

**SCHOOL BASED FACTORS INFLUENCING PERFORMANCE OF
CHILDREN WITH DISABILITIES IN PUBLIC PRIMARY SCHOOLS
IN KAJIADO NORTH DISTRICT, KAJIADO COUNTY, KENYA**

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**A Research Project Submitted to the University of Nairobi in Partial
Fulfillment of the Requirements for the Award of the Degree of Master
of Education in Education in Emergencies to the Department of
Educational Administration and Planning**

UNIVERSITY OF NAIROBI

2015

DECLARATION

This project report is my original work and it has not been submitted for an award in any other university

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This project is dedicated to my husband Elizaphan O. Nuguti and our children Natalie Bosibori, Tom Morang'a and Blessy Moraa .Also to my father Benson K Ogero and my siblings.

ACKNOWLEDGEMENTS

Special thanks to my heavenly Father for giving me the idea, opportunity, enthusiasm and energy to write this work. I will forever praise Him. I express my sincere gratitude to Dr. Ursulla Okoth and Dr. Loise Gichui for their dedication, support and encouragement and prompt reading of my draft.

I wish to appreciate my classmates for their true comradeship and assistance in various study groups and presentations. I extend my gratitude to the chairperson of the department of administration and planning Dr. Grace Nyaga and the entire staff of the department for their moral support.

My special and sincere appreciation to my father Benson Kegoro Ogero for his outstanding financial and moral support and family prayers during this study. Special thanks to my sisters Truphena and Mary for bearing another book load. Their love, fulfillment and richness of prayer can only be equaled by their efficiency and dedication. Their financial support was sufficient. Special thanks to brother in-law Elijah Mokaya for his financial support and encouragement.

To my brothers Paul and George and their families for their consistent and positive input. They are both a delight. I owe so much to their support and encouragement. To my head teacher Mr. P.L Waiyaki Kariuki for the positive contribution to the successful completion of my course.

I acknowledge the moral support of my family; my husband Elizaphan and my children Natalie, Tom and Moraa.

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LIST OF ABBREVIATIONS AND ACRONYMS

ACPF	African Child Policy Forum
B.Ed	Bachelors of Education
CDF	Constituency Development Funds
CRC	Central Resource Centre
CRPD	Convention on the Rights of Persons with Disabilities
ACPF	African Child Policy Forum
CWD	Children With Disabilities
DEO	District education officers
EENET	Estonian Education and Research Network
EFA	Education for All
FAPE	Free and Appropriate Public Education
FPE	Free Primary Education
IDEA	Individuals with Disabilities Act
IRHRI	International and Regional Human Rights Instruments
ISEC	Institute for Social and Economic Change
KICD	Kenya Institute of Curriculum Development
MDG	Millennium Development Goals
MOE	Ministry of Education
NGO	Non Governmental Organization
PWD	People with Disabilities
SIT	School Intervention Teams
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences

TSC	Teachers Service Commission
UDHR	Universal Declaration of Human Rights
UNESCO	United Nations Education, Scientific and Cultural Organisation
WCSEN	World Conference on Special Educational Needs
WHO	World Health Organization

ABSTRACT

The purpose of this study was to determine the school based factors influencing performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya. It particularly focused on the rationale of the teachers' attitude towards children with disabilities, influence of resources and facilities in the performance of children with disabilities influence of teachers' qualification in implementing inclusive education and influence of learning/teaching resources on performance of children with disabilities. This research was based on Vyogotsky theory (1987-1998) of proximal development which discusses learning and teaching of challenged children as a shared or joint process in a responsive social context. The investigation was conducted using the descriptive survey design which describes respondents' characteristics such as abilities, opinions, attitudes, beliefs and/or knowledge. Two sets of questionnaires, semi structured questionnaires and observations were used for data collection. The semi structured questionnaire was used for the head teachers. The design of the instruments was informed by the objectives and the research questions of the study. The study yielded both qualitative and quantitative data. Quantitative data was analyzed using SPSS while qualitative data was organized into themes and patterns based on analysis of meanings and implications emanating from respondents information and documented data on Inclusive Education to improve performance of all pupils. Quantitative results of data analysis were presented mainly in tables. From the findings of the study, it was established that teachers must believe that their behaviour can affect the education of their pupils. They must recognize that they have the capacity and power to make key decisions which affect their role and pupils' performance. The findings also established that there is need for both the classroom teachers and the subject teachers to get trained in SNE to provide successful inclusive education. Besides, it was established that inadequate/lack of materials and overpopulated classrooms posed a great challenge to teachers from implementation of quality Inclusive Education. The study recommended that public primary schools should be equipped with adequate resources and facilities for children with disabilities to fill several gaps that still exist. Besides, teachers need to be trained again through in-service courses to be empowered with SNE skills to enable them perform and also make them recognize that they have the capacity and power to make key decisions which affect pupils' performance. Head teachers should be on the forefront to ensure Inclusive Education policy is implemented in school. Given the scope and limitations of this study, the researcher recommends a replica of the study to be performed in other public primary schools in the country hardship areas in Kenya to establish the variant challenges in inclusive education.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The foundation of the Inclusive Education is a fundamental human right for all, which is enshrined in international and national legal and development frameworks. The rights are provided for in the Universal Declaration of Human Rights, and protected through various international conventions including 'Education for All' and the UN Millennium Development Goals. Education reform has a significant impact on policies, strategies and teaching practices in most countries, with the provision of equal education opportunities for all students becoming an important topic (Forlin & Lian, 2008).

Inclusive Education is a critical component in the development of the whole child. Inclusion promotes quality and equity education for all, without any type of barrier or exclusion, including those who may be potentially marginalized due to disability, gender, emotional/ behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others. (UNESCO, 1994, p. 6)

The principle of inclusive education is a framework within which all children regardless of ability, gender, language, ethnicity and cultural background can

be valued equally, treated with respect and provided with equal opportunities at school (Daniels & Garner, 2013).

The history of disability in Europe shows that people with disabilities (PWDs) were considered to pose a social threat, to contaminate an otherwise pure human species. People with disability were killed and used as objects of entertainment (Kisanji, 1999).

The origin of inclusive education can be traced to the ‘Salamanca Statement’ adopted at the ‘World Conference on Special Educational Needs. Within recent years, there has been a paradigm shift regarding global legislation to incorporate the objectives of the Salamanca Statement (1994) with the view of accommodating inclusive education principles. It called upon all governments and urged them to ensure access and Quality’ education, adopt as a matter of law or policy the principles of inclusive education and enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (UNESCO, 1994). One of the key legislations include one of the United States; Education for All Handicapped Children Act of 1975, which was subsequently revised as the Individuals with Disabilities Act (IDEA) in 1990 and later reviewed in 1997. The Act is the first in a series of laws focusing on the rights of children with disabilities to a free and appropriate public education (FAPE) (Deiner, 2013, p. 5). These laws and amendments require schools to meet the needs of the children with disabilities.

According to Plessis & Reenen (2011), education for children with disabilities in Kenya is undertaken within segregated, integrated or inclusive educational settings despite the international obligations to educate the children in an integrated settings (Plessis & Reenen, 2011, p. 154). In Kenya the bulk of the children with disabilities (CWD) are enrolled in special schools. The United Nations Education Scientific and Cultural Organization (UNESCO) World on Special Education held in 1994 at Salamanca, Spain, emphasized that education is a human right which persons with disabilities should put in schools. Similarly, Universal Declaration of Human Rights UDHR (1994) states that education is a fundamental human right and every child must be given an opportunity to achieve and maintain an acceptable level of learning. UNESCO (2003) thus, education systems should be designed and educational programmes implemented to take into account the unique characteristics, interests abilities and learning needs of every child.

According to UNESCO (2006) Special Needs Education refers to education training programmes formally organized for children with learning and physical disabilities. The objective of the Special Needs Education is to assist those with special needs to develop so that they can realize full participation in social life and development; a target which is not achieved by many public special primary schools.

Special Needs Education in Kenya suffers from inadequate funding, lack of clear policy framework, low progress in accessing and placing children with disabilities, few qualified teachers, lack of teaching and learning resources

among others. Kajiado North is not left out; a number of special children in Kajiado North suffer because they lack Inclusive schools to attend. Other schools lack equipment and are made to cater for particular disability.

UNESCO (2003) the 1994 Jomtien Conference called upon all governments and urged them as a matter of law and policy the principle of Inclusive Education, enrolling all children in regular schools, unless there are compelling reasons to do otherwise. Inclusive Education ensures that all learners including those with special needs and disabilities receive appropriate educational services. MoE (2004) Inclusive Education modifies the school in terms of physical and social environments, the curricula and teaching as well as the assessment of learners. It further avails the necessary resources needed to facilitate learning.

The Kenyan National Survey for Persons with disabilities 2008 found that 4.6% of Kenyans experience some form of disability, as compared to WHO's estimate of 10% globally. Children with disabilities are often stigmatized and excluded from education due to a mixture of fear shame and ignorance. In addition, inadequate policy and government resources lead to an educational environment that is inadequately designed to provide for those children.

To address the marginalization of children with disabilities and its limiting outcomes, the Kenyan government committed itself to Inclusive Education. This is a process of addressing and responding to the diversity of educational

needs, by ensuring access to learning for ALL groups of children within mainstream education.

Kenya's updated Special Needs Education (SNE) policy 2009 has been the driving force behind the transition. There is no doubt, that in its early stages of implementation the SNE policy is working tirelessly to actively include a greater number of disabled children in education. Progress has been made in providing specialized equipment, creating environments without physical barriers and building capacity by offering incentives to staff to attain Special Needs Training. Nevertheless, these achievements are taking place in Special Schools thus not focus on Inclusive education.

According to UNESCO inclusion is a process of addressing and responding to diversity of needs of all learners by increasing participation in the learning culture and reducing exclusion within an education system. It involves changes and modification in education content, approaches and strategies in all children regardless of physical or psychological status. Inclusive Education is about changing the systems to fit the pupil and not the pupil to fit the system. It locates the problem of exclusion firmly with the systems not the person or their characteristics.

1.2 Statement of the Problem

In the Constitution of Kenya (2010) chapter 4 on the bill of rights, part 3 article 53 reflects on the "child's rights to free and compulsory basic education; to basic nutrition, shelter and health care; to be protected from

abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour; to parental care and protection, which includes equal responsibility of the mother and father to provide for the child.” This right of children is provided for in the Universal Declaration of Human Rights, and protected through various international conventions including ‘Education for All’ and the UN Millennium Development Goals (MDGs).

In most Kenyan communities, including those covered in Kajiado North District, Kajiado County most parents would hide children with disabilities due to stigmatization, or because they are considered too costly to maintain and that they be of no economic value to the home as compared to the normal children (Leonard Cheshire, 2013). Kajiado North is both marginalized and an Arid and Semi-arid county where children from the slum areas are highly stigmatized and discriminated prompting the researcher to carry out the study on School Based Factors Influencing Performance of Children with Disabilities in Public Primary Schools in Kajiado North District, Kajiado County, Kenya.

1.3 Purpose of the Study

The purpose of this study was to identify the School Based Factors Influencing Performance of Children with Disabilities in Public Primary Schools in Kajiado North District, Kajiado County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

- i. To establish the influence of teachers' attitude towards Performance of Children with Disabilities in Public Primary Schools in Kajiado North District, Kajiado County, Kenya
- ii. To assess the effect of the schools' physical facilities influence performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya.
- iii. To determine the influence of teachers' training on performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya.
- iv. To examine the appropriateness of teaching and learning resources on the performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya.

1.5 Research Questions

This study was guided by the following Research Questions:

- i. To what extent do teachers' attitudes affect the performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya?
- ii. To what extent do schools' physical facilities affect the performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya?

- iii. In what ways do teachers' training determine effective performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya?
- iv. To what extent do appropriateness of teaching and learning resources influence performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya?

1.6 Significance of the Study

The study was conducted in selected public primary schools in Kajiado North District, Kajiado County, Kenya. The findings would be important in that;

The education stakeholders would find this study important since it would provide information to support evaluation of principles and policies for Inclusive Education in Kenya and beyond. Based on the findings of the study, the concerned parties can initiate necessary sector reforms since the findings will outline the problems and challenges in the sector. This could form a baseline for development partners and donors to plan, design and implement projects in the education sector like improving the infrastructure and facilities in public primary schools that accommodate learners with special needs.

The Ministry of Education (MOE), Kenya Institute of Curriculum Development (KICD) and other relevant institutions could find the findings important to improve planning, curriculum design and development among others. The findings will act as a basis for designing integrative curriculum content that serves all the children in public primary schools.

1.7 Limitations of the Study

These are factors beyond control which could affect the study. According to Mugenda and Mugenda (1999), a limitation is an aspect of research that may influence the results but over which the researcher has no control. It was difficult for the researcher to get access to all the schools in the area given the vast distance and poor communication network. Besides, it was difficult to control the attitudes of the respondents as they responded to questionnaires. However, the researcher tried as much as possible to obtain data from the respondents by assuring them of confidentiality before filling in the questionnaires and confirming to them that the study was meant for scholarly purposes only.

1.8 Delimitations of the Study

The study was conducted in public primary schools in Kajiado North District since they were funded by government through the MoEST to inclusive education leveraged. As expected the study was to be representatives of public schools in the country. The respondents were pupils, teachers and deputy/head teachers, since they were the key stake holders with appropriate information.

1.9 Assumptions of Study

The following are the study assumptions;

1. The respondents would cooperate and give accurate responses to the items in the questionnaires

2. Children with disabilities learn with other normal children.
3. There are factors that would influence change of teachers' attitude to children with disabilities in Kajiado North District, Kajiado County, Kenya.

1.10 Definition of Significant Terms

Disability refers to a condition which may restrict a person's mental, sensory, or mobility functions to undertake or perform a task in the same way as a person who does not have a disability

Inclusive Education refers to a strategy in public primary schools which admits and teaches children despite their physical and mental status. These children can include children with disabilities.

Learning resources refer to texts, videos, software, and other materials that that teachers use to assist learners meet their expectations for learning

Performance refers to knowing what children learn and under what conditions at school

School based refers to a management structure and process that allows greater decision making at school level.

Special schools refer to selected schools that admit children with disabilities only.

Teacher's attitude refers to the actions employed by a teacher that can ultimately make a positive or negative difference on the lives of the learners, and serves as central focus of this belief on learners' performance

Teachers training refer to a continuous process, beginning with a phase of initial training and continuing throughout the teacher's professional life throughout regular and sustained periods of in-service training

1.11 Organization of the Study

The study is organized in five chapters. The first chapter provides the introduction; background information, statement of the problem, purpose, objectives, research questions, significance, limitation and delimitations of the study including the basic assumptions, definition of significant terms and organization of the study. Chapter two deals with literature review which focuses on the teachers' attitude towards children with disabilities and how resources and facilities influence the performance of children with disabilities. Besides, the review focused on the influence of teachers' qualification in implementing inclusive education, how learning/teaching resources influence performance of children with disabilities, theoretical framework and the conceptual framework. Chapter three deals with research design, target population, sampling, data collection procedures, instruments for data collection, and data analysis. Chapter four focuses on data analysis, presentation and interpretation while chapter five is focused on summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to the school based factors influencing performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya. The review focused on the teachers' attitude towards children with disabilities and how resources and facilities influence the performance of children with disabilities. Besides, the review focused on the influence of teachers' qualification in implementing inclusive education, how learning/teaching resources influence performance of children with disabilities, theoretical framework and the conceptual framework.

2.2 Overview of Pupils with Disabilities

Global estimates of children living with disabilities are 93 million. Many children with disabilities have historically been excluded from mainstream education opportunities. In most countries early efforts at providing education were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. These schools reached only a small proportion of those in need and were not cost-effective usually in urban areas, they tended to isolate individuals from their families and communities. The situation began to change only when legislation started to require including children with disabilities in educational systems.

According to World Report on Disability (2010), an inclusive environment should be a priority to all countries to ensure that children with disabilities receive good quality education. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognises the right of all children with disabilities both to be included in the general education systems and receive the individual support they require. For children with disabilities, as for all children, education is vital in itself but also instrument for participating in employment and other areas of social activity. In some cultures, attending school is part of becoming a complete person. Empirical evidence indicates that contact between children who are not disabled with children with a disability in an inclusive setting can, over the longer term, increase familiarity and reduce prejudice.

Basing on the African Child Policy Forum (ACPF) (2011), most African countries lack a proper law and policy strategy for the schooling of children with disabilities that complies with requirements recognised in International and Regional Human Rights Instruments (IRHRI). School infrastructure, in most cases in African countries, is inaccessible for children with disabilities. Schools are badly equipped and badly staffed. In Kenya, a report by the Ministry of Education (MOE) on the status of special education in Kenya makes some observations reflecting on the barriers to effective services to pupils with physical and other disabilities (MOE, 2010). There is a dire need for assistive technology for pupils with disability who need them. Pupils require adapted seats, writing equipment, sports and recreational facilities,

audio-visual recorders, wheel chairs, crutches and adapted functional aids among others.

2.3 Teachers' Attitude towards CWDs

In an Estonian Education and Research Network (EENET) symposium at the Institute for Social and Economic Change (ISEC) congress (EENET, 2000), the barriers to inclusive education for all children were identified as: Attitudes are negative - or "until attitudes changes; Disabled children aren't ready. Our people are not literate; we have got other priorities; our system is too rigid; Buildings are not accessible; No trained personnel; No transport- distances are too great; No money; No equipment or materials; No policy or legislation.

Pace (2003), acknowledges the importance of teacher attitudes towards inclusion as reflected by the findings of numerous studies conducted in that field. Teachers must believe that their behaviour can affect the education of their students. They must recognise that they have the capacity and power to make key decisions which affect their role and students' production. In a study conducted by Carrington 1999 (cited in Pottas, 2005), the development of Inclusive Education practices has the potential to unsettle teachers and this could prevent overall school development. Therefore, when being introduced, policy makers should not only consider changes to the curriculum and methods but they must also look at the teachers' fundamental beliefs, attitudes and knowledge. According to Williams and Finnegan (2003) the perceptions that people have determine their actions. Swart et al (cited in Pottas, 2005)

further say that the attitude of people can have a cognitive (learned) component, an emotional (affective) component and a component of observable behaviour. What this implies is that if the teacher in the classroom feels positive about a certain policy, it will have a positive influence on his or her behaviour and vice versa.

Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen et al., 2001), while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd, & Sedbrook, 2002; Powers, 2002; Van Reusen et al., 2001).

Teachers train in SNE so as to provide skills and attitudes aimed at habitation and adjustment to environment. Besides, they can identify, assess and provide early intervention for correction and rehabilitation. These promote awareness of needs of the challenged and also measures to prevent challenges in order to limit the incidences of those challenges.

Essentially the more problems that teachers meet, the more successful they are likely to become at solving problems, or overcoming barriers. Problems can therefore be seen as opportunities for collaborative learning. In the context of collaborative problem-solving, including children who have impairments, or who have been identified as having 'special needs', can therefore be seen as an

opportunity for the whole school to learn and develop, and so become more effective.

2.3 Influence of school physical facilities and Performance of Children with Disabilities

Despite the introduction of free primary education in and the capitation grant to every learner with disabilities, running of special schools, integrated units, and mainstream schools has been of great challenge to principals as school basics like learning materials, food and boarding facilities are difficult to cater for. On allocation of funds, the assessment revealed that integrated primary schools were not funded in the same way as fully fledged special schools.

The Ministry of Education in Botswana set up School Intervention Teams (SITs) within schools in order to help school teachers to respond to the learning needs of individual children (Kisanji, 1999). SITs are a school-based resource service whose membership consists of the head teacher, senior teachers, a social worker and the child's parents. These teams were set up to prevent the unnecessary referral of children with relatively mild learning difficulties to the Central Resource Centre (CRC) for special education. This has helped the schools in Botswana become more self-sufficient and more skilful in managing children who are experiencing difficulties in learning and those with mild impairments.

In January 1997 Save the Children-UK set up a consultation process with the government, donors, NGOs and village communities with the aim of making

schooling more accessible to children in Douentza, Mali (Stubbs, 2000). This case study shows that inclusive education can be supported in one of the 'poorest' areas of the world and that huge environmental, climatic, economic and material challenges can be overcome.

A Status Report on Implementation of the Rights of Persons with Disabilities in Kenya, From Norm to Practice by Kenya National Commission on Human Rights, July 2014 found that learning facilities were inadequate in integrated, mainstream and special schools. From the findings, most schools had tried to make schools disability friendly though several gaps still existed. For example, desks and tables would either be too low or too high for learners with different types of disabilities. For schools that had learners with visual impairment, it was reported that students were forced to learn in turns as facilities like Braille machines were inadequate. Boarding facilities were also reported to be inadequate and those that were available were worn out therefore forcing some pupils to commute from their homes which were distant from schools. In addition, supply of assistive devices like wheelchairs was limited. Education for learners with disabilities continues to face financial challenges due to inadequate allocation by the government.

2.4 Influence of Teachers' Training in Implementing Performance of children with disabilities

Training has been shown to have a strong influence on pre-service teachers' attitudes towards the inclusion of students with special needs into mainstream

classrooms. Carroll et al. (2003) studied 220 pre-service teachers' attitudes towards inclusive education in Australia and concluded that prior to participants receiving training in special education; they experienced greater discomfort and uncertainty towards individuals with disabilities.

Many pre-service teachers feel that they are insufficiently trained to teach a diverse range of students (Sharma et al., 2006). Researchers note that teachers may resist inclusive practices on account of inadequate training (Gickling & Theobald, 1975; Heiman, 2001; Hines & Johnston, 1996; Minke, Bear, Deemer, & Griffin, 1996).

Training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000; Powers, 2002). Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion (Beattie et al., 1997).

If inclusive education is to become a reality, there a need for teacher education to involve every teacher in every school as well as those training as teachers in special needs education (UNESCO, 2008). There is need to incorporate special education curriculum in teacher training colleges and in-service those already in the field to equip the rest with knowledge and skills to enable them handle children with special needs (Kadima, 2006).

Teachers are an important resource in teaching/ learning process and their training and utilization therefore requires critical consideration. According to

Republic of Kenya (2004), training on challenges and inclusion is to be provided within the pre- service courses and offered as in-service provision. Teaching students with disabilities in an inclusive classroom may be regarded as a challenge for teachers accustomed to teaching in the regular classroom.

Both the classroom teachers and the subject teachers should have some important qualifications in order to provide successful inclusive education. Such qualities can be listed as; knowing the principles of inclusive education and implementing them, figuring out the individuals who are in need of special education, knowing and being able to apply the methods and approaches in the inclusive education field, assessing and testing in a healthy environment (Battal, 2007).

2.5 Influence of Learning/Teaching Resources on CWD

The extent of how beneficial the pre-service education of the classroom teachers will be regarding the implementation of inclusive education can be understood by the help of analyzing their abilities in terms of preparing the education environment and implementation. Naturally, all teachers are expected to employ their basic professional qualifications during implementation. However, especially in the inclusive education implementation, knowledge level of the teachers is observed to be disqualified and integrated students' being in the classroom is accepted as adequate. To some extent, teachers' having lack of knowledge and materials regarding inclusive education is the reason of this situation (Diker, Tosun, 2008).

Use of materials has been the basis for equality of opportunities in the process of education. It provides the opportunity to present the educational environment which is improved and enriched by the help of every kind of educational technology to all people in every part of the country and the world. As a result, everybody will have the chance to have high quality education. By the help of the educational technology, equality of opportunity problems in our country can be prevented (Oúman, 2005). Educational materials are the tools that enrich the learning process and make the learning concrete. Educational materials are elements that teachers can not overlook such as: facilitating the process of learning and providing permanence of what is learned.

Inclusive education is used in the same meaning with placing the students who need special education with other students at the same age in the same classes (Sucuolu, 2006). Teacher characteristics such as: efficient use of time; good relationships with students; providing positive feedback; having a high student success rate; and in general providing support for students with and without disabilities (Sakarneh, 2004). The resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. For this reason, some of the classroom teachers prefer to use the materials that they have developed themselves.

During the inclusive education teachers come across some difficulties and they have to produce solutions to overcome them (Sucuolu, 2006). Use of materials in education eases the perception and learning for students at all levels. This is

especially true for students who have difficulty in learning. The teacher should use the appropriate materials to make the learning process concrete, to practice and revise, and to increase the participation of the students into the learning process. This situation helps the inclusive learners to have observable and concrete learning during the process. The most important part of material in the inclusive education is the selection and preparation of the material.

2.6 Summary of the Literature Review

This section has explored literature related to influence of performance of children with disabilities. It focused on the Teachers' attitude towards children with disabilities, Influence of Resources and Facilities in performance of children with disabilities Influence of teacher's Training on Implementing performance of children with disabilities and Influence of Learning/Teaching Resources on performance of children with disabilities in public primary schools.

2.7 Theoretical Framework of the Study

Vygotsky theory (1987-1998) of proximal development discusses learning and teaching of challenged children as a shared or joint process in a responsive social context. It states that children can perform better when they have proper assistance by adults and capable peers. He advocated the process of, scaffolding.

In this context, the children with disabilities are given support by professional personnel and capable peers. This can be effectively executed in an institution with adequate facilities as well as teaching and learning resources. In an inclusive class, dynamic assessment of children is crucial to identify the strength and weaknesses of children with disabilities.

This theory is applicable in this study because once challenged learners are included in the general school; they interact and are supported by teachers and peers in the learning process. The improved facilities and appropriate learning resources together with well trained personnel assist challenged learners realize their full potential since disability is not inability.

2.8 Conceptual Framework

Access and participation in education by special needs learners is affected by teacher's negative attitude, inadequate physical facilities, teachers qualification and inappropriate teaching and learning resources as illustrated in Figure 2.1.

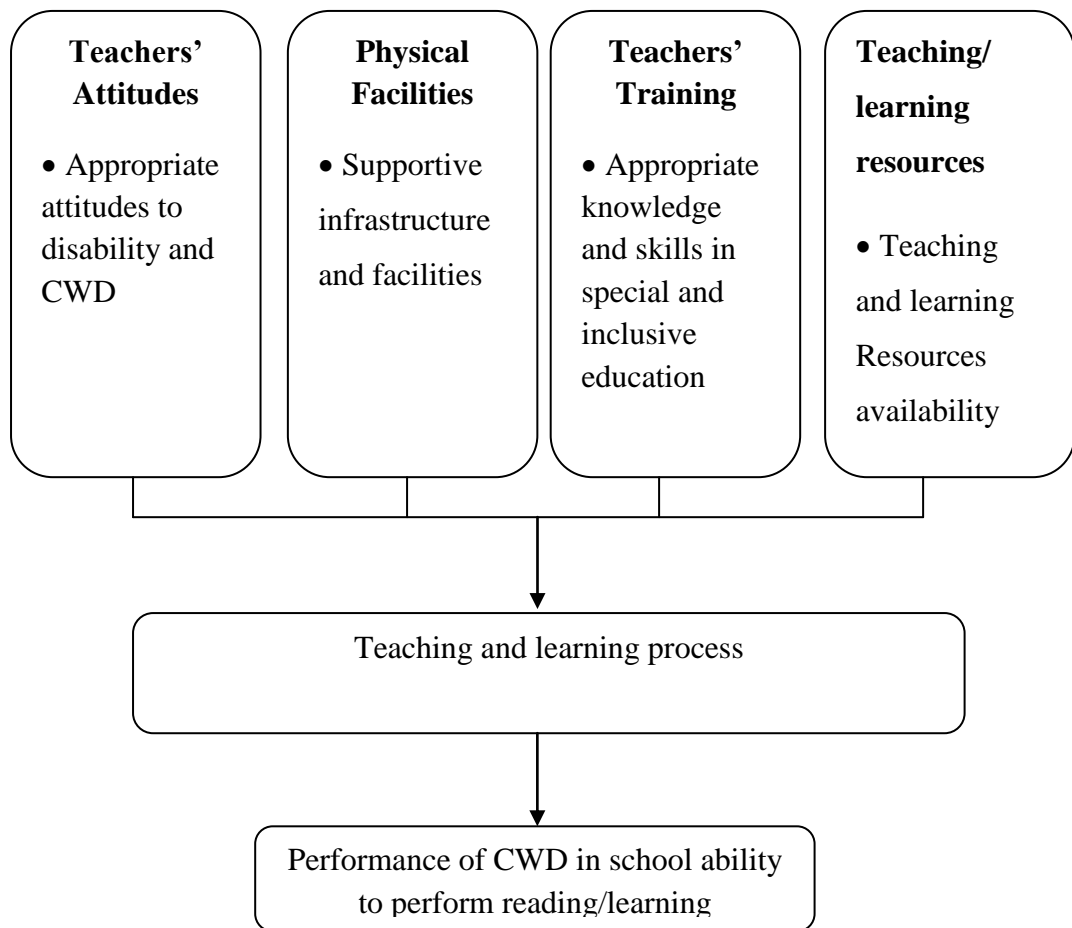


Figure 2:1 Implementing performance of children with disabilities

The conceptual framework in Figure 2.1 shows a correlation between the required inputs, school based factors that influence the performance of CWD; which include teacher’s attitudes, physical facilities, teacher’s skills and knowledge and availability of learning resources that support a conducive environment for learning. All these factors support good performance of children with disabilities. This is indicated by strong lines in between them.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research design, target population, sample size and sampling techniques, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

3.2 Research Design

This study was conducted using across-sectional descriptive survey design. This is because only a section of the primary school pupils and their teachers were selected. According to Owen (2002), descriptive survey is gathering data at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. In a survey, questions are standardized thus making measurement more precise by enforcing uniform definitions upon the participants. It was ensured that the instruments for data collection were simple to be used by primary school children thus allowing their individual participation.

3.3 Target Population

A population is defined as a complete set of individual, cases or objects with some common observable characteristics (Mugenda & Mugenda, 1999). The

study was conducted in public primary schools in Kajiado County which is composed of five educational zones, derived from electoral wards namely: Olkeri, Ongata Rongai, Nkaimurunya, Oloolua and Ngong. For this study, ten (10) public primary school head teachers were selected (two from each zone) and 238 teachers from the five zones formed the target population. Pupils were also selected. Head teachers were included in the study because they were the ones mandated with the day to day running of schools.

3.4 Sample Size and Sampling Procedure

A sample is a subset of a particular population (Mugenda & Mugenda, 1999). Therefore a sample is used to make a generalization of the characteristics being investigated within the entire population. In purposive sampling, the researcher handpicks the cases to be included in his sample on the basis of his judgement of their typicality (Cohen & Manion, 1992).

A multi stage sampling method was used which culminated in simple random sampling at the school level to select the study respondents in Kajiado County. According to the Kenya Primary Schools data (2007) which is an extract of data collected by the Ministry of Education in its School Mapping Database, Kajiado District had 321 public primary schools with 33,466 pupils. This however, has since changed with the new constitution with its new realignments, thus the reason for using the electoral wards as clusters for this study. The target population of this study was public primary school head teachers, teachers and pupils in Kajiado North District. There were 10 schools,

comprising of two schools from each of the five educational zones, 10 pupils from each of the 10 schools and two teachers from each school. Hence, a total population of 130 respondents which is 10% of the accessible population of 1300.

Large samples would enable the researcher to draw more representativeness, accurate conclusions and to make more accurate predictions than in smaller samples. Therefore the researcher had a larger percentage of the population as the sample.

3.5 Research Instruments

Questionnaires were the main instrument for the data collection. It was designed in accordance with the objectives of the study. Questionnaires are commonly used to obtain important information about the population. Each item in the questionnaire was developed to address a specific objective or research question (Mugenda & Mugenda, 1999). They were designed by the researcher in accordance with the objectives of the study. Three sets of questionnaires were designed for the head teachers/deputy head teachers, teachers and pupils. The questionnaires had both closed and open ended items.

3.5.1 Instrument Validity

Validity is concerned with the accuracy or truthfulness of a measurement. The validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. To enhance content validity, a pilot study was carried out to help the researcher in identification of items in

the research instrument which might be ambiguous in eliciting relevant information. Checking all the aspects of the instrument made it possible to improve the instrument by making corrections, adjustments/or additions to questionnaires as well as improving the instructions.

3.5.2 Instrument Reliability

Reliability refers to the consistency of a measure. A test is considered reliable if we get the degree result repeatedly. It is used to focus on the same result repeatedly. It is 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 was administered to a group of respondents twice. The steps involved in test retest were: selecting an appropriate group of respondents; administering the test to the respondents; keeping initial conditions constant, administering the same test to the same respondents; and correlating the scores from both testing periods using Pearsons Product Moment Correlation Coefficient formula below:

$$r_{xy} = \frac{\sum(x - \bar{x})(y - \bar{y})}{\sqrt{\sum(x - \bar{x})^2 \sum(y - \bar{y})^2}}$$

Where $\sum xy$ = sum of gross product of the value of each variable ($\sum x$) ($\sum y$) - product of x sum of y N- total number of items. X and y - raw scores.

3.6 Data Collection Procedures

After clearance from the department, data was collected from inclusive public primary schools in Kajiado North District after obtaining a research permit from the National Commission for Science and Technology and Innovation. Subsequent clearance to carry out the study was obtained from the District Education Kajiado County Education office and from the head teachers of the participating schools. Visits were made to the schools to make appointments with the head teachers on when to administer the questionnaires.

3.7 Data Analysis

Data analysis was based on the research objectives. Data collected from the questionnaire was coded and organized to be processed using Statistical Package for Social Sciences (SPSS) software before being analyzed. The study generated both quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data by calculating mean scores, frequencies and percentages that were presented using tables, charts and graphs. Qualitative data from open-ended questions were thematically presented in narrative form and where possible in tables and figures.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter gives a detailed information on the analysis of the study findings on; School Based Factors Influencing Performance of Children with Disabilities in Public Primary Schools in Kajiado North District, Kajiado County, Kenya. Information presented was sourced from the research instruments used for data collection; head teachers,' teachers' and pupils' questionnaires. The objectives analyzed included the teachers' attitude towards performance of children with disabilities in public primary schools and the extent to which the schools' physical facilities influence performance of children with disabilities. They also include the influence of teachers' training on performance of children with disabilities in public primary schools and the appropriateness of teaching and learning resources that facilitate performance of children with disabilities.

4.2 Instruments Return Rate

124 questionnaires were given to the respondents; 8 for head teachers, 18 for teachers and 98 for pupils. 113 questionnaires were returned; 8 for head teachers, 15 for teachers and 90 for pupils' questionnaires were dully completed and returned. This represented 100% return rate for head teachers, 83.3% return rate for teachers, and 91.8% return rate for pupils. The return rates were considered reliable for the purpose of study because they were

above 70% (Best and Kahn, 2006). The collected data was tabulated as per the questionnaires covering all the items as per the research objectives and research questions.

4.3 Demographic Data of the Respondents

It was essential for the study to gather data on head teachers', teachers' and pupils' background in terms of gender and age. Head teachers' and teachers' academic and professional qualifications were also captured. The head teachers', teachers' and pupils' demographic data are summarized as follows:

4.3.1 Gender of Respondents

Gender disparity was taken into consideration to ensure gender equity and representatives on responses. Table 4.1 provides more details on gender distribution of head teachers, teachers and pupils.

Table 4:1 Distribution of respondents by gender

Gender	HTs		Teachers		Pupils		Total	
	Freq	%	Freq	%	Freq	%	Freq	%
Male	6	75.0	9	60.0	50	55.6	65	57.5
Female	2	25.0	6	40.0	40	44.4	48	42.5
Total	8	100.0	15	100.0	90	100.0	113	100.0

The findings show that the respondents for this study were predominantly male head teachers, teachers and pupils. On overall and out of 113 respondents, 57.5% were male distributed; head teachers male 75%, teachers 60% and pupils 55.6%.

4.3.2 Ages of Respondents

Head teachers, teachers and pupils were also required to indicate their age bracket. This information is presented in Figures 4.1 and 4.2 for head teachers and teachers and pupils respectively.

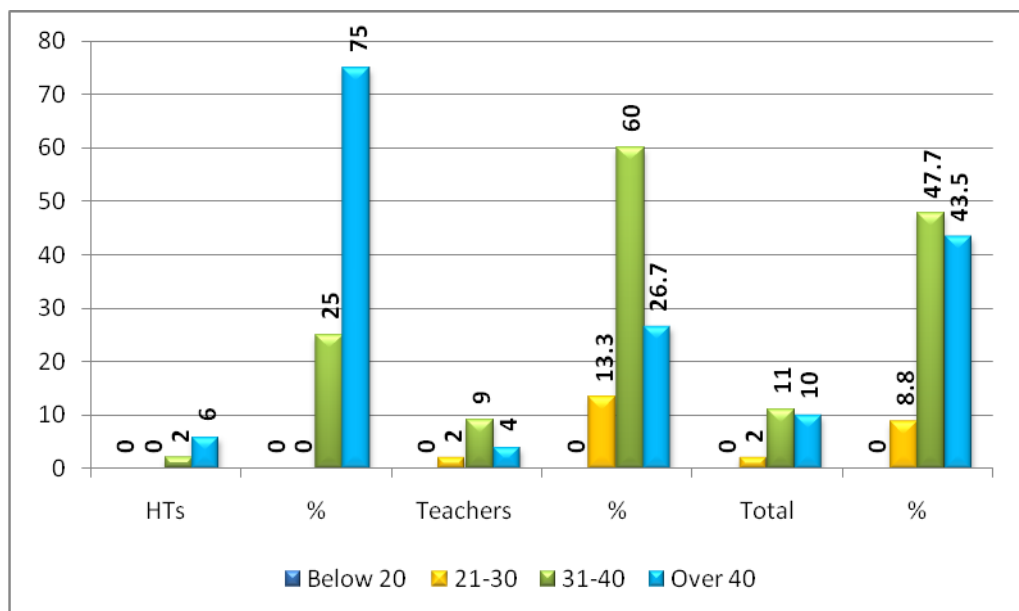


Figure 4.1 Distribution of Teachers by age

The majority of the head teachers were 25% while teachers were 13.3%. The results indicate that most of the head teachers and teachers, 47.7% were in the age brackets of 30-40 years. The advanced ages represent experience, knowledge and understanding and are likely to directly or indirectly have an impact on the performance of CWDs. More so when it comes to the principle

of inclusive education within which all children regardless of ability, gender, language, ethnicity and cultural background can be valued equally, treated with respect and provided with equal opportunities at school (Daniels & Garner, 2013).

Gender distribution was also sought and this information is provided in Figure 4.2.

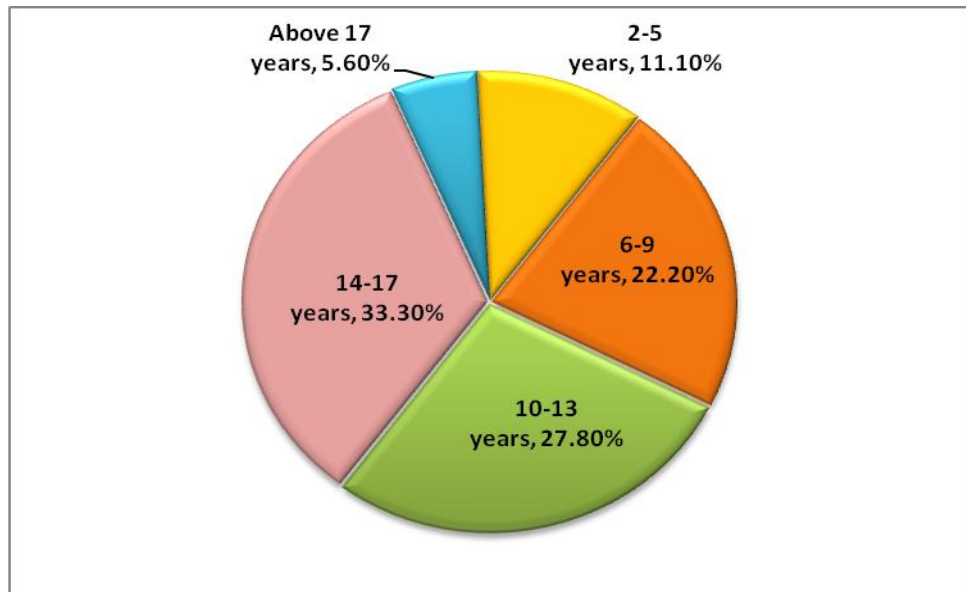


Figure 4.2 Distribution of pupils by age

Most of the pupils 33.3% were in the age of 14-17 years. These age brackets of pupils indicated that they have good knowledge and understanding to respond to issues in this study. They understand the need for integration of all children which promotes quality and equity education due to disability, gender, emotional/ behavioral problems, family background, ethnicity, giftedness, migrants, poverty, hearing or visual impairment, language delay, among others (UNESCO, 1994, p. 6).

4.3.3 Pupil's Physical State

Pupils' physical state was another factor to consider. Pupils were to indicate if they have any physical problems. This ensured that information for this study captured data from at least some pupils with physical challenges.

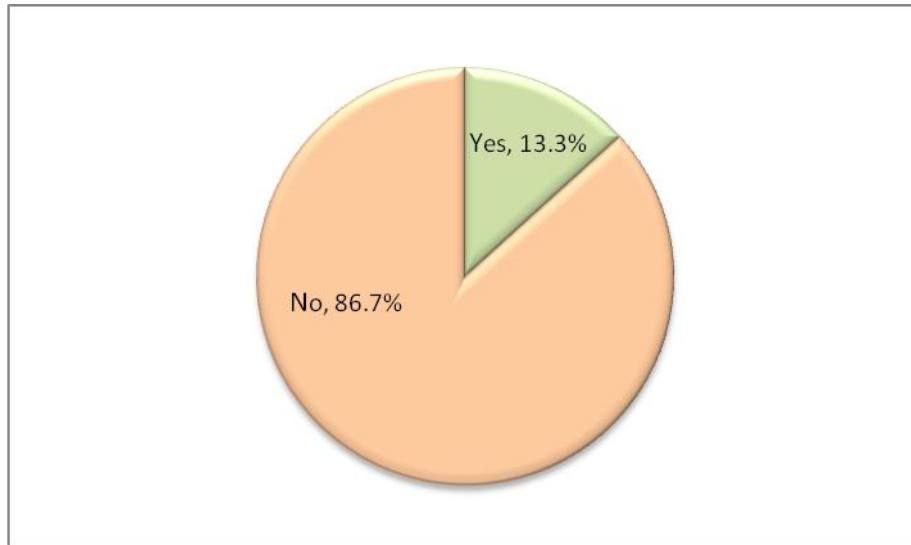


Figure 4.3 Pupil's physical state

The findings indicated that a majority of the pupils 86.7% did not have physical challenges. At least 13.3% of the respondents had physical problems to evenly represent those children with disabilities.

4.3.4 Pupil's Type of Impairment

To expound on the physical challenges, those who indicated that they had physical challenges, the study sought to find out the type of physical problem of the group. Table 4.2 provides further information on the types of physical problems.

Table 4.2 CWD pupils' type of impairment

Type of impairment	Freq	%
Physical	25	27.8
Hearing	17	18.9
Speech	12	13.3
Eyes	22	24.4
Holding	14	15.6
Total	90	100.0

Results showed that pupils' type of impairment suffered by most of the pupils were physical problem 27.8%. Nevertheless, the most important information provided in these findings is the types and preferences of physical problems which included physical, hearing, speech, eyes and holding.

4.3.5 Pupil's Age when first Attended School

Pupils were to state their first age of attending school and their responses were tabulated. Because of FPE many children reported to school despite their ages, ability and statuses the children reported to school. Table 4.3 provides further details on the issues;

Table 4 .3 Pupil’s Age when first Attended School

Age	Freq	%
5 years	32	35.6
6 years	28	31.1
7 years	12	13.3
8 years	12	13.3
Over 9 years	6	6.7
Total	90	100.0

From the Table 4.3, most pupils joined school above five years. Some of them joined after 9 years 6.7%. According to the Universal Declaration of Human Rights UDHR (1994), education is a fundamental human right and every child must be given an opportunity to achieve and maintain an acceptable level of learning. According to UNESCO (2003), education systems should be designed and educational programmes implemented to take into account the unique characteristics, interests abilities and learning needs of every child.

4.3.6 Teachers Academic and Professional Qualifications

Academic and professional qualifications of head teachers and teachers were also a factor to consider in this study. Head teachers’ and teachers’ academic and professional qualifications directly or indirectly determine how both inclusive education and other material resources can be handled in planning of

the learning needs of individual children (Kisanji, 1999) in public primary schools. This in turn has an impact on pupils' performance. Head teachers' and teachers' academic and professional qualifications are shown in Table 4.4.

Table 4.4 Teachers' Academic and Professional Qualifications

Qualifications	H/Ts		Teachers		Total	
	Freq	%	Freq	%	Freq	%
M.Ed	-	0.0	-	-	-	-
BA/BSC with PGDE	-	0.0	-	-	-	-
B.Ed	2	25.0	1	6.7	3	13.0
Diploma	5	62.5	5	33.3	10	43.5
P 1	1	12.5	8	53.3	9	39.1
Form 4	-	-	1	6.7	1	4.4
Total	8	100.0	15	100.0	23	100.0

Results from Table 4.4 show that majority of the head teachers and teachers 43.5% were Diploma holders. Another slightly fair percentage of teachers 13.0% had B.Ed degree.

4.3.7 Head Teachers' and Teachers' Duration of Service

Head teachers and teachers were also asked to indicate the duration of service which would actually shows the level of experience. Table 4.5 indicates that a majority of head teachers and teachers had served for 6 and above years.

Table 4.5 Head teachers' and teachers' response on duration of service

Duration of service	H/Ts		Teachers		Total	
	Freq	%	Freq	%	Freq	%
0-3 years	-	-	1	6.7	1	4.4
3-6 years	1	12.5	2	13.3	3	13.0
6-9 years	2	25.0	4	26.7	6	26.1
9-12 years	3	37.5	6	40.0	9	39.1
Above 12 years	2	25.0	2	13.3	4	17.4
Total	8	100.0	15	100.0	23	100.0

These head teachers and teachers, therefore, had good information on the school-based factors influencing performance of children with disabilities in public primary schools in Kajiado County. These teachers would help public primary schools in Kajiado County become more self-sufficient and more skilful in managing children who are experiencing difficulties in learning and those with mild impairments.

4.4 Teachers' Attitude towards Performance of CWDs

The researcher acknowledges the importance of teacher attitudes towards inclusion as reflected by other previous studies. In that line, information was sought from head teachers and teachers in public primary schools in Kajiado County, on the teachers' attitude towards performance of children with disabilities and tabulated.

4.4.1 Teachers' Attitude on the Performance of CWD

The study sought to find out the teachers attitude on the performance of CWDs. The findings have been indicated in Table 4.6.

Table 4.6 Teachers' attitude on the performance of CWDs

Responses	Freq	%
Challenging and tiresome	3	20.0
Challenging and enjoyable	9	60.0
Challenging and boring	1	6.7
Only for Teachers who are patient	2	13.3
Total	15	100.0

Results from the Table 4.6 indicate that the majority of the teachers 60.0% indicated that it was challenging and enjoyable. Another 20% indicated that it was challenging and tiresome. While 6.7% indicated that challenging and boring this normally affects the teaching of CWD.

4.4.2 Head Teachers' Response on Teachers' Attitude towards Performance of Children with Disabilities

Head teachers were also to give light on teachers' attitude towards performance of children with disabilities in school. They were to respond on whether teachers in their schools were receptive to the special needs learners as shown in figure 4.4.

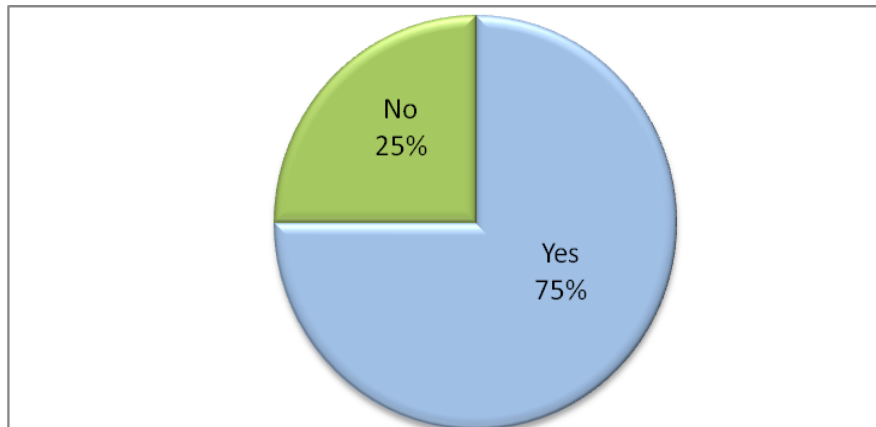


Figure 4.4 Head teachers' response on teachers' attitude to CWDs

According to Figure 4.4, 75% of the head teachers indicated that teachers have a low attitude towards CWDs. The response from head teachers show that some teachers 25.0% viewed learners with disability to pose performance challenges.

4.4.3 Response on how Teachers' Involvement in Inclusiveness Influences the Performance of CWDs

To solicit for more information concerning how teachers' involvement in inclusiveness influences pupils' performance, head teachers in selected schools were to respond to statements given by indicating: (1) NE-No Extent,

(2) LE-Little Extent, (3) ME-Moderate Extent, (4) GE-Great Extent, and (5) VGE-Very Great Extent. Results are provided in Table 4.7.

Table 4.7 Teachers' response on headteachers' involvement in inclusiveness

Involvement of head teachers in:	NE		LE		ME		GE		VGE	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Headteacher is involved in implementation of inclusive education	-	-	-	-	1	14.5	2	25.0	5	62.5
Headteacher is involved in supporting the staff in implementation of inclusive education	-	-	-	-	-	-	3	37.5	5	62.5
Headteacher is involved in selection and admission of pupils with disabilities	1	14.5	1	14.5	1	14.5	3	37.5	2	25.0
Headteacher is involved in teaching staff training and development	4	48.0	3	37.5	1	14.5	-	-	-	-
Headteacher is involved in pupils welfare	7	71.0	1	14.5	1	14.5	-	-	-	-

Results from the Table 4.7 indicate that many at times the headteachers is not bothered with disabled pupils' issues 71.0%. This is an aspect that influences their effectiveness as managers, which adversely affects performance of pupils. Head teachers are required to exercise the highest degree of professionalism and transparency in implementing inclusiveness. On the same issues pupils were to respond to statements given by indicating: (1) NE-No Extent, (2) LE-Little Extent, (3) ME-Moderate Extent, (4) GE-Great Extent, and (5) VGE-Very Great Extent. The responses are provided in table 4.8.

Table 4.8 Pupils' response on teachers' involvement in inclusive education

Involvement of head teachers in:	NE		LE		ME		GE		VGE	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Teachers motivate all pupils in school	2	3.3	9	10.0	50	55.6	13	14.4	15	16.7
Teachers are involved in pupils' welfare.	8	9.0	9	10.0	40	44.4	20	22.2	13	14.4
School does not allow mistreatment of CWD by other pupils	10	11.1	10	11.1	40	44.4	10	11.1	20	22.2
Pupils are guided and counseled on inclusiveness.	12	3.2	16	17.8	24	26.7	24	26.7	14	15.6
Uniform evaluation of pupils.	10	11.1	10	11.1	17	18.9	15	16.7	38	42.2
Equitable pupils appraisal	17	11.7	15	8.3	15	25.0	17	28.3	26	26.6

The results from the table indicate the majority of the responses from pupils incline towards ME and GE. This means pupils had knowledge and clear information that teachers would enable them learn activities that are channeled performance just like other able learners. Teachers have to embrace inclusiveness at school and ensure equal opportunities to all learners.

4.4.5 Head Teachers' Involvement in Inclusiveness and Influence on Performance of CWD

Teachers were to respond to statements given by indicating: (1) NE-No Extent, (2) LE-Little Extent, (3) ME-Moderate Extent, (4) GE-Great Extent, and (5) VGE-Very Great Extent. The responses are provided in table 4.9.

Table 4.9 Teachers' Involvement in inclusiveness and influence on performance of CWDs

Involvement of teachers in:	NE		LE		ME		GE		VGE	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Head teachers education levels on inclusiveness	-	-	1	6.7	2	13.3	5	33.3	7	46.7
The professional experience in inclusive education	-	-	-	-	-	-	8	53.3	7	46.7
Training in inclusive education	-	-	-	-	-	-	1	6.7	14	93.3
HTs involved in implementation of inclusive education.	-	-	-	-	-	-	2	13.3	13	86.7
HTs admission of CWDs in school	-	-	-	-	-	-	7	46.7	8	53.3
Guidance and counseling of CWDs	-	-	-	-	-	-	7	46.7	8	53.3

The results from the table indicate that majority of the teachers incline towards Great Extent and Very Great Extent in involvement. Head teachers have to embrace inclusiveness at school and ensure equal opportunities to all learners.

4.4.6 Learning Groups in Classes

To acquire more information on teachers' attitude towards performance of children with disabilities in public primary schools, pupils were asked to give their response on whether they have learning groups in their classes as shown in table 4.10.

Table 4.10 Response on Pupil's Class Learning Groups

Response	Freq	%
Yes	65	72.2
No	25	27.8
Total	90	100.0

Results from Table 4.10 show that there are some pupils with disabilities 27.8% in public primary schools who don't have learning groups in their classes.

4.4.7 Frequency of Group Activities within a Week

Nevertheless, pupils were to indicate how frequent group activities are carried out within a week in their classes. The responses are indicated in Table 4.11

Table 4.11 Frequency of Group Activities within a Week

Frequency within a week	Freq	%
Once	40	44.4
Twice	30	33.3
Thrice	20	22.3
Total	90	100.0

Table 4.11 shows that most of the group's activities carried out by teachers in classes appear once per week 44.4%. Both the classroom teachers and the subject teachers should be able to provide successful inclusive education. They should know the principles of inclusive education and implementing them, figuring out the individuals who are in need of special education, knowing and being able to apply the methods and approaches in the inclusive education field, assessing and testing in a healthy environment (Battal, 2007). They should do it frequently to avoid isolating pupils with learning disabilities.

4.4.8 Teachers Encouragement of Inclusive Participation in Class

Pupils were also supposed to indicate if teachers ask questions to all pupils in class which embraces equity. Responses were then tabulated. The responses are indicated in Table 4.12

Table 4.12 Pupils' response on teachers involving all pupils in class

Response	Freq	%
Yes	15	16.7
No	75	83.3
Total	90	100.0

From the table, a majority of the pupils 83.3% stated that very few teachers ask questions to all pupils in class. This is a great challenge to performance of children with disabilities in public primary schools.

4.4.9 Teachers Attention on CWD Support

Furthermore, pupils were to state whether teachers' were patient with pupils with learning difficulties while reading in class. This was to determine the teachers' attitude towards learners with disabilities in public primary schools.

The responses are indicated in Table 4.13

Table 4.13 Pupils' response on teachers' patience on pupils with learning difficulties

Response	Freq	%
Yes	5	5.6
No	85	94.4
Total	90	100.0

Results from Table 4.13 show that the majority of the teachers do not give time 94.4% to pupils with learning difficulties while reading in class. This calls for training of teachers in the field of special education to enhance understanding and improve attitudes regarding inclusion (Kuester, 2000; Powers, 2002). These pupils need to perform well in examinations just like the rest who are able physically.

4.5 Extent to which Schools' Physical Facilities Influence Performance

A Status Report on Implementation of the Rights of Persons with Disabilities in Kenya, From Norm to Practice by Kenya National Commission on Human Rights, July 2014 found that learning facilities were inadequate in integrated, mainstream and special schools. From the findings, most schools had tried to

make schools disability friendly though several gaps still existed. This reckoned the need for this study to establish the extent to which the schools' physical facilities influence performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya.

4.5.1 Responses on Special Desks for CWD educational needs

Head teachers', teachers' and pupils' were to indicate whether schools have provided desks specifically designed for use by pupils with special educational needs. The responses are indicated in figure 4.5

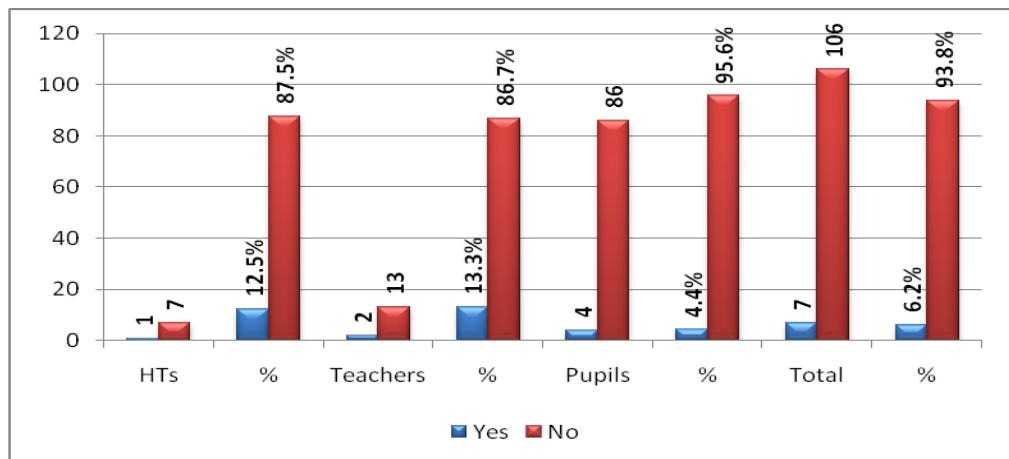


Figure 4.5 Special desks for CWD

From figure 4.5, it is clear that majority 93.8% of the respondents do not have desks specifically designed for use by pupils with special educational needs.

4.5.2 Teachers' and pupils' responses on Special Latrines used by CWD

Teachers and pupils were asked to state whether special latrines are provided in schools to be used by pupils with physical difficulties. The responses are indicated in Table 4.14

Table 4.14 Provision of special latrines for pupils with physical difficulties

Response	Teachers		Pupils		Total	
	Freq	%	Freq	%	Total	%
Yes	4	26.7	5	5.6	9	8.6
No	11	73.3	85	94.4	96	91.4
Total	15	100.0	90	100.0	105	100.0

From Table 4.14, it is evident that in a majority of schools there are no special latrines used by pupils with physical difficulties 91.4%. Special toilet facilities were reported to be inadequate. This made some CWDs pupils suffer while in school. In addition, supply of assistive devices like wheelchairs was limited. Education for learners with disabilities continues to face financial challenges due to inadequate allocation by the government.

4.5.3 Classes to Cater for Inclusive Education

To obtain more information on physical facilities in the school, head teachers were also asked to state whether they have adequate number of classes to cater for all the enrolled pupils. The responses are indicated in Table 4.15

Table 4.15 Head teachers' responses on classes in school

Responses	Freq	%
Yes	2	25.0
No	6	75.0
Total	8	100.0

Findings in Table 4.15 indicate that a majority of the schools 75.0% do not have adequate number of classrooms to cater for all the enrolled pupils. This is a great challenge to the implementation of Inclusive Education in public primary schools in Kajiado North District, Kajiado County, Kenya.

4.5.4 Suitability of Classrooms and other School Facilities

The Head teachers' were, asked to respond on whether classrooms and other facilities have been renovated for easy access by learners with special educational needs. The responses are indicated in Table 4.16

Table 4.16 Presence of classrooms and other facilities specially renovated to accommodate CWDs

Responses	Freq	%
Yes	2	25.0
No	6	75.0
Total	8	100.0

Results from the Table 4.16 indicate that many classrooms 75.0% have not been renovated. This corresponded with the Status Report on Implementation of the Rights of Persons with Disabilities in Kenya, From Norm to Practice by Kenya National Commission on Human Rights; July 2014 which found out that learning facilities were inadequate in integrated, mainstream and special schools. From the findings, most schools had tried to make schools disability friendly though several discrepancies were evident. These results indicate that education for learners with disabilities continue to face financial challenges due to inadequate fund allocation from the government.

4.5.5 Appropriateness of Playground to Support CWD

To solicit for more information on physical facilities in the school to cater for all learners, pupils' gave their responses on conducive playground for use with learners with disabilities. The responses are indicated in Table 4.17

Table 4.17 Playground in the school for learners with disabilities

Responses	Freq	%
Yes	5	5.6
No	85	94.4
Total	90	100.0

From Table 4.17, a majority of the public primary schools 94.4% in Kajiado North District do not have special playing grounds for learners with special needs. This implies that the learners are left out when it comes to matters of

games in majority of the schools. These children have a right and must be supported to explore their talents just like the rest who are able physically.

4.5.6 Teachers' Responses on other Special Facilities in the School

Nevertheless, teachers were to state if their schools have special facilities like: pavements, spacious classrooms, handrails, and spacious playground for learners with disabilities. The responses are indicated in Table 4.18

Table 4.18 Teachers' responses on other special facilities in the school

Facilities	Yes		No	
	Freq	%	Freq	%
Pavements	5	33.3	10	66.7
Spacious classrooms	3	20.0	12	80.0
Handrails	0	0.0	15	100.0
Spacious playground	4	26.7	11	733.3

From the Table 4.18, it was found that learning facilities were inadequate in integrated, mainstream and special schools. From the findings, most schools have not tried to make schools disability friendly. Several gaps still exist. For example, facilities like: pavements, handrails, spacious classrooms, and spacious playing grounds were inadequate. These results indicate that education for learners with disabilities continues to face financial challenges due to inadequate allocation by the government.

4.6 Influence of Teachers' Training on Performance of CWD

Training has been shown to have a strong influence on pre-service teachers' attitudes towards the inclusion of students with special needs into mainstream classrooms. Pre-service teachers' attitudes towards inclusive education in Australia and concluded that prior to participants receiving training in special education; they experienced greater discomfort and uncertainty towards individuals with disabilities. This reckoned the need for this study to investigate on the influence of teachers' training on performance of children with disabilities in Kajiado North District in Kajiado County, Kenya.

4.6.1 Teachers' responses on whether they have trained in SNE

Teachers gave more information concerning their training in Special Needs Education. Data obtained was as tabulated in Table 4.24.

Table 4.19 Teachers training on SNE

Age in years	HTs		Teachers		Total	
	Freq	%	Freq	%	Freq	%
Yes	3	37.5	5	33.3	8	34.8
No	5	62.5	10	66.7	15	65.2
Total	8	100.0	15	100.0	23	100.0

Results from Table 4.19 clearly show that very few head teachers and teachers 34.8% had training in SNE. If inclusive education is to become a reality, there is need for teacher education to involve every teacher in every school as well

as those training as teachers in special needs education (UNESCO, 2008). There is need to incorporate special education curriculum in teacher training colleges and in-service for those already in the field to equip the rest with knowledge and skills to enable them handle children with special needs (Kadima, 2006). Head teachers should be on the fore front to implement Inclusive Education in public primary schools.

4.6.2 Teachers' Professional Qualification in Special Education

Teachers were to indicate what professional qualification they possessed in special education and data tabulated in Table 4.20.

Table 4.20 Teachers' professional qualification in special education

Qualification	Freq	%
Diploma	6	40.0
Certificate	9	60.0
Total	15	100.0

From table 4.20 a few teachers 40.0% had trained in SNE up to diploma level. Both the classroom teachers and the subject teachers need appropriate qualifications to enable successful inclusive education. Such teachers would be able to know the principles of inclusive education and implement them, figure out the individuals who are in need of special education, know and be able to apply the methods and approaches in the inclusive education field, assess and test in a healthy environment (Battal, 2007).

4.6.3 Head teachers' Responses on Number of Teachers trained in SNE

Head teachers were to indicate number of teachers who had already trained in SNE. Table 4.21 shows this information.

Table 4.21 Number of Teachers Trained in SNE

Number of teachers	Freq	%
1-5	7	87.5
5-10	1	12.5
Total	8	100.0

The Table 4.21 shows that a little percent 12.5% of teachers had already trained in SNE. This reckons the need for in-service courses on SNE for primary school teachers.

4.6.4 Head teachers' responses on teachers' request to be trained in SNE

Teachers are an important resource in teaching/ learning process and their training and utilization therefore requires critical consideration. According to MoEST, (2004), training on challenges and inclusion is to be provided within the pre- service courses and offered as in-service provision. Teaching students with disabilities in an inclusive classroom may be regarded as a challenge for teachers accustomed to teaching in the regular classroom. Head teachers were, therefore, requested to respond whether teachers had made a request to be trained in SNE.

Table 4.22 Teachers request for training in SNE

Response	Freq	%
Yes	5	62.5
No	3	37.5
Total	8	100.0

From the Table 4.22, a good percent 62.5% of head teachers indicated that teachers had shown interest of being trained in SNE. Many pre-service teachers feel that they are insufficiently trained to teach a diverse range of students. The study noted that teachers resist inclusive practices because of inadequate training (Gickling & Theobald, 1975; Heiman, 2001; Hines & Johnston, 1996; Minke, Bear, Deemer, & Griffin, 1996). Introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion (Beattie et al., 1997). Hence, teachers need to be trained again through in-service courses to be empowered with SNE skills to enable all learners to perform.

4.7 Appropriateness of CWD Teaching and Learning Facilitation Resources

Inclusive education acquires values and meaning by placing the students who need special education with other students at the same age in the same classes (Sucuolu, 2006). For this to be successfully implemented by teachers in classroom there is need for appropriate teaching and learning resources that

facilitate performance of children with disabilities. Use of materials has been the basis for equality of opportunities in the process of education. It provides the opportunity to present the educational environment which is improved and enriched by the help of every kind of educational technology to all pupils in every part of the country and the world. As a result, everybody will have the chance to have high quality education. By the help of the educational technology, equality of opportunity problems in our country can be prevented (Oúman, 2005). Educational materials are the tools that enrich the learning process and make the learning concrete. Educational materials are elements that teachers cannot overlook such as: facilitating the process of learning and providing permanence of what is learned. This reckoned the need for this study to assess the appropriateness of teaching and learning resources that facilitate performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya.

4.7.1 Teachers' Perception on Availability of School Teaching and Learning Resources for CWD

Head teachers and teachers were asked to indicate whether their school have teaching and learning resources for learners with disabilities. Data collected was then presented in Table 4.23.

Table 4.23 Availability of teaching and learning resources for CWDs

Response	HTs		Teachers		Total	
	Freq	%	Freq	%	Freq	%
Yes	1	12.5	2	13.3	3	13.0
No	7	87.5	13	86.7	20	87.0
Total	8	100.0	15	100.0	23	100.0

From Table 4.23, a majority of schools 87.0% lacked teaching and learning resources for learners with disabilities. Use of materials in education eases the perception and learning for pupils at all levels. This is especially true for pupils with difficulty in learning. The teacher should use the appropriate materials to make the learning process concrete, to practice and revise, and to increase the participation of the pupils into the learning process. This situation helps the inclusive learners with observable and concrete learning during the process. This is a great challenge to the implementation of Inclusive Education in public primary schools in Kajiado North District in Kajiado County, Kenya.

4.7.2 Head Teachers' Responses on the Ratio of Pupils to Textbooks

To assess more on the appropriateness of teaching and learning resources that facilitates performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya, head teachers were asked

to give the ratio of pupils: textbooks. The responses are indicated in Table 4.24

Table 4.24 Ratio of pupils to textbooks in schools

Pupils: textbooks ratio	Freq	%
2:1	-	0.0
3:1	1	12.5
4:1 and above	7	87.5
Total	8	100.0

Results from Table 4.24 show that the ratio of pupils to textbooks in public primary schools is just too large 87.5%. This calls for measures to be put in place to ensure that those pupils with special need access learning materials with ease.

4.7.3 Pupils’ Perceptions on Availability of Selected Teaching and Learning Resources for CWD

The most important part of material in the inclusive education is the selection and preparation of the material. To obtain more information on the on the appropriateness of teaching and learning resources that facilitates performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya, pupils were asked to indicate the availability

of selected teaching and learning resources for pupils with disabilities in the school in Table 4.25.

Table 4.25 Availability of selected teaching and learning resources

Resources available	Yes		No		Totals	
	Freq	%	Freq	%	Freq	%
Text books	30	33.3	60	66.7	90	100.00
Charts	13	14.4	77	85.6	90	100.00
T.V/Radio/Video	-	-	90	100.0	90	100.00
Speech aid	-	-	90	100.0	90	100.00
Hearing aid	-	-	90	100.0	90	100.00
Braille and Braille machine	-	-	90	100.0	90	100.0

Table 4.25, shows that most of the teaching and learning resources for learners with disabilities are inadequate like text books and charts and even not available like T.V/Radio/Video, speech aid, hearing aid, Braille and Braille machines. The resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. For this reason, some of the classroom teachers prefer to use the materials developed by

themselves. This poses a big challenge in these public primary schools that are just over populated.

4.7.4 Teachers' View on Adequacy of Teaching and Learning Materials for CWD

To establish whether there were challenges in the schools, teachers were asked to rate their schools in terms of availability and adequacy of teaching and learning materials for children with special needs in figure 4.6.

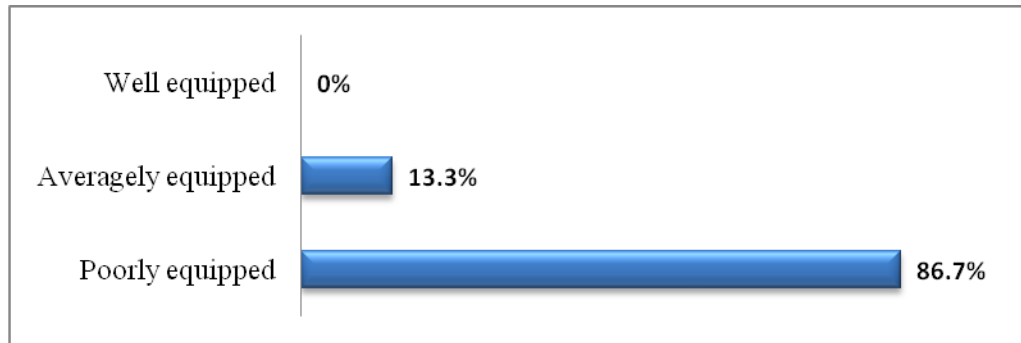


Figure 4.6 Availability and adequacy of teaching and learning materials

Teachers' views indicate that a majority of the public primary schools 86.7% in Kajiado North District in Kajiado County, Kenya are poorly equipped. Teacher characteristics such as: efficient use of time; good relationships with pupils; providing positive feedback; having a high student success rate; and in general providing support for pupils with and without disabilities cannot be effective when schools are poorly equipped.

4.8 Challenges to Implementation of Inclusive Education in Public Primary Schools

During inclusive education head teachers and teachers come across some difficulties and they have to produce solutions to overcome them (Sucuolu, 2006). The resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. To some extent, however, teachers' having lack of knowledge and materials regarding inclusive education is the reason of this situation (Diker, Tosun, 2008).

4.8.1 Challenges Faced by Teachers in Relation to Teaching Materials for SNE

Teachers were asked to state challenges they face in relation to teaching materials for Special Needs Education. Data was as presented in Table 4.32

Table 4.26 Teachers challenges on access to teaching materials for SNE

Challenges	Freq	%
Inadequate/lack of materials	7	46.7
Lack of knowledge on materials	1	6.7
1Overpopulated classrooms	5	33.3
Lack of support to attend in-service courses	2	13.3
Total	15	100.0

A slightly fair percent of the teachers 46.7% indicated that inadequate/lack of materials and overpopulated classrooms 33.3% pose a great challenge to teachers from doing proper implementation of Inclusive Education. Also, noted was lack of support to attend in-service courses by their respective school head teachers. The researcher observed that Inclusive Education can only have meaning with placing the learners who need special education with other pupils at the same age in the same classes (Sucuolu, 2006). However, the resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. For this reason some of the classroom teachers prefer to use the materials that they have developed themselves.

4.8.2 Suggested Possible Measures to be put in Place to Ensure that Pupils with Special Need Access Learning Materials Easily

There are different challenges facing the process of implementation of Inclusive Education, however, solutions have to be provided solutions to overcome them. Head teachers, therefore, were asked to give suggested possible measures to be put in place to ensure that pupils with special need access learning materials easily. The responses are indicated in Table 4.27

Table 4.27 Suggestions to improve performances of CWDs

Measures	Freq	%
In-service courses to teachers/ Seminars and workshops on SNE	2	25.0
Government financial support	3	37.5
Provision of learning and teaching resources	3	37.5
Total	8	100.0

Results from the table show that head teachers' suggested solutions to the challenges were equally distributed. This implies that all these suggested solutions carry equal weight and have to be given equal consideration to achieve successful implementation of Inclusive Education in public primary schools.

4.8.3 Summary

The chapter attempted to statistically establish whether the variables under study would have an influence on performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya. Data analysis established that teachers' behaviour could affect the education of their pupils. The study established that teachers, both the classroom teachers and the subject teachers, must train in SNE to provide successful inclusive education. Education for learners with disabilities continues to face financial

challenges due to inadequate allocation by the government. Hence, the government has to support in the provision of adequate resources and facilities in public primary schools for children with disabilities to fill several gaps that still exist.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the Study

The main purpose of the study was to assess the school based factors influencing performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya. The study focused on the stated objectives by targeting head teachers', teachers' and pupils' demographic data. In addition, the study focused on the teachers' attitude towards children with disabilities, influence of resources and facilities in the performance of children with disabilities, influence of teachers' qualification in implementing inclusive education and influence of learning/teaching resources on performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya. Thereafter, research questions were formulated.

To generate and refine the study ideas, the literature review was essential to provide more ideas and clarity to research questions formulated. The variables of the study were summarized in the conceptual framework that showed their interrelatedness.

The study used descriptive survey design and simple random sampling technique to select head teachers, teachers and pupils who participated in answering questionnaire and interview items. Data was collected using head teachers' interviews, teachers' questionnaire, and pupils' questionnaire which were analyzed using mainly descriptive statistics, particularly frequencies and percentages. Statistical package for social sciences (SPSS) was used for effective analysis of data. To realize the objectives of the study, findings were presented and conclusions drawn.

5.3 Summary of the Findings

The following is the summary of the findings that were arrived at after the analysis of data based on the research objectives.

Findings in this study indicated that some teachers had negative attitude towards performance of children with disabilities. However, teachers 60% enjoyed having children with disabilities in their class. Teachers attitude normally affect the teaching of children with disabilities when negative they do not do well and when positive pupils are motivated to learn. They must recognize that they have the capacity and power to make key decisions which affect their role and pupils' performance. Majority of the public primary schools in Kajiado North District, Kajiado County, Kenya do not have: desks specifically designed for use by pupils with special educational needs 93.8%, special latrines used by pupils with physical difficulties 91.4%, enough classrooms to cater for all the enrolled pupils 75.0%, renovated classrooms 75.0% for easy access by learners with special educational needs, and special

playing grounds for learners with special needs 94.4%. Besides, findings from teachers indicate that learning facilities were inadequate in integrated, mainstream and special schools. Several gaps still exist. Hence, education for learners with disabilities continues to face financial challenges due to inadequate allocation by the government.

From the findings of head teachers and teachers, only 34.8% had SNE. However, majority of head teachers indicated that teachers had shown interest of being trained in SNE. Many pre-service teachers felt that they were insufficiently trained to teach a diverse range of pupils with disabilities because introductory courses offered through teacher preparation programs may sometimes be inadequate in preparing them for successful inclusion. Hence, teachers needed to be trained again through in-service courses to be empowered with SNE skills to enable all learners to perform.

Head teachers and teachers indicated that a majority of public primary schools in Kajiado North District in Kajiado County, Kenya 87.0% do not have teaching and learning resources for learners with disabilities. The ratios of pupils' textbooks in public primary schools are just too large 87.5%.

Other teaching and learning resources for learners with disabilities are not even available like T.V/Radio/Video, speech aid, hearing aid, Braille and Braille machines. The resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. For this reason some of the classroom teachers prefer to use the materials that they have developed themselves. This poses a big challenge in these public primary

schools that are just over populated. Teachers' views indicate that a majority of the public primary schools 86.7% in Kajiado North District in Kajiado County, Kenya are poorly equipped.

From the findings, inadequate/lack of materials and overpopulated classrooms pose a great challenge to teachers from doing proper implementation of Inclusive Education. Also, noted was lack of support to attend in-service courses by their respective school head teachers. The findings of the study indicate that the resources of teachers who are employed for inclusive education are usually inadequate in terms of materials development. For this reason some of the classroom teachers prefer to use the materials that they have developed themselves.

There are different challenges facing the process of implementation of Inclusive Education. From the findings, head teachers tried to provide possible solutions to overcome them. They include: in-service courses to teachers/ seminars and workshops on SNE 25.0%, Government financial support 37.5%, and provision of learning and teaching resources 37.5%. All these suggested solutions carry equal weight and have to be given equal consideration to achieve successful implementation of Inclusive Education in public primary schools.

5.4 Conclusion of the study

From the findings of the study, several conclusions were arrived at:

Teachers should believe that all pupils should be involved in inclusive education and be valued with respect and therefore accorded with equal opportunity in

school. They must recognize that they have the capacity and power to make key decisions which affect their role and pupils' performance.

Findings also indicate that there is need for both the teachers and the subject teachers to train in SNE so as to provide successful inclusive education. Adequate resources and facilities in public primary schools for children with disabilities would have a greater influence on performance of pupils. However, several gaps still exist. Hence, education for learners with disabilities continues to face financial challenges due to inadequate allocation by the government. Teachers need to be trained again through in-service courses to be empowered with SNE skills to enable all learners to perform. Inadequate/lack of materials and overpopulated classrooms pose a great challenge to teachers from doing proper implementation of Inclusive Education.

5.5 Recommendations of the Study

Basing on the already stated findings and conclusions, the study recommends the following.

- i. Public primary schools through the board of management should be equipped with adequate resources and facilities for children with disabilities to fill several gaps that still exist.
- ii. Ministry of education should be organize for in-service courses for teachers to be empowered with SNE skills to enable all learners to perform and make them recognize that they have the capacity and

power to make key decisions which affect their role and pupils' performance.

- iii. Head teachers should be on the forefront to ensure Inclusive Education policy is implemented in school.
- iv. There is need for teachers to re-train in SNE so as to provide skills and attitudes aimed at habitation and adjustment to environment, identify, assess and provide early intervention for correction and rehabilitation promote awareness of needs of the challenged; promote measures to prevent challenges in order to limit the incidences of those challenges.

5.6 Suggestions for Further Research.

The following are the suggested areas for further research:

- i) A replica of the study to be conducted in more public primary schools in other districts more so in hardship areas in Kenya to establish the variant challenge in inclusive education.
- ii) An assessment of school based factors influencing performance of children with disabilities in public secondary schools in Kajiado North District, Kajiado County, Kenya should also be conducted to provide comparisons.

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APPENDICES

Appendix I: Introductory Letter

University of Nairobi

College of Education and External Studies

Department of Educational Adm. & Planning

P. O Box 92,

KIKUYU.

The Head Teacher,

.....School

Dear Sir/ Madam

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student in the University of Nairobi, pursuing a degree of Masters in Education in Emergencies. I am researching on School Based Factors Influencing Performance of Children with Disabilities in Public Primary Schools in Kajiado North District, Kajiado County, Kenya. Your school has been selected to participate in the research. You are requested to respond to the questionnaire to the best of your understanding. This research is purely for academic purpose.

Thanks in Advance.

Yours faithfully,

Asenath K. Ogero

Appendix II: Questionnaire for Primary Pupils

This research is meant for academic purpose. It will try to find out the school based factors influencing the performance of children with disabilities public primary schools. Kindly provide answers to these questions as precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire.

Please tick [] where appropriate or fill in the required information on the spaces provided.

1. What is your gender? [] Boy [] Girl
2. What is your age? _____(years).
3. Do you have any physical problem [] Yes [] No, If yes, which one?
[] Walking [] Hearing [] Talking [] Seeing [] Holding
4. At what age did you start attending school?
[] 5 Years [] 6 Years [] 7 Years [] 8 Years [] Over 9 Years
5. Do you have learning groups in your class? [] Yes [] No,
If yes, how frequent do you carry group activities within a week?
[] Once [] Twice [] Thrice
6. Do teachers ask questions to all pupils in class? [] Yes [] No
7. Do teachers give time to pupils with learning difficulties while reading in class? [] Yes [] No
8. Do you have special desks in your class? [] Yes [] No.

9. Do you have special latrines used by pupils with physical difficulties in your school? Yes No

10. Do you have a playground in your school? Yes No

If no where do you play during games time _____

11. Do you have the following teaching and learning resources?

T/L Resources	Yes	No
Text books	<input type="checkbox"/>	<input type="checkbox"/>
Charts	<input type="checkbox"/>	<input type="checkbox"/>
T.V/Radio/Video	<input type="checkbox"/>	<input type="checkbox"/>
Speech aid	<input type="checkbox"/>	<input type="checkbox"/>
Hearing aid	<input type="checkbox"/>	<input type="checkbox"/>
Braille and Braille machine	<input type="checkbox"/>	<input type="checkbox"/>

12. Kindly read and rate how you perceive the effectiveness of teachers and head teachers on implementation of inclusive education in your school.

Indicate your response by ticking in one of the boxes provided to the right of each task on month scale 5-1. Give one response for every question. Use the following key: 5 VSE – very strong extent 4. S E- Strong Extent

3 E – Extent 4 VE – Very Extent 5 NE – No Extent

VSE: Very Strong Extent	SE: Strong Extent	E: Some Extent	VE: Little Extent	NE: No Extent				
				VSE	SE	E	VE	NE
	Teachers and head teachers are always involved in motivation all pupils in school.							
	Teachers and head teachers are involved in pupils' welfare.							
	Teachers and head teachers always take part in disciplining pupils who misbehave with those with disabilities.							
	The extent to which teachers and head teacher are involved in management of a pupils by guiding and counseling over inclusiveness.							
	The extent to which teachers are involved in all pupils' evaluation.							
	The extent to which teachers and head teacher is involved appraising all pupils.							

Thank you for participating in the study.

Appendix III: Questionnaire for Teachers

This research is meant for academic purpose. It will try to find out the school based factors influencing the performance of children with disabilities public primary schools. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire.

Please tick [] where appropriate or fill in the required information on the spaces provided.

Section 1: Demographic information of teachers

1. What is your gender? Male () Female ()
2. What is your age bracket?
Below 20 Years () 21- 30 Years () 31-40 Years () Over 40 Years ()
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 () Diploma () Degree ()

Section 2:

Part A: Teachers' attitudes

6. How do you find teaching challenged learners? _____
7. Which pupils do you prefer to handle?
[] Normal [] challenged [] both
State the reason why _____

Part B: Physical facilities

9. Does your school have newly built classes to accommodate pupils with special education needs? Yes () No ()

10. Are your pupils able to access classrooms with ease? Yes () No ()

11. Has the school provided desks specifically designed for use by pupils with special educational needs? Yes () No ()

12. Are there specially made toilets for learners with special needs?

Yes () No ()

13. Does your school have the following facilities?

(a) Pavements Yes [] No []

(b) Spacious classrooms [] Yes [] No

(c) Handrails [] Yes [] No

(d) Spacious playground [] Yes [] No

Part C: Teachers qualifications and training

14. Are you trained in special education? Yes () No ()

12. Kindly read and rate how you perceive the effectiveness of head teachers on implementation of inclusive education in your school. Indicate your response by ticking in one of the boxes provided to the right of each task on month scale 5-1. Give one response for every question. Use the following key:

5 VSE – very strong extent 4. S E- Strong Extent 3 E –
Extent 4 VE – Very Extent 5 NE – No Extent

VSE: Very Strong Extent	SE: Strong Extent	E: Some Extent	VE: Little Extent	NE: No Extent				
				VSE	SE	E	VE	NE
The education level of most of the head teachers has influenced the implementation of inclusive education in my school.								
The professional experience in inclusive education of my head teacher has influenced the implementation of inclusive education.								
The extent to which training in inclusive education skills influence of implementation of inclusive education of my head teacher								
The extent to which position held currently or previously by head teachers influence implementation of inclusive education.								
The extent to which head teacher is involved in implementation of inclusive education.								
The extent to which head teacher is involved in supporting the staff in the implementation of inclusive education.								
The extent to which head teacher is involved in selection and admission of pupils with disabilities								
The extent to which head teacher is involved in teaching staff training and development.								
The extent to which head teacher is involved in motivation of all pupils								
The extent to which head teacher is involved in pupils' welfare.								
The extent to which head teacher is involved in pupils' discipline.								
The extent to which head teacher is involved in guiding and counseling of pupils with disabilities								
The extent to which is involved in pupils' appraisal over issues of inclusiveness								

Part D: Teaching and learning materials

17. What challenges do you face in relation to teaching materials for Special needs education? _____

18. Does your school provide teaching materials specifically designed for special needs education?

Yes () No ()

19. 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 []

Thank you for participating in the study.

Appendix IV: Questionnaires for Deputy/Head Teachers

This research is meant for academic purpose. It will try to find out the school based factors influencing the performance of children with disabilities public primary schools. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire.

Please tick [] where appropriate or fill in the required information on the spaces provided.

Section 1: Demographic information of the head teachers

1. What is your gender? _____
2. What is your age? _____
3. How long have you been a head teacher? _____ years.
4. What is your highest academic qualification? _____
5. What is your highest professional qualification? _____

Section II

Part A: Teachers attitude

6. Do the pupils in your schools relate well with special needs learners?

Yes () No ().

7. Are the teachers receptive to the special needs learners? Yes () No ()

If no, specify _____

8. What initiatives have you and your teachers undertaken to assist special needs learners? _____

9. Does your school admit children with special needs? Yes () No ()

10. If no specify _____

How many challenged pupils are enrolled in your school? _____

11. For the following items, please indicate the extent to which you Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D), Strongly Disagree (SD) with the statement.

12. (a) Do you agree that the way teachers handle or treat pupils with disabilities influences their performance (Tick appropriately)

Strongly agree[] Agree[] Disagree [] Strongly disagree[]

(b) How would you rate your teachers' approach to handling pupils with disabilities' issues? (Please tick \surd where applicable)

Rudeness/harsh [] Reasonable [] Not concerned []

13. To what extent do you agree with the following statements about the relationship between the principal, teachers and pupils in your school?

Use this key 1. Strongly Agree, 2. Agree 3. Disagree 4. Strongly Disagree

a. Your school believes in open and honest communication on the issues affecting disabled pupils.

1[] 2[] 3[] 4[]

b. There is adequate and quick communication in your school over issues of inclusiveness

1[] 2[] 3[] 4[]

c. Pupils are allowed to elect their own representatives

1[] 2[] 3[] 4[]

- d. We frequently hold pupils barazas with to discuss issues affecting disabled pupils 1[] 2[] 3[] 4[]
- e. The school administration involves teachers, parents and pupils when making key decisions on inclusiveness 1[] 2[] 3[] 4[]
- f. The administration only rewards able pupils it considers over performance 1[] 2[] 3[] 4[]
- g. The school administration is not bothered with disabled pupils' issues 1[] 2[] 3[] 4[]

Part B: Suitability of physical facilities

12. Does your school have enough classes to cater for all the enrolled pupils?
Yes () No ()
13. Have desks been made for use by learners with special educational needs?
Yes () No ()
14. Have the classrooms and other buildings been renovated for easy access by learners with special educational needs?
Yes () No () Please explain _____

Part C: Teachers' Training and Qualification

14. Have teachers requested you for teachers to be trained in special needs education? Yes () No ()
15. Have you been trained in handling children with special needs?
Yes () No ()
16. How many of the teachers in your school are trained in special needs education? _____

Part D: Appropriateness of teaching and learning resources

Please respond to the questions below honestly.

17. (a) Are there teaching and learning materials for use by teachers in the provision of special education?

Yes []

No []

(b) How would you rate the teaching and learning materials provided for those learners with special educational needs?

Very good [] Good [] Average [] Poor []

18. What measures do you suggest should be put in place to ensure that those pupils with special need access learning materials with ease?

20. What is the pupil /textbook ratio? _____

Thank you for participating in the study.

Appendix V Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref. No.

Date:

30th June, 2015

NACOSTI/P/15/3801/6470


Asenath Kemunto Ogero
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing performance of children with disabilities in public primary schools in Kajiado North District, Kajiado County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **31st August, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.



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

