

**SCHOOL BASED FACTORS INFLUENCING INCLUSION  
OF LEARNERS WITH DISABILITIES IN PRIMARY  
SCHOOLS IN KAKUMA REFUGEE CAMP, TURKANA  
COUNTY,KENYA**

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**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Education in Emergencies  
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## **DECLARATION**

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

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

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## **DEDICATION**

I would like to dedicate this research project to my husband Dan Kiprono Boinett and my three children: Michelle Jemutai Boinett, Joy Jepkorir Boinett and Ted Kipchumba Boinett.

## **ACKNOWLEDGEMENT**

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In respect to others who I may not miss to mention, I'll remember my loving husband Dan Boinett once more for moral, physical and financial support, my children who missed my company and motherly love. May God bless you all.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CRPD</b>	Convention on the Rights of Persons with Disabilities
<b>CWD</b>	Children with Disabilities
<b>EFA</b>	Education for All
<b>GoK</b>	Government of Kenya
<b>IE</b>	Inclusive Education
<b>ILFE</b>	Inclusive Learner Friendly Environment
<b>INEE</b>	Inter-Agency Network for Education in Emergencies
<b>LWF</b>	Lutheran World Federation
<b>MDGs</b>	Millennium Development Goals
<b>NCST</b>	National Council for Science and Technology
<b>PWD</b>	People With Disabilities
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children’s Fund

## ABSTRACT

The purpose of the study was to find out school-based factors influencing inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Turkana County. The Study aimed at achieving the following specific objectives: To establish the extent to which teachers' attitudes influences inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, to determine the extent to which teacher's training influences handling learners with disabilities in primary schools in Kakuma Refugee Camp, to establish the extent to which attitudes of learners influences inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp and to examine the extent to which infrastructural facilities available influence inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp. The study adopted descriptive survey research design using both qualitative and quantitative research paradigms. The target population for this study constituted 13 primary schools, 13 head teachers, 1950 class seven pupils in the 13 schools and 260 teachers from primary schools in Kakuma refugee camp and it had a sample size of 13 head teachers, 155 teachers and 320 learners. The Data Collection Instruments was a questionnaire that is self-administered, interview schedule and observation list. The data was analyzed using descriptive statistics namely Frequencies, percentages and presented by use of tables. The study concludes Primary schools at Kakuma Refugee camp are not conducive for learners with disabilities. This is contrary to (UNESCO) view that regular schools with an inclusive setting are the most effective way to fight against discriminatory attitudes in order to build an inclusive society and to achieve education for all. Primary schools in the camp were not conducive for learners using wheelchairs. This goes against the concept of special need education that inclusive education described as a framework for action that would accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. The school environment has not been designed to fit learners with disabilities and Teachers do not appreciate inclusion of learners with disabilities. Regular learners have positive attitude towards learners with disabilities. The study concludes that teachers in mainstream school in the camp were not trained to handle children with disabilities. The study recommends that Implementing Agencies of Education in the camp in collaboration with UNHCR and the government of Kenya, needs to provide teachers trained in special needs education at the camp and also ensure that some incentive teachers from the refugee communities are trained on inclusive education. For inclusive education to succeed in the Kakuma Refugee camp, some modification ought to be done to the school environment to ensure that the needs of disabled are catered for. The government of Kenya could also help in providing some of the necessary support like training teachers in inclusive education, sensitization also needs to be done so that learners and teachers and community at large can change their views concerning people with disabilities and that the government and the ministry of education should provide suitable infrastructure necessary for all learners with disabilities.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is an inalienable and non-derogable right that cannot be compromised the world over. This is clearly stipulated in article 26 of Universal Declaration of Human Rights 1948 (UN, 1948). Education provides skills that people need to reach their full potential and to exercise their other rights, such as the right to life and health (INEE, 2010; UN, 1948). The importance of education is undisputable. Access to education creates necessary human capital to achieve sustainable economic development and reduce poverty at the national level; improves the livelihood of family members, disabled and not disabled; helps the integration of people with disabilities into economic life, sustaining country economic growth; and helps change attitudes toward people with disabilities (World Bank, 2009).

The World Declaration of Education for All (1990) stressed education as one of the best means of preventing conflict and for reducing and overcoming the effects of violence. Also, as an MDG, education is an essential tool for human development and eradication of poverty. However education in some situations has been used as a weapon of war (UNICEF, 2000) whereby once relations between ethnic groups have deteriorated to the point of violent conflict, the closure and destruction of schools is used as a weapon of war to erode civilian support processes and to punish insurgence in ways that will

permanently compromise the future of their families and their ethnic groups (UNICEF, 2000).

There is urgent need to achieve Education for All (EFA) by 2015. The major goal of EFA states that countries should ensure that *all* children have access to, and complete, free and compulsory primary education of good quality. If children with disabilities, and other out-of-school children from disadvantaged groups, are not included in national policies and action plans then this goal, and the Millennium Development Goal of achieving universal primary education, will never be achieved. The EFA Global Monitoring Report 2007, estimates that only 10 percent of disabled children are in school and that one third of the 77 million (6-11 year old) children currently out of school have a disability and that globally, only 2 per cent of children with disabilities receive an education (UNESCO, 2012).

The challenges that people with disabilities face are many. They lack access to basic social services and economic opportunities since they are marginalized, excluded, isolated, and dependent on others. In conflict and post conflict countries, people with disabilities are more prevalent and have even less access to basic services and economic opportunities. According to a report by the Women's Refugee Commission (2013), persons with disabilities remain one of the most vulnerable and socially excluded groups in any displaced community. In most cases they are missed in needs assessment, access to educational activities and often times not consulted in design of programmes even those that touch on them. Misunderstanding and fear of children with



disabilities can result in their marginalization within their family, community, at school and in the wider society. The discrimination they face leads to poor health, affects their self esteem, limits their access to education, and puts them at higher risk of abuse and neglect (UNICEF, 2007).

Inclusive education (IE) has been cited as one of the strategies for meeting the goals of the Dakar Framework for Action- Education for All. (INEE, 2010) defines IE as a means of ensuring that barriers to participation and learning are removed and teaching methodologies and curricula are accessible and appropriate for students with disabilities. The United Nations Convention on the Rights of the Child (1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993, UNESCO'S Salamanca Statement (UNESCO, 1994) and the Dakar Frame Work on Education for All (UNESCO, 2001) affirm the principle of inclusive education and the importance of working towards 'schools for all' . In Kenya the Persons with Disabilities (PWD) Act -2003 has recommended equal opportunities and quality education for PWD (GoK, 2004). The spirit of inclusion was further emphasized on the UN standard *rule no. 6* requiring member states to provide education for PWD without segregation.

Research shows that inclusion can be very successful for both regular education students and students with disabilities (Lipowski, & Rush, 2003; Coombs-Richardson & Mead, 2001). Students with disabilities in an inclusion setting out perform their peers, who receive instruction outside of the regular classroom setting (Lindsay, 2007). Regular students also appear to benefit

from inclusion practices both academically and socially (Salend & Duhaney, 1999). Inclusive education may therefore not only achieve equal opportunity to education, it may also combat discrimination, create welcoming communities, and build inclusive and non-discriminative societies. To achieve IE, however, societies and communities must be fully committed and engaged in achieving its principles; without an inclusive society, inclusion in education is hardly achievable (Thomas & Loxley 2007, UNESCO, 1994).

However, there are many identified barriers linked to implementation of IE, such as limited resources, inaccessible physical environment, lack of professional development for teachers and negative attitudes towards learners with disabilities (Mittler, 2000, UNESCO, 2009).

Teachers have an important role to play in providing quality and inclusive education for all children in the classroom. This is because teachers in the mainstream system are the ones who receive children with disabilities into their classrooms. Studies have shown that teachers' attitudes are closely related to successful inclusive education (Avramidis & Norwich, 2002). Negative teacher attitudes towards students with disabilities may be detrimental to their success in the regular education classroom.

Studies have also shown that the positive attitude of students without disabilities who are attending inclusive classes is the greatest source of success for inclusive education (Bishop, 1986; Stainback et al., 1983; Strain, 1982). Apart from attitudes, professional development of teachers can greatly impact on inclusion practices. Appropriate preparation of all educational personnel

stands out as a key factor in promoting progress towards inclusive schools (UNESCO, 1994).

For Inclusive education to succeed, the physical environment of the school should be well adapted to fit the needs of learners with disabilities. The vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities UNESCO (2008). Environmental barriers included: doors, passageways, stairs and ramps and recreational areas. There is need for ramps with recommended gradients to entries and exits, adapted toilets, bathrooms with added bars, spacious classroom which are well lit and ventilated and large classrooms to allow use of wheel chairs (UNESCO, 2003).

It is important to have an inclusive policy which acts as a guideline for provision of education for all. The INEE (2010) Education Policy Domain includes guidance that underscores the right to education for persons with disabilities, as outlined in the Convention on the Rights of Persons with Disabilities (2006). Education is therefore critical for all children, but it is especially urgent for the tens of millions of children affected by emergencies be it man-made or natural disasters. Twenty-eight million of the world's 61 million out-of-school primary-school-aged children live in conflict-affected poor countries (GPE 2012; UNESCO 2011 in Talbot, 2013).

Kenya is host to many refugees from war-torn neighboring countries in Africa. There are 6 major refugee camps in Kenya of which 3 are in Dadaab and the other 3 are in Kakuma. Kakuma Refugee Camp is located in the northwest of

Kenya in the Turkana District of the Rift Valley province close to the borders of Sudan, Ethiopia and Uganda. Kakuma Camp is about 125 kilometers from the Sudan border. The Camp was opened in 1992 to host 16,000 children and youth fleeing war in Sudan. Refugees from 14 other countries have sought refuge in Kakuma making it a multi-national camp. The escalating violence in South Sudan has led to an influx of refugees seeking protection at Kakuma Refugee Camp. According to the most recent report by UNHCR (2014) the camp has since surpassed its capacity and the population currently stands at about 142,250. Kenya has an unofficial encampment policy whereby refugees are not allowed to move to other parts of the country and therefore the refugees get all their services in the camp, however some of the refugees have moved to the urban areas in Kenya in search of better services.

There are 13 primary schools, 2 secondary schools, and 5 pre-schools. Primary school enrollment currently stands at 16,587 pupils of which 9,927 are boys and 6,646 are girls. Only 19 % of the children with disabilities aged 6-11 are enrolled in primary school (Refugee Youth, 2012). According to LWF (2014) there are 405 CWDs enrolled in primary schools in Kakuma Refugee Camp. The following table shows the enrollment of learners with disabilities in Kakuma Refugee Camp, 2014

**Table 1.1 Enrolments of CWDs in Kakuma Refugee Camp**

<b>Disability</b>	<b>PH</b>	<b>VI</b>	<b>HI</b>	<b>IC</b>	<b>MULTI</b>	<b>Total</b>
Pre-primary	10	18	7	2	6	46
Primary	115	201	49	30	10	405
Secondary	7	15	13	0	0	35
<b>Grand total</b>	<b>132</b>	<b>234</b>	<b>69</b>	<b>32</b>	<b>16</b>	<b>483</b>

**Source: LWF, 2014**

Key: PH=Physically Impaired; HI=Hearing Impaired; VI=Visually Impaired; IC=Intellectually Challenged; MULTI=Multiply Challenged.

There are many children with disabilities in regular schools in Kenya facing various challenges in school but it is even worse for refugee learners with disabilities in camps who apart from being disabled, lack almost all basic necessities and cannot move out of the camp to find better education services due to the encampment policy by the Government of Kenya which do not allow refugees to move out of the camp. The escalating violence in South Sudan has led to an influx of refugees to Kakuma refugee camp and that's why the researcher would like to find out the real situation of inclusive education by investigating on school-based factors that influence inclusion of learners with disabilities in Kakuma Refugee Camp.

## **1.2 Statement of the problem**

Although Kenya is committed to achieve the EFA goal by 2015, it seems that this will hardly be achieved by then, unless measures are taken to ensure that all children including CWDs access basic quality education without discrimination. Even though education in Kenya is free, there are no proper provisions for learners with disabilities since they are just integrated in regular schools which are not LFE for CWDs. Refugee learners with disabilities face even more school based barriers since they cannot move out of the camp due to the encampment policy which has prevented them from accessing inclusive and quality education outside the camp. According to a report by Wright (2012) on education in Kakuma, out of the 220 teachers in the camp, 81% were untrained. This means that most of the teachers lack the skills to hand learners with diverse needs.

## **1.3 Purpose of the Study**

The purpose of the study was to investigate school-based factors influencing inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Turkana County.

## **1.4 Objectives of the study**

The study was guided by the following objectives:

- i. To establish the extent to which teachers' attitudes influences inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp.

- ii. To determine the extent to which teacher's training influences handling learners with disabilities in primary schools in Kakuma Refugee Camp.
- iii. To establish the extent to which attitudes of learners influences inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp.
- iv. To examine the extent to which infrastructural facilities available influence inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp.

### **1.5 Research questions**

The study sought to find answers to the following research questions:

- i. To what extent did teachers' attitudes influence inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp?
- ii. To what extent did the teachers training influenced handling learners with disabilities in primary schools in the camp?
- iii. To what extent did attitude of learners influenced inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp?
- iv. To what extent did infrastructural facilities available influenced inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp?

### **1.6 Significance of the study**

The research finding was used in highlighting the practical key challenges to implementation of IE in refugee camps. It also contributed to the body of knowledge on IE in refugee camps in Kenya and internationally. The findings may also be used by advocates of IE to ensure total inclusion of all learners whether in camps or not and those with disabilities. Education practitioners in the camp may have benefited by gaining knowledge on how to create an ILFE, and also help in the effort to eliminate barriers confronting inclusionary practice and support promotion of positive attitudes among nondisabled students and teachers.

### **1.7 Limitations of the study**

Though the opinions of learners with disabilities, parents, community and other stakeholders would have been very useful in this study, it would have not been possible to cover them because tracing them required considerable amount of time, resources and other logistics.

### **1.8 Delimitations of the study**

The study was limited to 13 primary schools in Kakuma refugee camp only, in Kakuma refugee camp there were pre-primary, primary and secondary schools but the study was limited to only primary schools in the camp. The study targeted 13 head teachers, 260 teachers, and 1950 class seven pupils in Kakuma Refugee Camp.



Barriers to inclusion include policy barriers, physical barriers, language, and communication, cultural, socio-economic, and funding barriers just to mention but a few, but the study was limited to school based barriers. School based barriers to inclusion are many and they are; language barriers, curriculum, policy barriers, attitude, physical barriers, and many more but the study was limited to attitudinal barriers, teacher training and physical infrastructure of the school.

### **1.9 Basic Assumptions of the Study**

The basic assumptions were that:

- i. Learners with disabilities were included in the mainstream schools.
- ii. All the respondents would be honest and cooperative when giving their views

### **1.10 Definition of significant terms**

**Attitude** refers to the teachers and non-disabled students' way of thinking and to their degree of acceptance of inclusive education.

**Disability** refers to lack or restriction of ability to perform an activity in the manner within the range considered normal for children of similar, age or age groups as a result of physical, mental, emotional or other health conditions or environmental factors.

**Disabilities** refers to learners with hearing impairments, the blind, the deaf/blind, physically challenged, intellectually challenged, autistic and those with multiple disabilities.

**Inclusion** refers to the process where students with disabilities are educated in the regular education classroom full-time

**Inclusive education** refers to the integration of children with special educational needs as part of the regular class

**Inclusive Learner Friendly Environment (ILFE)** refers to an environment that is accommodative of all learners with their diverse needs.

**Learners with Disabilities** refers to those who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (Article 1 of the 2006 CRPD).

**Professional development of teachers** refers to courses offered to teachers to handle learners with disabilities and on implementation of inclusive education.

**Refugee primary schools** refer to primary schools attended by children within the refugee camp.

**School based factors** refer to obstacles specifically within the school which hinder the participation of all learners in education. The barriers can be attitudinal, inaccessible environment, inadequate teaching, and learning resources, lack of trained teachers, language barriers, and rigid curriculum.

### **1.11 Organization of the study**

The study consists of five chapters. Chapter one consists of the introductory and has the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covers related literature reviewed and has introduction, overview of inclusion, attitude of teachers and non-disabled learners towards inclusion of learners with disabilities, the physical environment being inclusive and learner friendly, the teachers' professional development and the theoretical and conceptual framework. Section three which is research methodology, consisted of introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability of the study, data collection procedures, data analysis techniques and ethical considerations. Chapter four covers the introduction, instrument return rate, data analysis, and discussion of findings, and finally, chapter five-covered introduction, summary of the study, key findings of the study, conclusion and recommendations and suggestion areas for further research.

## **CHAPTER TWO**

### **RELATED LITERATURE REVIEWED**

#### **2.1 Introduction**

This chapter deals with concept of inclusive education, teacher's attitudes and inclusion of learners with disabilities, teacher's training and inclusion of learners with disabilities, learner's attitudes and inclusion of learners with disabilities, physical environment of the school and inclusion of learners with disabilities and summary of the literature reviewed.

#### **2.2 Concept of inclusive education**

The historical development of inclusive education spans the decades of the twentieth century and has affected a number of countries. The movement towards inclusive education for children with special needs began in the 1960s (Foreman, 2005). The United Nations (UN) has made a number of influential declarations regarding inclusive education, such as the Convention Against Discrimination in Education (1960), the Declaration on the Rights of Disabled Persons (1975), and the Convention on the Rights of the Child (1989) which states that there should be non-discrimination and specifically mentions children with disabilities. The 1990 World Conference on Education for All in Jomtien, and the 2000 World Education Forum in Dakar which resulted in the Dakar Framework for Action, reaffirmed the commitment by all UN member states to achieve Education for All by 2015 and clearly paves the way for inclusive education as one of the main strategies to address the challenges of

marginalization and exclusion in response to the fundamental principle of EFA. Subsequently in 1994, inclusive education was put forward as a concept at the Salamanca World Conference on Special Needs Education in Spain. The Salamanca statement is arguably the most significant international document in the field of special education (Ainscow & Cesar, 2006). In the Salamanca statement, inclusive education is described as a framework for action that would accommodate all children "regardless of their physical, intellectual, social, emotional, linguistic or other conditions" (Salamanca Statement and Framework for Action, UNESCO, 1994, Article 3). This includes disadvantaged or marginalized children such as street and working children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities, and children with special educational needs and disabilities.

The statement argues that regular schools with an inclusive setting are the most effective way to fight against discriminatory attitudes in order to build an inclusive society and to achieve education for all (UNESCO, 1994). Essentially, the Salamanca Conference on Special Needs Education gave approval to the notion of inclusive education (Ainscow & Cesar, 2006). The 2006 Convention on the Rights of Persons with Disabilities (CRPD) breaks new ground as the first international legally binding instrument to specifically promote inclusive education as a right.

The UNESCO International Conference in Education was held in Geneva in 2008 and the focus of this conference was the inclusion of a more diverse

range of learners, regardless of ability or characteristics, as well as the promotion of respect for the needs and abilities of learners and the elimination all forms of discrimination (UNESCO, 2009).

### **2.3 Teachers' attitudes and inclusion of learners with disabilities**

Teachers' views, attitudes towards and knowledge about inclusive education are major factors in the worldwide movement towards inclusive education. Research indicates that general education teachers tend to have negative perceptions about inclusion (Cochran 1998; Familia-Garcia 2001; Forlin 2001). These negative attitudes exist despite the evidence advocating the benefits of inclusion for a variety of students (Luster & Durrett 2003; Peetsma et al., 2001; Sharpe, 1994).

Scruggs and Mastropieri (1996) reviewed twenty-eight investigations on the perception general education teachers have towards the inclusion of special needs students into their regular education classrooms. They compared and analyzed the results and found that 65% of general education teachers supported the concept of inclusion.

Cochran (1998) created the Scale of Teachers' Attitudes toward Inclusion to measure teachers' views. Cochran surveyed 516 teachers from five school districts in the Southeastern United States region from eighteen elementary schools, six middle schools, five high schools and two special education schools from urban, suburban and rural communities. Cochran's results indicated higher positive attitudes among special education teachers when

compared to regular education teachers. Elementary educators also scored higher when compared to secondary education teachers. Cochran concluded that success of inclusion depends upon teachers' attitudes. Teachers who exhibit negative attitudes toward inclusion may have a direct impact on the success of the included students (Cochran, 1998).

Studies have also shown that special needs teachers and regular/general classroom teachers have varied attitudes towards inclusion of learners with disabilities. Familia-Garcia (2001) assessed the attitudes of teachers toward including students with disabilities into general education classrooms. All the special education teachers surveyed reported positive attitudes concerning working in an inclusion setting. Half of the general education teachers were willing to try the inclusion model while the other half refused to even attempt inclusion. These teachers also reported that inclusion would not work and eighty percent of them indicated they would change schools or retire if mandated to work in an inclusion setting (Familia-Garcia, 2001).

According to research, most educators' attitudes are influenced by the nature of the disability and vary with the type of disability (Avramidis et al., 2000), Davies and Green (1998) and Mushoriwa (2001). Mushoriwa (2001:142) asserts that educators have a negative attitude towards the inclusion of blind children in regular classes. Avramidis et al (2000), state that inclusion would be feasible for pupils with physical disabilities, while the inclusion of pupils with emotional and behavioral difficulties could be a big problem. This study

therefore, sought to establish the influence of teachers' attitude on inclusion of LWDs.

#### **2.4 Teacher training and inclusion of learners with disabilities**

The success of inclusion is dependent upon preparing general education teachers for inclusive classroom settings. General education teachers must be comfortable and competent at adapting and modifying curriculum and instruction to meet the needs of all their students including students with disabilities. A variable of educators' qualifications was used by Avramidis et al. (2000:200) in their study on educators' attitudes towards the inclusion of children with special educational needs.

The study indicated that educators holding diplomas and in-service training certificates in special education tend to have a more positive attitude towards inclusion, while educators with substantial training in special education have significantly higher positive attitudes than those with little or no training. Avramidis et al. (2000:202) in their research findings discovered that forty percent of teachers felt the need for systematic intensive training, either as part of their certification programmes as intensive and well planned in-service training or as an ongoing process with specialists acting as consultants.

Moodley (2002) asserts that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Therefore, this study sought to find out on the influence



of teachers' attitudes on inclusion of learners with disabilities in Kakuma Refugee Camp.

### **2.5 Learners' attitudes and inclusion of learners with disabilities**

Students' attitudes play a major role in the success or failure of inclusion in any learning institution (Mussen, 2010, Metcalf, 2011). If regular learners have negative attitudes towards inclusion of learners with disabilities, they will not support them; neither will they interact freely with them. They may isolate them in class and outside activities.

Zindi (1996) conducted a study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favor. This study was therefore meant to establish the attitude of learners towards inclusion of learners with disabilities in Kakuma Refugee Camp.

### **2.6 Physical environment of the school and inclusion of learners with disabilities**

According to Dean (1996), for inclusive education to succeed, some modification ought to be done to the school environment so as to ensure effective learning takes place. Proponents of inclusive education argue that any restrictive environment is inherently flawed because it is a form of

segregation (Schwartz, 2005). Safe environment not only reduces accidents and injuries, but also fosters feelings of security.

UNESCO (2004; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. Accessible environment helps to keep CWDs in school unlike where schools had inaccessible environment. The school environment should therefore be modified to fit in the diverse needs of children. UNESCO (2004) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility. The class environment should consider the learners learning pace; and it should be equipped with rich learning areas for learners to learn at their own pace. This study therefore sought to establish whether the physical environment of the schools in the camp is ILFE.

## **2.7 Summary of literature review**

From the literature reviewed, it emerged that education of the CWDs is still a big challenge all over the world. Teachers tend to have negative attitudes and perceptions about inclusion of learners with disabilities (Cochran, 1998; Familia-Garcia, 2001) while other studies have shown that special needs teachers and regular/general classroom teachers have varied attitudes towards inclusion of learners with disabilities (Familia-Garcia, 2001).

Based on related literature reviewed, the success of inclusion is dependent upon preparing general education teachers for inclusive classroom settings. Avramidis et al (2000:202) in their research findings discovered that 40% of teachers felt the need for systematic intensive training.

Student's attitudes also play a major role in the success or failure of inclusion (Mussen, 2010; Metcalf, 2011). Zindi (1996) conducted a study in Zimbabwe assessing the attitudes of mainstream children towards their peers with disabilities and the results showed that respondents had more positive attitudes towards mainstreaming of PWDs. Gichana (2009) carried out a study on teacher-based factors influencing the implementation of inclusive education in Mombasa District. Wachira (2012) carried out a research on school based factors influencing effective implementation of Inclusive education in public primary schools in Kikuyu District. Masha (2013) did a research on school factors influencing inclusion of deaf-blind learners in regular schools - a case study of Kilimani primary school, Nairobi County. None of these studies addressed the school based factors which influence the inclusion of learners with disabilities in primary schools in Kakuma refugee Camp in particular. This study therefore is aimed at providing information to fill this gap.

## **2.8 Theoretical framework**

This study is based on Social Model of Disability, as discussed by Rieser (2002). The social model encourages the society to view the issue of including PWDs from a 'human right and equality perspective' rather than a focus on

them as faulty. In the model, barriers such as ignorance and prejudice, discriminatory practices and other barriers that handicap PWDs from participating in any situation in the society. The disability movement comprising of the PWDs and their supporters are of the view that the position of the PWDs and the discrimination against them are socially created (Rieser, 2005). The PWDs are often made to feel that it is their own fault that they are different. Impairment does not make them less human beings. This is emphasized well by the social model. The PWDs movement believes the 'cure' to the problem of disability lies in the restructuring of the society, and not focusing on the individual's impairment. In an inclusive setting, it is the system that should be modified to fit the learner and not fixing the learner to fit to the system. In the social model, it is well understood that children with disability could experience difficulties in the education system such as extensive, demanding, rigid and inflexible curriculum, inaccessible school environment, lack of adequate resources and materials, negative attitude among others. The social model values diversity as a resource and not as a problem. Barriers to inclusion are removed so that an ILFE is created.

The social model therefore applies in this study because CWDs are locked out of education opportunities due to school based barriers such as attitude, physical barriers and lack of professional development for teachers. To work towards inclusion is to work towards the removal of such barriers. This study therefore will use the social model of disability for this is the one that favors the ideas of inclusive education and encourages the removal of barriers that

hinder the children with special needs from accessing quality inclusive education.

## **2.9 Conceptual framework**

A conceptual framework is a model of presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome.

The following figure shows the conceptual framework for this study.

**Figure 2.1 Relationship between school based factors and Inclusion of CWDs.**

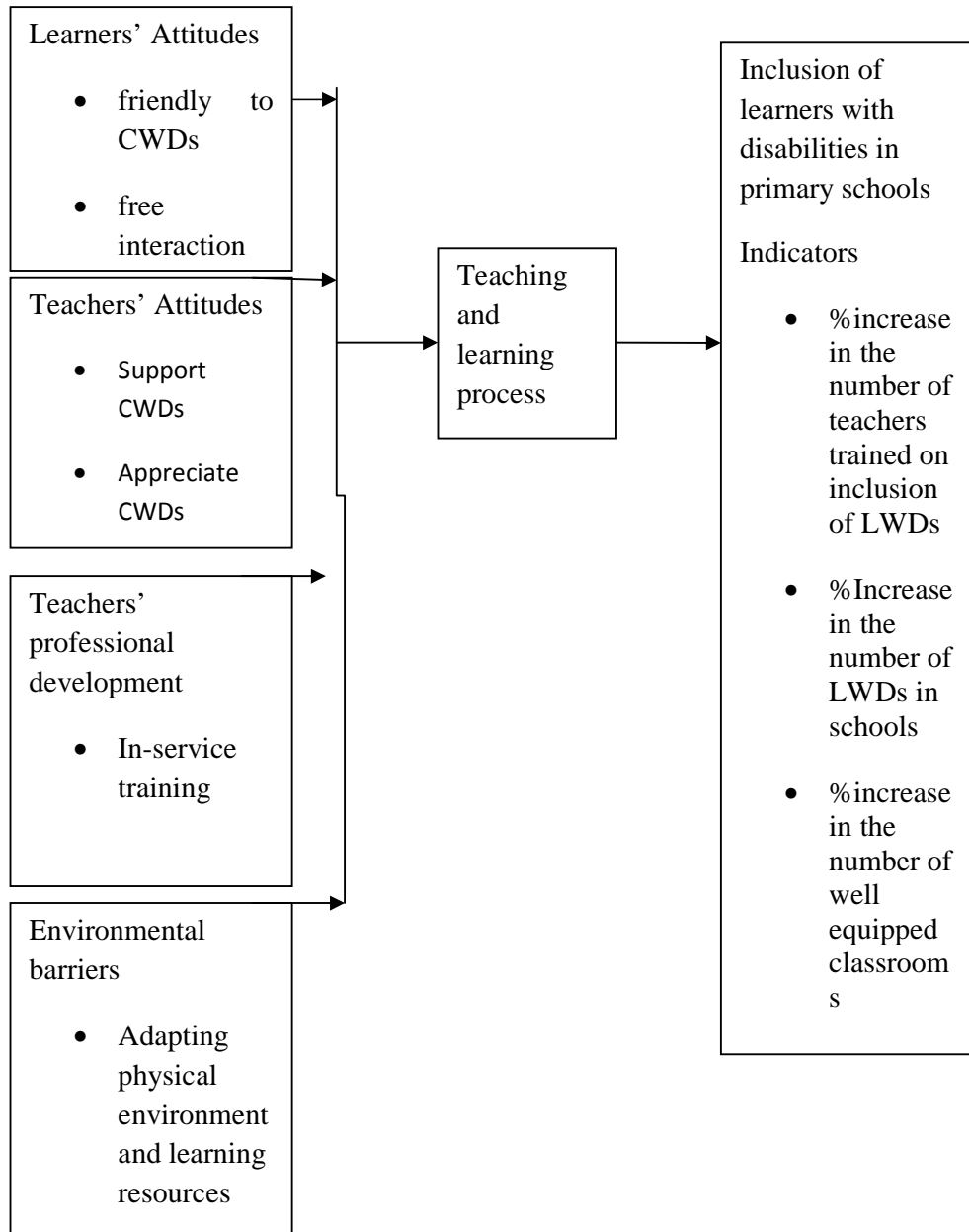


Figure 2.1 show the interaction between the various school based factors and inclusion of learners with disabilities. The school based factors can either support or oppose inclusion. As highlighted in the figure above, several intervention methods should be taken to ensure successful inclusion of learners with disabilities.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research procedures, which were used in the study, focusing on: research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures, data analysis techniques and ethical consideration.

#### **3.2 Research design**

The study adopted a descriptive survey design. It mainly sought to obtain information that described the existing phenomena by asking individuals about their perceptions, attitudes, or values. It is therefore useful in describing the conditions or relations that exist between variables (Cohen, Manion & Morrison, 2000). The reason for choosing this design was that it can be carried out within a short time frame and is necessary when one wants to measure the characteristic of a large population.

#### **3.3 Target population**

Population is the entire group of individuals, events or objects having common characteristics (Mugenda & Mugenda, 2003) and for whom the results of the study would be generalized. The target population for this study constituted 13



primary schools, 13 head teachers, 1950 class seven pupils in the 13 schools and 260 teachers from primary schools in Kakuma refugee camp (LWF, 2014).

### **3.4 Sample size and sampling procedures**

Sample is a part of population, which is a representation of a larger population. Sampling is a process of selecting a given number of subjects from a defined population (Orodho, 2005). Krejcie & Morgan table (1970) as cited by Kasomo (2007) was used to determine the sample size in this study. According to the table, a population of 13 primary schools should have a sample size of 13 therefore; all the head teachers participated in the study. From the same table a population of 260 teachers had a sample size of 155 subjects; therefore, for this study 155 teachers were selected. To get the sample size from a population of 1950 learners, Krejcie & Morgan table recommends a sample size of 320 subjects and therefore this was the sample size of the learners in this study. Stratified random sampling was used to select teachers by putting them in strata of trained and untrained teachers to select teachers to ensure equal representation of the subgroups then proportionate sampling was used to select the 155 teachers from all the 13 schools to participate in the study. Purposive sampling was used to select 25 class seven learners without disabilities in each school.

### **3.5 Research instruments**

The researcher used questionnaires, and observation checklists to collect data. Orodho (2005) asserts that questionnaires reach a large number of subjects who are able to read and write independently. The checklist was used to confirm the information provided by the respondents (Mugenda and Mugenda, 2003). The checklist will include items required in an inclusive environment like toys, adapted desks, adapted toilets, water points, spacious classrooms, and ramps on doors.

### **3.6 Validity of instruments**

Validity is the degree to which a test measures what it is supposed to measure (Kothari, 2004; Talbot & Edwards, 1999). Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda & Mugenda, 2003). In this study, content validity was determined by consulting the expertise of the supervisors. The experts looked at every detail of the questionnaires and analyzed to ascertain that the questions answered the research objectives of the area under study. Their recommendation was taken into consideration to improve the instruments. In addition, piloting was done after two weeks to ascertain the validity of the instruments.

### **3.7 Reliability of instruments**

The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 2003; Orodho, 2004). The researcher conducted a pilot study and repeated it after two weeks to yield two scores for each person. The correlation between the two sets of scores is the test-retest reliability coefficient. The Pearson's Product Moment formula was employed to compute the correlation co-efficient in order to establish the extent to which the contents of the questionnaires were consistent. The reliability of the instrument was above 0.80, and it was considered appropriate for this study.

### **3.8 Data collection procedures**

The researcher obtained a research permit from the National Council for Science and Technology and Innovation (NACOSTI) before collecting data from the selected schools and clearance from the University. The researcher then sought permission from camp administrators and head teachers of the schools that the researcher was collecting data from. The researcher also prepared agreement forms that were signed by the participants.

### **3.9 Data analysis techniques**

Raw data collected in all the three questionnaires was edited to identify and eliminate errors made by the respondents. Coding was done to represent attributes or measurements of variables. Descriptive statistics of frequencies

and percentages was used to analyze data. Qualitative data was analyzed using content analysis in which all the responses were categorized according to their thematic areas and analyzed according to their contents. Statistical Packages for Social Sciences (SPSS) version software was used to aid in the data analysis.

### **3.10 Ethical considerations**

An ethical consideration in social research primarily entails the notions of informed consent and confidentiality. Informed consent entails the researcher to give accurate information about the aims of the research to the participants (Bryman, 2008, Patton, 2002). The confidentiality of the respondents was guaranteed by anonymousness-based responses, explained in the instructions of the questionnaires. The researcher did not include names of respondents and their locations when collecting data. Confidentiality in relation to the school was also protected by not using the real names of schools in the writing of the research project.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on school-based factors influencing inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Turkana County.

The research sought to answer these research questions; To what extent do teachers' attitudes influence inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, to what extent are the teachers trained to handle learners with disabilities in primary schools in the camp, what extent do attitude of learners influence inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp and what are the infrastructural facilities available to facilitate inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp.

#### **4.2 Instruments Return Rate**

The study targeted 320 learners 155 teachers and 13 head teachers of which 300 learners, 140 teachers and 13 head teachers responded and returned their questionnaires contributing to the response rates of 93.7% for learners, 90.3% for teachers and 100% head teachers. This response rates were sufficient and representative and conforms to Mugenda and Mugenda (1999)

stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondents to fill-in and return the questionnaires.

**Table 4.1 Instrument return rate**

<b>Respondents</b>	<b>Expected</b>	<b>Returned</b>	<b>Percentage</b>
Head teachers	13	13	100%
Teachers	155	140	90.3%
Learners	320	300	93.7%
<b>Total</b>	<b>488</b>	<b>453</b>	<b>92.2</b>

### **4.3 Demographic Information**

#### **4.3.1 Distribution of participants by gender**

The study sought to establish the teachers', head teachers, and pupils' gender; the findings are shown in Table 4.2

**Table 4.2 Distribution of participants by gender**

Gender	Teachers		Head teachers		Learners	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Male	100	71.4	13	100	200	62.5
Female	40	28.6	0	0	120	37.5
<b>Total</b>	<b>140</b>	<b>100</b>	<b>13</b>	<b>100</b>	<b>320</b>	<b>100</b>

The findings on Table 4.2 indicate that, the majority of teachers were males as shown by 71.4%, while females were 28.6%. Majority of pupils were males as shown by 62.5%, while females were 37.5% and majority of head teachers were males as shown by 100%. This is also supported by another research finding done in India by Wiles and Smith (2009) in 100 inclusive middle schools, which found out that 85 percent of the teachers teaching in the inclusive classes were female.

#### **4.3.2 Distribution of participants by age**

The enquired on the age bracket of the respondents and the findings are illustrated in Table 4.3

**Table 4.3 Participants by age**

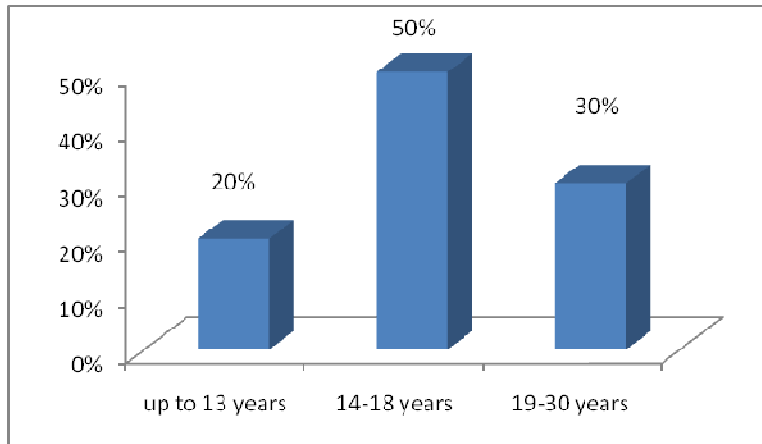
	<b>Teachers</b>		<b>Head teachers</b>	
	Frequency	Percentage	Frequency	Percentage
Up to 30 years	10	7.1	3	23
31– 40 years	80	57.2	7	54
41– 50 years	40	28.6	3	23
50 and above	10	7.1	0	0
years				
<b>Total</b>	<b>140</b>	<b>100</b>	<b>13</b>	<b>100</b>

Table 4.3 shows that majority of the teachers (57.2%) were between 31-40 years, (28.6%) were aged between 41-50 years while (7.1%) indicated that they were up to 30 years and above 50 years. The study also found that the majority of the head teachers (54%) were aged between 31-40 years while (23%) of the head teachers were aged up to 30 years and 41-50 years consecutively.



### 4.3.3 Pupils' age bracket

Figure 4.1 Pupils' age bracket



The findings in Figure 4.1; the study found that half of the learners in the study were aged between 14-18 years, (30%) were aged 19-30 years ,while the rest (20%) were 13 years and below.

### 4.3.4 Professional qualification for head teachers and teachers

The study sought to know the professional qualification for head teachers and teachers and the findings are shown in the Table 4.4.

**Table 4.4 Professional qualification for head teachers and teachers**

	<b>Teachers</b>		<b>Head teachers</b>	
	Frequency	Percentage	Frequency	Percentage
Untrained	80	57	3	23
Certificate	0	0	8	62
Diploma	0	0	0	0
P1	32	23	0	0
Diploma(special.Ed)	10	7.1	0	0
B.Ed	10	7.1	2	15
B.Ed(special Ed)	8	28.8	0	0
MED	0	0	0	0
<b>Total</b>	<b>140</b>	<b>100</b>	<b>13</b>	<b>100</b>

The findings in Table 4.5 indicated that success of inclusion depends on the correct professional qualifications of the teacher. Majority of the teachers in Kakuma refugee camp (57%) were untrained, (23%) of the teachers had attained P1 academic qualification, (28.8%) of the teachers had B.Ed in special education while (7.1%) had attained diploma in special education which is the right professional qualification to teach in the classes where LWDs are included. None had attained masters in education. The study also found out that majority of the head teachers (60%) had attained certificate as the highest level of academic qualification, while (23%) were untrained, these

findings depicts that head teachers and teachers were not adequately trained to handle learners with diverse needs.

#### **4.3.5 How many learners with special needs are in your class?**

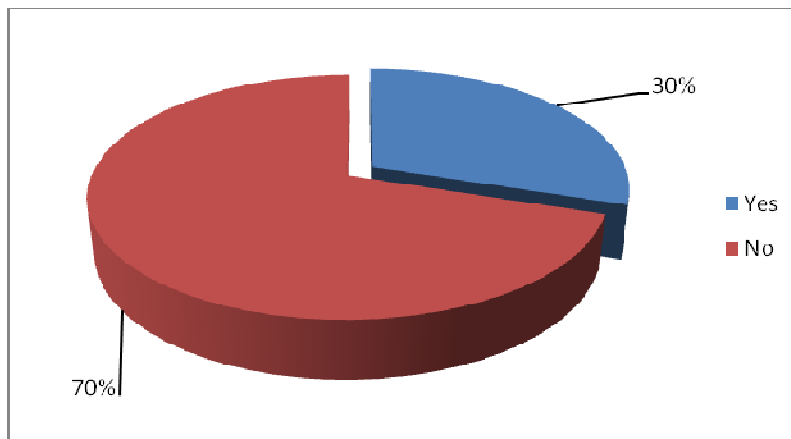
Head teachers indicated different numbers from respective schools; generally one third of the learners from these schools had these findings depicts that head teachers and teachers were not adequately trained to handle learners with diverse needs.

### **4.4 Infrastructural barriers**

#### **4.4.1 Whether the schools are conducive for learners with disabilities**

The study sought to establish whether the schools were conducive for learners with disabilities and the findings are shown in Figure 4.2.

**Figure 4.2 Whether the schools are conducive for learners with disabilities**

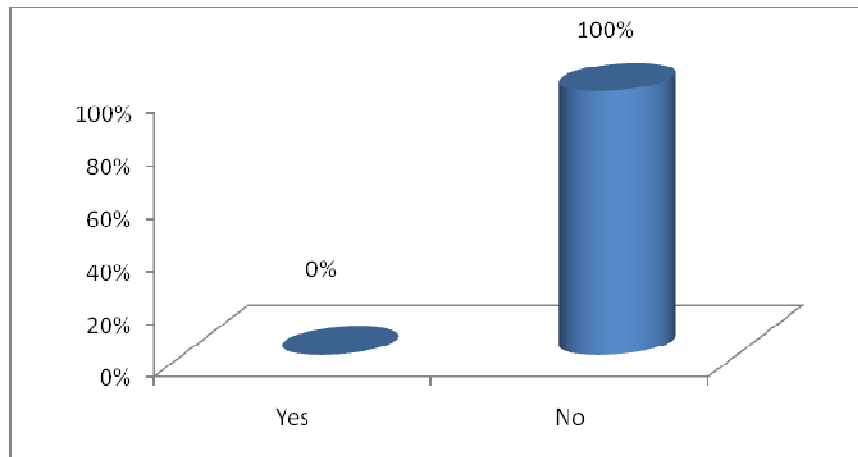


The data on Figure 4.2 shows that majority of schools at Kakuma Refugee camp are not conducive for the learners with disabilities, rated at (70%) while only 30% of this learning centers are conducive for learners with disabilities. This depicts that primary schools at Kakuma Refugee camp are not conducive for learners with disabilities. This is contrary to (UNESCO, 1994) view that regular schools with an inclusive setting are the most effective way to fight against discriminatory attitudes in order to build an inclusive society and to achieve education for all.

#### **4.4.2 Whether there is provision for learners using wheelchairs**

The study enquired from head teachers whether their schools had provision for learners using wheelchairs and findings are shown in Figure 4.3

**Figure 4.3 Provisions for learners using wheelchairs**

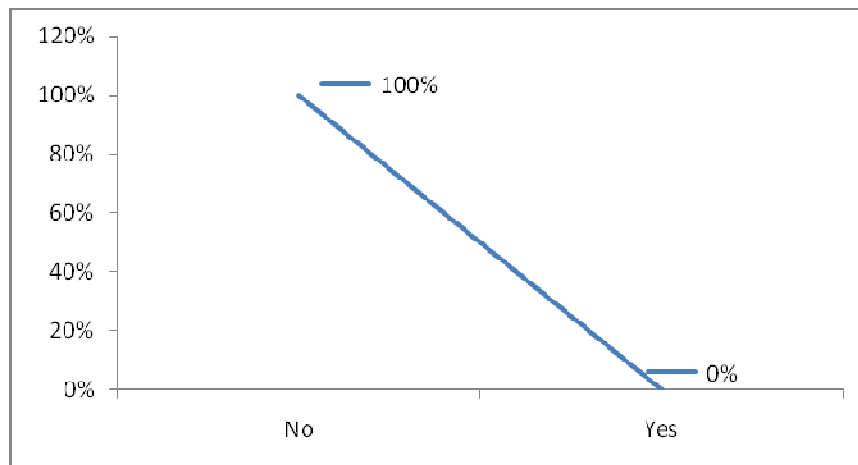


The findings in Figure 4.3 none of the primary school in Kakuma Refugee camp had provision for learners using wheelchairs. This concludes that the primary schools in the camp were not conducive for learners using wheelchairs. This goes against the concept of special need education that inclusive education described as a framework for action that would accommodate all children "regardless of their physical, intellectual, social, emotional, linguistic or other conditions"(Ainscow & Cesar, 2006).

#### **4.4.3 Are there landmarks clues for blind learners in your school?**

The researcher sought to find out whether there were landmarks clues for blind learners in the schools, and the findings are illustrated in Figure 4.4.

**Figure 4.4 Landmarks clues for blind learners in schools**



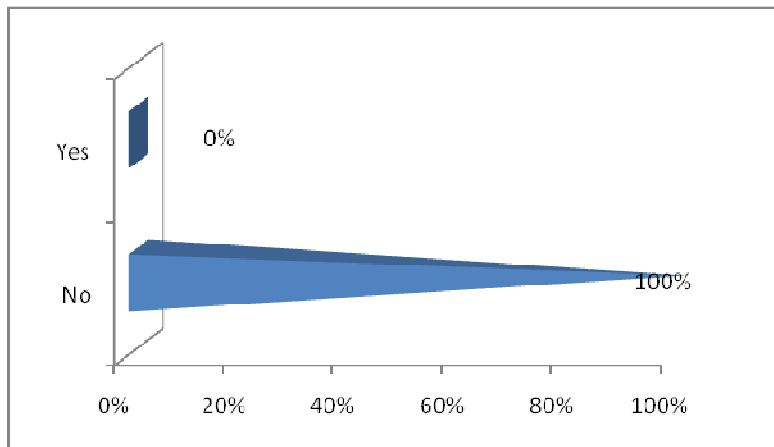
The finding in Figure 4.4 establishes that 100% of all the primary schools at the camp don't have landmark clues for blind learners. The study concludes

that schools in the camp only favors' learners without disabilities against spirit of inclusion and quality education for all.

#### **4.4.4 Whether the schools play ground were fit for physical education of learners with disability.**

The study sought to know whether the schools play ground were fit for physical education for learners with the disabilities, the findings are illustrated in the Figure 4.5.

**Figure 4.5 Play ground fitness for physical education of learners with disability**



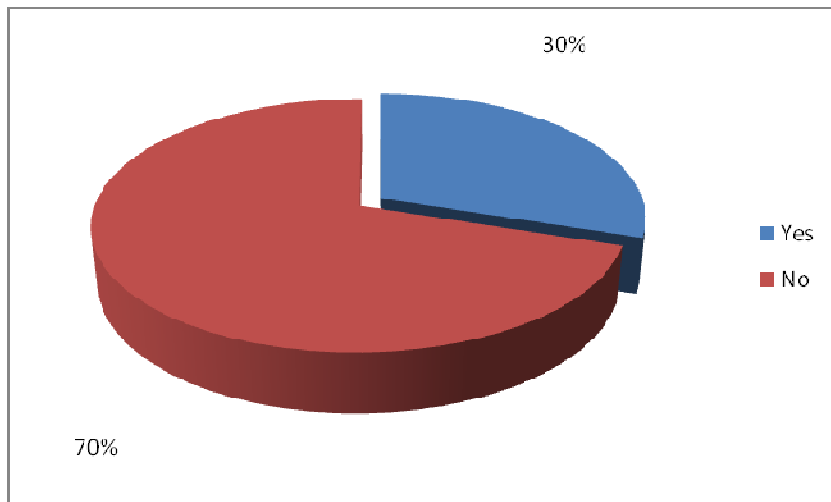
The findings on Figure 4.5 show that, not all the schools at the camp were fit for physical education of learners with disabilities. These reveals that all the schools play ground at the camp are not fit for the learners with disabilities. This concurs with (Schwartz, 2005) argument on inclusive education that any

restrictive environment is inherently flawed because it is a form of segregation.

#### **4.4.5 Can your school be classified as an inclusive school for learners with special needs**

The study enquired on the opinion of the head teachers whether their schools could be classified as inclusive schools for learners with special needs; the findings are shown in the Figure 4.6

**Figure 4.6 the opinion of the head teachers on whether schools could be classified as inclusive schools for learners with special need**



The data on Figure 4.6 shows that majority of the head teachers were for the opinion that their schools could not be classified as inclusive schools for learners with the special needs; this accounted for (70%), while remaining 30% felt that their schools could be classified as the schools for learners with

special needs. This reveals that schools at the camp could not be classified as the schools for learners with special needs.

#### **4.5 Head teachers' attitudes towards learners with disabilities**

On the head teachers' attitude towards learners with disabilities .The responses were rated on a five point likert scale where SA= strongly agree A= Agree U=undecided D=disagree, SD =strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated in Table 4.5.

**Table 4.5 Head teachers' attitude towards learners with disabilities**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers do not discriminate against learners with disabilities	1	10.6
Including learners with disabilities will affect the performance of other non-disabled learners	2	14.5
Learners with disabilities should be put in special schools	3	16.5
Learners with disabilities will distract other learners without disabilities	3	18.3
Learners with disabilities take longer time to understand instructions	1	13.2
Learners with disabilities do not interact freely with learners without disabilities	2	13.5
Learners with severe disabilities will not cope in a regular school	1	13.3
<b>Total</b>	<b>13</b>	<b>100</b>
N=13		



According to the findings on Table 4.5 majority of the respondents 23.1% strongly agreed to the statement that learners with disabilities will distract other learners without disabilities and 23.1% of the respondents strongly agreed that learners with disabilities should be put in special schools. 15.4% of the respondents agreed to a lesser extent that including learners with disabilities will affect the performance of other non-disabled and that learners with disabilities do not interact freely with learners without disabilities concurrently, while 7.7% of the respondents further disagreed that learners with severe disabilities will not cope in a regular school and learners with disabilities take longer time to understand instructions respectively. 7.7% of the respondents strongly disagreed on the statement that teachers' do not discriminate against learners with disabilities. This concurs with the study by (Avramidis et al., 2000), that most educators' attitudes are influenced by the nature of the disability and vary with the type of disabilities.

#### **4.5.1 Educating learners with disabilities in an inclusive setting**

On the educating learners with disabilities in an inclusive setting, the responses were rated on a five point Likert scale where SA= strongly agree A= Agree U=undecided D=disagree, SD =strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated on Table 4.6.

**Table 4.6 Educating learners with disabilities in an inclusive setting**

<b>Statement</b>	<b>Frequency</b>	<b>Percentage</b>
Teachers do not appreciate inclusion of learners with disabilities	31	22.1
Learners with disabilities do not benefit from specialized instructions provided by teachers	6	4.3
Educating learners with disabilities in a regular school rather than in a special school does not increase the child's level of academic performance	13	9.3
Teachers in the school need specialized training to enable them implement inclusion of learners with disabilities.	35	25
Learners with disabilities do better in a special school than in the regular school	32	22.9
The school environment has been designed to fit learners with disabilities	9	6.4
Teachers do not adequately support learners with disabilities in the inclusive setting.	14	10
<b>Total</b>	<b>140</b>	<b>100</b>

N=140

The findings on Table 4.6 shows that 25%, 22.9% and 22.1% of the respondents strongly agreed that teachers in the school need specialized training to enable them implement inclusion of learners with disabilities, learners with disabilities do better in a special school than in the regular school that teachers do not appreciate inclusion of learners with disabilities respectively. This concurs with Avramidis et al. (2000:200) in their study on

educators' attitudes towards the inclusion of children with special educational needs, that indicated that educators holding diplomas and in-service training certificates in special education tend to have a more positive attitude towards inclusion, while educators with substantial training in special education have significantly higher positive attitudes than those with little or no training.

4.3%, 9.3% and 10% of the respondents agreed to lesser extent that LWDs do not benefit from specialized instructions provided by, educating LWDs in a regular school rather than in a special school does not increase the child's level of academic performance and that teachers do not adequately support learners with disabilities in the inclusive setting concurrently. 6.4% of the respondents strongly disagreed on the statement that the school environment has been designed to fit learners with disabilities. This contrast UNESCO (2004; 2001), point that learners have diverse needs and inaccessible environment within and even outside the school, may contribute in excluding them from accessing education.

#### **4.5.2 Inclusion of learners with disabilities**

The responses were rated on a five point likert scale where SA= strongly agree A= Agree U=undecided D=disagree, SD =strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated on Table 4.7.

**Table 4.7 Inclusion of learners with disabilities**

<b>Statement</b>	<b>Frequency Percentage</b>	
Learners with disabilities are not friendly to regular learners	10	3.3
Learners with disabilities learn better in special schools or units	62	20.7
Learners with disabilities perform better in an inclusive school	11	3.7
Learners with disabilities can perform better than regular learners	10	3.3
Learners with disabilities require special subjects	8	2.7
Learners with disabilities are different from learners without disabilities	13	4.3
Learners with disabilities are unable to play with non-disabled peers	50	16.7
Learners with disabilities need special tuition to improve their performance	64	21.3
The school environment is child friendly	9	3
Learners with disabilities have problems moving around the school	63	21
<b>Total</b>	<b>300</b>	<b>100</b>

N=300

According to the study findings on Table 4.7 21.3% and 21% of the respondents strongly agreed on the statement that Learners with disabilities require special tuition to improve their performance and that learners with disabilities have problems moving around the school concurrently. 20.7% and

16.7% of the respondents agreed to lesser extent that Learners with disabilities learn better in special schools or units and learners with disabilities are unable to play with non-disabled peers concurrently.

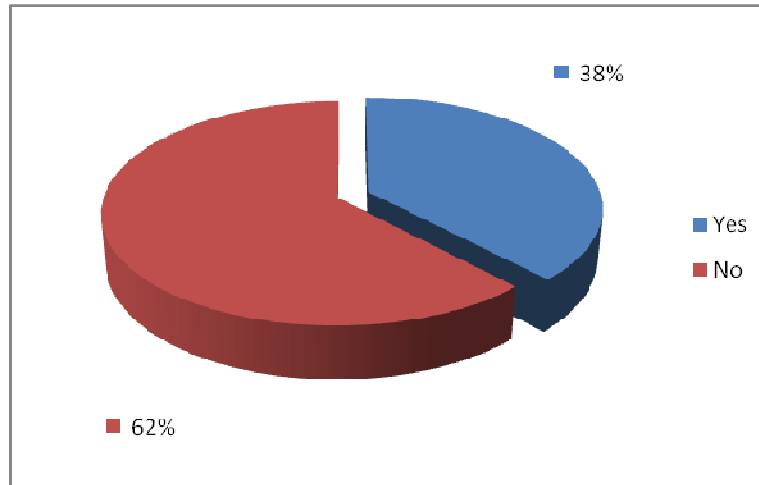
However 3%, 2.7% and 3.3% of the respondents strongly disagreed that the school environment is child friendly, learners with disabilities require special subjects, learners with disabilities are not friendly to regular learners and regular learners are not friendly to learners with disabilities concurrently. This concurs with the Zindi (1996) study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favor.

#### **4.6 Professional developments of the teachers**

##### **4.6.1 Have teachers been trained in handling children with disabilities**

The study sought to know whether teachers were trained in handling children with disabilities, and the findings are illustrated in the figure 4.7.

**Figure 4.7 Have teachers been trained in handling children with disabilities**

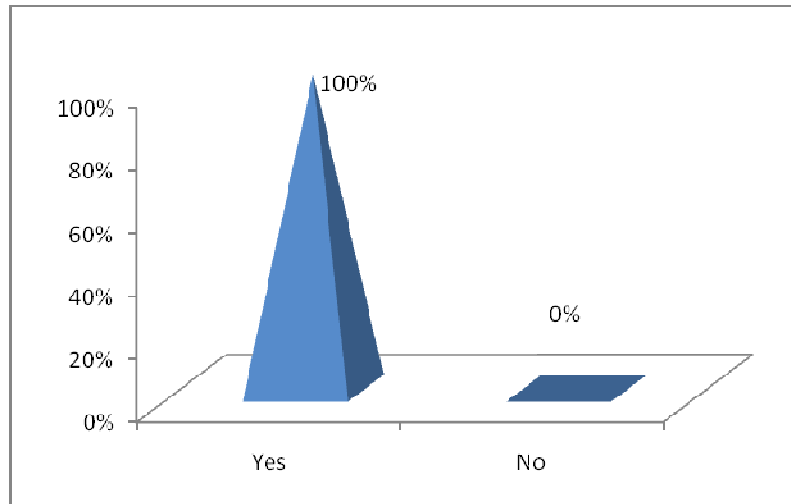


The findings on Figure 4.7 indicated that teachers had not been trained in handling children with disabilities, this accounted for 62%, while 38% of the head teachers had their teachers trained in handling children with disabilities. The study concludes that teachers in mainstream school at the camp were not trained to handle children with disabilities.

#### **4.6.2 Whether head teachers had requested for teachers trained in special needs education**

The study enquired on whether the head teachers had requested on teachers trained in special needs education, the findings are illustrated in the Figure 4.8.

**Figure 4.8 Whether head teachers had requested for teachers trained in special needs education**



The data on Figure 4.8 shows that 100% of the head teachers had requested for teachers trained in special needs education. The study concludes that there is high demand for teachers trained in special needs education to handle learners with disabilities.

#### **4.6.3 Number of teachers trained in special needs education in these schools**

The study established there was only one school with three teachers trained in special needs education, two schools had two teachers each trained in special needs education, six schools each with one trained teacher in special needs education and the rest did not have a teacher trained in special needs education.

#### 4.6.4 The skill training areas of teachers

The study enquired on the skill training areas of the teachers, findings are illustrated in Table 4.8.

**Table 4.8 The skill training areas of teachers**

<b>The skill training areas of teachers</b>	<b>Trained (%)</b>	<b>Not trained (%)</b>	<b>Total (%)</b>
Training in inclusive education	3.6	96.4	<b>100</b>
Sign language training	3.6	96.4	<b>100</b>
Braille training	4.3	95.7	<b>100</b>
Learning disabilities training	5%	95	<b>100</b>
Guidance and counseling training	0	0	<b>100</b>

Table 4.8 illustrate that majority of the teachers (96.4%) were not trained in inclusive education and sign language training while only (3.6%) were trained concurrently. Majority of the teachers (95.7%) were not trained in Braille training while only 4.3% were trained. Majority of teachers were not trained in learning disabilities (95%) while only 5% were trained. None of the teachers was trained in guidance and counseling training. Teachers mentioned that due to the casualties that normally happen at the camp training on the first aid was necessary.



#### **4.7 Results of the interview between the researcher and one of the Implementing Partner providing Education in the Camp**

##### **4.7.1 The number of enrolment of learners with disabilities in schools at the camp**

The number of learners enrolled with disabilities stand at 405 this is according to LWF (2014) enrollment in primary schools in Kakuma Refugee Camp.

Most learners with disabilities are still locked out of education because of many barriers in school and at home. Stigmatizations locks most of them and others remain at home because other learners in the school ridicule them. Others lack the necessary materials because they are poor.

##### **4.7.2 Comment on the learner's attitude towards learners with disabilities in schools in the camp**

Most of the learners ridicule those with the disabilities and bully them, so most of the learners with disabilities fear going to the school because of this.

##### **4.7.3 Comment on the teachers attitudes towards inclusion of learners with disabilities in your schools.**

Most of the teachers lack basic training skills in special needs education and in inclusive education, this is due to constrains in funding for their training and high enrollments in schools .We employ most of them as incentive staff because we want to empower refugees instead of depending on national teachers. Therefore due to the fact that most of them are not trained on

handling these learners, their attitudes are negative. In the society, people with disabilities are regarded as bad omen and so do some teachers .some don't think that it is important to include this learners in regular schools.

**4.7.4 What is your opinion regarding introduction of inclusion of learners with disabilities in primary schools in the camp**

Introduction of inclusive education is beneficial because it ensures that all learners get education. When we have inclusive schools, it will lead to having an inclusive community and society at large.

**4.7.5 Are the infrastructural facilities in your schools adequate and suitable in accommodating learners with disabilities?**

We lack most of the suitable infrastructure necessary for all learners because of high enrolments in most of our schools and challenged due to influx of new refugees fleeing from war in south Sudan. The adopted infrastructure for learners with disabilities is not adequate because of the funding constrains. We depend on the funds hence been forced to provide the available infrastructure used by all learners in the schools.

**4.7.6 What recommendation could you make concerning inclusion of learners with disabilities?**

Inclusion is important in the realization of education for all by 2015. The government of Kenya could also help in providing some of the necessary

support like training teachers in inclusive education. Sensitization also needs to be done so that learners and teachers and community at large can change their views concerning people with disabilities. An inclusive school is an inclusive society.

#### 4.8 Observations

The researcher observed the physical facilities of the school to establish their availability. The results of the findings are shown in Table 4.9

**Table 4.9 Findings from observation of the school physical facilities that support inclusion of LWDs.**

Statement	Available	Not available
Wide doors which open from outside		√
Lighting	√	
Horse shoe sitting arrangement	√	
Ramps in the toilet		√
School gate		√
Flattened ground		√
Braille		√
Rails		√
Landmark for the blind		√
Acoustic room		√
Wheelchair ramps		√
Spacious classroom		√
Desks/chairs designed for use by LWDs		√

The findings on Table 4.9 indicated that there was no school with wide doors which open from outside. Three schools had lighting available with the rest of schools being unavailable, six schools had horse shoe sitting arrangement while in the rest being unavailable. None of the school had ramps in the toilet, eight schools had school gate while five didn't have school gate and all the thirteen schools had uneven ground. Three schools have Braille machines while the rest didn't have; none of the school had rails, landmarks for blind, acoustic room, wheelchair ramps, spacious classroom and desk/chairs specifically designed for use by learners with disabilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of findings, discussion, conclusion drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

#### **5.2 Summary of the Study**

From the study findings in Table 4.2, the study established that the majority of teachers were males as shown by 71.4%, while females were 28.6%. Majority of pupils were males as shown by 62.5%, while females were 37.5% and majority of head teachers were males as shown by 100%. Majority of the teachers (57.2%) were between 31-40 years, (28.6%) were aged between 41-50 years while (7.1%) indicated that they were up to 30 years and above 50 years. The study also found that the majority of the head teachers (54%) were aged between 31-40 years while (23%) of the head teachers were aged up to 30 years and 41-50 years consecutively. study found that half of the learners in the study were aged between 14-18 years, (30%) were aged 19-30 years, while the rest (20%) were 13 years and below. The findings in Table 4.4; (57%) of the teachers were untrained, (23%) had attained P1 academic qualification, while (7.1%) had B.Ed and diploma in

special education qualification, none had attained masters in education. The study also found out that majority of the head teachers (60%) had attained certificate as the highest level of academic qualification, while (23%) were untrained. Head teachers indicated different numbers from their respective schools; generally one third of the learners from these schools had different forms of disabilities, ranging from blindness, physical disabilities, emotional and behavioral difficulties.

### **5.2.1 Infrastructural barriers**

From the figure 4.3 the study establishes that majority of schools at Kakuma Refugee camp are not conducive for the learners with disabilities, rated at (70%) while only 30% of this learning centers are conducive for learners with disabilities. This depicts that primary schools at Kakuma Refugee camp are not conducive for learners with disabilities. From the study findings in figure 4.4 none of the primary school in Kakuma Refugee camp had provision for learners using wheelchairs. This concludes that the primary schools in the camp were not conducive for learners using wheelchairs.

Finding in figure 4.5 establishes that 100% of all the primary schools at the camp don't have landmark clues for blind learners. From the study findings, no schools at the camp were fit for physical education of learners with disabilities. Majority of the head teachers were for the opinion that their schools could not be classified as inclusive schools for learners with the

special needs; this accounted for (70%), while remaining 30% felt that their schools could be classified as the schools for learners with special needs.

Schools lack most of the suitable infrastructure necessary for all learners because of high enrolments in most of the schools and challenged due to influx of new refugees fleeing from war in south Sudan. The adopted infrastructure for learners with disabilities is not adequate because of the funding constrains.

### **5.2.2 Head teachers' attitude towards learners with disabilities**

According to the findings on Table 4.5 majority of the respondents 23.1% strongly agreed to the statement that learners with disabilities will distract other learners without disabilities and 23.1% of the respondents strongly agreed that learners with disabilities should be put in special schools. 15.4% of the respondents agreed to a lesser extent that including learners with disabilities will affect the performance of other non-disabled and that learners with disabilities do not interact freely with learners without disabilities concurrently, while 7.7% of the respondents further disagreed that learners with severe disabilities will not cope in a regular school and learners with disabilities take longer time to understand instructions respectively. 7.7% of the respondents strongly disagreed on the statement that teachers' do not discriminate against learners with disabilities.

The findings on Table 4.6 shows that 25%, 22.9% and 22.1% of the respondents strongly agreed that teachers in the school need specialized

training to enable them implement inclusion of learners with disabilities, learners with disabilities do better in a special school than in the regular school that teachers do not appreciate inclusion of learners with disabilities respectively. This concurs with Avramidis et al. (2000:200) in their study on educators' attitudes towards the inclusion of children with special educational needs, that indicated that educators holding diplomas and in-service training certificates in special education tend to have a more positive attitude towards inclusion, while educators with substantial training in special education have significantly higher positive attitudes than those with little or no training.

4.3%, 9.3% and 10% of the respondents agreed to lesser extent that LWDs do not benefit from specialized instructions provided by, educating LWDs in a regular school rather than in a special school does not increase the child's level of academic performance and that teachers do not adequately support learners with disabilities in the inclusive setting concurrently. 6.4% of the respondents strongly disagreed on the statement that the school environment has been designed to fit learners with disabilities.

Study findings from the interview with the Implementing Partner of education in the camp indicated that most of the teachers lacked basic training skills in special needs education and in inclusive education, this is due to constraints in funding for their training and high enrollments in schools. Most of the untrained teachers have negative attitudes because of lack of training on handling of learners with disabilities.



### **5.2.3 Professional developments of the teachers**

From the study findings majority of the head teachers indicated that teachers had not been trained in handling children with disabilities, this accounted for 62%, while 38% of the head teachers had their teachers trained in handling children with disabilities. The study found out that all the head teachers had requested for teachers trained in special needs education. Study established there was only one school with three teachers trained in special needs education, two schools had two teachers each trained in special needs education, six schools each with one-trained teachers in special need education .while rest did not have a teacher trained in special needs education.

Findings in table 4.8 illustrate that majority of the teachers (96.4%) were not trained in inclusive education and sign language training while only (3.6%) were trained concurrently. Majority of the teachers (95.7%) were not trained in Braille training while only 4.3% were trained. Majority of teachers were not trained in learning disabilities (95%) while only 5% were trained. None of the teachers was trained in guidance and counseling training

### **5.2.4 Learners attitude towards learners with disabilities**

According to the study findings on Table 4.7 21.3% and 21% of the respondents strongly agreed on the statement that Learners with disabilities require special tutition to improve their performance and that learners with disabilities have problems moving around the school concurrently. 20.7% and

16.7% of the respondents agreed to lesser extent that Learners with disabilities learn better in special schools or units and learners with disabilities are unable to play with non-disabled peers concurrently.

However 3%, 2.7% and 3.3% of the respondents strongly disagreed that the school environment is child friendly, Learners with disabilities require special subjects, Learners with disabilities are not friendly to regular learners and Regular learners are not friendly to learners with disabilities concurrently. This concurs with the Zindi (1996) study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favor.

### **5.3 Conclusion**

The study concludes that Head teachers and teachers were not adequately trained to handle learners with diverse needs. There exist negative attitudes towards inclusion of LWDs from majority of the teachers in the schools as majority of the teachers do not support inclusion of LWDs in a regular classroom but rather prefer that they be put in special schools so that they do not distract other learners. However, most of the learners without disabilities support inclusion of learners with disabilities in the regular classrooms. Girl child learners were found to be friendlier to learners with disabilities and that

teachers in the mainstream schools at the camp were not trained to handle children with disabilities.

Primary schools at Kakuma Refugee camp are not conducive for learners with disabilities. This is contrary to (UNESCO) view that regular schools with an inclusive setting are the most effective way to fight against discriminatory attitudes in order to build an inclusive society and to achieve education for all.

Primary schools in the camp were not conducive for learners using wheelchairs. This goes against the concept of special need education that inclusive education described as a framework for action that would accommodate all children "regardless of their physical, intellectual, social, emotional, linguistic or other conditions"(Ainscow & Cesar, ), Schools in the camp only favors' learners without disabilities against spirit of inclusion and quality education for all.

Schools plays ground in the camp are not fit for the learners with disabilities. This concurs with (Schwartz,) argument on inclusive education that any restrictive environment is inherently flawed because it is a form of segregation. Schools at the camp could not be classified as the schools for learners with special needs and that most educators' attitudes are influenced by the nature of the disability and vary with the type of disability.

The school environment has not been designed to fit learners with disabilities and Teachers do not appreciate inclusion of learners with disabilities respectively. There is also evident that teachers lack necessary skills to

implement inclusion of LWDs in the schools. Study established there was only one school with three teachers trained in special needs education, two schools had two teachers each trained in special needs education, six schools each with one-trained teachers in special needs education while rest did not have a teacher trained in special needs education.

Most learners with disabilities are still locked out of education because of many barriers in school and at home. Stigmatizations locks most of them and others remain at home because other learners in the school ridicule them. Others lack the necessary materials because they are poor. The study concludes that schools in the camp only favors learners without disabilities against spirit of inclusion and quality education for all.

#### **5.4 Recommendations**

Based on the above findings and the conclusion, the researcher wishes to recommend the following:

- Implementing Agencies of Education in the camp in collaboration with UNHCR and the government of Kenya, needs to provide teachers trained in special needs education at the camp and also ensure that some incentive teachers from the refugee communities are trained on inclusive education.
- For inclusive education to succeed in the Kakuma Refugee camp, some modification ought to be done to the school environment so as to ensure that the needs of disabled are catered for.

- The government of Kenya could also help in providing some of the necessary support like training teachers in inclusive education, sensitization also needs to be done so that learners and teachers and community at large can change their views concerning people with disabilities.
- The UNHCR needs to source for more funding by collaborating with the government and other donors willing to provide suitable infrastructure necessary for all learners with disabilities.

### **5.5 Suggestions for Further Studies**

Since this study explored the school-based factors influencing inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Turkana County, the study recommends that;

- i. Similar study should be done in other refugee's camps in Kenya for comparison purposes and to allow for generalization of findings on the school based factors influencing inclusion of learners with disabilities in primary schools in Refugee Camps.
- ii. Further studies should be done on the inclusion factors influencing academic performance in mainstream primary schools since different main stream schools have different strategic approaches and thus allowing for not only comparison but also development of national wide inclusion factors in education system in Kenya.

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## APPENDIX I

### LETTER OF INTRODUCTION

Belindah Jeruto Kibias,  
University of Nairobi,  
Department of Education Administration and Planning,  
P.O. Box 30197-00100'  
Nairobi  
The Head Teacher  
..... School  
Kakuma

Dear Sir/ Madam,

#### **RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at the University of Nairobi pursuing a Masters Degree in Education in Emergencies. As part of the requirement for the award of the Masters Degree, it is expected that one undertake a research study. I will be carrying out a research on “**School based factors influencing the inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Kenya**”.

I kindly request you to assist me gather information in your institution. Your positive participation in this study will be highly appreciated.

Thank you.

Yours sincerely,

B.J.K

Belindah Jeruto Kibias

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

#### Introduction

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential and used for academic purposes only. Please tick [] where appropriate or fill in the required information on the spaces provided.

#### Background Data

1. What is your gender? Male [] Female []
  
2. What is your age bracket?
  - i. Up to 30 years []
  - ii. Between 31 – 40 years []
  - iii. Between 41 – 50 years []
  - iv. Above 50 years []
  
3. What is your highest educational qualification: Certificate [], Diploma [], B Ed [], M Ed []  
  
Other (Specify).....
  
4. How many learners with special needs are in your school?

### **Infrastructural Barriers**

5. In your opinion, is your school conducive for learners with disabilities?

Yes [ ] No [ ]

6. In your school, do you have provision for learners using wheelchairs?

Yes [ ] No [ ]

7. Are there landmark clues for blind learners in your school?

Yes [ ] No [ ]

8. Is the school play ground fit for physical education of learners with disabilities?

Yes [ ] No [ ]

9. In your opinion can your school be classified as an inclusive school for learners with special needs? Yes [ ] No [ ]

### **Head teacher's attitudes towards learners with disabilities**

10. Using the stem below respond to item 1 - 7. Tick the most appropriate

(SA- strongly Agree, A- agree, U- Undecided, D- disagree, SD- Strongly Disagree)

Statement	SA	A	U	D	SD
Teachers do not discriminate against learners with disabilities					
Including learners with disabilities will affect the performance of other non-disabled learners					
Learners with disabilities should be put in special schools					
Learners with disabilities will distract other learners without disabilities					
Learners with disabilities take longer time to understand instructions					
Learners with disabilities do not interact freely with learners without disabilities					
Learners with severe disabilities will not cope in a regular school					



**Professional development of teachers**

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

Yes ( ) No ( )

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

Yes ( ) No ( )

13. How many of the teachers in your school are trained in special needs education?

.....

**THANK YOU**

### APPENDIX III

#### LEARNER'S QUESTIONNAIRE

This questionnaire is intended to help the researcher to gather information on school based factors influencing inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp. All the information will be treated with utmost confidentiality. There is no right or wrong answer.

##### Background Information

1. Class \_\_\_\_\_

2. Gender: Girl ( ) Boy ( ) (tick as appropriate)

3. Age \_\_\_\_\_

Rate the following statements related to inclusion of learners with disabilities and tick (√) appropriately.

**SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree**

Item	Statement	SA	A	U	D	SD
1.	Learners with disabilities are not friendly to regular learners					
2.	Learners with disabilities learn better in special schools or units					

3.	Learners with disabilities perform better in an inclusive school					
4.	Learners with disabilities can perform better than regular learners					
5.	Learners with disabilities require special subjects					
6.	Learners with disabilities are different from learners without disabilities					
7.	Learners with disabilities are unable to play with non-disabled peers					
8.	Learners with disabilities need special tuition to improve their performance					
9.	Teachers are fully supportive to learners with disabilities					
10.	The school environment is child friendly					
11.	Regular learners are not friendly to learners with disabilities					
12.	Learners with disabilities have problems moving around the school					

**THANK YOU**

## APPENDIX IV

### TEACHERS' QUESTIONNAIRE

This questionnaire is intended to help the researcher to gather information on teachers' attitudes and professional qualifications to handle learners with disabilities in primary schools in Kakuma Refugee Camp. All the information given shall be treated with utmost confidentiality.

#### Background Information

1. Gender Male  Female
2. Teaching experience: 1-5 years , 6-10 years , 20 years and above
3. Professional qualification: Masters Ed. , Bed , Bed (Special Ed.) , Dip. Ed. , Dip (Special Ed.) , P1 , Untrained Teacher  (tick one)

The following is a list of statements on educating learners with disabilities in an inclusive setting. Kindly tick [] in the box against the words that best describes your views after every statement.

**SA – Strongly Agree, A – Agree, undecided –, D – Disagree, SD – Strongly Disagree.**

Statement	SA	A	U	D	SD
Teachers do not appreciate inclusion of learners with disabilities					
Learners with disabilities do not benefit from specialized instructions provided by teachers					
Educating learners with disabilities in a regular					

school rather than in a special school does not increase the child's level of academic performance					
Teachers in the school need specialized training to enable them implement inclusion of learners with disabilities					
Learners with disabilities do better in a special school than in the regular school					
The school environment has been designed to fit learners with disabilities					
Teachers do not adequately support learners with disabilities in the inclusive setting					
Teachers in the school need specialized training to enable them implement inclusive education					

The following are skill training areas for teachers. Indicate with a tick [√] on whether you have been trained or not on the following areas.

Item	Skill training area	Trained	Not Trained
1.	Training in inclusive education		
2.	Sign language training		
3.	Braille training		
4.	Learning disabilities training		
5.	Guidance and counseling training		

Any other area that you have been trained .....

Any other area that you have not been trained and you feel is important

.....

**THANK YOU**

## **APPENDIX V**

### **INTERVIEW SCHEDULE FOR THE IMPLEMENTING AGENCY**

The researcher will administer an interview to one of the implementing agency offering primary education at Kakuma Refugee Camp.

All the information given shall be treated with utmost confidentiality.

1. What is the enrollment of learners with disabilities in schools in the camp?
2. Comment on the learners attitudes towards learners with disabilities in your schools
3. Comment on the teachers attitudes towards inclusion of learners with disabilities in your schools.
4. What is your opinion regarding introduction of inclusion of learners with disabilities in primary schools in the camp?
5. Comment on the suitability of available teaching/learning resources to cater for learners with special needs in your schools?
6. Are the infrastructural facilities in your schools adequate and suitable in accommodating learners with disabilities?
7. What recommendation could you make concerning inclusion of learners with disabilities?

**THANK YOU**

## APPENDIX VI

### OBSERVATION CHECKLIST

The researcher will observe the specific physical school facilities in the school. The information gathered from the observation is intended to help the researcher to conclude whether the physical school environmental factors support inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp.

<b>Item</b>	<b>Available</b>	<b>Not available</b>
Wide doors which open from outside		
Lighting		
Horse shoe sitting arrangement		
Ramps in the toilet		
School gate		
Flattened ground		
Braille		
Rail		
Landmark for the blind		
Acoustic room		
Wheelchair ramps		
Spacious classroom		
Desks/chairs made for use by learners with disabilities		



## APPENDIX VII

### RESEARCH AUTHORIZATION



#### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref. No.

Date:

24<sup>th</sup> July, 2014

**NACOSTI/P/14/7438/1952**

Belindah Jeruto Kibias  
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 inclusion of learners with disabilities in primary schools in Kakuma Refugee Camp, Turkana County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Turkana County** for a period ending **26<sup>th</sup> September, 2014.**

You are advised to report to **the County Commissioner and the County Director of Education, Turkana 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: SECRETARY/CEO**

Copy to:

The County Commissioner  
The County Director of Education  
Turkana County.

# APPENDIX VIII

## RESEARCH PERMIT

**THIS IS TO CERTIFY THAT**


**MS. BELINDAH JERUTO KIBIAS**  
**of UNIVERSITY OF NAIROBI, 0-30100**

**ELDORET, has been permitted to conduct**  
**research in Turkana County**

**on the topic: SCHOOL BASED FACTORS**  
**INFLUENCING INCLUSION OF LEARNERS**  
**WITH DISABILITIES IN PRIMARY**  
**SCHOOLS IN KAKUMA REFUGEE CAMP,**  
**TURKANA COUNTY, KENYA**



**for the period ending:**  
**26th September, 2014**

**Permit No: NACOSTI/P/14/7438/1952**  
**Date Of Issue : 24th July, 2014**  
**Fee Received :Ksh 1,000**

  
**National Secretary**  
**National Commission for Science, Technology and Innovation**

**CONDITIONS**

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

  
**REPUBLIC OF KENYA**  
  
**NACOSTI**  
**National Commission for Science, Technology and Innovation**

**Serial No: A 396**  
**CONDITIONS: see back page**