SCHOOL BASED FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN HOMABAY DISTRICT, KENYA.

Onyuka Naphtali Ouma

A Research Project Submitted in Partial Fulfillment for the Degree of Master of Education in Curriculum Studies University of Nairobi

2014

DECLARATION

This research project is my original work and has not been presented for a Degree to any other University.

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Onyuka Naphtali Ouma

This research project has been submitted for examination with our approval as University Supervisors

_____

Prof. Winston Akala

Associate Professor

Department of Educational Administration and Planning

_____

Dr. Rosemary Imonje

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

To my Mother Wilisinta Amolo for her love and inspiration that has enabled me to come this far. My dear wife Devotar Achieng who gave me all the support I needed for my studies. To my children Mike, Lilian, Valerie and Beryl for their understanding and sacrifice. May my family be dedicated to the will of God forever.

ACKNOWLEDGEMENT

My special thanks go to the Almighty God for His mercies and for bringing me this far. I would like to acknowledge the University of Nairobi for the opportunity to pursue the course. I wish also to thank most sincerely my supervisors, Prof Winstone Akala and Dr. Rosemary Imonje for their professional guidance during this study. I cannot forget my brother Chris Onyuka for his encouragement, the head teacher for his understanding and colleagues for their support.

ABSTRACT

The purpose of this study was to investigate the school based factors influencing the implementation of inclusive education in public primary schools in Homa-Bay District, Kenya. The researcher formulated five objectives and five research questions to guide the study. The researcher needed to establish the extent to which teaching/learning materials, teachers professional, qualification, and time allocated for content delivery, physical facilities and teachers attitude influence the implementation of inclusive education in public primary schools. The study adopted a descriptive survey design to help in obtaining variables of the study. The researcher targeted all the 11 public primary schools offering inclusive education and purposively sampled 10 headteachers and 80 class teachers. Research instruments used included two questionnaires one for the headteachers and the other for the teachers and an observation schedule. Data was analyzed using descriptive statistics and presented in terms of frequency tables, pie-charts, graphs and percentages. The findings of the study established that teaching and learning materials needed for the implementation of inclusive education were quite inadequate and totally lacking in some instances. It also revealed that schools are lacking adequately trained teachers in special education which may be a big impediment to inclusion. Again time allocated for content delivery and assessment was noted to be quite inadequate. In addition physical facilities in regular schools was found not be supportive of inclusive education, and on the teachers attitude towards children with disability and inclusive education they were also advocating for specials school for special needs learners. The researcher recommended that the government should provide more funding for the acquisition of adequate and relevant teaching /learning materials and physical facilities if public school were to practice inclusion effectively. It also recommended that all teachers be trained in special needs education and frequent seminars and workshops be held to train more teachers. The study further recommends a thorough sensitization and awareness creation needed for teachers, parents and the general public about importance of providing education for challenged learners in an inclusive set up. The researcher suggested the following areas for further research: Teacher training and its implications on inclusive education: Quality assurance and standards in inclusion and replication of the study to other districts to ascertain the status of Inclusive Education in public schools.

TABLE OF CONTENT

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATION AND ACRONYMS

EARC   Educational Assessment and Resource Centre

FPE   Free Primary Education

IE   Inclusive Education

KENPRO Kenya Professionals

KICD   Kenya Institute of Curriculum Development

KIE   Kenya Institute of Education

SEN   Special Education Needs

SMC   School Management Committee

UNDP   United Nations Development Programme

UNESCO United Nations Education Scientific & Culture Organization

UNICEF United Nations Children's Fund

UPIAS   Union of Physically Impaired Against Segregation

USAID   United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The separate systems of education which presently exists in most part of the world (special and ordinary) need to be integrated to provide one system which is able to recognize and respond to the diverse needs of learner's population. Inclusive education is the system where a range of options for education provision and support are made available. It has evolved as a movement that seeks to challenge exclusionary policies and practices (UNESCO 2007). Inclusive education (IE) has its origin in the human rights pronounced in the United Nations Declaration of Human Rights in 1948 (UNESCO, 2005) The declaration state that: everyone has the right to education: education free, at least in the elementary and fundamental stages; elementary education shall be compulsory; education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms (Article 256-Universal declaration of Human Rights).Inclusive education can be regarded as part of a wider struggle against the violation of human right and unfair discrimination.

Implementation of inclusive Education (IE) has, however, remained a challenge and a sensitive debate among educators and stakeholders alike. Desta (1995) observed that throughout Africa, persons with disabilities are seen as hopeless and helpless. Children who are met by these beliefs and attitudes can hardly develop to their full potentials. These perceptions have been slowly changing overtime, hence the emergence of inclusive education philosophy as a way of educating people with exceptionalities.

Over six hundred million people, representing about 10% of the world's population have challenges of one form or another [Education for All, Global Monitoring report 2006). The need for inclusive education is therefore very real. However not all learners with special education needs (SEN) benefit form inclusive education (Evans and Lunt 2002) in mainstream school for various factors which are either school based or community based.

Inclusion has been cited at all phases in a number of key UN declarations and conventions (UNESCO,2005) such as; the 1948 Universal Declaration of Human Rights, the 1994 Salamanca statement and framework of Action on special Needs Education, among others. Peters (2003) states that the implementation of inclusive education in many countries is often based on a range of motives embracing different goals. Spain for instance started the process of integration(1992-1993) due to the introduction of the education system reform driven by the general regulation law for the educational system of 1990 (European Agency for development in special needs education report 2004). This law gave learners with special needs the right to receive education that respond to their personal need and characteristics in the school closest to them. According to Alemany and Villuendas (2011), the European Agency for Development in Special Needs Education report reveals that in theory there are many teachers in Spain who accept integration, but that the actual presence of students with difficulties in their classroom is a challenge.

In Africa, more than 80% of all challenged children have never attended any school according to the estimates of UNESCO (2010). However there are positive prospects in

the African region, In Senegal for instance , donor activity within the inclusion is very strong –USAID , UNICEF, Handicap International and local Senegalese NGOs working at the community level have all taken initiatives (Carlton Aslelt 2003,Inclusive Education, Lessons Learn t)

In Kenya the task force on special needs education (ROK 2003) recommends IE as a key strategy for expanding access to education for challenged children . Further Sessional Paper No1 (2005) emphasizes IE as one of the key strategies for facilitating access to education the provision of education for children with special needs has however faced many challenges. According to UNESCO (2007) these challenges are many and diverse and include lack of enough qualified teachers, slow and low provision of teaching and learning resources, inadequate funding to meet the basic learning needs such as the necessary facilities and other support needed, rigid curriculum and poor institutional and professional practices that cannot adequately address stigma and discrimination. Training of special education teachers, for instance has been the greatest challenge, as there's only one institution (KISE) for training teachers which has a capacity of 120 students, offering training at three levels: two year diploma course, distance education and a three –month in-service course. Clearly, this is far below the requirement for special educations teachers to handle the SNE learners in the public primary schools (KISE 2002).

In India majority of school personnel are not trained to design and implement educational programmes for students with disabilities in regular schools. A report of the Rehab council of India states that the number of trained special education teachers is

extremely small about 9492, against the large number of children with disabilities that require their services

The problem of teaching and learning resources for IE in Kenya has been compounded by the introduction of Free Primary Education (2003) which has seen an influx of learners into the public education system which make it extremely difficult to make special education inclusive in public primary schools.

In Nigeria the high cost of educational materials and equipments such as Braille machines and papers, typewriting machines and typing sheets, thermoforming paper, ear-mould among others has also been the greatest challenge. Again on physical facilities , the architectural designs of most schools where the education of students with disabilities take place in Nigeria did not take into consideration, the disability nature of these learners (European, Journal, Vol.3 2011). This is also the situation in Kenya where most public primary schools do not haven simple ramps for the physically disabled learners. Lack of these greatly hinders the education of these categories of learners.

Another serious challenge is the deep held attitudes in most societies. In India the attitudes of the non-disabled are proving to be a major barrier in the social integration of people with disabilities.

Many Hindu religious institutions and temple trusts do not think a part of their duty is to help persons with disabilities because they consider the disability to be the result of their misdeeds in previous life. (Rao1990). In Zimbabwe attitudes of teachers, instructional supervisors, the community and pupils are the biggest barriers to inclusion.

Here academically gifted learners, just like teachers resent being in the same class with learners having learning disabilities and difficulties. For example where teachers are forced to teach inclusive classes, they concentrate on pupils whose chances of passing exams are higher , ignoring those who are physically challenged (online – journal on educational research 2012).

Kenya has prioritized Education for All (2003)with the introduction of FPE, This has resulted in a large increase of enrolment rates within the primary schools,National survey on disability (2008), its estimated that 1.5 million children are living with disabilities and a paltry 1.7% (26,000) has actual access to education. The report further estimated that about 90% of children with disabilities have remained excluded from the education system. Because of the large number of special needs education (2003) IE has been recommended as a key strategy for expanding access in education for children with disabilities (RoK 2007)

Homa-Bay district is one of the poorest districts in Kenya according to CBS –CIDA (2005). Like most rural areas in sub-Saharan Africa, it's a region prevalent with malaria, measles, malnutrition etc which contributes to the high levels of disability (UNICEF 2009). Unpublished reports by Human-Bay Educational Assessment and Resource Centre (EARC 2010) shows that a number of children with disability are out of school Out of the201 regular primary schools;a paltry ten schools practise IE; one special school and 5 integrated units for special needs education;This ultimately may and will derail the achievement of EFA.

1.2 Statement of the problem

The purpose of inclusive education is to remove all barriers to learning by structuring the public education system to meet the needs of all the learners irrespective of their physical, mental, emotional or speech deficiencies. Out of the 1.5 million children with disability in Kenya (UNDP 2010), only 26,000 have access to some form of education. This means that the majority of Kenyan children with special needs are not receiving any educational support. Reasons for this could include: Lack of enough qualified teachers to handle students with special education needs in our public primary schools. inadequate resources and physical facilities which are regarded as key to the successful implementation of inclusive education; negative attitude of teachers: rigid curriculum which does not allow for adopting teaching approaches and time schedules to cater for learners with disabilities (KENPRO-2009)

In Homa-Bay district, there are 197 public primary schools with an enrolment of about 52,752 learners (staffing, District Education office-2013). According to the district educational Assessment and Resource centre (EARC 2012) there are about 5275 SNE learners in Homa-Bay district, calculated from WHO's estimate of 10% of challenge population. And according to the special education Unit (Homa-Bay District office) there are only 11 public primary schools practicing IE with a total enrolment of 126 and one special school with 64 learners and 5 integrated units with 38 learners Out of the 11 schools, 6 have physically challenged children,3 schools with learning difficulties,1 visually impaired and 1 hearing impaired.

This implies that only 228 disabled learners (4.3percent) are receiving educational services and about 5047 (Homa-bay EARC, 2012 are not receiving sufficient educational support. This shows that actually EFA goals cannot be achieved in Homa-Bay district and in the entire country. No known study has ever been carried out on factors affecting the implementation of IE in Homa-Bay district. It was with the described situations in mind that the researcher wished to investigate the school based factors that influence the success or failure of implementation of inclusive education in Homa-Bay District.

1.3 Purpose of the study

The purpose of this study was to investigate the school based factors that influence the implementation of inclusive education in regular primary schools in Homa-Bay district.

1.4 Objectives of the study

This study aims at achieving the following objective

i. To examine how schools physical facilities are used in the implementation of inclusive education.

ii. Examine the extent to which availability of teaching and learning resources affect implementation of IE.

iii. To determine how teachers professional qualification influence implementation of inclusive education.

iv. To establish how time allocated for content delivery is adequate for special education needs.

v. To establish the extent to which teachers attitudes influence inclusive education implementation

1.5 Research Questions

In order to achieve the above objectives, the following research questions was asked

i. In which ways does schools physical facilities influence the implementation of inclusive education?

ii. How does the availability of the teaching and learning resources influence the implementation of inclusive education?

iii. To what extent does teacher's professional qualification influence the implementation of inclusive education?

iv. To what extent is the time allocated for content delivery and professional support adequate to facilitate implementation of IE?

v. How does the teachers' attitude influence the implementation of IE?

1.6 The significance of the study

This study will help create a friendly environment for people and learners' with special needs in regular primary and secondary schools. The result from this study can also be used by the Kenya institute of Curriculum Development (KICD) which is responsible for the development of various curricula in Kenya, to develop a relevant curriculum that can be used by participants in inclusive education, not just in Homa-bay district but also in all the other districts in the country. Policy makers and planners would find this study relevant as they assess the availability and relevance of the teaching and learning resources for inclusive education as well as the need to have professionally qualified

teachers who are, not only able to handle the special needs education (SNE) learners but also equipped with the right skills and attitudes for effective inclusion practice. The results would also help in creating awareness to stakeholders on the need to avail the right physical facilities to take care of the diversity of these learners.

1.7 Limitations of the study

According to Best and Khan (2000) Limitations are those conditions beyond the control of the researcher which may place restrictions on the conclusions of the study and their applications to other situations. Limitations' of this research method included the fact that it depends on cooperation of participants to truthfully and accurately report on their attitude and characteristics towards the variables of the study. The second limitation of the study was on the small size of the sample of schools practicing inclusive education (IE) as compared with the number of schools in Homa-Bay district. Thirdly, data would also have been provided by learners but the researcher felt they may not be free to give the required information. These limitations would have an implication on the generalization of the findings of the research to other districts in the country.

1.8 Delimitations of the study

This study focused on public primary schools practicing inclusive education in Homa-bay district. The findings from the study should therefore be used cautiously to generalize on the status of IE in other schools in Kenya. This is so because in this study the researcher w looked at variables such as teaching and learning resources, teachers professional qualifications, time for content delivery, relevance of the physical facilities

and teachers attitudes towards SNE learners, and how these contribute to the implementation of IE in regular primary schools.

1.9 Basic assumptions of the study

Basic assumptions made as regards this study were that all regular schools are familiar with the concept of inclusive education, the participants/respondents are aware of the IE policy and that all the participants would give honest and accurate answers.

1.10 Definition of significant terms

The following are the definitions of significant terms to be used in this study.

Challenged refers to persons with disabilities who are unable to perform activities in the manner considered normal for human beings.

Disability refers to any restriction to perform an activity in the normal manner which is normal

Exclusion refers to a strategy whereby students with special needs are educated or taught using special techniques and equipment by specialists personnel in special schools and classrooms (Osake 2010)

Impairment refers to the person's lack of body movement or psychological state which impair them.

Inclusive education refers to the philosophy of ensuring that schools, centers of learning and education are open to all children regardless of their physical, mental, emotional challenges.

Integration refers to an arrangement where the challenged child attends the same schools with peers in the same neighborhood but is confined to a special room/unit.

Peripatetic teachers refer to teachers who are not stationed in one place

Special needs education refers to education which provides appropriate modifications in curriculum, teaching methods, educational resources, medium of communication or the learning environment.

Special unit refers to a classroom that's located in a regular school, but is set aside for educating learners with special needs with specific teachers who are responsible for most of the learner's activities.

1.11 Organization of the study

This study was organized in five chapters. Chapter One dealt with introduction and comprises the background of the study, statement of the problem , purpose of the study, objectives of the study, research questions, significance, limitations and delimitations of the study, basic assumptions and definitions of significant terms. Chapter two covered the literature review on school based factors influencing implementation of IE in regular primary schools and focuses on variables such as teaching and learning resources, teachers professional qualification , allocation of time, physical facilities in the school and teachers attitudes. Chapter Three was on the research methodology and explains the procedures and methodologies used in the study. Chapter Four dealt with data analysis and interpretation while chapter five was on summary of the research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter of literature review discussed the school based factors that influences the implementation of inclusive education in regular primary schools. The researcher started by defining inclusive education and discuss its importance or rationale, after which an investigation of the school based factors, was be done. Such factors include teaching and learning resources available, the teacher's professional qualifications, time allocation, availability of physical facilities and the teacher's attitudes

2.2 Meaning of inclusive education

There's a growing realization that inclusion means different things in different contexts. In the education discourse, Engelbrecht (1999) sees inclusive education as a proposed strategy for achieving a democratic and just society.

UNESCO (2005:12) defines inclusion as a dynamic approach of responding to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning. Consistent with this definition, UNESCO section for special needs education. (EENET 2000:1) defines inclusive education in this way: Inclusive education is concerned with removing all barriers to learning, and with the participation of all learners to learning, and with the participation of all learners vulnerable to exclusion and marginalization. It's a strategic approach designed to facilitate learning and success for all children.

Barton (1999:58) explains that IE is not integration and is not concerned with the assimilation or accommodation of discriminated groups or individuals, but its about transformation of society and its institutional arrangements such as education. KISE (2007) explains that inclusive education is a philosophy of ensuring that schools, centers of learning and educational systems are open to all children. This enables the learners to be included in all aspects of school life.

2.3 Rationale for inclusive education

UNESCO (2005:15) states four principles of inclusion as : it's a never ending search to find better ways of responding to diversity since each child has a vital contribution to make to society; inclusion is concerned with identification and removal of barriers so that SNE learners are able to work side by side with peers with diverse , skills and ability to develop skills necessary to cope in society; inclusion being about presence, participation and achievements of all children for being able to access quality education and inclusion involves a particular emphasis on those learners who are at risk of marginalization, exclusion or underachievement , such as special needs education learners, so that they also belong to and share normal experiences with family , neighbors and peers.

2.4 School based factors influencing implementation of Inclusive Education

2.4.1 Physical facilities for Inclusive Education learners

Learners with specific disabilities and special needs education require specialized educational resources at individual or school levels, depending on the nature of

disabilities. According to Ainscow (1995) schools need to be restructured in order to respond effectively to the needs of all learners. The inclusive school ought to be proactive, relative to the range of needs of all children, rather than reactive as an integrated education has been (Kasanji, 1998). The high cost of physical facilities remains a challenge to the government's goal to provide education for all in line with the goal of UPE. The government recognizes the inadequacy of assistive devices for SNE learners. Mobility and reading aids are expensive and require maintenance by skilled technicians who are few. For instance, inclusive education requires the institute buildings to have lifts and ramps where necessary (National Association for Remedial Education-NARE).

There's inadequate provision of appropriate teaching learning materials for special needs education because most of the materials available in the market are developed for regular curriculum and regular students. Oluoch (2002) noted that schools embarking on the new curriculum should be those which can obtain the necessary facilities or equipment.

One expects to find acceptable classrooms, desks chalkboards, playing fields, textbooks for teacher's and pupils (Mutisya, 2009)

The advent of FPE (2003) came with it the recommendation for the ideal general environmental requirements for learners with special needs in education. Some of the facilities needed include adopted toilets, bathrooms with more bars for holding , ramps to entries, spacious classrooms o allow wheel chairs; inbuilt leaning mechanisms and feedback mirrors; for mentally challenged there should be a water point for training in

activities of daily living like hands washing: studies by Momanyi (2009) and Thuo (2009) for Mombasa and Kiambu districts respectively found out that there were acute shortages of the relevant physical facilities for special education learners, and those present were not adopted to the diversity of challenges of the learners.

2.4.2 Teaching and learning resources for inclusive education.

These are resources that are necessary for the learner to learn effectively (KISE 2002) According to Oluoch (2002) schools embarking to implement any curriculum should be able to obtain the necessary teaching and learning resources such as relevant text books both for teachers and pupils and to cater for all the challenges of the learners. Apart from text books, schools catering for children with special needs in education should for example have magnifying glasses and other optical devices for learners who are visually impaired to reinforce reduced vision, hearing aids for learners with hearing impairments, adequate writing and reading materials such as Braille for visually challenged learners. The success or failure of the implementation of the curriculum in an inclusive education set up depends largely on the availability of the learning and teaching resources.

2.4.3 Teachers level of qualification to handle inclusive education

Teachers are an important resource in the teaching and learning process of all cadres of learners, more so IE learners. Therefore teacher training is generally considered a major element in the improvement of the quality of education. (UNESCO, 2004) Qualified teachers know that classroom needs must be from a curricular standpoint in which

difficulties are defined depending on each specific task and activity and on classroom conditions. Shiundu and Omulando (1992) noted that the caliber of the teaching personnel is the level and quality of the instructions for teacher education.

Teachers train in SNE so as to provide skills and develop relevant attitudes aimed at habilitation and adjustment to environment; identify, assess and provide early intervention for correction and rehabilitation; promote awareness of the needs of the disabilities; promote the provision and use of specialized facilities and equipment; promote measures to prevent impairment in order to limit the incidence of disabilities.

Kenya recognized the importance of training teachers in the special education sector through the Ominde commission (1964). In 1987 all special education teacher training was centres at KISE (Diploma level) while at degree level it was done at Maseno, Kenyatta and Nairobi Universities.

MOE (2001) notes that half of the total number of special education teachers are qualified although no recognized facilities exist for early childhood special education in any of the categories of exceptionalities Mumanyi (2009) and Mutisya (2009) in their studies found out that there was lack of enough trained teachers but Kiragu (2006) found that teachers had adequate professional training to take care of children with special needs, although most of the teachers lacked confidence to handle these special needs learners, Through government sponsorship, the MOE continues to train primary school teachers in special education, based at KISE. The government is also sponsoring training all SNE at University level in order to improve capacity.

2.4.4 Time for curriculum content delivery

The curriculum from KIE is rigid and mostly aims at reaching the average learners. This is why IE recognizes that all pupils might not do the same work in he same speed. This requires flexibility in time schedule, content and teaching approaches to meet challenged learners needs (Mutisya 2009)

Time refers to not only time spent in the classroom but also time of day in which is held. Instructional time to a professional teachers is divided into two: adjuvant time and instructional time. Adjuvant time is the additional time a teacher spends before and after classes to provide professional service to the learners such as planning lessons and providing instructional tutoring to challenge learners. Instructional time is the daily time a teacher spends during class, teaching and managing students. (Avramidis 2000) During this period, a teacher is working with individual students who require extra tutoring. Since IE learners in an inclusive education set up do not have the same absorption rate as their non-disabled counterparts, the aspect of extra and special tutoring time is quite crucial if the challenged students are to fully gain from these arrangements. Assessment being equally important extra time should also be considered when timing examiners; both for the local as well as the national examinations. The time spent in class will have an impact on the learning environment. This will have an impact on behavior and learning. The rigidity with which KIE sets the curriculum is therefore unrealistic given the nature of challenges (MOEST 2003)

2.4.5 Teachers attitudes towards children with disabilities.

Research into teacher's attitudes towards inclusion and students with disabilities has shown they are very much influenced by variables such as experiences, training and perception of available resources and support. In a class where severe disabilities are included, teacher's attitudes changed over time from initial resistance to a more favorable perception. Teachers training also have a powerful influence on the development of attitudes towards inclusion, especially when it incorporates related and specific professional abilities (MG Werts 1996).

Another aspect that influences the way attitudes are configured is teacher perception of available resources. In a study with 1430 teachers with experience in inclusive settings, three resources were found to be necessary: training, support from team of experts and support of experts and other practitioners is especially valuable where its accompanied by appropriate collaboration Avramidis (2000). When mainstream teachers are provided proper training and supporting services through collaboration consultant and designated time to meet willingness to participate in collaborative interaction, they can come at par with special teachers. Both the regular school teachers and the special educators much work as a team and the latter must accept additional role Werts (1996)

Teacher's attitudinal resistance in developing countries is the dimension that they are over burdened. They have a full working day, contending with anything up to a hundred pupils per class. This involves a lot of preparation, long hours of marking and hectic teaching –learning process and by the end of the day they are so exhausted that they

18

have no time to reflect on their practice, let alone sparing time for special needs education learners.

2.5 Summary of literature review

Under the inclusive model students with special needs spend most or all their time with non-disabled students. Inclusive education differs from previously held notion of integration whose focus was disability and special needs and implied learners deserving of accommodation by the mainstream. By contrast inclusion is about the child's rights to participate and the schools duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Literature reviewed which include studies by Kadima (2006), Kithuka(2008), Gichana (2009) and Thuo (2009), looked at factors and challenges of implementing inclusive education. None of these studies focused on school based factors influencing implementation of IE in Homabay district. This study aims at filling this gap.

2.6 Theoretical framework of the study

This study was based on the Social Model of Disability which was developed by Union of Physically Impaired Against Segregation (UPIAS,1976) and later developed further by Oliver (1990, 1996) who was himself disabled. The model makes an important distinction between impairments and disability. This distinction is based on the philosophical foundation of the social model which states that impairments exists in the real physical world and disability is a social contract that exists in a realm beyond

language with a complex organization of shared meanings, discourse and limitations imposed by the environment at a particular time and place.

The social model is a concept which recognizes that some individuals have physical and psychological differences which affects their ability to function in society. This model suggests that it's the society that causes the individual with these physical or psychological differences to be disabled. This means that those with impairments are not disabled by their impairments but by the barriers that exists in society. These barriers are environmental, economical and cultural.

The environments disable impaired people by not being accessible enough for them to move. A great deal of the environments is signed by the non-impaired people for non-impaired living. Economically, society does not provide the same opportunities to people with impairments. This starts at school and continued throughout ones career (Shaw, 2005). Culturally, society lets impaired people down because of the prejudiced views and negative shared attitudes of the non-impaired community towards people with physical and psychological impairments.

The social theory was applicable to this study because implementation of inclusive education in public primary school depend on how well school based factors have been modified and adopted to meet the needs of IE learners. This makes the Special Needs Educate learners achieve full potential in life, since disability is not inability The Social Model of Disability emphasizes that society needs to accommodate people with disability.

2.7 Conceptual Framework

Fig. 1. School based factors influencing Implementation of inclusive education
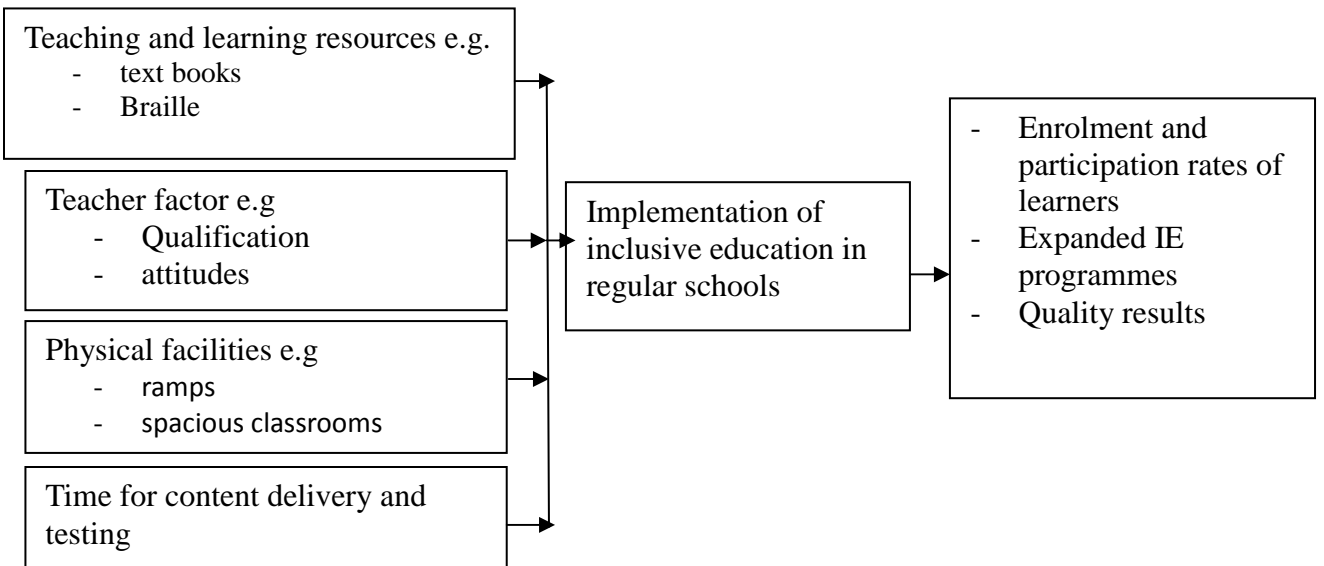
Proper adaptation of the school based factors such as teaching/learning resources, teacher qualification and attitudes, physical facilities and time for content delivery would lead to the successful implementation of IE in regular primary schools. This would lead to the realization of quality results, expanded IE programmes and high enrollment rates of learners.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with research methodology which comprised research design, target population sample size and sampling procedures, research instruments, reliability and validity of research Instruments, data collection and data analysis procedures. The research methodology assisted the researcher to describe the procedures that was followed to research on school based factors that influence implementation of IE public primary schools in Homabay district

3.2 Research design

In this study, survey research design was used. Mugenda and Mugenda (1999) define a survey design as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. In this case the researcher does not manipulate the variables or arrange for events to happen. The researcher sought to obtain information that describes the existing phenomena, e.g. the school based factors that influence the implementation of IE in regular primary schools.

Survey research design was appropriate for the study because by identifying the school based factors influencing the implementation of IE, the researcher was able to explore the existing status of variables at a given point in time, such as teaching and learning resources, teachers qualification, time allocation for each subject, physical facilities and teachers attitudes.

3.3Target population

The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. (Jacobs, A. et al 2006). In the district are 197 regular primary schools and only 11 practice inclusive education, 6 schools have units of physically challenged, 3 learning difficulties,1 has visually impaired, and 1 hearing impaired.The 197 headteachers and over three hundred fifty teachers in the regular primary schools formed the researchers target population.

3.4 Sample size and sampling technique

According to Mugenda and Mugenda (2003) sampling is carefully selecting a subgroup form the accessible population so as to be a representative of the whole population with relevant characteristics

There are 197 primary schools in Homabay district and only 11 are practicing Inclusive Education. Purposive sampling technique was used to select the 10 schools after 1school was used for piloting. Mugenda and Mugenda (2003) says purposive sampling techniques allows the researcher to use cases that have the required information with respect to the objectives of the study. The researcher also selected the class teachers for they have more information about the children in their class .Hence eight class teachers from class 1-8 were selected purposively. Thus the sample size comprised 10 schools, 10 head teachers and 80 class teachers.

3.5 Research instruments

Questionnaires and observation checklist were used by the researcher to gather information from headtechers and teachers. A questionnaire is a written set of questions

to which the participant responds in writing. The researcher preferred questionnaires because it's easier to administer and more convenient in collecting information within a short time and participants collecting information within a short time and participants are free to give frank answers even to sensitive questions. Observation checklist enabled the researcher to get first hand view of the situation on the ground without relying entirely on the participants answers (Mulusa 1990).

In this study two categories of questionnaires were used. Head teacher's questionnaire and the teacher's questionnaire. Head teacher's questionnaires were used to seek information on administrative elements and practices being put in place in the school in the implementations, of IE. Teacher's questionnaires sought quantitative information on demographic, qualifications, resources, time and attitudes towards Inclusive Education. Observation checklist helped the researcher to collect data on availability of teaching and learning resources and physical facilities.

3.5.1 Validity of instruments

According to Orodho (2004), validity is the degree to which the empirical measure or several measures of the concept of accurately measures the concept. It was necessary to test its validity before its used. A pilot study was conducted to check if the questions would be well understood. Bell (1993) stated that the purpose of the exercise is to help the participants in the main study to complete the instrument without difficulties so that one can carry out an analysis to see whether the wording and format of questions would present any difficulties when the main data is analyzed.

To validate the instruments, the researcher administered the questionnaires on his own in one schools where the class teachers were purposively sampled to get those teachers with the information. The questionnaire items were discussed with the respondents who were asked to identify ambiguities which were then rectified before the administration of the questionnaires to the sampled population. To validate the observation schedule, the researcher consulted the supervisor for criticism and to help researcher to identify ambiguities.

3.5.2. Reliability of the instruments

Reliability refers to the consistency of a measure. A test is considered reliable if we get the degree result repeatedly. It's used to focus on the same result repeatedly. It's used to focus on the degree to which empirical indicators or measures are consistent across two or more attempts to measure the theoretical concept (Orodho, 2004). The researcher used the test re-test technique of assessing reliability. In this approach, a test is administered to a group of respondents twice. The steps involved in test retest are: select an appropriate group of respondents; administer the test to the respondents; keeping initial conditions constant administer the same test to the same respondents; correlate the scores from both testing periods using Pearsons Product Moment Correlation Coefficient formular below:

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

Where $\sum xy$ - sum of gross product of the value of each variable

$(\sum x)(\sum y)$- product of sum of x and sum of y N- total number of items.

X and y- raw scores.

The response obtained was 0.79 for teachers and 0.81 for headteachers hence the instrument was deemed reliable.

3.6 Data collection procedures

The researcher sought permission from the District education officer (DEO), Homa-Bay district to conduct this study. Permission was also sought from Area education officers in-charge of the divisions and all the head teachers of the sampled schools. A visit to the schools also took place in order for the researcher to create a rapport with the participants and also set dates for the administration of the instruments. The researcher personally went to the schools to administer the research instruments and collect responses. The whole exercise was expected to take three weeks.

3.7 Data Analysis techniques

The researcher started analyzing data by checking gathered raw data for accuracy, usefulness and completeness. The data were then be tabulated. This was done in order to transfer classified data from data gathering tools to the tabular form in which they were systematically examined.

Data analysis was done using descriptive statistics. Descriptive statistics used include mean, frequencies and percentage. Qualitative data was analysed by synthesizing the information from the respondents and arranging them in themes using the research questions. A narrative and interpretative report on the themes was written to depict the current situation of inclusive education. The analyzed data therefore formed the basis for the research findings, conclusions and recommendations for the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation of the research findings. It contains the analyses of the participant's demographic information as well as their responses to research questions on school based factors influencing the implementation inclusive education in regular primary, schools in Homa bay district. According to Mugenda and Mugenda (2003) data analysis refers to examining of what has been collected from a survey or experiments and making deductions and inferences. The findings were based on data collected from teachers and the headteachers who were the informants in this study. The data was then analyzed and presented in frequency tables, pie charts and graphs.

4.2 Questionnaire return rate

The researcher aimed at a sample of 10 head teachers and 80 class teachers. Thus, a total of 90 participants were targeted for the study. The researcher therefore issued 90 questionnaires, 10 for heard teachers and 80 to teachers. However only 8 headteachers and 63 teachers returned their questionnaires. Thus, a total of 71 questionnaires were returned. This questionnaire return rate was satisfactory for the study. The table below shows this:

Table 1: Question return rate

Respondent	Sample	Returned	Percentage
Teachers	80	63	77.5
Headteachers	10	8	80
Total	90	71	78.8

This shows that 78.8% of the questionnaires were returned satisfactory for the study. This questionnaire rate was satisfactory for the study.

4.3 Demographic information of the respondents

The demographic information of the respondents was sought in section 1 of the questionnaires for teachers and headteachers.

4.3.1 Gender and age of participants

Out of the teachers who participated in the study, 35 (55.6%) were males while 28 (44.4%) were females. There were 7 (87.5%) male and 1 (12.5%) female headteachers as shown in the table 3

Table 2: Gender of participants

Participants	Male	%	females	%
Teachers	35	55.6	28	44.4
Headteachers	7	87.5	1	12.5
Total	42		29	

The disparity in gender can be attributed to the traditional belief that men were born leaders and only 12.5% female headteachers have risen to the position of leadership probably from the requirement (affirmative action) that a third of all leaders in an organization should be of either gender.

The study also sought to know the age of the participants.

Table 3: Age brackets of participants

Respondent	Age	frequency	Percentage
Teachers	21-30 years	17	26.9
	31-40 years	35	55.5
	40 years and above	11	17.5
Total		63	100
Headteachers	31-40 years	1	12.5
	41 years and above	7	87.5
Total		8	100.00

From the table above its evident that all teachers who participated in this study study were all above 20 years of age most of headteachers, 7 (87.5%)were 41 years and above. These findings corresponds with Thuo (2009) which stated that majority of teachers and headteachers were old and mature enough to appreciate the rationale of inclusive education.

4.3.2 Participants teaching/headship experience

The study sought to know the teaching experience of the teachers. Figure 2 shows this experience

Figure 2: participants teaching/ headship experience
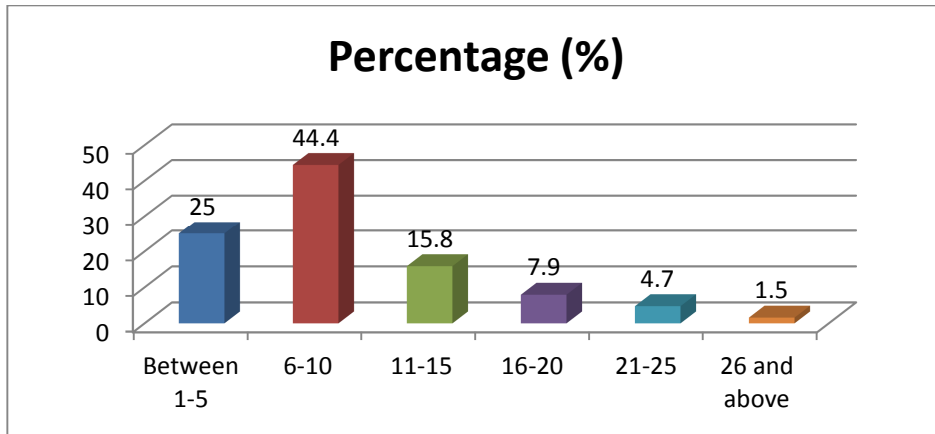
Figure 2: shows that 44.4% of teachers had teaching experience of between 6-10 yrs while 25% 1-5 yrs, 15.8% had 11-15 yrs teaching experienced and 4.7% 21-25 yrs.

In this study teachers have valuable teaching experience. Thus quite a number of pupils had passed through their hands hence were well placed to handle learners with diversities and unique characteristics.

Experiences of the headteachers in leadership position is as shown in table 4.

Table 4: Head teachers experience in leadership position

Year	Frequency	%
1-5	0	0
6-10	2	25
11-15	2	25
16-20	3	37.5
21-25	1	12.5
Total	8	100.0

The table shows 37.5% of headteachers had leadership experience of between 16-20

years. The findings conforms to that of Gichana(2009) that teachers and headteachers experiences were deemed adequate to handle learners in public schools offering inclusive education.

4.3.3 Participants academic and professional qualifications

The data collected showed a variation of participant's academic and professional qualifications as shown in figure 3

Figure 3: Participants academic qualifications

Teachers

Percentage (%)
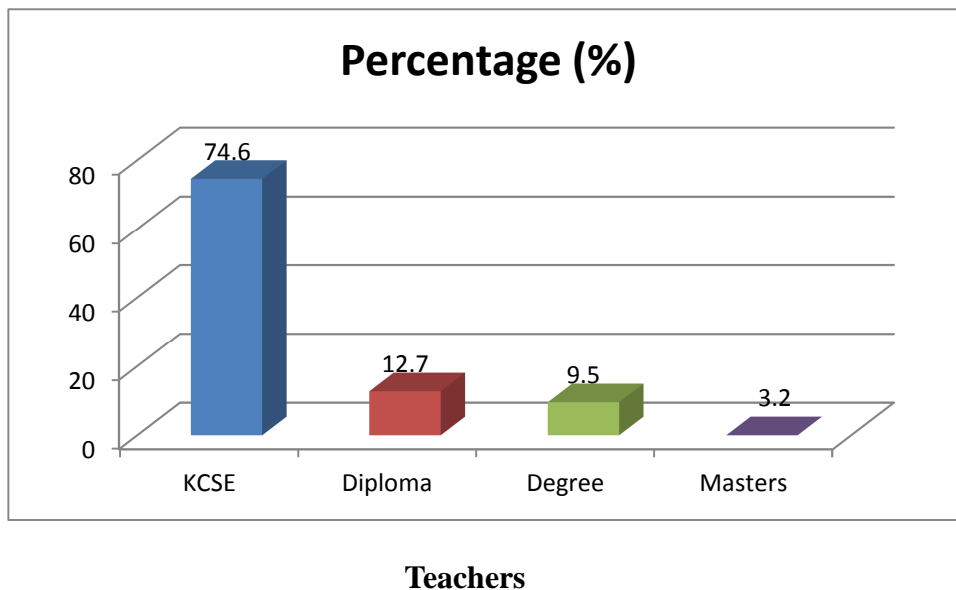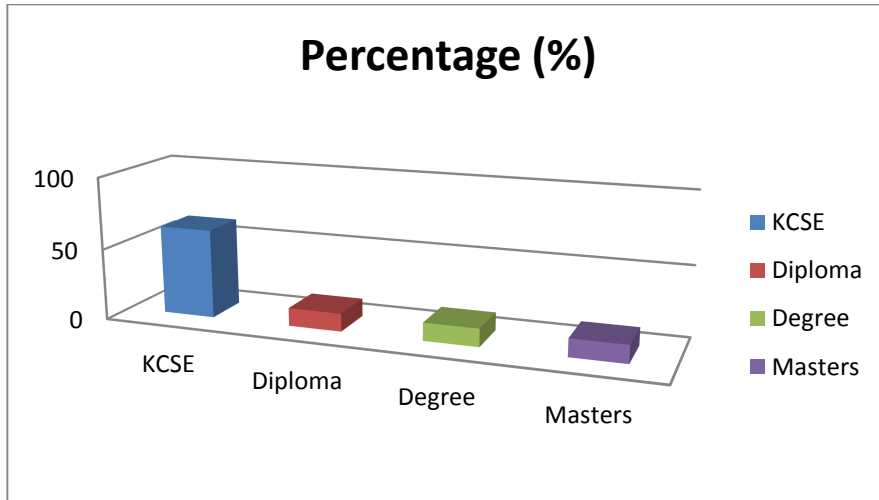
Headteachers

KCSE certificate holders recorded highest number of respondents with 74.60% for teachers and 62.5% for headteachers. This is explained by the fact that the minimum entry requirement into teacher training colleges is KCSE. The teachers and headteachers with diplomas, degree and masters are those who have advanced their education through distance learning. Diploma follows at 12.5% and 12.69% for headteachers and teachers respectively.

The researcher aimed at finding out the professional qualifications of the participants. Responses received were presented in figure 4.

Figure 4: Participant's professional qualification
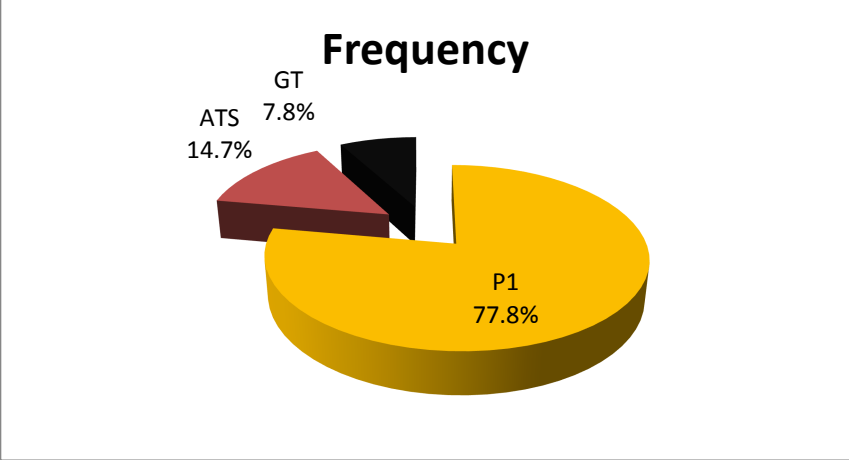
Teachers
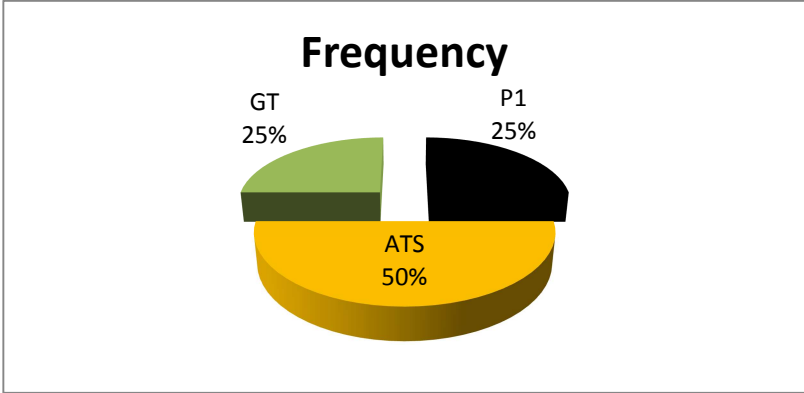
Head Teachers

Majority of the headteachers (50%) who participated in the study were in the category of approved teacher status. They might have had opportunities to attend courses such as teacher proficiency course which upgraded them. Again majority of the teachers, 77.8% were P1 holders while ATS holders were 14.7%. This was suggestive that both headteachers and teachers were qualified enough both academically and professionally to comprehend the subject of inclusion in public primary schools.

4.4 Research Question I:

This section presented data collected towards finding solutions which could answer the research questions of the study.

To what extent does the availability of schools physical facilities influence the implementation of inclusive education?

4.4.1 Teachers responses on renovation of physical facilities

The researcher sought responses from participants on whether physical facilities in their schools were renovated to suit inclusive education learners, and their responses were as shown in Table 5.

Table 5: Classroom renovation to accommodate SEN learners.

Responses	Frequency	Percentages
Yes	6	9.5
No	57	90.5
Total	63	100

Majority of teachers, 57 (90.5%) stated that the classrooms were not renovated to accommodate learners with special needs while 6 (9.5%) had their classes renovated. The headteachers responses on whether their classrooms had been renovated for easy access to accommodated inclusive education are as shown in Table 6.

Table 6: Headteachers response on renovation of classrooms

Responses	Frequency	Percentages
Yes	2	25
No	6	75
Total	8	100

Findings from Table 6 indicate that 6 (75%) headteachers had classrooms and other buildings which were not renovated to accommodate inclusive education learners. A paltry 2 (25%) had their classrooms and other buildings renovated.

The findings correspond to Rok (2005) report which stated that inclusive education is faced with a serious lack of appropriate classrooms. It showed that learners with special educational needs were left to cope with structures that inhibited their movements to a large extent.

The researcher also sought the responses of teachers and headteachers on whether the school provided desks and toilets specifically designed for use by pupils with special needs in education. The responses are shown in Table 7 and 8.

Table 7: Teachers responses on whether the school provided special and toilets desks for use by inclusive education learners.

Responses	Frequency	Percentages
Yes	8	12.7
No	55	87.3
Total	8	100

Majority of teachers 87.3% responded that the school did not provide specially designed desks while only 13.7% indicated that their schools had the special desks.

Table 8: Headteachers responses on whether the school provided desks and toilets specifically designed for SEN learners.

Responses	Frequency	Percentages
Yes	1	12.5
No	7	87.5
Total	8	100

87.5% of the headteachers indicated that they didn't have the desks specifically designed for use by SEN learners and only 12.5% indicated they had the desks.

This concurs with Thuo (2009) who said that majority of schools were in dire need for relevant physical facilities to enhance implementation of inclusive education.

4.4.2 Observation on physical facilities in schools.

The researcher observed for the availability of the physical facilities in the 10 sampled schools. This is shown in Table 13.

Table 9: Researcher observation on physical facilities

Facility	Available		Not available		Appropriate	
	Frequency	%	Frequency	%	Frequency	%
Toilets	8	100.0	0	0.0	2	25.0
Ramps	3	37.5	5	62.5	3	37.5
Desks	8	100.0	0	0.0	2	25.0
Spacious classrooms	6	75.0	2	25.0	4	50.0
Hearing mechanisms	1	12.5	7	87.5	1	12.5
Water points	3	37.5	5	62.5	1	12.5

According to Table 10, all schools (100%) had toilets but only 25% were appropriate. All schools 8(100%) had desks but only 25% were appropriate for inclusive learning. 6(75%) of schools had spacious classrooms and 50% were appropriate because they had wide doors and ramps. The researcher observed that only 1(12.5%) school had hearing and visual aids while 37.5% had water points but only 1(12.5%) was appropriate.

The result of the study showed that all schools lacked relevant physical facilities which greatly hampered implementation of inclusive education [public schools. The finding disagrees with Thuo (2009) who said that schools had physical facilities, although slightly inadequate to fully help in implementation of inclusive education.

4.5 Research Question 2: How does the availability of teaching and learning resources influence the implementation of inclusive education.

The following subsections provide data aimed at answering research question 2.

4.5.1 Provision of adequate teaching/learning materials.

The researchers sought to know from both the teachers and head teachers whether the schools provided enough teaching/learning materials for the learners in IE set- up. Their responses were as shown in figures 5 and 6 respectively.

Figure 5: Provision of adequate teaching and learning material
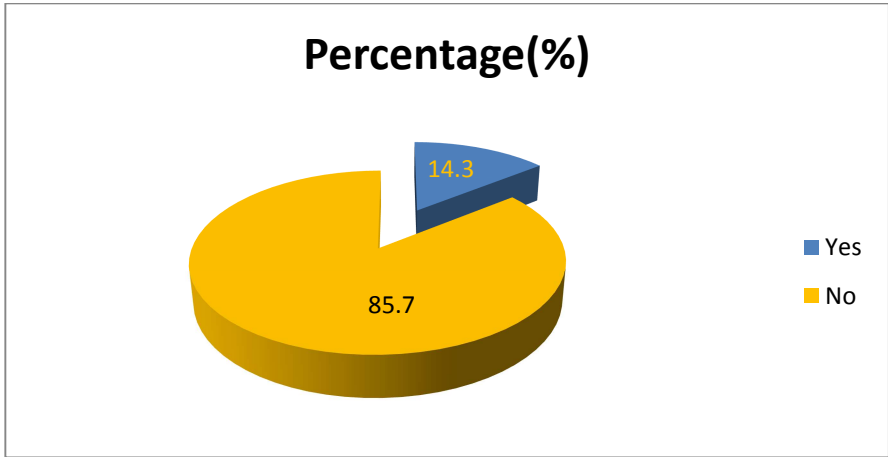
Findings in figure reveal that 85.7% teachers had no adequate teaching/learning materials in their classes hence majority of leaders lacked adequate materials to cater for inclusive education learners in their schools and only 14.3% stated they had adequate the resources

Figure 6: Head teachers responses on provision of adequate teaching/learning materials
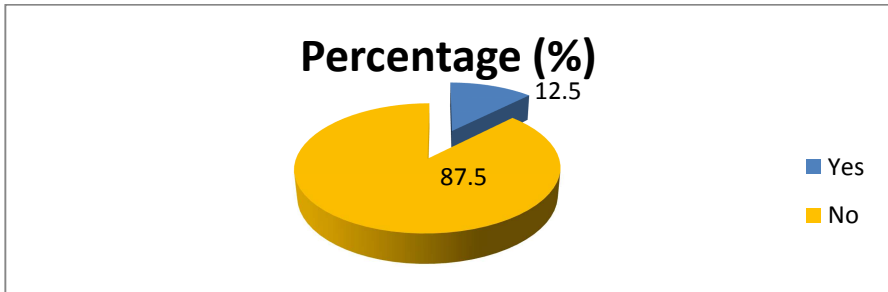
Figure 6: shows that majority of schools (87.5%) lacked teaching/learning materials while 12.5% had these materials in their school to help in the implementation of inclusive education. The findings concur with Kadima (2009) that most public primary

schools lacked adequate teaching and learning resources for successful implementation of inclusive education.

4.5.2 Provision of teaching/learning materials specifically designed for inclusive education learners.

The researcher sought to know the type of teaching/learning materials designed for IE learners available in schools. The responses are shown in Table 13.

Table 10: Teachers responses on available teaching/learning resources designed for IE learners.

Responses	Frequency	percentage
Text books	63	100
Wall charts	20	31.7
Kit for alphabet and numerals	10	15.9
Mathematical operation board	8	12.7
Syllabus	15	23.8
Abacus	27	42.9
Toys	24	38.1
Balls	22	34.9

According to Table 10 all schools (100%) had textbooks most of which were for learners without challenges. It's also indicative from the table that some schools did not have the teaching materials completely. This could be from the fact that no funds have been made available by the governments towards the purchase of these special teaching materials for teachers and learners hence hampering implementation of inclusive education.

4.5.3 Availability and adequacy of Teaching/learning materials.

The participant's ratings on availability and adequacy of the teachings/learning materials for inclusive learners were as shown in Table 14.

Table 11: Availability and adequacy of teaching/ learning materials

Responses	frequency	%
Well equipped	5	7.9
Averagely equipped	10	15.9
Poorly equipped	48	76.2
Total	63	100.00

Table shows that 76.2% of the teachers rated their school as poorly equipped 15.9% as averagely equipped and 7.9% as well equipped.

This showed that most schools were poorly equipped to help in the implementation of inclusive education

Table 12: Teaching and learning resources.

Observation on the availability of teaching /learning

Facility	Available Frequency	%	Not available Frequency	%	Appropriate Frequency	%
Textbooks	8	100.0	0	0.0	2	25.0
Blackboards	8	100.0	0	0.0	8	100.0
Braille	1	12.5	7	87.5	1	12.5
Abacus	4	50.0	4	50.0	4	50.0
Toys	3	37.5	5	62.5	3	37.5
Visual aids	5	62.5	3	37.5	3	37.5
Speech aids	1	12.5	7	87.1	1	12.5

The researcher observed that all schools (100%) had textbooks but only 2(25%) had those appropriate for IE learners. All 8 (100%) schools had blackboards that were appropriate. Only school (12.5%) had Braille while 50% of schools had abacus which were also appropriate.3 schools (37.5%) had toys while 5(62.5%) had visual aids and only 3 (37.5%) were appropriate. Only I school (12.5%) had visual aids which were also appropriate for IE learning.

This research finding corresponds with UNESCO (2005) that no special facilities such as Braille, hearing and visual aids etc were available in schools showing the gravity of the challenges faced by inclusive education implementation.

The researcher sought the responses of head teachers on the measures to be put in place so that IE learners access learning materials with ease.

Table 13: Measures to be put in place for easy access to learning/teaching materials

Responses N= 63	frequency	%
Funds through FPE to be allocated for special needs education	8	100
-Improvisation by teachers	3	37.5
-Support from NGOs and stakeholders.	7	87.5
-Frequent in service of teachers in special needs	4	50

Table 13 indicates that all head teachers (100%) suggest that there be a vote head in the FPE funds to cater for the purchase of special needs education materials and that

FPE funds should be increased for this purpose 87.5% of teachers felt that local NGOs and stakeholders should be incorporated in the acquisition of these learning materials while 50% suggested that more teachers should be in serviced to handle special needs education learners and their sophisticated learning/teaching materials.

The findings indicated that every available measure should be put in place for the acquisition of relevant teaching and learning resources for SNE learners to fully benefit from inclusive education.

4.6 Researches Questions3:To what extent does teachers professional qualification influence the implementation of Inclusive Education?

Researcher sought responses from participants to attempt to answer research question 2
4.6.1 Trained teachers in special needs education

Researcher sought to know from teachers whether they were trained in handling special needs education learners or not. Their responses are shown in the table below.

Table 14: Teachers response on their training in special education

Response	Frequency	Percentage
Yes	18	28.6
No	45	71.4
Total	63	100

Majority of teachers, 45 (71.4%) stated that they were not trained to handle inclusive education learners and only 18 (28.6%) indicated that they were trained. This findings concurred with Kithuka (2008) that most teachers in public primary schools are not trained to handle children with special needs. This was also in line with the head

teachers responses that most of their teachers were not trained.

Teachers were further asked to indicate what professional qualifications they posses as far as special education is concerned and their responses were as shown in Table 15

Table 15. Teachers response on the professional qualifications they possess.

Qualification	Frequency	%
Inservice	3	16.7
Certificate	2	11.1
Diploma	12	66.7
degree	1	5.5
Total	18	100

Table 15 indicates that 12 (66.7%) of teachers were diploma holders, those with degree were 5.5%, certificates holders were 11.1% and those who had attended 3 months inservice course were 16.7%. This indicated that most teachers have not undergone the required training to handle children with special needs in education.

The teacher's response was sought on whether they knew of children who ought to have been enrolled but were not. Their responses are shown in Figure 7

Figure 7: Why some challenged children were not enrolled in public schools
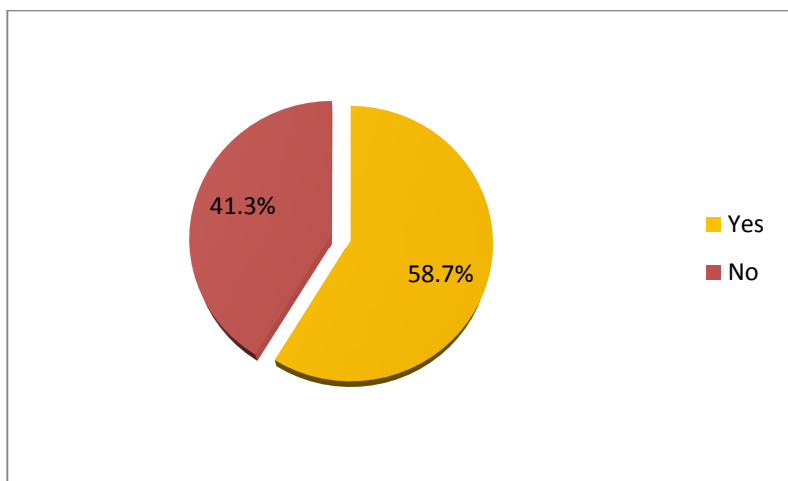
Figure 7 indicate that a large number (58.7%) of teachers indicated that they knew of children disabilities are at home and not attending school. This seriously jeopardizes education for all (EFA) goals which are set to be achieved by 2015.

On why the children were not enrolled in schools, the teachers responded as follows in Table 20.

Table 16: Why children with disabilities were not enrolled in public schools

Response N=63	Frequency	%
Negative attitude by parents, peers and teachers	45	7.4
Long distance to school	25	39.7
High boarding fees in special schools	18	8.6
Lack of awareness to parents	38	60.3
Lack of teachers in public schools	32	50.7
Lack of relevant teaching/learning materials	32	29.7

Findings from Table 16 indicated that 71.4% of the teachers said that negative attitudes by parents, peers and teachers were the greatest impediment to the education of children with disabilities in public schools. Lack of awareness to parents (60.3%) came close as another reason. Lack of teaching/learning resources and lack of teachers 50.7% and high fee charged in special schools are also key factors contributing to children with disabilities not being enrolled in schools. These findings indicated that poverty and ignorance were the greatest impediment to implementation of Inclusive Education.

4.7 Time allocated for content delivery

4.7.1 Adequacy of time allocated for content delivery.

The researcher sought the teachers opinion on whether the 35 minutes allocated for them in each lesson was adequate to carry out an effective lesson in an inclusive class.

Table 17: Responses on time adequacy

Response	Frequency	%
Adequate	3	4.8
Not adequate	60	95.2
Total	63	100.0

Table 17 shows that 95.2% of teachers indicated that time allocated for content delivery is quite inadequate to effectively teach children with disabilities. This stems from the fact that these children have diverse difficulties thus require individual attention. This corresponds to Thuo (2009) who said that 85% of the respondents said that time was quite inadequate to handle SNE learners.

46

In relation to time, the researcher sought the teachers opinion on problems they face as they teach children with special needs in their classes. This is shown in Table 22.

Table 18: challenges faced by teachers of challenged learners during a lesson

Response	N= 63	Frequency	%
Slow learning ability		32	50.8
Absenteeism		27	2.8
Low interest to learn		15	5.2
Inability to write		30	47.6
Normal children disturbance		29	46.0
Language problem		35	55.6
Poor co-ordination of limbs		31	49.2
Inability to handle challenged learners		34	53.6

Table 18 indicates that teachers actually face a myriad of problems as they undertake to teach learners with disabilities in inclusive class. This implied that the syllabus content may not be fully covered especially within the time allocated for content delivery. This corresponds to UNESCO (2003) that curriculum was the major obstacle to inclusive education since its too demanding.

4.7.2 Teachers responses on whether IE learners can cope with the current primary school curriculum

Figure 8: Coping with current school curriculum
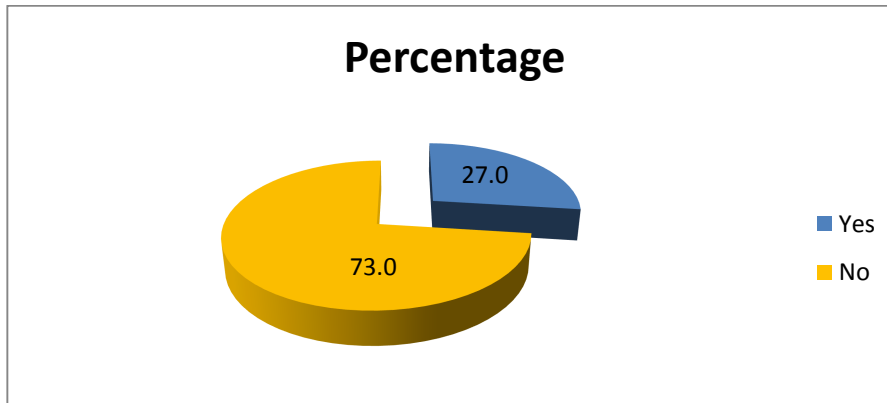
Majority of teachers, 73.0% stated that the current primary school curriculum cannot be properly implemented in an inclusive set up while 27.0% said IE learners can cope with the curriculum.

Researcher also sought teachers response on the relevance of the current curriculum to an inclusive set up. Their response was shown in Table19.

Table 19: Relevance of the current curriculum to special needs learners in inclusive schools.

Response	Frequency	%
Very relevant	3	4.8
Relevant	11	17.5
Fairly relevant	36	57.1
Not relevant	13	20.6
Total	63	100.0

Findings from Table 19 indicate that majority of teachers 36 (57.1%) stated that current curriculum is fairly relevant followed by those who thought it is not relevant (20.6%). The finding concurred with Rok (2005) that the development of curriculum is so rigid that it doesn't provide possibilities of adjustment to individual needs.

4.8 Teachers attitude towards inclusive education

The researcher sought the teachers response as regards, their attitudes towards inclusive education and how this affects implementation of the same.

4.8.1 Participants response on whether inclusive set up affect syllabus coverage.

Researcher sought to know whether the presence of learners with special needs in their classes affect their syllabus coverage. Their response shown in Figure 9.

Figure 9: Response from teachers on whether inclusive education set up affect their syllabus coverage.
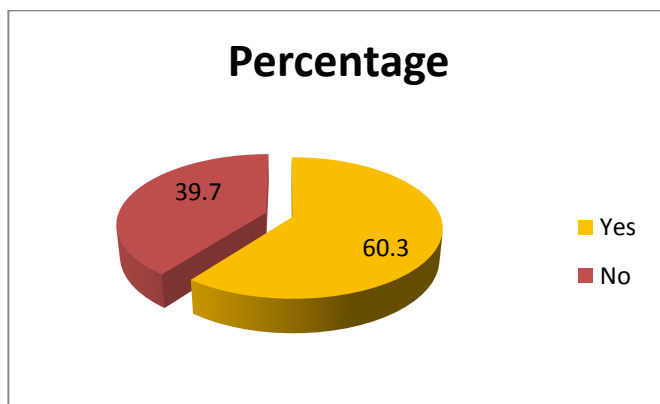
60.3% of teachers indicated that the presence of special needs education learners in their classes actually affect their syllabus coverage while 39.7% stated that this does not affect their coverage of the syllabus. This corresponds to Avramidis (2000) who said

that when teachers are provided with proper training and supporting services they can perform well in an inclusive class.

4.8.2 Teachers response on whether special needs education learners perform as well as their non-disabled peers.

The researcher sought the suggestion of teachers on whether special needs education learners performance was at par with their other counterpart.

Their responses obtained are presented in figure 10.

Figure 10: Response on whether special needs education learners perform as well as their non-disabled peers.
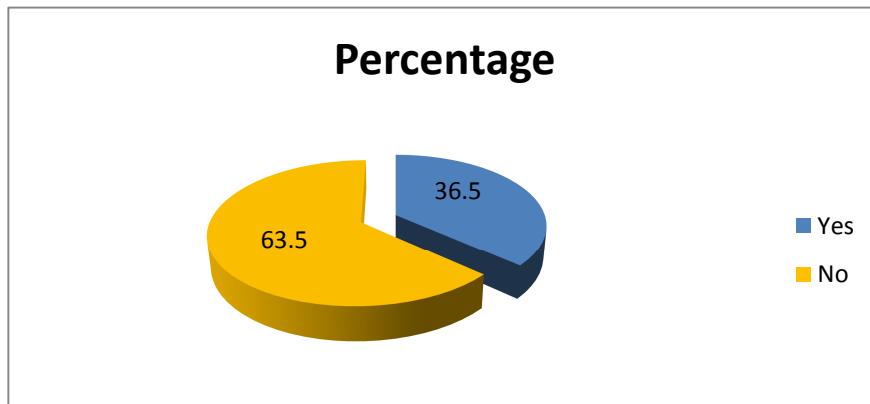
The findings indicate that 63.5% of teachers stated that these learners do not perform while 36.5 % said that they perform as well as their non-disabled counterparts. This could be explained by the myriad of problems challenged learners face in the regular classrooms.

The research sought the opinion of teachers on the performance of special needs education learners vis a vis their non-disabled counterparts to ascertain whether

performance is affected by physical disability. Table 26 shows the outcome.

Table 20: Rating the performance of learners with disability against their non-disabled counterparts.

responses	Frequency	%
Above average	3	4.8
Average	33	52.4
Below average	12	19.0
Poor	15	23.8
Total	63	100.0

The outcome from the finding indicate that majority of teachers (52.4%) said that performance of challenged learners was average as compared to the normal learners and 23.8% stated their performance was poor. The poor performance could be as a result of the many problems faced by teachers as stated earlier in this study. The large number of those who stated average is indicative of the fact that challenged learners can perform just as well as the rest of the children if conditions in their learning environment are improved. The findings confirm that disability is not inability and that inclusive education can succeed if conditions are made right for learners with special needs.

4.8.3 Community beliefs about disability

The researcher sought to establish whether there are beliefs related to disability in the community of the research area. Figure 11.shows this.

Fig 11:Response on whether there are beliefs related to disability

Percentage
25.4
74.6
- Yes
- No
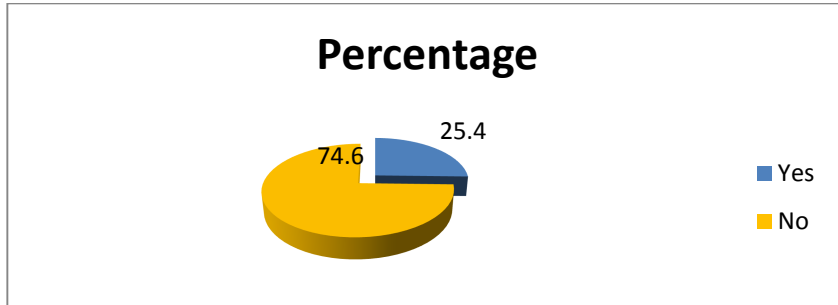
Though a small number of participants (25.4%) stated that there are such beliefs, still this shows that indeed there are beliefs people hold about children with disability and this could have far reaching effect on attainment of education for all(EFA) by 2015. Teachers were further asked if the beliefs affect the way they interact with learners with disabilities. Their responses are presented in the figure below.

Fig 12: Participants responses whether the beliefs in their communities affect the way they interact with learners with disabilities.

Percentage
6.4
93.6
- Yes
- No
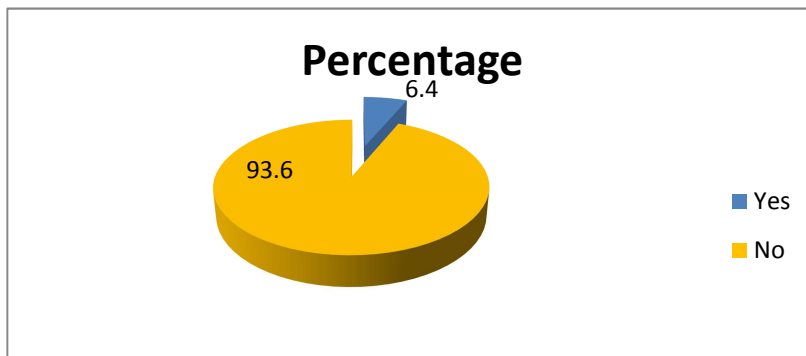
93.6% of the teachers indicated that the beliefs do not affect the way they interact with challenged learners and 6.4% said they are affected. The findings proved that teachers are generally ready for an inclusive education set up in their schools.

4.8.4 Opinion of participants on whether it's a good thing to have children with disabilities in the regular classrooms.

The researcher sought to determine from the teachers whether they thought it's a good idea to have special needs education learners in a regular classroom where children without disability learn. The findings were recorded in figure 13.

Fig 13: Responses on whether it's a good idea to have inclusive classroom set up in public schools.
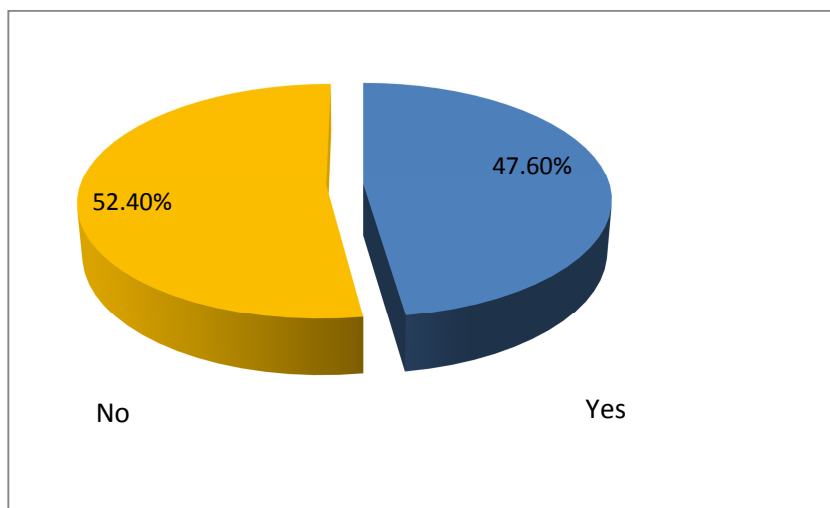
Majority of the teachers 32(52.4%) felt it's not a good thing to have challenged learners in an inclusive set up while 31(47.6%) stated it's a good idea. This finding agreed with UNESCO that headteachers and teachers lock out children with disabilities and deny them right to education, hence hampering inclusive education.

4.9 Suggestions on the implementation of inclusive education

The researcher sought the opinion of the teachers and head teachers on how best to implement Inclusive Education in relation to physical facilities.

4.9.1 Physical facilities.

Teachers suggestions in relation to physical facilities are contained in Table 29 below:

Table21: Response of teachers on physical facilities.

Responses	Frequency	%
Improved physical facilities to cater for IE	30	47.6%
More facilities be availed	10	15.9
Relevant facilities be availed through Government funding	33	52.4
Special classes for IE learners	5	7.9
N=63		

Majority of teachers (52.4%) stated that the relevant physical facilities should be availed through government funding to cater for inclusive education learners while 47.6% suggested that physical facilities should be improved to cater for IE learners. 7.9% stated that learners with challenges should have special classrooms where they could be handled separate from the regular pupils.

The head teachers response on physical facilities to implement Inclusive Education was also sought Table 30 indicates what was established.

Table 22: Head teachers response on use of physical facilities to implement Inclusive Education

responses	Frequency	%
Government avail funds to construct relevant facilities	7	87.5
Parents and stakeholders to participate actively	5	62.5
Special classrooms for special needs learners	1	12.5
Improvisation by teachers	3	37.5
N= 8		

Majority of teachers concured that the issues to be addressed as far as facilities were concerned include: government funding to construct relevant facilities (87.5%) parents and other stakeholders e.g NGOs 62.5% special classrooms for special needs learners 12.5% and teachers improvisation 37.5%.

4.9.2 Teaching and learning resources

The researcher aimed at finding out the suggestion of teachers and head teachers on the use of teaching /learning resources to implement IE. The teachers response is in Table 31

Table 23: Teachers response on use teaching and learning resources to implement inclusive education.

Responses N = 63	Frequency	%
Provide enough and relevant teaching and learning materials for IE learning	34	53.9
Government send funds through FPE for the purpose of teaching/learning resources	38	60.3
Improvisation of teaching /learning resources	10	15.8
Construct rooms for handling of the teaching/learning resources.	5	7.9
Materials should be modified to suit the IE learners	16	9.5

Table 23 indicate the core issues teachers felt that if properly addressed would go a long way in improving the status of teaching and learning resources in our regular schools to help in the implementation of inclusive education.

According to Table 31, 60.3% of teachers suggested provision of the learning resources by government through FPE, 53.9% felt the teaching and learning resources should be provided for effective IE implementation while 25.4% said the materials should be modified to suit special needs learners.

Headteachers response on the same was also sought and recorded in Table 32

Table 24: Headteachers suggestions on use of teaching and learning resources

Responses N = 8	Frequency	%
Creation of vote heads in FPE to help in purchase of relevant teaching/learning resources.	8	50
Parents and stakeholders to be actively involved in acquisition of T/L resources	6	75
Improvisation by teachers	1	12.5
Motivate publishers to publish relevant materials for IE learners		12.5

Table 24 indicates four pertinent issues as far as use and acquisition of teaching and learning resources are concerned. All the head teachers (100%) feel that there should be a votehead in the FPE funds to cater for purchase of IE teaching and learning resources 75% said that parents and other stakeholders should also be actively involved while 12.5% were for improvisation by teachers and motivation of publishers to publish.

4.9.3 Training of teachers in special educational needs.

The researcher aimed at seeking the suggestions of the participants on training of teachers to handle special needs learns in an IE set up. The result is tabulated on Table 33.

Table 25: Teachers response on training in special needs education

Responses	N= 63	Frequency	%
All teachers be trained in special needs education		38	60.3
Promote the trained teachers for motivation		30	47.6
Integrate special education curriculum in teachers training colleges		32	50.7
Frequent inservicing of teachers		25	39.6
Government sponsor training of teachers		27	42.8
Teachers seek higher qualification in special education		19	30.1

Table 25 shows that 60.3% of teachers said all teachers be trained in special needs while 50.7% said that special education curriculum should be integrated in TTCs and 47.6% said that special needs to be integrated in teacher colleges 39.6% were for frequent inservice of teachers.

4.9.4 Preparation of schools in readiness for higher enrolment of IE learners.

The researcher also sought the suggestions of head teachers regarding the preparation of schools to cater for increased enrolment of IE learners in relation to retraining, recruitment and employment of trained teachers in SNE.

Table 26: Retraining of teachers.

Response N = 8	Frequency	%
Frequent in-service of teachers in special needs education	4	50.0
Training in special education to be enhanced in teacher training colleges.	6	75.0
Motivation of trained teachers through promotion and proper remuneration	3	37.5
Sensitise more teachers to train in special needs	3	37.5
Increase activity of peripatetic teachers	2	25.0

75% of head teachers supported enhancement of special education in teachers training colleges followed by 50% who said there should be frequent inservice of teachers in special needs education. 37.5% said teachers should be promoted and properly remunerated and sensitized to train in special needs. The research findings indicated that there's need to train all teachers in special needs education and to continually retrain them in order to cope up with challenges of handling learners with special needs in education in an inclusive set-up.

Table 27: Recruitment and employment of more teachers trained in special needs education.

Responses N = 8	Frequency	%
Liase with DEOs office for more trained teachers	7	87.5
School management committee recruit and pay specially trained teachers	5	62.5

Table 27 indicates that 87.5% of head teacher concurred that schools to liase with the DEOs office for more trained teachers and 62.5% that SMC s to recruit and pay trained teachers to cater for the expected increase in enrolment of special needs education learners.

4.9.5 Awareness creation

The researcher sought to find out suggestions of the teachers on what should be done to create awareness on inclusive education. Table 28 presents the result obtained.

Table 28: Head teachers responses on awareness creation

Responses N=8	Frequency	%
More workshops and seminars for teachers	5	62.5
Use chiefs barazas and public meetings	8	100.0
Legislation	1	12.5
Church leaders	3	37.5
Use audio and point media	16	75.0
Schools engage management committees	4	50.0
	4	

All the head teachers (100%) concurred that awareness could best be created through the chiefs barazas and other public meetings 75% also felt that the use of the media would also assist in creating awareness about inclusive education while 62.5% suggested that more workshops and seminars teachers would go a long way in creating awareness about inclusive education. This concurs with earlier findings that ignorance and poverty were the major impediments to implementation of inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study and the conclusions drawn from the findings. It also contains recommendations made from the study as well as suggestions for further research

5.2 Summary of the study

The purpose of the study was to investigate school based factors influencing the implementation of inclusive education in public primary schools in Homa- Bay district, Kenya.

The researcher formulated five objectives and five research questions that were meant to guide the study. The target population was 201 schools, an equal number of head teachers and 927 teachers, but 10 schools 10 head teachers and 80 teachers were purposively sampled for the study. Instruments used in the study included two questionnaires one for the head teachers and the other for the teachers and an observation schedule for the researcher. The participants of the study were 10 head teachers and 80 class teachers. The return rate was 8 (80%) for head teachers and 63 (78.8%) for the teachers. A pilot study was carried out to test validity and reliability of the instruments and a correlation of 0.81 was obtained.

The findings of the study revealed that the teaching and learning resources were largely unavailable and in those areas where they were quite inadequate and not suitable for proper implementation of inclusive education. Essential items like Braille, hearning

aids, speech aids, books with large prints were totally lacking in majority of schools all schools. The textbooks that were available were mainly for children without impairments.

The study reveals that teachers professional qualification may be a great impediment to the implementation of inclusive education in our public primary schools in entire country. This is because majority of the teachers in the public though trained professionally, lack skills and knowledge in special needs education which would be applied in inclusive education as they were not trained in special needs education. This further affects teachers confidences in inclusion.

The study also revealed that time allocated for content delivery and assessment was quite inadequate for the implementation of inclusive education public primary schools.

This is because teachers faced several problems such as slow learning ability, inability to write, difficulty in pronouncing and articulating words coupled with majority of teachers inability to comfortably handle special needs education learners because of lack of training. These myriads of problems meant teachers were required to take a little more time in each lesson in order to create an impact among the impaired learners. The teachers on their part said that the curriculum as it is set now cannot be handled competently with the special needs education learners, although the teachers said the curriculum is as fairly relevant.

Challenges related to physical facilities were also highlighted in terms of availability, adequacy and relevance. The findings revealed that the physical facilities in schools were quite inadequate and inappropriate to accommodate learners with impairments in

the attempt to implement inclusive education. The facilities were not renovated to be barrier free. The classrooms and other building were not spacious enough to accommodate learners on wheel chairs. These buildings lacked even sample ramps in the entrance. Desks, toilets and bookshelves were not adapted for easy use and accessible to learners with disability. There were inadequate water points for learners.

The study established that teachers attitude towards inclusion was unsupportive of the same. It revealed that although majority of the teachers stated that they were comfortable with special needs learners in their classes, they also said their presence affect the syllabus overage despite the fact that the teachers also stating their performance does not affect the general performance of the class. It was also learnt that there are beliefs about disability in the community although the teachers stated this does not affect the way they perform their work in their classes. Teachers generally agreed that it was not a good thing to have learners with impairments in the regular classes.

The study also highlighted several suggestions of participants on the implementation of inclusive education in public primary schools. They suggested that physical facilities should be made available by renovating and constructing through funds provided by the government and active participation of the community members such as parents and stakeholders so that these facilities become disability friendly. On teaching and learning resources the study revealed that participants stated that FPE fund should be used in the acquisition of these resources. On training, recruitment and employment of teachers, the study revealed that participants concurred on training of all teachers in special needs education and that this education be enhanced right from the teachers training colleges.

It revealed that teachers suggesting that more trained teachers should be recruited and employed by the government to facilitate the implementation of inclusive education in public schools. They suggested that support services to be provided by the government, community and teachers included provision of physical facilities and teaching and learning resources and guidance counseling.

The study also revealed that creation of awareness should be extensively done to sensitize the public about the importance of educating children with impairments and the implementation of inclusive education in public primary schools.

5.3 Conclusion

The findings in this study indicated it achieved its objectives of investigating the school based factors influencing the implementation of inclusive education in public primary schools in Homabay district, Kenya. These factors included teaching and learning resources, teachers professional qualification, time available for content delivery and assessment and teachers attitudes towards inclusive education.

First, the study findings revealed that teaching and learning resources were quite inadequate and totally lacking in some instances. This fact hampered the learning of children with special needs in education. This goes further to show that implementation of inclusive education suffers a setback on this area.

Secondly it has been established that teachers qualification to effectively deal with challenged learners is wanting. This is because majority of teachers in public primary schools are not trained in special education and those trained are so few that they are unable to cope with the number of these learners.

Thirdly, it's quite evident that the time allocated for content delivery and assessment was quite inadequate. This was because learners with disabilities faced many challenges. This made teachers to arrange for extra time outside the normal lesson time to attend to the learners. The physical facilities were not disability friendly and non barrier free apart from the fact that they were inadequate to accommodate learners with disability. The physically disabled children were left to cope with the very undesirable structures and environment that do not support their inclusion. Teachers attitudes towards implementation of inclusive education and learners with disabilities were

generally accommodative but agreed that having children with disabilities in a regular classroom was not such a good idea.

Lastly, on the suggestions by participants on the implementation of inclusive educations, it's established that for the success of the same teaching/ learning resources and physical facilities were to be provided in schools by the government through free primary education funding and active participation by parents and other stakeholders. Participants unanimously agreed that all teachers need to be trained in special needs education. Respondents also advocated for creation of awareness on the need to educate challenged learners and the importance of the implementation of inclusive education in regular schools.

5.4 Recommendations of the study

Based on the findings of the study the succeeding major recommendations were made:

a) The government through the free primary education project can allocate funds to schools to help in the provision of adequate and suitable physical facilities to cater for the learners with special educational needs in an inclusive education set up. The funds can help the schools to construct or renovate classrooms to be disability friendly so that inclusive education can be a success in public schools.

b) There's need to immediately provide the public schools with adequate and relevant teaching and learning resources for effective implementation of inclusive education. The government through the ministry of education should be in the fore front in his score by providing additional funds for public primary schools to purchase teaching and learning materials, taking into account the diversity of special needs learners in public schools. Active participation of the local community the parents, politicians and non-governmental organizations should also be incorporated to supplement the effort of the government.

c) Training, recruitment and employment of special needs education teachers should be enhanced by the government through the ministry of education.
All teachers should be trained in special needs education if they are to fully take charge of the learners with special educational need in our schools. This should be done by insisting that teacher education to include special needs education course.

d) The primary school curriculum as it is now should be reviewed as soon as possible by Kenya Institute of Curriculum Development to take into account the

diversity of learners in an inclusive set up especially in the areas of time allocated for content delivery and assessment. This is important because impairments among the learners need varied attention from instructors.

e) Negative attitude of teachers in inclusive set- up stems from the fact that most teachers   in public schools are not trained to handle children with special needs. This should be alleviated by training teachers in special education through workshops and seminars to help build their confidence as they interact with these challenged learners in schools.

f) Creation of awareness and sensitization of the public on the importance of providing education for the impaired learners in an inclusive set up should be carried out immediately by the stakeholders in the education sector. This can be done by making use of public meetings such as barazas to help alleviate the problem of stigma and negative attitude associated with disability if inclusive education is to be fully implemented in our public primary schools.

5.5 Suggestions for the further research

The following suggestions are put forward further research

i) Teacher training and its effect on the implementation of inclusive education in public schools.

ii) Replication of the study to other districts to ascertain the status of inclusive education

iii) Contribution of quality assurance and standards office towards implementation of inclusive education in the country.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER TO RESPONDENTS

<div style="text-align: right">

UNIVERSITY OF NAIROBI
P. O.BOX 92, KIKUYU
2013

</div>

THE RESPONDENT
....SCHOOL
P. O. BOX................................
HOMABAY.

Dear Sir/ Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL.

I am a postgraduate student in the University of Nairobi, pursuing a masters degree in Educational Administration and Planning. Am researching on school based factors influencing the implementation of inclusive education policy in public schools, Homa-Bay District.

Your school has been selected to participate in the research. You are requested t o respond to the questionnaire items to the best of your knowledge. Any information or response given in this research will be for research purpose only. Please note that you do not have to write your name or that of your school on the questionnaire and if you did, a high level of confidentiality will be maintained.

Thanks in advance.

Yours faithfully,

NAPHTALI OUMA ONYUKA

QUESTIONNAIRE FOR TEACHERS

This questionnaire is aimed at gathering information on the school based factors influencing the implementation of inclusive education in public primary schools in Homa-Bay District.

Section 1

Demographic Information of Teachers

1.   What is your sex ?

        Male   (   )   Female   (   )

2.   What is your age bracket?

        Below 20   (   )   21 – 20   (   )

        31 – 40   (   )   Over 41   (   )

3.   How long have you been a teacher? ....years.

4.   What is your highest academic qualification?

        KCSE   (   )   Degree   (   )

        Masters Degree   (   )

5.   What is your professional qualification?

P1/2/3   ( )   Diploma   ( )

Graduate Teacher ( )   Med   ( )

Section II

This section contains questions related to inclusive education. Please answer them as precisely as possible

Section A: Physical facilities

6. Does your school have classes specifically renovated to accommodate pupils with special educational needs?

 Yes   ( )   No   ( )

7. Are the pupils able to access the classrooms with ease?

 Yes   ( )   No   ( )

8. Has the school provided desks specifically designed for use by pupils with special educational needs?

 Yes   ( )   No   ( )

9. Have the toilets been renovated to cater for special educational needs?

 Yes   ( )   No   ( )

10. What problems do pupils with special educational needs experience in relation to:

(i) Toilets

(ii) Access to bookshelves and desks

(iii0 Classrooms

Sections B: Teaching and Learning Materials

11. As a teacher do you have enough teaching materials to cater for inclusive education in your school?

Yes ( ) No ( )

12. Does the school provide teaching materials specifically designed for children with special needs in education?

Yes ( ) No ( )

Please specify..

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

Poorly equipped ( ) Averagely equipped ( )

Well equipped ( )

Section C: Teacher Qualifications and training needs

14   Are you trained in special education?

        Yes   ( )   No   ( )

15.   What professional qualifications do you possess in relation to special education?

(a)   Certificate in Special Education   ( )

(b)   Diploma in Special Education   ( )

(c)   Degree in Special Education   ( )

(d)   Any other please specify..

16.(a) From your knowledge do you know any children with special needs who

        would have been enrolled in your school but for one reason or another,   they

are not enrolled?

        Yes   ( )   No   ( )

(b)   If yes, state the reasons why you think they are not enrolled.

        ....

.

Section D: Time Allocation for Content Delivery

17.   Is the 35 minutes allocated per lesson adequate for content delivery for

       inclusive learning?

18.   State the challenges you face in teaching children with special needs

       together with those who do not have challenges?

19.(a) In your own opinion can learners with special needs cope with the present

       primary school curriculum?

       Yes   (   )   No   (   )

(b)   How relevant is the present curriculum learners with special needs in

       inclusive schools?

Very relevant   (   )   Relevant   (   )

Fairly relevant   (   )   Not relevant   (   )

Section E Teachers Attitude

20. Are you comfortable with learners with disabilities in your classrooms?

   Yes   ( )   No   ( )

21. Does the inclusive set up affect your syllabus coverage?

   Yes   ( )   No   (   )

22. (a) Do learners with disabilities I your class perform as well as their non disabled counterparts?

   Yes   ( )   NO   ( )

   (b)How would you rate their performance?

      Above Average   ( )   Average ( ) Below Average ( )

      Poor   ( )

      Others specify

   (

23. (a) Does your community have certain beliefs about disabilities?

         Yes   ( )   NO   ( )

         If any please specify

   (b)Does this belief affect the way you interact with learners with disabilities?

         Yes   ( )   No   ( )

24. In your opinion, do you think it is a good thing to have children with special needs in your regular classrooms?

   Yes   ( )   No   ( )

Section G: Implementation of Inclusive Education

25.   Suggest ways through which inclusive education can be enhanced in

      schools as regards to:

(i)   Physical facilities

        ....

.

(ii)   Teaching / learning materials

        ....

.

(iii)   Training of teachers

        ....

.

(iv)   Others, specify

        ....

.

Thank you for your participation

QUESTIONNAIRE FOR HEADTEACHERS

This questionnaire is aimed at gathering information on the challenges facing the implementation of inclusive education in public primary schools in Homa bay District. The questionnaire is divided into 2 sections.

Section 1

Demographic Information of the headteachers

1.   What is your sex?

       Female   ( )   Sex   ( )

2.   What is your age bracket?

       Below 25   ( )   26 – 30   ( )

       31 – 35   (   )   36 – 40   ( )

       Over 40   ( )

3.   How long have you been a head teacher? ....years.

4.   What is your academic qualification?

(i)   KCSE   ( ) (ii)   Degree   ( )

(iii)   Post graduate Degree   ( )

82

What is your professional qualification?

P1/II/III   ( )   Diploma   ( )   BEd   ( )   MEd   ( )

Any other specify..

PART II

This section requires you to answer the questions provided in relation to issues related to the implementation of inclusive education in schools. Please answer the questions as truthfully as possible.

Section A: Physical Facilities

In this section you are expected to provide answers related to facilities that enhance the provision of inclusive education.

6.   Does your school have enough classes to cater for all the enrolled pupils?

     Yes   ( )   No   ( )

7. (i)   Have the classrooms and other buildings been renovated for easy access   by learners with special educational needs?

     Yes   ( )   No   ( )

8.   Have desks and toilets been renovated for use by the learners with special educational needs?

Yes   (   )   No   (   )

Section B: Teaching and Learning Materials

9.   Are there teaching / learning materials for use by teachers in provision of

        special education?

        Yes   (   )   No   (   )

10.   What measures do you suggest that should be put in place to ensure that   those

pupils with special needs access learning materials with ease?

        ....

Section C: Teachers Qualifications

11.   Have the teachers been trained in handling children with special needs?

        Yes   (   )   No   (   )

12.   Have you requested for teachers trained in special needs education?

        Yes   (   )   No   (   )

Section D: Suggestions on the Implementation of Inclusive Education

13.   What suggestions do you have in relation to:

(i)   Facilities for inclusive education

        ....

(ii)   Learning / teaching materials

        ....

(iii)   Preparation of schools in readiness for higher enrolment of children with special needs with regard to:

(a)   Retraining of teachers

....

(b)   Recruitment and employment of trained teachers

....

(iv)   Creation of awareness of inclusive education. What do you suggest should be done to create awareness on inclusive education?

....

.

Thank you for your participation

APPENDIX IV

OBSERVATION CHECKLIST

Facilities	Available	Not available	Appropriate
Physical facilities			
Toilets			
Ramps			
Desks			
Spacious classrooms			
Water paints			
Hearing mechanisms			
Teaching /learning materials			
Textbook			
Blackboards			
Braille			
Abacus			
Toys			
Visual aids			
Speech aids			

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Naphtali Ouma Onyuka
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu.
has been permitted to conduct research in

	Location
Homa Bay	District
Nyanza	Province

on the topic: School based factors influencing
the implementation of inclusive education in
public primary schools in Homabay District,
Kenya.

for a period ending: 31st July, 2013.

PAGE 3
Research Permit No. *NCST/RCD/14/013/911*
Date of issue   3rd June, 2013
Fee received   *KSH. 1000*

Applicant's   For Secretary
Signature   National Council for
          Science &Technology