basic training. The study also concluded that school did not have finances to outsource SNE children teaching and learning materials. It was lastly concluded that the quality of the services for children with special needs in schools was adversely affected by acute shortage of specialized aids and equipment and laxity on the side of the government to fund special education materials and construction of buildings depending highly on donor funding.

5.4 Recommendations

Based on the findings and conclusion made above, the study makes the following recommendations. The study recommends that:

- i. The Ministry of Education (MoE) should put in place clear policies of inclusive education and take a leading role in the provision of education for children with special needs.
- ii. The head teachers should work hand in hand with development partners so as and involve them in provision of education for the SNE.

- iii. The parents should be encouraged to take part in the provision of necessary requirements for their SNE children
- iv. The KISE should provide in-service training for teachers so as to equip them with necessary skills for handling SNE
- v. The Kenya Educational Management Institute should empower headteachers in management skills for inclusive education.
- vi. The Quality Assurance and Standards officers should assisted teachers in the provision of quality education for the SNE.

5.5 Suggestions for further study

This research takes exception to the fact that study was carried out in Kangundo Sub-County, Machakos County, Kenya hence the researcher suggests that the study be conducted in other Counties to determine if there are significant differences in the school factors affecting public primary schools headteachers' provision of special needs education.

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APPENDIX I

INTRODUCTION LETTER

Daniel Kasoo Musembi
Department of Educ. Admin and
planning,
University of Nairobi
P.O BOX 92,
Kikuyu

The headteacher,
_____ Primary school,

Dear Sir / Madam,

RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am Kasoo Daniel Musembi a Masters student at the University of Nairobi. I am conducting a research to investigate “**School factors affecting public primary schools headteachers in provision of special needs education in Kangundo Sub-County Machakos County, Kenya**”. I kindly request you to allow me conduct research in your school. The information obtained will be purely for the purpose of this research and the identity of the respondents will be treated as strictly confidential.

Thank you for your cooperation and assistance.

Yours Sincerely,

Daniel Kasoo

APPENDIX II

QUESTIONNAIRE FOR THE HEADTEACHERS

This questionnaire is designed to help the researcher investigate the school factors affecting public primary schools headteachers in provision of special needs education in Kangundo Sub-County Machakos County, Kenya. You are requested to participate in the study by filling in this questionnaire. The information you give will be used for the purpose of the study only. Do not write your name.

Section A: Demographic data

1. What is your gender Male [] Female []

What is your age?

2. Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 []

41 – 45 years [] Above 46 []

3. How long have you served as headteacher?

Below 1 year [] 1 – 5 year []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] Above 21 years []

4. How long have you served as headteacher in this school?

Below 1 year [] 1 – 5 year []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] Above 21 years []

5. What is your level of education?

PI [] Diploma [] Degree [] Masters [] PhD []

Section B: Physical resources and headteachers' provision of special needs education

6. Which of the following physical facilities are available in your school to accommodate children with special needs?

Barrier free pavements [] Adapted toilets with ramps []

Adapted chairs and toilets [] Well lit classrooms []

7. Are pupils with walking difficulties able to access classrooms with ease?

Yes [] No []

8. Do the classrooms have ramps for wheel chairs?

Yes [] No []

9. Are the desks and chairs adaptable to physically challenged?

Yes [] No []

Section C: Teaching and learning resources and headteachers' provision of special needs education

10. Indicate the adequacy of the following teaching/learning resources for inclusive education for children with special needs are available in your school

Teaching learning resource	Adequate	Not adequate	Not available
Teaching Aids			
Large Print Text Books for Low Vision			
Braille Writer			
Magnifying lenses			
Hearing aids			
Pens designed for the physically handicap			

Section D: Adequacy of special needs and headteachers' provision of special needs education

11. Do you have adequate teachers for the various challenges children?

Yes [] No []

If no how does that affect provision of special needs children?

12. Indicate the adequacy of teachers for the following special needs education pupils in your school

Category	Adequate	Not adequate	Not available
Visual impaired			
Hearing impaired			
Children with autism			
Others			

13. What challenges do you face as a result of inadequate teachers for SNE/

14. Are there specialist teachers in your school to provide important advisory services to special pupils

Yes [] No []

If no, what challenge do you face as a result of inadequate teachers for provision of SNE advisory services?

Section E: Financial resources and headteachers' provision of special needs education

15. Are there adequate financial resources for the special needs children in your school?

Yes [] No []

16. Of the following, indicate which ones are source/sources of funds to cater for inclusive education in your school?

Government [] NGOs []

Church Based Organizations [] PTA []

Business Community []

17. Are there finances to take teachers for short courses on management of SNE?

Yes [] No []

17 How does availability of financial resources affect provision of education for SNE children?

Inability to outsource physical facilities []

Inability to access special teaching learning resources []

Inability to take teachers for short courses on SNE []

Inability to modify classrooms for SNE children []

Any other (specify) _____

Thank you for your participation

APPENDIX III

QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is designed to help the researcher investigate the school factors affecting public primary schools headteachers in provision of special needs education in Kangundo Sub-County Machakos County, Kenya. You are requested to participate in the study by filling in this questionnaire. The information you give will be used for the purpose of the study only.

Section A: Demographic data

1. What is your gender Male [] Female []

2. What is your age?

Below 25 years [] 26 – 30 years []

31 – 35 years [] 36 – 40 []

41 – 45 years [] Above 46 []

3. How long have you served as teacher?

Below 1 year [] 1 – 5 year []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] Above 21 years []

4. How long have you served as teacher in this school?

Below 1 year [] 1 – 5 year []

6 – 10 years [] 11 – 15 years []

16 – 20 years [] Above 21 years []

5. What is your level of education?

PI [] Diploma [] Degree [] Masters [] PhD []

Section B: Physical resources and headteachers' provision of special needs education

6. Are there adequate classes to accommodate children with special needs?

Yes [] No []

7. Do your classes have barrier free pavements

Yes [] No []

8. Are they adequate for the SNE children?

Yes [] No []

9. Are there adapted toilets with ramps in your school?

Yes [] No []

10. Are there adapted chairs and desks in your classes?

Yes [] No []

11. Are your classrooms for the visually impaired?

Yes [] No []

If available are they accessible to all SNE learners?

Yes [] No []

Explain your answer _____

Section C: Teaching and learning resources and headteachers' provision of special needs education

12. Indicate the availability and adequacy of the following teaching and learning resources for SNE children

Teaching learning resource	Adequate	Not adequate	Not available
Teaching Aids			
Large Print Text Books for Low Vision			
Braille Writer			
Magnifying lenses			
Hearing aids			
Pens designed for the physically handicap			

Section D: Adequacy of special needs teachers and headteachers' provision of special needs education

13. Does adequacy of special needs teachers have an effect to headteachers' provision of special needs education Yes [] No []

If no, how does that affect provision of education to SNE learners?

14. Are teachers trained for the various SNE pupils in the school?

Yes [] No []

If no, how does that affect provision of education for these children?

15. How does lack SNE trained teachers affect provision of education among
SNE learners _____

Section E: How financial resources affect headteachers' provision of special needs education

16. Do all the SNE learners have the required learning resources?

How does that affect provision of education to such pupils?

17. Of the following, indicate which ones are source/sources of funds to cater for

inclusive education in your school? Government [] NGOs []

Church Based Organizations [] PTA [] Business Community []

Are the funds provided adequate for provision the needs for SNE?

18. Apart from training as a teacher, have you undergone any training related to

special needs education Yes [] No []

19. Does the school have finances to outsource SNE children teaching and
learning materials? Yes [] No []

20. Is the school able to buy items that SNE children may need for learning?

Yes [] No [] Sometimes []

Thank you for your participation

APPENDIX IV

OBSERVATION CHECKLIST

Facility	Comment of availability, adequacy, appropriateness
Classrooms	
Staircase	
Trumps	
Books (print)	
Pens	
Toilets	
Magnifying lenses	

APPENDIX V

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: _____

9th October, 2014

NACOSTI/P/14/2315/3426

Daniel Musembi Kasoo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

Permission Granted
CQASO
Musib
16/10/14



RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“School factors affecting headteacher provision of special needs education in public primary schools Kangundo Sub County Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **31st December, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Machakos 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.

[Signature]
DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Machakos County.



National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. DANIEL MUSEMBI KASOO
of UNIVERSITY OF NAIROBI, 1218-90115
kangundo, has been permitted to
conduct research in Machakos County
on the topic: SCHOOL FACTOR
AFFECTING HEADTEACHER PROVISION
OF SPECIAL NEEDS EDUCATION IN
PUBLIC PRIMARY SCHOOLS KANGUNDO
SUB COUNTY KENYA
for the period ending:
31st December, 2014

Permit No : NACOSTI/P/14/2315/3426
Date Of Issue : 9th October, 2014
Fee Received :Ksh. 1000




Applicant's Signature


Secretary
National Commission for Science, Technology & Innovation