

**FACTORS INFLUENCING MANAGERS IN ALLOCATION OF
RESOURCES FOR LEARNERS WITH SPECIAL NEEDS IN PUBLIC
PRIMARY SCHOOLS IN NAIROBI COUNTY, KENYA.**

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DECLARATION

This project is my original work and has not been presented for award of a degree in any other University

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DEDICATION

I dedicate this work to my children Immaculate Wanjiku, Naomi Wahito and Magdalene Njeri. They have been quite understanding and supportive emotionally and materially since I began the course.

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ABBREVIATIONS AND ACRONYMS

ADA	American Disability Act
ADL	Activities of Daily Living
C.E.O	City Education Officer
CEF	Commonwealth Educational Fund
CESA	Comprehensive Education Sector Analysis
D.E.O	District Education Officers
DoE	Director of Education
EFA	Education for All
EHA	Education for Handicapped Children Act
FAPE	Free and Appropriate Public Education
FBO	Faith Based Organizations
FPE	Free Primary Education
G.O.K	Government of Kenya
HI	Hearing Impaired
IDEA	Individuals with Disabilities Education Act
K.I.C.D	Kenya Institute of Curriculum Development
K.I.S.E	Kenya Institute of Special Education
KSB	Kenya Society for the Blind
KSDC	Kenya Society for Deaf Children
LRE	Least Restrictive Environment
MDGs	Millennium Development Goals
MH	Mentally Handicapped
MOE	Ministry of Education

MOES	Ministry of Education and Sports
NGO	Non Governmental Organizations
QASO	Quality Assurance and Standards Officers
SEN	Special Education Needs
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
T.S.C	Teachers Service Commission
UN	United States
UNESCO	United Nations Educational Science and Cultural Organization
UPE	Universal Primary Education
VI	Visually Impaired
WHO	World Health Organizations

ABSTRACT

The purpose of this study was to investigate the factors influencing managers in allocation of resources for learners with special needs in public primary schools in Nairobi County, Kenya. The study sought to determine the extent to which head teachers training on Special Needs Education, availability and adequacy of resources influences resource allocation of resources for implementation of special needs education as the objectives of the study. In governance adequate resources are allocated in the educational institutions for efficiency and effectiveness. The study adopted a descriptive survey using both qualitative and quantitative approaches. The target population was 150 participants. A sample size of 12 head teachers and 86 teachers was used. Data on resource allocation were collected using questionnaires for head teachers and teachers. The researcher used piloting to estimate the degree to which the results could be obtained. Data was analyzed using Statistical Package for Social Sciences (SPSS) descriptively and using content analysis. Tables, Figures and bar graphs were used. According to the objectives the study findings revealed that the financial position of the schools was not enough to support allocation of resources for the special education; hence many special schools resulted to seek assistance from Donors, Sponsors, Well-wishers and various NGOs in an effort to enhance special need education; 91.7 percent of head teachers and 88.9 percent of teachers said finances are not adequate. The study also found that a key limitation of skilled staff among special schools and special units; especially teachers' supporters and counseling personnel; they were not there in most schools; 75.0 percent of head teachers and 64.7 percent of teachers said staff are inadequate. It was further established that instructional resources to support the special education programmes were largely unavailable and inadequate and that most pertinent resources in special need education implementation were inadequate in all special schools and special units in the different areas of special. 91.7 percent of head teachers and 82.1 percent of teachers said instructional materials are inadequate. In some schools infrastructure is wanting. Infrastructure is not proper for learners with special needs. Based on the results obtained from inferential statistics, the study hereby concludes that among other factors, financial constraints, trained head teachers, counseling professionals, adequate skilled staff and resource adequacy are key determinants of special need education implementation success and they are inadequate. Personnel who are trained in proper management could do a good role and bring about success in institutions of special need education learning. They would also allocate the right resources as required according to disabilities. The study recommends more training of managers who handle special needs education by K.I.S.E on all areas of special needs for resource allocation; revising of the Comprehensive Framework and Monitoring and Evaluation of what has been achieved in this area and what has not been achieved so as to put measures in place for future for the benefit of learners with special needs. Human resource development is very important in management area since it helps in capacity building and supports people in allocation of resources after the training and exposure to the right type of materials required in special needs education area. The researcher also recommends that management provides the required allocation of resources for efficiency and effectiveness in all special institutions so that education, knowledge and skills needed by the learners with disabilities can be enhanced. The study suggests the same study be done in other counties in primary and secondary schools with learners who are challenged for emphasis of provision of adequate resources by managers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Schools are managed by managers or head teachers. Managers are involved in governance at school level. Managers are expected to provide quality leadership and manage the resources that are allocated by the Government (Okumbe, 2007). Professional training of managers is crucial. Head teachers are trained on how to manage resources allocated like personnel, materials, funds, infrastructure, equipment and other facilities. Sergiovanni (1984) quoted educational leaders are people who improve schools by bringing changes. Managers or administrators develop and administer budgets that promote innovation and change in organizations like schools.

Head teachers influence decision making by demonstrating importance of services and empowering others. The Kenyan Special needs policy framework (2012), discussed on developing mechanisms to improve efficiency in human resource training and deployment in institutions offering special needs education(SNE); develop recruitment procedures for staff, sensitize head teachers on safe guarding the plight of learners with disabilities and continuous training. Through proper training head teachers enhance programme excellence in education programs. Managers provide services to other teachers, parents and other stakeholders in educational institutions like in public primary schools where learners with disabilities have been enrolled. Managers offer consultation for the exceptional children in schools and other stakeholders involved in the well being of disabled learners.

Managers are involved in planning, directing, controlling and organizing other staff for future development in institutions. Administrators communicate to the community at large. Head teachers create conducive environment for other personnel

if head teachers are well-trained. Managers cooperate with their seniors in the Government and junior staff for the success of the organization. Head teachers are supervisors and handle finances for the provision of resources in special schools and units. Head teachers face challenges like budgetary constraints. This makes them not be able to provide disabled learners with a conducive environment. Provision of other instructional materials is a challenge. Most SNE administrators feel unprepared in supporting special educators (Wakemann, Browder, Ahlgrim-Delzell, 2006) since many are not trained. Head teachers need to have knowledge and skills for recruiting and retaining personnel like support staff who help disabled learners. Emphasis for education managers to have skills in recruitment and retention is a necessity in schools McCoy, (2007). Disabled children are affected by change of staff psychologically.

Administrators need training to mentor other personnel like teachers to go for training. This is human resource development which is vital for recognition and advancement. Managers need to know about placement of the learners with disabilities and what resources they require. This will establish a positive school environment for disabled learners. Professional development is for managers and teachers (Scott, 2003). The Government of Kenya has done little on training of administrators in handling SNE issues on resource allocation. The training is inadequate. Well trained managers are able to allocate resources effectively and efficiently for the success of the special needs education (SNE). Training will give them autonomy in handling funds and other resources correctly. Education Minister Sam Ongeri (2011), situational analysis on Education Act, Commission Reports, Policy and Legal documents showed gaps on management effective government and management, teacher education, management of attrition, effective structure,

standards and quality assurance, monitoring and evaluation regulatory framework to deal with emerging issues, equity and quality education.

Head teachers have the responsibility of implementing the school policy for ensuring the quality of provision made as part of management role; advice teachers, do planning, coordinating provision of resources for SNE. A manager is in charge of school governance of all resources allocated. Adequate resources help in implementation of SNE programmes. Training head teachers in SNE will ensure resources allocated are adequate; they are proper according to the disability of different learners with disabilities and according to their enrollment. Head teachers will advise Government on what is required according to the learners with special needs requirements depending on each type of disability. Training will help them know the different types of resources needed by different groups. The objectives of SNE will be achieved as planned and intended by different global conventions and conferences.

Governance involves planning, co-ordination, policy formulation, decision making, directing, controlling, strategizing, collection and analysis of data, monitoring and evaluation, putting measures in place like allocating resources that are required in the right place, the right number of resources at the right time in organizations (De Cenzo & Robbins, 2000). Political, social and economic status of the country is considered during allocation of resources for effectiveness, efficiency and achievement of objectives (Peters, 1987). Governance involves efficiency and effectiveness in all institutions. Governments formulate policies, plans, coordinate, monitors and evaluates on how to supply various resources according to the set goals in every level of education. The resources required are of different types like personnel, finances, teaching materials, infrastructure and colleges for training

teachers. Management of resources is an act of governance. Resource allocation is done qualitatively and quantitatively. Managers and administrators are deployed in institutions to manage the resources that are there. They communicate plans clearly (Peters, 1987). The allocation of resources is done by the Government through ministries. In the educational institutions the Ministry of Education (M.O.E) is in charge.

The Teachers Service Commission (T.S.C) deploys teachers to schools. The Director of Basic Education is in charge of resource allocation in education in Public Primary Schools. In the county level there is the County Director of Education. The Kenya Institute of Curriculum and Development (K.I.C.D) deals with curriculum, there is a director and an officer for SNE. Educational Assessment Research Centres (EARCs) have officers who assess disabled learners. At school level head teachers manage resources allocated through M.O.E. The supply of resources depends on the demand (Robbins, 2000). In educational institutions it depends on the number of learners enrolled. In special schools and units, it depends also on the type of disability. Board of management (BOM) and the parents' teachers association (PTA) supply workers (G.O.K, 2008).

The governance of special Education has been entrusted (mandated) to the Government of every country globally. Directors in Governments have been given the role of ensuring allocation of resources is done at every level of education in all institutions (Goldarb & Grinberg, 2002). There are children in every community with challenges, among them we have school going age. They are referred to as exceptional children or children with Special Educational Needs (SEN). According to UN (2007) 72m children are not enrolled in primary education. In Sub-Saharan Africa 70 percent, South Asia 90 per cent of enrolment 57 per cent are girls and a significant

portion of enrolment is likely to be disabled. Some are physically disabled, mentally challenged, visually impaired, hearing impaired, emotionally and behaviorally disturbed, autistic, deaf blind, cerebral palsy, multiplied challenged. Special Needs Education (SNE) is directed to learners with challenges (Gallagher & Anastasiow, 2003). They are educated like others and according to their potential. Some are mild, moderate, severe or profoundly challenged. The issue of the institutions to place children with special education needs and disabled; in special schools, in units or in inclusive setting has been a Government concern as each country responds to the United Nations Educational Scientific and Cultural Organization (UNESCO, 1994).

In Asia during last decades, several conferences and seminars relevant to special education have been held in Asia Pacific region and have yielded a wide range of policy recommendations in the field of special education (Mitchell & Chen, 1999). Preeminent among them is a series of regional seminars on special education which have been held yearly auspices of UNESCO'S Asia Pacific Programme of Educational Innovation for Development. Provision of adequate resources was discussed. In Europe, as Oltanlo (1993, 1995) said, the Movement towards integration has been heavily accepted by the community beliefs in human rights. Observance of Human Rights was embedded in the convention for the protection of Human Rights Fundamental Freedoms within the council for Europe signed by members of states in 1956.

Uganda regards education as a basic human right for all citizens, including disabled learners. It is acknowledged that some learners with severe disabilities like the deaf need education in special classes or schools (Krisensen, Omagor – Loican, Onen, 2003). The Government provides support to institutions like teacher aides, assistive devices, health workers, infrastructure, therapists, providing special

education and providing teaching staff. Government of Uganda recognizes the rights of persons with disabilities as guaranteed in its constitution (Government of Uganda, 1995) Article 30 states that: All persons have a right to education. The enactment of an Act in 1954 had granted education for people with disabilities. Since then, NGO'S and individuals interested in people with disabilities started educational services in conjunction, with the Ministry of Education and Sports (MOES). The recognition was enhanced further in the White Paper on Education (Government of Uganda, 1992). It spelt out clearly the government's commitment to provide Universal Primary Education for all learners (Ndeezi, 2000). Children are admitted to special schools without proper assessment of the education needs and the resources are not available to give them appropriate range of experiences, special schools in Uganda don't meet the minimum education standards set by the Educational Standards Agencies (MOES, 2001).

Most Governments, agreed to respond to UNESCO and have disabled learners learn in regular schools welcoming inclusive education. Some of them need equipment like wheelchairs, adapted chairs, crutches for physically handicapped (PH). They need bigger spaces in the classrooms and wide door spaces for easy mobility.

The Salamanca statement on inclusion of 1994 discussed about the SNE. It discussed the subject of the national and local interpretation aimed at ensuring that policies and regulations on SEN were fashioned to meet local situations and standards. Governments have to ensure SNE takes place, set policies which are in line with Salamanca statement (UNESCO, 1994). Facilities, and personnel like psychologists, therapists, administrators, medical practitioners, vocational trainers are considered and they are provided in educational institutions which have learners with disabilities. It discussed participation of human dignity and exercise of human rights

and emphasized the significance of basic education (UNESCO, 1994). Consultation and collaboration of stakeholders is crucial for support of disabled learners.

According to World Health Organization (WHO, 2007) only 5 percent of children with disabilities in developing countries have access to services. Most of them do not access education. Many of them are from poverty stricken areas and poor families. Basic education is an important role in one's life. It demands that the facilities to acquire education be availed to all and children be encouraged to do things and reason logically themselves (WHO, 2007). It is the role of the Government to allocate adequate facilities for learners. A lot of facilities are needed like braille papers, text books written in Braille, communication boards, trained personnel like speech therapists, psychologists, physiotherapists for physically handicapped. Other disabled learners need different resources and transport means. The Government has not managed to ensure that learners have adequate resources according to their different disabilities (G.O.K, 2008). Basic education is a training to develop skills and recognition of the world. People who are marginalized by education policies and practices like learners with disabilities are likely to be excluded from future (WHO, 2007).

Failure to ensure that disabled learners receive effective education services will result in exclusion from labour market and other forms of marginalization and dependency. According to the MDGs Report (2006) 600-700million people globally are disabled; 130-160million are children. 80-90 percent live in developing countries and 25-30 percent are children with disabilities. The UN, MDGs Development Report (2007) New York notes that there are inadequate education disparities in quality of education. Children who are segregated are separated even as adults through employment and other social amenities. This is inconsistent with international

declarations on social, economic and cultural rights which are based on equality. The challenged children should be given equal rights with others in the society (MDGs, 2007). Education and vocational skills will make them achieve economic and social independence. There should be efficient teaching strategies and resources to support the disabled learners with education and training. Appropriate infrastructure and equipment like sheltered workshops should be put up and specialists employed to train disabled children according to their ability (Peter, 2001).

Education for All (EFA, 2003) and MDGs, 2007 in education are international commitments to the Universal Primary Education (UPE) for all children and elimination of disparities. UN conventions called on Governments to provide high priority to learners with disabilities in their budgets & ensure children access education on the basis of equality of opportunity with no discrimination. The G.O.K has allocated 2,000 shillings yearly to each disabled learner but it is insufficient. It has allocated teachers; some are trained to teach SNE They are not enough. Personnel to offer vocational training to disabled learners are too few; psychologists, therapists and other specialists are inadequate. Aides to support teachers like in activities of daily living (ADL) are few: learners with disabilities are many (G.O.K, 2008).

Human resource development should be done by the Government to ensure that all the schools have enough manpower to give services to disabled learners according to individual's ability (Kochung, 2003). Transport is a hindrance for them to attend school, vehicles are not SNE friendly. Disabled Learners need a barrier-free environment according to Dakar report of 1990. The environments are not SNE friendly. Families of learners with disabilities to be consulted and adequate funding must be allocated within the education budget. The G.O.K has allocated sh.3, 020 per child yearly but it is inadequate (Gachiri, 2010). Families are not consulted, early

identification and intervention that has been done is minimal. G.O.K has done little in putting in place policies, planning, monitoring and evaluation and identification. Allocation of adequate resources for SNE will help learners with disabilities to attain skills, Knowledge and education that will make them to be independent. They will be empowered socially, economically and politically. They will fit well in the community and discrimination will be eliminated.

According to the UN conventions, EFA, UNESCO, MDGs the Governments should ensure provision of proper infrastructure for access to education by learners with disabilities. Government efforts to develop national education gained momentum since 2000 but weak management capacity is a barrier. Nairobi is a county in Kenya. It is also affected by inadequacy of resources hence the need for study.

Table 1.1 Enrolments in Special Needs Units by District Nairobi County

2013-2014

Tables No.	Districts	Boys	Girls	Total
1.	Dagoretti	269	207	476
2.	Njiru	15	17	32
3.	Embakasi	64	31	95
4.	Kamukunji	7	14	21
5.	Kasarani	175	128	303
6.	Lang'ata	8	8	16
7.	Makadara	208	115	323
8.	Starehe	304	124	428
9.	Westlands	120	66	186
Total		1170	710	1880

Some of the special schools and units have many disabled learners and few teachers for example Dagorreti special school has 118 learners, 16 teachers; Waithaka special school 157 learners, 10 teachers; Jacaranda special school 72 learners, 13 teachers; Makadara unit 280 learners, 23 teachers; Tree Side special school 109 learners, 16 teachers; Mathare special school 171 learners, 19 teachers. There are others whose enrolment is high and with few teaching personnel hence the need for a study (Nairobi County Report, 2013-2014). The ratio of teachers in special area to pupils depends on the severity of the disability: VI 15 pupils: 1; HI 12 pupils: 1; PH pupils 15: 1; MH pupils, Mild 10: 1; Severe 1:1; Multiply challenged 1:1; Autistic 1:1; Cerebral Palsy 1:1; Deaf Blind 1:1. For example Parklands Primary special unit which has Cerebral Palsy learners has 75 pupils and 3 teachers only. City primary special unit with over 100 Autistic learners has 7 teachers.

1.2 Statement of the problem

The constitution of Kenya (2010) makes education a right of every Kenyan including the learners with special needs. They should be educated, given skills especially and knowledge according to an individual's ability to develop them. This has not been captured fully (Kochung, 2003) and hence there is a gap. There are other gaps. T.S.C provides the teaching staff to schools including the ones who teach SNEs. Some teachers are qualified in SNE, others are not. Most schools do not have adequate staff to handle disabled learners. Other professionals (counseling services) like speech therapists, psychologists, physiotherapists are needed. In some schools they are not there; in other schools, they are not adequate. The training of the managers (head teachers) in handling learners with special needs in public primary school has not been done; if it has been done to a very small extent. This is a gap in management which governs educational institutions in the lower level.

In 1994 UNESCO the world conference of Salamanca, the Salamanca statement and Framework for Action articulated the education for all learners. It called on the Governments to give high priority to SNE in their budgets. The G.O.K is training teachers in SNE at K.I.S.E. as an effort to dealing with special needs. The Government of Kenya has allocated sh.2,000 per child for learning materials and special equipments also but it is inadequate. The MOE admits it has challenges in respect to capacity building and development in SNE area (G.O.K, 2008). The Government is providing basic learning aids but the provision of assistive devices is a constraint due to inadequate resources and funding. There is lack of equipment in schools, lack of tools and skills for early intervention, identification and assessment, physical infrastructure and other facilities (GOK. 2008). Salamanca statement emphasized on participatory educational planning, monitoring and evaluating that includes parents, disabled people, organizations and the community. The Government has done this partly for the learners with disabilities but it needs to do more.

The Rights of the Child asserts basic right of every child to education and be provided on the basis of equality of opportunity and no discrimination. Parties to ensure security and care for their wellbeing taking into account the rights of his parents and take appropriate legislative and administrative measures. The G.O.K has not done much about the safety of the learners with disabilities, especially in the transport sector and also in the infrastructure in schools. This is a gap. Data analysis on the number of learners with disabilities and the number of their requirements has not been done efficiently for planning of resources for their education and skills provision. This gap brings inefficiency in resource allocation. These gaps are in Nairobi and need to be addressed for effectiveness and efficiency of SNE.

After collecting the data the researcher discovered the data of learners in some schools is quiet large for example a school at Kasarani (Njatha-ini) has a large class with Mentally Challenged learners, Celebral Palsy, Physically Handicapped learners and Multiplied Challenged ones; all learning in one class and without assistive devices. Some are brought and collected by their parents on their backs since they do not have means of transport and parents are quite poor. The class they use is not conducive for some of them. The toilets they use are not adapted for the severe cases neither are the chairs that they use. There was only 1 wheel chair that was donated to serve a number of the learners who are severely disabled in class.

A discussion with the teacher in charge also proofed there are disabled children at home in the community who have not been enrolled in school due to lack of assistive devices and transport means. Garrison special unit in Kasarani Division has the same problems like Njathaini; the disabled children with different disabilities are in one class. The head teacher (manager) does not have training in SNE. This makes it difficult for him to allocate resources as required.. Some have multiple disabilities and they do not have the adapted facilities like toilets, chairs, assistive devices.

Tree Side Special School a Boarding School, children need special equipment a lot and most of them they do not have. A special unit in Parklands Primary School in Starehe Division has about 80 children who have Celebral Palsy and some are Multiplied Challenged. Most of them use wheel chairs and they are put in 2 classes. They are very many until there is no space for movement. Teachers were only 3, while the teacher aides are few depending on the number of children whom they handle. They do not have the training. Counseling staff are also few. Transport is a problem for poor parents too. The management is not trained in SNE. This means

there is an issue in allocating resources. This is a problem in most special schools and units in Nairobi.

1.3 Purpose of study

The purpose of the study is to investigate the factors influencing resource allocation for learners with special needs in public primary schools in Nairobi.

1.4 Objectives of the study

Following are the objectives that will guide the study:

- i. Determine the extent to which head teachers training in management on special needs education influences resource allocation for the implementation of special needs education in public primary schools in Nairobi.
- ii. Determine the extent to which availability of resources (instructional materials) influences special needs education in Public Primary Schools in Nairobi.
- iii. Examine the extent to which adequacy of resources influences allocation of resources for special needs education in public primary schools in Nairobi.
- iv. Establish the influence of the allocated financial resources provided by the Ministry of Education for resource allocation on special needs education in public primary schools.
- v. Establish how the provision of proper infrastructure influences the special needs education in public primary schools in Nairobi.

1.5 Research questions to the study

- i. How does training of head teachers in management on special needs education influence resource allocation for implementation of special needs education in Nairobi public primary schools?

- ii. To what extent does availability and adequacy of resources (instructional materials) influence special need education in public primary schools in Nairobi?
- iii. What is the influence of financial resources on Special Needs Education programmes in public primary schools?
- iv. How does poor physical environment (infrastructure) influence the Special Needs Education in public primary schools in Nairobi?
- v. How does provision of adequate personnel of different kinds including professionals in counseling services by the Government necessary in support of special needs education influence special needs education in public primary schools in Nairobi?

1.6 Significance of the study

Findings from the study may benefit the head teachers in managing allocation of resources for SNE for learners' success. It may benefit head teachers in guiding the Government in knowing what resources need to be allocated to different disabled learners. Communication between the managers and Ministry of Education may be enhanced and it may benefit Ministry of Education in making proper policies in resource allocation. The study may benefit teachers in that they may communicate with the management about needs for individual child for the benefit of disabled learners. They may discuss about all the resources needed by learners. The head teachers may communicate with Quality Assurance Officers (QASO) who are involved in decision making. The QASO may guide the Ministry of Education on resources needed, those that are available, their condition and their inadequacy for more provision. QASO may benefit in getting data of what to look for when supervising on resource allocation in special schools or units. Supervision may benefit

disabled learners and policy makers. Proper decisions may be made to benefit learners.

The study may benefit the Ministry of Education and Government in knowing what resources are needed for SNE, how much to allocate in funds form, facilities, equipment, learning materials, infrastructure and personnel. The research may benefit other scholars and researchers. It may guide them in doing more research in that it may be a reference which may lead to more benefit to SNE resource allocation. It may benefit learners with disabilities and the country economically and socially. It is the concern of the Government to provide education for SEN in response to UNESCO. Proper planning and operationalization of SNE programmes is crucial in Nairobi and in Kenya. The Government may put personnel in charge of doing proper research about SNE continuously and for data collection of the number of children with disability regularly. The findings of the study may benefit the community and the Government in knowing what resources are needed by learners with disability in order to support SNE implementation. It may help policy makers do proper planning for resource allocation SNE country wide.

1.7 Limitations of the study

The respondents were head teachers of special schools and special units in public primary schools. Some respondents like the head teachers may not be available since they have many responsibilities; this made the researcher get information from their assistants which was not her intention. The administrators shied away from giving reliable information to do with policy for fear of the M.O.E gathering information of what goes on in schools and for fear of victimization.

1.8 Delimitation of the study

The study was confined to 205 public primary schools in Nairobi County in Kenya. The research was done in schools with special units and in some special schools. The schools have 1,880 children with different disabilities who need different resources to support them in accessing education. The respondents were head teachers and teachers of learners with special needs. This is not the case; many learners do not have assistive devices. This research could be essential in Kenya for SNE implementation and governance in various special units and special schools.

1.9 Basic assumptions

- i. School head teachers have knowledge on policies on implementation of Special Needs Education and they are trained on special needs.
- ii. Respondents were honest, co-operated and gave proper and reliable information.
- iii. Respondents are aware of disabled children in the environment and all the schools have learners with disabilities.

1.10 Definition of Significant Terms in the Study

Assistive Devices: Refers to devices or things that support in learning by the learners who are disabled like crutches, wheelchairs.

Challenged or Handicapped: Refers to someone with difficulties in performing activities as is expected in comparison with other children of his age.

Declarations: Refers to agreements made by people of different countries or groups of people to perform some things for the benefit of a group of people and to empower them.

Disability: Refers to the ability of learners. In this case the learner does not have the ability to learn normally due to being handicapped.

Funds and grants: Refers to financial support that is provided to learners by the government or other organizations for educational purposes.

Human Resource Development: This is training of different personnel so that they have the knowledge required to work in an institution for achievement of goals and objectives of that institution.

Implementation: Refers to the way education of learners who are challenged is taking place in public schools.

Monitoring and Evaluation: Refers to the supervision and assessing how things (teaching of SNE) are being carried out in organizations to evaluate the performance by the Government.

Policies: Refers to guidelines or laws that direct people on how to do things in different organizations.

Resource Allocation: Refers to the provision of the required materials, man-power and facilities for achievement of intended goals and objectives.

Resources: Refers to materials and personnel required for the handling of children who have challenges or disabled.

Professionals: Refers to personnel who offer services to learners with disabilities. Some of them are physio-therapists, occupational therapists, nurses, physiatrists, social workers.

1.11 Organization of the study

The study consists of five chapters. Chapter one is the introduction of the study. It has the background information, the statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions, limitations, delimitations, definition of terms, organization of the study. Chapter two consists of literature review, review of the literature related to the study,

the concept of governance in resource allocation for SNE, governance and corporate view, policy and legislation, planning socio-political and economic issues, stakeholders participation, monitoring and evaluation under quality assurance, theoretical framework, conceptual framework and summary. Chapter three focuses on research methods which are discussed under research design, target population, sample size tools, sample selection, validity of tools, reliability of tools, data collection procedures, data analysis techniques. Chapter four deals with study findings analysis, interpretation and discussions of the findings. Chapter five focuses on summary of the study, conclusions, recommendations and suggestions.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with how different countries globally have tried to put policies in place together with legislation in handling issues of SNE to support children who are challenged in providing them with what is necessary so that they can gain education, knowledge and skills. States are supposed to ensure all learners are fully financed and provided with the required resources through budgetary and an environment that is conducive for learning.

2.2 Resource Allocation for special needs education

Special education provision by Warnock committee (1974--78): Since the publication of the Warnock Report (1978) and Education Act 1981 about Education for all, attention has been paid to the assessment of children with more complex special educational needs and to procedures of making statements of those needs. Administrative, professional and academic efforts have been focused on describing special education accurately Abberley (1992) & Corbett, (1996). Local education authorities like Manchester, Sheffield, Derbyshire& Inner London Education.

Authorities have taken opportunity to carry out a review of provision to re-plan special education service. Others have continued to respond to needs in a relatively ad hoc way. In general much more must be done to specify with greater precision the forms of special education that it is possible to provide, within existing resource limits, within a verified local authority special education service. Special education service should respond to the needs of individuals in the schools of the future.

2.3 Training of Managers (head teachers) on SNE

There has been a number of department sponsored initiatives since the Warnock Report & Act. There were teacher training initiatives, micro-electronic programs and early childhood initiatives. They followed the introduction of education support grants a power acquired in 1980s to centrally fund developments. There was significant increase in provision for learners with SEN within further education colleges. The funding of one term courses made a substantial contribution to training of teachers in primary to detect and meet SEN. More teachers were helped to develop the skills necessary to take responsibility for giving a lead in primary schools (Goacher, Evans, Welton & Wedell, 1988).

Training institutions and the special education field had much to offer as to the most helpful learning conditions for the children concerned, the assessment of children and the devising of individual programs. A major weakness in the training programs was the lack of adequate tools to describe and cost; what might be done and a lack of general agreement about what, in practice, constitutes special education provision for the wider range of needs. This is policy and practice, a challenge which would affect allocation of resources needed (Hegarty & Moses, 1988).

2.4 Adequacy of Allocation of resources or Learning Materials for SNE

Since the Warnock Report 1981 Act the provision of special education has been marked by expediency rather than policy. A great increase in special education provided in recent years has been various forms of peripatetic teaching and advisory services. Their role has been to improve special education arrangement for allocating materials in primary schools, to support the work of teachers and give specialist individual and small teaching groups. Special education is taken to imply levels of knowledge, skills, resources and time. Resources are not adequate for each learner.

There is at present no framework within which to make an analysis of the nature and degree of special educational provision being made for an individual or in a particular form of provision. This shows the policy has not been fully put in place for SNE implementation Goacher, Evans, Welton & Wedell (1988).

2.5 Overview on Development of Special Needs Education

The national department of education is responsible for monitoring the implementation of the norms in terms of section 8 of the education policy Act 1996. The Director of Education (DoE) is required to undertake its monitoring and evaluation role in a reasonable manner, with a view to enhancing professional capacities throughout the national education system. The objective of the Act is to provide for a uniform system of organization, governance and funding of schools- basic principles of state funding of primary school derived from guarantee of equality and recognition of the right to redress. The Act provides the state must fund primary schools from public revenue on an equitable basis. There are challenges: teachers are not adequately qualified in Bangladesh. Classrooms are not accessible, the environment is not conducive for disabled learners, the supply of teaching materials and equipment is insufficient.

In Vietnam all the Government special schools have challenges. Insufficient fees allocation, inadequately trained teachers, inadequate supply of Braille Books, equipments, teaching materials, physical inaccessibility; inappropriate curriculum and improper planning. The causes of the shortfalls are lack of Government interests and support to implement existing policy. Lack of resources, lack of coordination, cooperation among professionals. Inadequate regional and international coordination and cooperation, no reliable data is available on prevalence of disability, which is a prerequisite to developing an appropriate policy plan. South Africa has racial

sensitivities (discrimination). Nepal has declared EFA but in reality there is no comprehensive policy and action plan to include disabled children. Vietnam has disability regulations and EFA Action plan but there is no comprehensive action to ensure the education for rights of disabled.

Special education programs in U.S were made mandatory in 1975 when U.S passed the Education for all Handicapped Children Act (EHA) in response to discrimination. EHA was renamed Individual with Disabilities Education Act (IDEA) to strengthen protection of the disabled. IDEA entitles learners to a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE). Free Appropriate Public Education (FAPE) a team of professors from the local educational agency met with learners and parents to identify learners' unique needs develop annual goals for learners; determine placement, program modifications, counseling and other services. Different personnel were involved. Parents became a part of multi-disciplinary team, together with the local education agency professors collaborated with team members to make decisions on education placement Mauney, (1999). Under IDEA the disabled are entitled to get special education service through local school district. According to disabilities Act they may be included, mainstreamed or placed in a special school. IDEA is a model of cooperative federalism governed by state & federal law (little rock school Dis. V. Mauney, 1999).

State educational agencies ensure that local schools and teachers are meeting the state's educational standards. LEA can get IDEA funds only if they certify to a state education agency that they are acting in accordance with the states policy and procedure aspects of special education law rest on evolving civil rights jurisprudence. A free appropriate public education run special education and related services: Provided at public expenses under public supervision direction, without charge; meet

state needs and needs of federal regulations; comply with a lawful educational plan. Speech and languages therapy, occupational and physical therapy are given in groups.

In 1950s and 1960s families associations formed advocacy and rights of disability. The federal government began to allocate funds to developing methods of working with disabled. Two laws provided training of teachers (PL85-926 in 1958/8 (PL86-158 in 1959). Other laws followed several landmarks; court decisions established the respect of state to education of disabled learners like Pennsylvania Association for Registered Citizens (PARC) V. Commonwealth of Penn 1971 & Millsv. Board of Education of the District of Columbia (1972). In 1975 EHA public law 94-142 established right of disabled children to get free education and funds to assess and assure the effectiveness. According to CSEF report on state education finance systems, states produce 45 percent and local disabled 46 percent of support for special education programs, 9 percent provided through IDEA funding. Different methods of allocating funds to schools are used; under weighted special education funding systems, (34 percent of the states), state special education allocation on learner's basis. The flat grant based system creates significant disparities in the local effort needed (Bowe, 2005). Resource based formulas included unit and personnel mechanisms in which distributor of funds are based on payment for specified resources, aides, teachers, equipment. The purpose of federal special education funding is to maintain quality of SN services. Federal regulation states funds to LEA shall be used to pay the excess cost of providing SE and related services. Professionals are psychologists, psychotherapists, neurologists, pediatricians, medical personnel, tutors. D.E.O took charge of resource distribution, planning, coordination of SNE (Peters, 1987).

In 1997, President Museveni of Uganda introduced an approach of UPE that offered education for children per family (G.O.U, 1998) selection was on gender basis. If a child was disabled in a family he was given priority. Free education covers all children since 2002. A cabinet memorandum on special education for educationally disadvantaged children (MoES, 2004b) indicates Government was ensuring equitable access to quality basic education for learners to attain full potential and contribute to participate in the society in a meaningful way. There is lack of sufficient educational materials, teachers trained in special education, high pupil teacher ratio and long distance between home and schools. Educational system in Uganda with emphasis on special learners' education remains Uganda's Government key priorities and has been accorded priority in budget resource allocation. There is a high dependency ratio which exerts pressure on limited resources available for special education services.

2.6 Policy and Legal Context in Resource Allocation for SNE Implementation

The G.O.K is committed to protection and provision of equipment opportunities to special needs and disabilities. It developed a number of policy guidelines for SNE. They are: committee on care and rehabilitation of disabled, Mwendwa (1964); National Education committee on education objective and policies (Gachathi report 1976); Kenya education commission (Ominde, 1964); The presidential working committee on education training for the next decade (Kamunge report, 1988); commission of enquiry into education systems (Koech report 1999) and Task force on special needs education (Kochung report 2003).

Ominde recommended children with mild handicap be integrated, Gachathi recommended coordination of early intervention and assessment of disabled, research to determine the nature and intent of handicaps for provision of SNE.

The Education Act-cap 211 (1980) states in part that no child shall be refused admission or excluded from the school on the grounds of disability. The Persons with Disability Act (2003) provides for comprehensive framework which out-laws all forms of discrimination treatment of persons with special needs and disability access to education and training, adaptation of infrastructural, social-economic and environmental facilities to ensure conducive environment.

Sessional paper No. 1 of 2005 states the Government policy direction of special children needs and disability. It sets out clear policy guidelines for all education sub-sectors, SNE included to have equal access to quality and relevant education. It provides the overall policy framework for the education sector and references the necessary legal context within which education, training and SNE, shall be designed, developed and implemented in Kenya.

Initiatives for provision of services were undertaken by Faith Based Organization (FBO) like Salvation Army, Catholics, Presbyterian, Anglican & Methodists, Kenya Society for the Blind (KSB) Kenya Society for Deaf Children (KSDC). The Government has supported them through financial, technical and human resource and development of enabling environment to facilitate their work.

Government has made progress in provision of education services for disabled learners but it faces challenges; inadequate data, lack of appropriate tools & skills for early identification & assessment, inadequate infrastructure, teaching materials, appropriate facilities, inadequate manpower. Other challenges in colleges are staffing, training, quality research, lack of coordination, inadequate monitoring and evaluation of SNE programs. SNE needs specialized education resources depending on disability. High cost of special equipment hinders Government's goal to give EFA with the global goal of UPE. Apart from funds allocated to every learner in schools,

units of SNE get a top up capitation of sh. 1,020 per child to cater for specialized teaching materials and assistive devices. This capitation has not been formalized as it is done on ad hoc teaching materials in institutions. The Government has declared affirmative action to ensure that vulnerable groups are involved in policy and governance issues. Their participation is limited due to inaccessibility of facilities. Infrastructure of transportation of the disabled is a problem.

2.7 Establishment of Kenya Institute of Special Education for Training Teachers in SNE.

In 1986 the KISE was established to build capacity of (SNE) service providers through teacher training in servicing and research. The M.O.E said it was setting up a task force (Kochung Taskforce 2003) whose objective was to appraise the status of special education in the country. His reports recommend training and in service for SNE, Strengthening EARC through increased budgetary allocation and equipping, carry out special needs in and out of schools and an inventory of assistive equipment available in schools, special needs schools should be made barrier free to enhance access. K.I.S.E was mandated to under-take training teachers on different types of disabilities that affect the disabled learners.

Teachers are trained how to handle and teach learners with disabilities for instant some learn sign language to teach the hearing impaired, some teachers learn to teach using Braille machines to teach the visually impaired. K.I.S.E was also mandated to provide information on available technical aids. It was expected to enhance accessibility and utilization of software that can enhance easy access to information and educational materials. Assessment of learners with disabilities is done at K.I.S.E to assess on what disability each individual has so that they can be placed in the right place in special schools or special units. K.I.S.E also trains teachers

on how to do the assessment of different disabilities. There is a department at K.I.S.E that also produces assistive devices and learning materials for learners with special needs.

2.8 Summary of Literature review

There has been growth of advocacy and support increase in Government actions towards exceptional children internationally. Study by Bowe, (2005) show there is inadequate funding of resources for SNE. Hegarty & Moses (1988) noted a major weakness in training and resource allocation in U.S. Kristensen, Omar & Onen, (2003) of Uganda quoted inadequacy of resources for SNE. Kenya has embraced the support of SNE as per the agreements of EFA, MDGs and other international conventions. Allocation of funds and other resources has been done though not to the maximum. In most of the countries policies have not been put in place. There is inadequate legislation on SNE. The funds & grants allocated for SNE are inadequate. There is inadequacy of personnel, facilities, assistive devices, equipment. Tools for early intervention and assessment are not available. There are no proper guidelines on SNE implementation. Infrastructure is lacking in many countries worldwide. There is lack of capacity building and human resource development in SNE (G.O.K, 2008). Many learners with special needs do not access education about 85 percent globally. This lack of adequate resources shows a gap which justifies need for a study in Nairobi.

2.9 Theoretical Framework

Theoretical frameworks are essential to the long term credibility and viability of a field of practice (Perraton, 2000). The study used classical theory of equal opportunities and social provision. Darwinism (1859) asserts that each person is born with an amount of ability which is innate. Orodho (2005) concurred with him in that

every child has capacity that is inherent. This principle requires Governments to offer all learners with necessary opportunity for education. Education systems should be designed such that they remove barriers of any nature; economic, social, physical, emotional, psychological and any other that hinder learners from taking advantage of their inborn talents. Provision of FPE in Kenya is aimed at giving all children equal opportunities in accessing education.

The special education sector receives minimal attention in terms of financial support from the government. According to Kenya Comprehensive Education Sector Analysis (CESA) Report of 1999, the M.O.E allocates meager proportion out of its total budget. Allocation of resources for Implementation of SEN is questionable. There is shortage of trained teachers, health workers, facilities and support services required. According to CESA a small percentage of the handicapped who were assessed access education; about 90,000 (15 percent) of potential 750,000. 85 percent of the disabled is not known their where about, many might be at home; special education is expensive. Specialized equipment and human resource of different kinds are needed. Lack of political commitment to strengthen it by decision makers. Orodho (2003) states, unequal participation in education will worsen the status of the vulnerable people. Gallagher (2000) said that the states are responsible for the implementation of services. Proper planning for resource allocation should be done by the Government continuously for SNE implementation and for the benefit of the learners who are challenged.

2.10 Conceptual Framework: Management on Allocation of Resources

Figure 2.1 Conceptual Framework

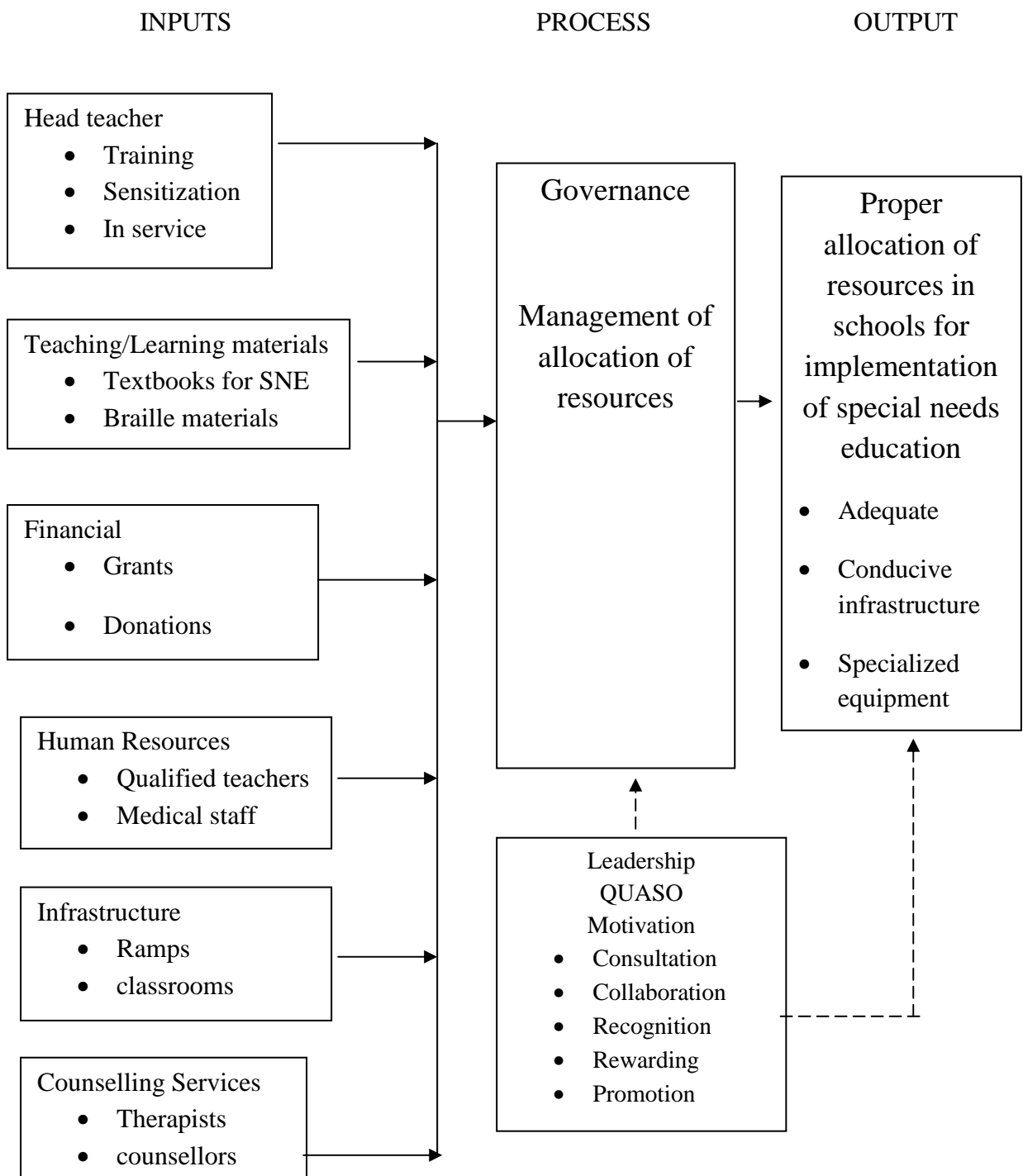


Figure 2.1 shows the conceptual framework model that captures the variables and their relationships. The study investigates the factors influencing resource allocation for the implementation of SNE in public schools. It is based on the conceptual model

of school learning that was adapted and modified from Government of Kenya (G.O.K, 1999) and EFA goals (2003). The model emphasizes equal rights to education and provision of resources. The Dakar goals framework which discussed about resources provision and budget priorities to achieve international goals. Policies and guidelines are independent variables. The G.O.K, M.O.E and T.S.C make policies in different departments of education; managers are involved. Policy makers make decisions on what should be provided to SNE in schools. They decide how much money should be allocated to schools for provision of all the resources. Head teachers are managers in primary schools. Their training is an independent variable; their training will enhance resources allocated for SNE.

The M.O.E is involved in decision making together with T.S.C. T.S.C provides the teaching staff. Economic factors which are decided upon by policy makers affect implementation of SNE. Another independent variable is infrastructure that is schools, classrooms, assistive devices, transport means and other amenities. They are vital for the implementation of SNE. Infrastructure should be conducive for SNE learners; if it is not then it will affect SNE negatively. Resources are independent variables. They should be provided for SNE implementation. If they are lacking the SNE implementation will be at stake. Personnel are also an independent variable. There are different personnel needed for implementation of SNE. Lack of adequate and qualified personnel in institutions of learning will deter the SNE implementation and these learners will not benefit. Resource allocation of SNE is the dependent variable. Implementation of SNE relies on all independent variables. Proper governance means provision of adequate human resources, a conducive environment, proper planning for materials and policies put into place.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses and describes the methods used in the study. Research is a systematic inquiry to discover facts and new knowledge. According to Mugenda and Mugenda (2003:1), research is a diligent inquiry or a critical examination of a given phenomenon. It consists of research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques used in the study.

3.2 Research design

It refers to the way a study is planned and conducted, the procedures and techniques employed to answer the research problems or questions (McMillan & Schumacher, 1984). The study used descriptive survey research design which is a systematic collecting and analysis of data in order to answer questions concerning the current situation of a programme of a population in a social set up; in this case SNE implementation in public primary schools. The researcher used open ended items. Respondents wrote brief answers to questions. The researcher used closed ended questions and respondents selected answers from the choices given. The response from respondents guides the researcher in getting the information required and helps in doing analysis.

3.3 Target population

Target population is the total number of cases of respondents. Nairobi County has 205 public primary schools (Nairobi County Education Report, 2013- 2014). The study targeted 33 schools from public primary schools with special units and special schools in Nairobi. The study targeted 150 people. The respondents included 12 head

teachers, 86 teachers in public primary schools with learners who are challenged most of who are in Nairobi, county.

3.4 Sample size and sampling procedures

Normans Fraenkel (2001) suggested 20 percent of population is enough but the bigger population the better. It is difficult to use a very large population. The researcher decided on 10 samples. Random sampling technique is preferred. They all have the same probability of being selected. The researcher chose some head teachers, teachers of special schools& special units in public primary schools in Nairobi.

Sampling is the selection of part of an aggregate of items to represent a whole. Deming (1990) argues that the quality of a study is often better with sampling than with a census. This depended on a small sample error. Purposive sampling was used. It enabled the researcher to get required characteristics as per the objectives. Subjects were handpicked. They were informative and had required characteristics (Mugenda & Mugenda, 1999). Purposive sampling was used to choose special schools and units in Nairobi from 33 schools.

3.5 Research instruments

The researcher used questionnaires as research instruments. Questionnaires have the advantages of respondents; the head teachers and teachers remaining anonymous, tell the truth about their special schools and have time to think about the questions before responding. The researcher prepared questionnaires for head teachers, teachers. Head teachers questions had management issues, teachers' questions had management and environmental issues. They dealt with financial status, infrastructure, training, professionals who offer counseling services and instructional materials in special schools and special units. Some questions were close ended and others open ended.

3.6 Instruments Validity

Validity is the extent a measure reflects only the desired construct without contamination from other systematically varying constructs (Hoyle, Harris & Judd, 2002). This is the accuracy and meaningfulness of inferences which are based on research results (Mugenda & Mugenda, 1999). The researcher used content validity. The questionnaires were tested among head teachers, teachers most of who have the knowledge of children with disability and are managers. Advice was got from supervisors or experts.

3.7 Instruments reliability

Reliability of a measure is the extent to which it is free from random error (Holye, Harris& Judd, 2002). The researcher did piloting in one school to test the reliability of the instrument used. The researcher did piloting in one school in Nairobi which was not used during collection of data. The researcher examined the data collected, compared with that of piloting analyzed data descriptively and correlation coefficient was used to judge the reliability.

Pearson correlation coefficient

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

$\sum x \sum y$ = product of the sum of x and y

\sum =sum of the values

N= total number of values

3.8 Data collection procedures

A permit was obtained from National Commission of Science, Technology and Innovation before embarking on the study. It was given to the County Director of Education. The researcher made appointments with head teachers of schools with special units and special schools by visiting them in schools. The researcher created rapport and explained her reason of visiting and the purpose of the research. The researcher sampled head teachers, teachers and gave them the questionnaires. The researcher went to collect the completed questionnaires after one week.

3.9 Data analysis techniques

According to Mugenda and Mugenda (2003), data is all the information a researcher gathers for her study. Collecting accurate, objective and relevant data requires not only proper judgment but also necessary technical skills (Bryant and White, 1982). The researcher used frequency tables, pie charts, diagrams and bar graphs. Ideas were grouped in codes. Frequencies of various descriptions were made by putting them into categories and coding of data; they were organized into themes and was presented in descriptive manner. The data was analyzed quantitatively and qualitatively. Descriptive statistics was used to analyze the quantitative data while content analysis was used to analyze qualitative data.

Ethical Considerations

The researcher adhered to the standards that guide research by ensuring that the work was scholarly and professionally done by getting knowledge in honest manner and with integrity (American Educational Research Association, 2011).

The researcher followed legal procedures in conducting research by obtaining permission and approval to do research from the Government body before going to collect data (Best and Khan, 2011).

The researcher was mindful of how other people work is quoted by ensuring that they are cited accordingly. The researcher got informed consent from the managers in the special schools and special units. The researcher visited the schools and talked with the management and teachers. The researcher ensured the managers and teachers participated voluntarily. The purpose of the research was communicated to all the participants (Mugenda, 2008 and Best & Khan, 2011).

The researcher made sure that anonymity and confidentiality were maintained by not asking the respondents to write their names.

In reporting of research findings the researcher ensured she did not leave any vital information that was given by the respondents neither did she falsify the respondents' information to fit the researcher's opinions (Best & Khan, 2011).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focused on data analysis, interpretation and presentation. The purpose of this study was to determine the factors influencing resource allocation for learners with special needs in public primary schools in Nairobi County, Kenya. More specifically, the study sought to establish the influence of available resources, head teachers training on special needs education, adequacy of resources, financial stability and proper infrastructure influence on special needs education in public primary schools in Nairobi.

4.2 Response Rate

The study achieved different response rates in the two respondent categories, that is, teachers and head teachers as presented in table 4.1 below.

Table 4.1 Response rate

Respondent Category	Target	Reached	Response rate (%)
Teachers	100	86	86.0
Head Teachers	15	12	80.0

Both categories recorded excellent response rates, with the teachers recording at 86.0 percent and head teachers at 80.0 percent. According to Mugenda and Mugenda (2003), a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent. As such, from the response rate table, the study achieved excellent response rates from both the respondent categories.

4.3 Reliability Analysis

A pilot study was conducted before the actual data collection view to determine reliability of the data collection instruments, that is, the questionnaires. In this regard, the Cronbach's Alpha measure of internal consistency was the statistical operation conducted. Nunnally (1978) established the Alpha value threshold at 0.7. Further, according to Nunnally, Alpha values greater than 0.9 can be considered excellent; between 0.7 and 0.9 values can be considered good; between 0.6 and 0.7 they are considered acceptable; between 0.5 and 0.6 they can be considered poor while alpha values less than 0.5 are considered unacceptable.

All the scales were found acceptable with all alpha levels as presented in table 4.2, above the 0.7 threshold. More specifically, funding (financial status) had the highest reliability ($\alpha=0.811$) followed by instructional materials ($\alpha=0.809$), then adequate skilled labor ($\alpha=0.790$). The study found that the analysis was reliable and could be used for further investigation.

Table 4.2 Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
funding (financial status)	0.811	7
adequate skilled labor	0.809	6
instructional materials	0.790	6

4.4 Demographic information

This section captures the respondents' age in years, gender, academic qualification and length of service described and presented in figures and tables below.

4.4.1 Response by age

The study deemed age an important demographic characteristic among the respondents surveyed, in order to have an overview of age distribution thereof. Figure 4.1 presents the findings.

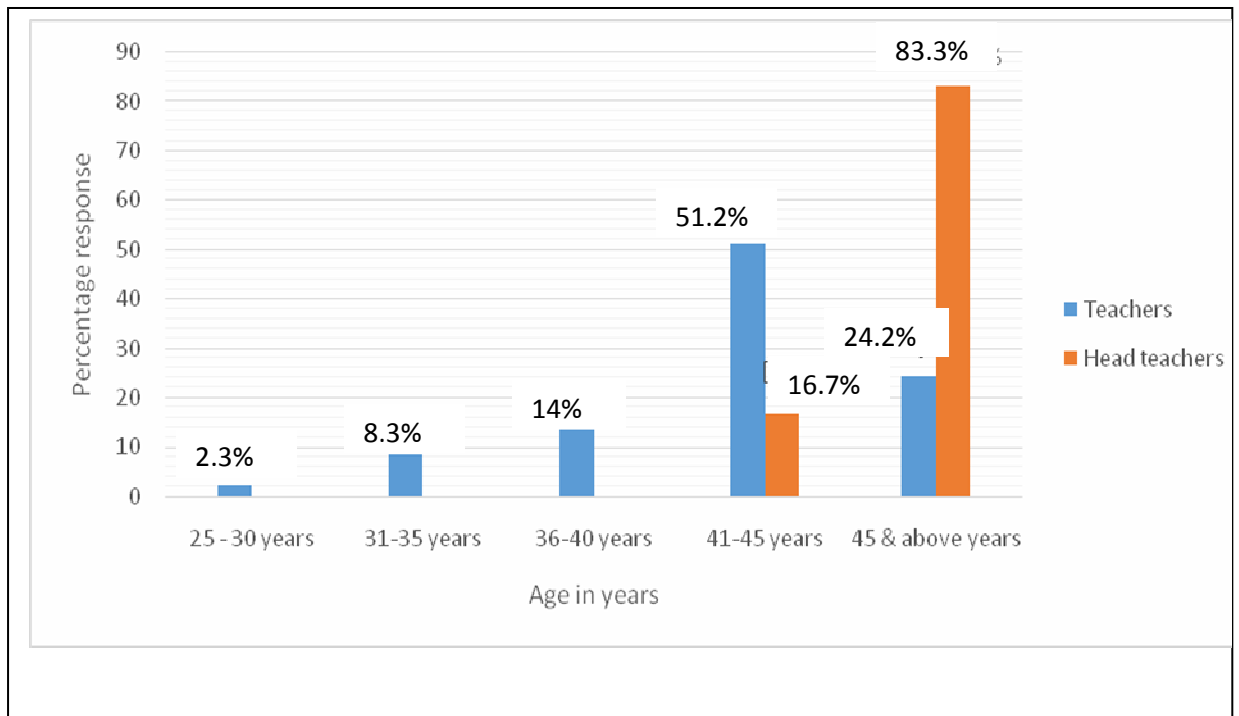


Figure 4.1 Response by age of teachers and head teachers

Results as illustrated in the figure reveal that a majority of teachers, 51.2 percent, fall within the 41-45 years age category, followed by those within the 45 and above years as indicated by 24.2 percent of the respondents while the 25-30 years category recorded the least at 2.3 percent. For the head teachers, a majority (83.3%) of respondents fall within the 45 years and above category followed by 16.7 percent between 41-45 years. Age can thus be deemed fairly distributed among the teachers, as opposed to head teachers, most of who lie above 45 years of age. S. Moley, (1999) deems age a factor in a study vital for resource allocation. In both categories however, age can be said to be skewed left, a majority being above 41 years of age. This indicates that most of the head teachers and the teachers are experienced in handling

learners who are disabled. They have a good background of deciding what each learner needs (resources) according to different disabilities especially those who have been with them and are trained in SNE. Experienced head teachers have the capacity of managing the resources that are allocated for the special needs education.

4.4.2 Response by Gender

In order to show the gender distribution and parity in the study area, the study sought to determine the respondents' gender. Results are presented in Table 4.2.

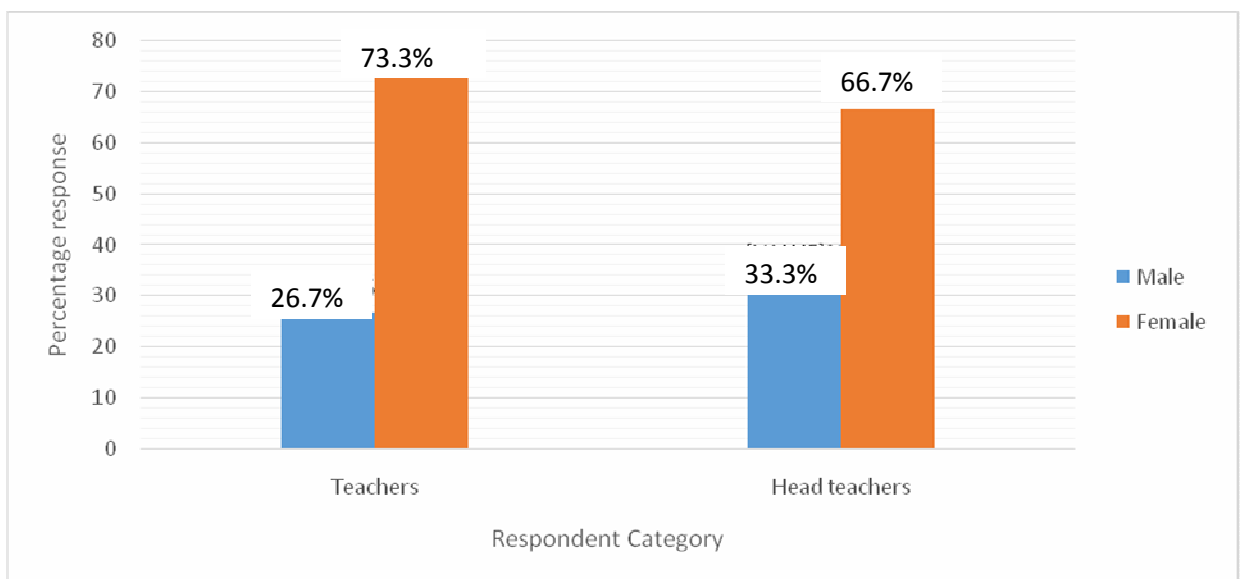


Figure 4.2 Response by Gender

As presented in figure 4.2, female respondents recorded the highest in both the teacher (73.3%) and head teacher (66.7%) categories as compared to their male counterparts. It follows then, from the findings, that the females make the dominant gender in the study area. This is of the implication that the female gender is more prevalent gender in special schools and special units as compared to males. Most females are more motherly and caring. The special education area requires people who are motherly, caring and with understanding hence the percentage of female teachers is higher than that of men. Learners with special needs demand a lot of

attention from the teachers which also requires patience from the teachers. Female teachers have patience than their male counter-parts.

4.4.3 Response by Level of Education for Head Teachers and Teachers

Respondents were further asked to indicate their highest level of education. This would serve to show the academic backgrounds among respondents in their respective positions in their study area. Findings are as shown in figure 4.3 below.

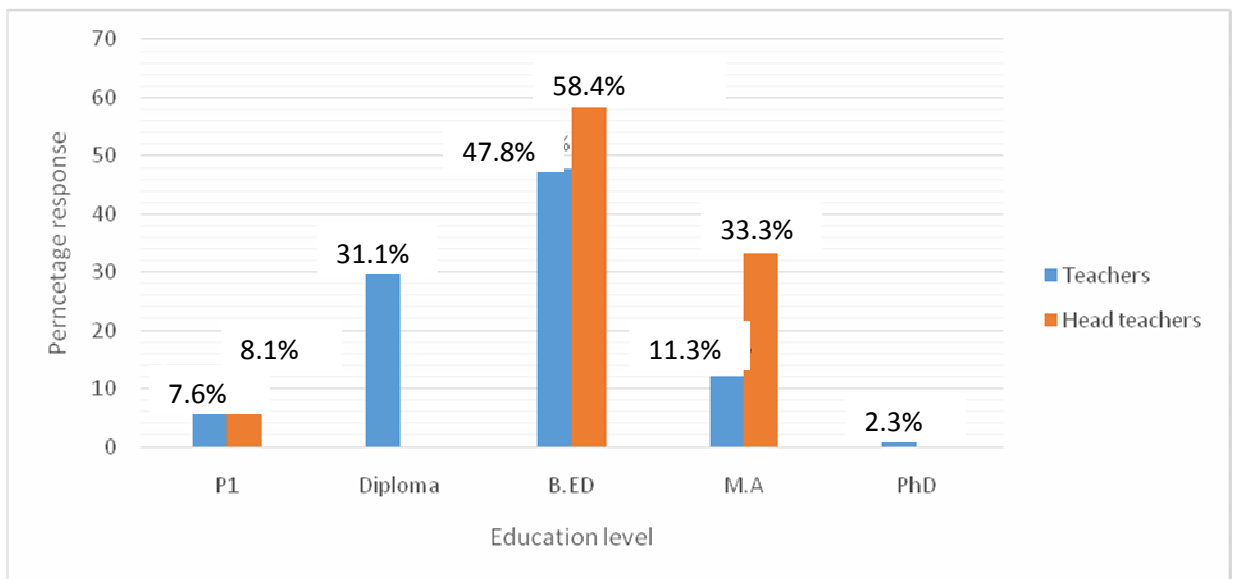


Figure 4.3 Response by Level of Education for Head Teachers and Teachers

As figure 4.3 above illustrates, a majority of teachers, 47.8 percent, indicated having attained a Bachelors Degree level, closely followed by 31.1 percent having attained either a Diploma while in the head teacher category, a majority, 58.4 percent, also indicated having attained a Bachelors Degree level followed by 33.3 percent with Masters Degree. From the findings, overall, respondents can be said to have attained higher education levels. Educated head teachers and teachers are more useful in management of resources that are allocated for learners with special needs. A number of them are also educated in handling disabled learners. This is an advantage to learners and the education institutions. This supports the implementation of SNE positively.

4.4.4 Length of Service for Head Teachers and Teachers

With some level of working experience necessary in establishing the study objectives, the study found it necessary to establish the respondents' length of service, in years, serving in their respective places of work as teachers and as head teachers.

Figure 4.4 illustrates the findings.

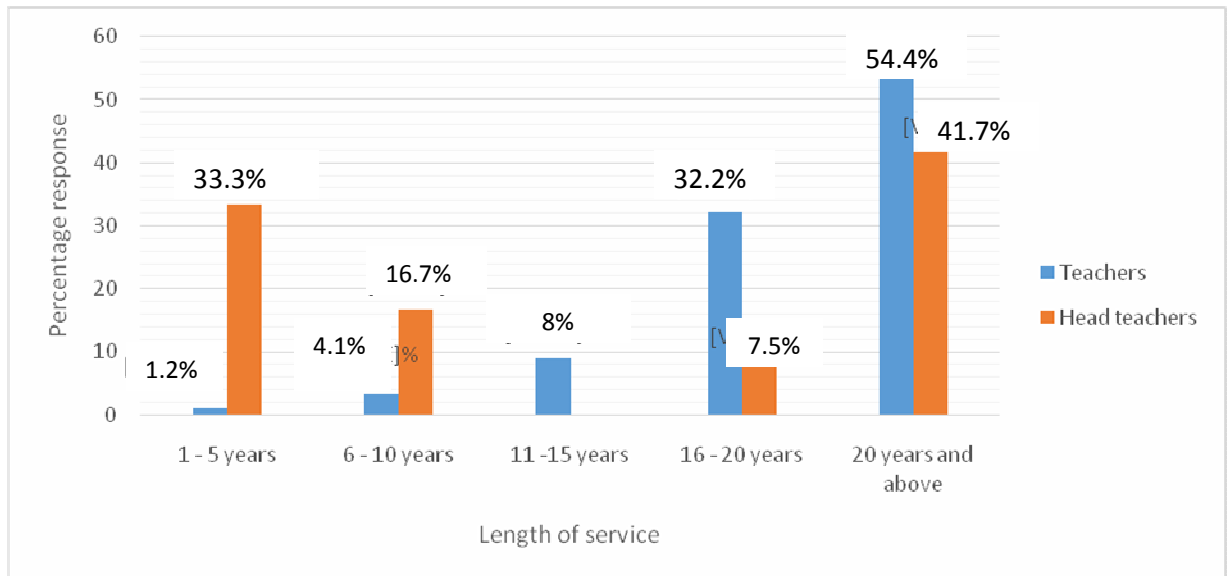


Figure 4.4 Length of Service for Head Teachers and Teachers

It was established that a majority of respondent teachers, 54.4 percent, have worked in the study area for over 20 years, followed by those who have worked between 16 and 20 years, as indicated by 32.2 percent of respondents. The trend was somewhat different in head teacher's category, with a majority 41.7 percent, having served in their respective work places for over 20 years followed by 33.3 percent having worked between 1 and 5 years. The results reveal a rather fair distribution across the years representing the length of service in the service, which is also reflective of the respective experiences. With a majority in both categories having worked for over 6 years, responses can be deemed to be informed by adequate experience on the study problem. This illustrates that both teachers and head teachers are experienced in teaching.

4.4.5 SNE Experience by Teachers

The study further deemed it important to determine the length of experience by SNE teachers. This would further give an indication into the level of conversance among teachers with pertinent SNE matters relevant to the study. Figure 4.5 below presents the findings.

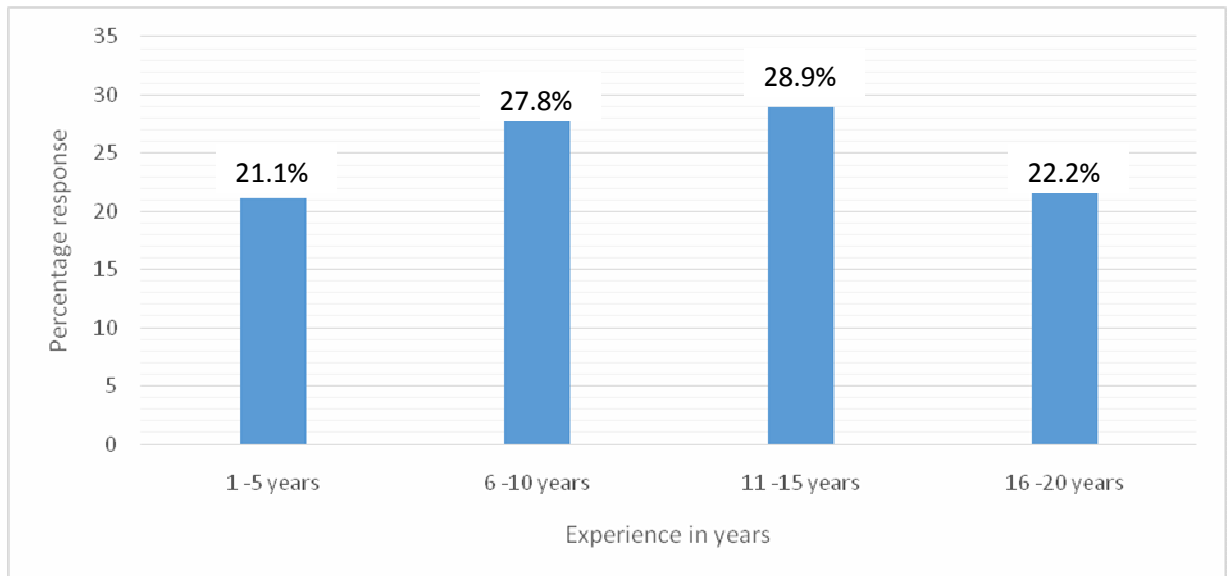


Figure 4.5 SNE Experience by Teachers

From figure 4.5 above, a majority of teachers (28.9%) indicated having worked in SNE for a period between 11 and 15 years, closely followed by 27.8% having worked for a period between 6 and 10 years then 21.1% for a period between 1 and 5 years. As such, a majority of teachers were found to have worked in SNE for over 5 years, indicating a wealth of experience and hence relevance to this study. This indicates that most of the teachers have a good experience in handling learners with disabilities. This means they can be quite productive when they have all the facilities that are required when they are helping the disabled learners to acquire knowledge and skills for their future advancement. They are conversant with the issues of resource adequacy or inadequacy in the special schools and special units (institutions) in different SNE areas.

4.4 Financial Constraints Influence on SNE Implementation

This section presents findings to survey questions asked with a view to establish the financial constraints influence on SNE implementation in public primary schools in Nairobi County, Kenya. Responses were given in the form of both ‘yes’ (Y), ‘no’ (N) and not sure (NS) and on a five-point Likert scale (where 1 = Very Great Extent, 2 = Great Extent, 3 = Fair Extent, 4 = Not at all). Findings are hereby presented in Tables 4.3 and 4.4.

Table 4.3 Financial Resource Adequacy

Statement	Teachers			Head Teacher	
	Y	N	NS	Y	N
	(%)	(%)	(%)	(%)	(%)
Would you say that the financial position of the school is always enough to support the special education programs in this school?	3.3	88.9	7.8	8.3	91.7
Are there other sources of finance besides government funds available in your school to support implementation of SNE?	52.2	26.7	21.1	66.7	33.3

As presented in Table 4.3 above, a majority of teachers, 88.9 percent, disagreed when asked whether or not financial position of the school was always enough to support the special education programs in this school and so did a majority of head teachers (91.7%). A majority in both categories, teachers (52.2%) and head teachers (66.7%), however agreed that there are other sources of finance besides

Government funds available in their school to support implementation of SNE, a majority of whom citing Donors, Sponsors, Well-wishers and various NGOs. From the findings, it can be deduced that in most cases, the financial position of the school is not enough to support the special education program implementation, hence many special schools resulting to seek assistance from Donors, Sponsors, Well-wishers and various NGOs in an effort to enhance SNE program implementation. This data supports the objective which states allocated financial resources influences SNE implementation. When the funds are adequate the managers are able to provide the required resources in SNE institutions. When the funds are inadequate allocating what is required is at times impossible. This makes managers' look for other sources for intervention. The G.O.K (2008) attested to this inadequacy of funds when it said Government has not managed to ensure that learners have adequate resources. In this respect the Government is the one which has failed the managers and made SNE rather difficult.

Respondents were also asked to indicate the extent to which they agree with various factors related to financial constraints influence on SNE implementation for learners with special needs in their respective schools. The respondents were required to respond to pertinent statements posed on a five-point Likert scale, where, 1 = Very Great Extent, 2 = Great Extent, 3 = Fair Extent, 4 = Not at all. The scores of 'Very Great Extent' and 'Great Extent' have been taken to represent a statement agreed upon to a great extent, equivalent to mean score of 0 to 2.5. The score of 'Fair Extent' has been taken to represent a statement agreed upon moderately, equivalent to a mean score of 2.6 to 3.4. The score of 'Not at all' has been taken to represent a statement not agreed upon equivalent to a mean score of 3.5 to 5.4. Tables 4.5 and 4.6 below represent the findings.

Table 4.4 Financial Constraints Influence on SNE Implementation

	Teachers		Head Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation
Lack of enough financial support has hindered the purchase of resources.	1.643	.5360	1.639	0.8317
Lack of enough financial support affect construction of classes for learners with special needs.	1.815	.5137	1.993	0.6315
Lack of adequate funds hinders hiring of more SNE teachers besides those employed by the Government.	1.713	.4976	1.625	1.0092
Financial support is paramount to the effective implementation of SNE in this school.	2.472	.5587	1.657	1.3718
Parents support the school financially in purchase of assistive devices and construction activities.	1.991	.5645	1.142	0.6347
There is always chronic absenteeism of disabled learners due to lack of transport means	2.572	.4762	2.049	0.9130
It's hard to get special equipment due to inadequate funds.	2.114	.5765	1.926	1.0431

As Table 4.4 presents, a majority of teachers indicate that to a great extent, lack of enough financial support has hindered the purchase of resources (1.643); lack of adequate funds hinders hiring of more SNE teachers besides those employed by the government (1.713); lack of enough financial support affects construction of classes for learners with special needs (1.815); and that parents support the school financially in purchase of assistive devices and construction activities (1.991). Likewise, a majority of head teachers affirmed to the above statements as indicated by means of 1.639, 1.625, 1.993 and 1.142 respectively. It can be concluded, that a majority of both teachers and head teachers in special schools and special units in the study area concede that indeed financial resource greatly impact on SNE implementation. This can be noted in such areas as purchase of resources, hiring of more SNE teachers, construction of classes as well as purchase of assistive devices. The responses from the respondents show that there is inadequacy of financial stability in the special schools and special units in public primary schools in Nairobi. The financial inadequacy makes the implementation of SNE rather difficult.

Financial stability of any institution is very important. Finances support every programme in all institutions as well as the running of all the activities if institutional programmes have to succeed. This is the same with the issue of SNE implementation in schools. For example lack of financial support affect construction of classes which are conducive and are very necessary for SNE implementation. According to the objective on infrastructure when funds are inadequate managers cannot allocate enough funds for constructing conducive classes, buy adapted chairs and other equipment needed. Lack of adequate finances hinders proper running of institutions. UNESCO (2011) noted challenges faced by special learners are funding, policies, teachers' ability, physical inaccessibility, equipment and training of staff. This is

detrimental to the education system (schools) as well as to the programmes; in this case the SNE programmes and its implementation. According to the objective on examining how professionals of counseling services, managers are only able to employ the people to offer these services in finances are available. Some of them require special equipment for example in physio-therapy, occupational therapy for services needed. The managers have to be allocated enough funds to buy equipment and pay them. Finance is the major resource that should be allocated in order for the institutions to run smoothly and successfully. At times disabled learners are unable to go to school due to lack of transport. This is part of infrastructure that can be catered for if the funds allocated are enough. Parents have a lot of problems when transporting their disabled children especially the poor ones. This is in line with what is in the literature review. Many countries for example Uganda, South Africa, Vietnam and others have not been able to supply special schools and units with adequate financial support to the managers to run these institutions. If the head teachers are given adequate financial funds they can organize for the transport of these learners. SNE should be free fully as per the Free Primary Education but according to the data it shows parents are involved in supporting schools to run special schools and special; to an extent of paying school fees. This reflects negatively to the provision of financial resources. This also causes absenteeism of learners. Their education is not also enhanced the way it is supposed to.

The Government should fund special schools and special units maximumly for SNE implementation. Enough funds will help in provision of things like special equipments that are required in different areas of disability such as embossers for changing print for the deaf and to produce copies from master copy; magnifying glasses for low visioned learners, photocopiers, closed circuit television sets, communication boards and all other special equipment for all the special areas.

4.5 Adequate Skilled Staff Influence on SNE Implementation

The study sought to assess the adequate skilled staff influence on the implementation of programmes for learners with special needs. This section presents findings to statements posed in this regard with responses given in the form of both ‘yes’ (Y), ‘no’ (N) and ‘not sure’ (NS) and on a five-point likert scale (where 1= strongly disagree; 2= disagree; 3= neutral; 4 = agree; 5= strongly agree). Findings are as presented in table 4.6 and table 4.7 below.

Table 4.5 Skilled Staff Adequacy

Statement	Teachers			Head Teacher	
	Y	N	NS	Y	N
	(%)	(%)	(%)	(%)	(%)
Are there enough teachers to implement SNE?	26.5	64.7	8.8	25.0	75.0

It was established, as indicated in Table 4.5 above, that a majority of both respondents’ teachers (64.7%) and head teachers (75.0%) disagreed when asked whether or not there were enough teachers to implement SNE. It can be deduced that a key limitation in skilled staff among special schools in the study area is inadequacy. Inadequacy of SNE teachers in schools results in the teaching of the disabled learners being difficult for the few teachers since they have a big number of disabled learners to educate. Gallagher (2000) indicated that the states are responsible for the implementation of services. He said proper planning for allocation of resources should be done by the Governments. The Government makes sure that there is enough personnel as part of resource

allocation to handle learners as its mandate to provide resources. This also captures the objective of trained personnel. Not all the teaching personnel are trained in SNE. In this instant Government has not provided enough personnel. This results negatively to the SNE implementation.

Respondent head teachers were further asked to indicate their levels of satisfaction with the way the Government handles issues of learners with special needs in the school, as whether very happy, happy, fairly happy or not happy. Figure 4.6 below presents the findings.

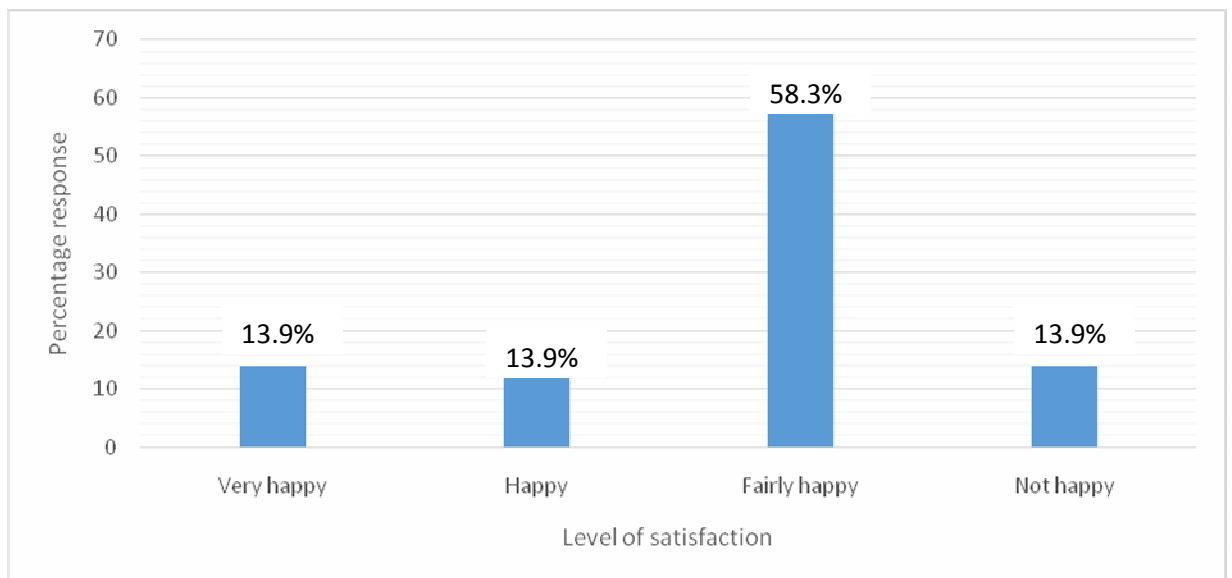


Figure 4.6 Levels of Satisfaction with Government

As illustrated in figure 4.6 above, a majority (58.3%) of respondent head teachers are fairly happy with the way Government handles issues of learners with special needs in the school. An equal number (13.9%) of head teachers was further distributed with some indicating that they were either very happy, happy or not happy. It can be deduced that a majority of head teachers are fairly satisfied with Government on issues with special schools. This is an indicator that the Government is providing some support but the support is not adequate hence the head teachers as managers are fairly happy with the way the Government handles issues of disabled learners. This

indication is not quite positive for the SNE implementation. Managers are entrusted in running the institutions and in handling finances to do this.

Financial status was found to be inadequate in most institutions. This also answers the question on financial adequacy. They are fairly happy because there are some funds that are provided although it is not enough. This gives them problems when allocating this money for various requirements (vote heads). The others who are very happy and happy could be those who have a lot of financial support from the Donors and NGOs especially the Finland like Mathare special, Feed the Children and others. Some managers could also be very happy since they are in a position to be corrupt and use the funds they get for their good. The special schools and units who are not happy could possibly be those who only get financial support from the Government that is not adequate. With the current trend of corruption and other issues of devolution (decentralization) in the country funds take a long time to be sent to managers at special schools. Some times what is allocated is too minimal to do much for SNE. This reflects very negatively in allocation of resources that are vital. It could be these are managers who are trained in SNE and they know what is required and what goes on in Government offices during allocation of funds.

Respondent teachers were also asked to indicate their levels of satisfaction with the way the head teachers handle issues of learners with special needs in the school, as whether very happy, happy, fairly happy or not happy. Figure 4.7 below presents the findings

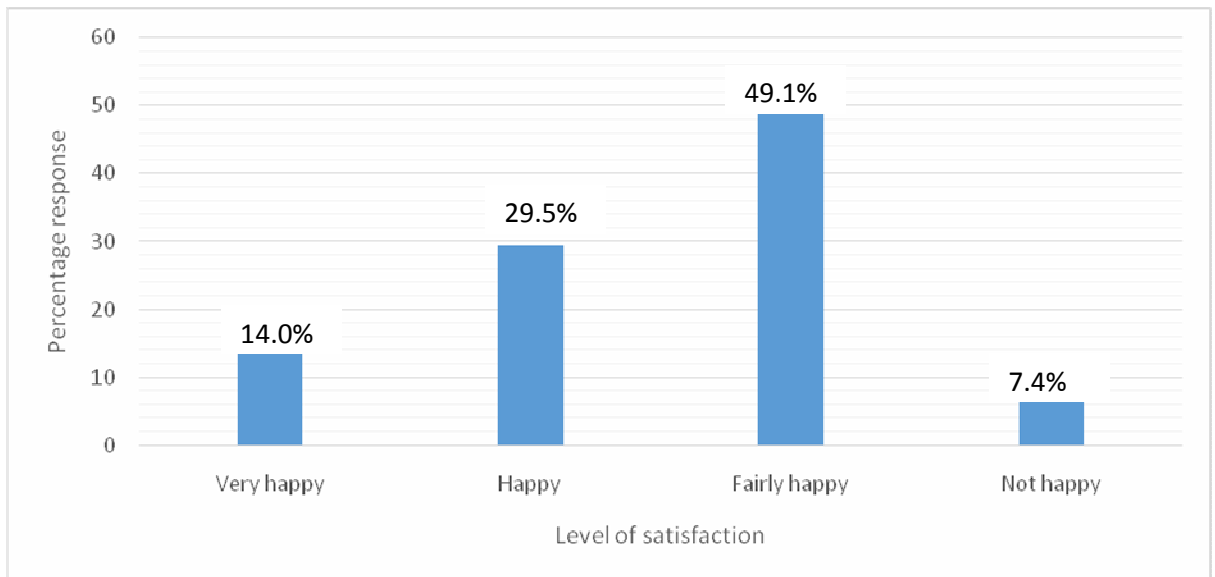


Figure 4.7 Levels of Satisfaction with how Head Teachers handle SNE issues

As illustrated in figure 4.7 above, a majority (49.1%) of teachers are fairly happy with the way their respective head teachers handle issues of learners with special needs in the school. This was quite distantly followed by 29.5 percent of respondents indicating they were happy, then 14.0 percent very happy. As such, it can be deduced that a majority of teachers are fairly satisfied with their respective head teachers as regards issues to do with special schools. When resources are not adequate, their sharing is complicated. In this case the manager does not provide teachers with all what they require. This could bring about dissatisfaction. Some managers are not trained in issues of SNE; this may make them not know what is needed and hence they may not handle the teachers and disabled learners issues the way they are supposed to. Proper communication and motivation plays a great role in issues of handling both the teachers and issues of learners with special needs. Head teachers should do this with care. In case they do not communicate properly, this will result into demotivation and dissatisfaction. The Government needs to allocate management to head teachers (personnel) who are conversant with special education for it to progress as expected in all special institutions. These managers will guide the Government in what resources

are required in various areas of SNE. Teachers are fairly happy because provision of resources is not quite adequate from the head teachers who are managers entrusted in allocating enough resources.

The study further sought to find out respondent teachers' opinions on the extent to which head teachers influence the implementation of special education programmes in their respective schools. Findings are as presented in figure 4.8 below.

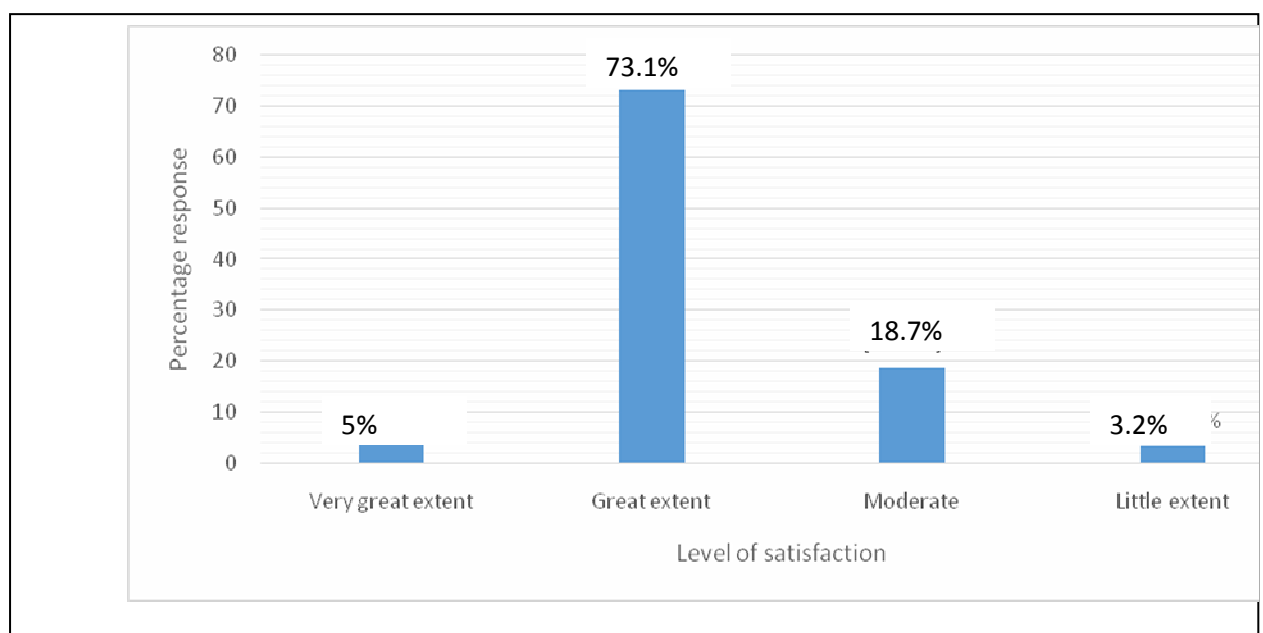


Figure 4.8 Extent to which Head Teachers Influence SNE implementation

As figure 4.8 above illustrates, a majority of respondents (73.1) indicate that head teachers influence the implementation of special education programmes to a great extent, distantly followed by 18.7% affirming to a moderate extent. As such, it can be deduced that head teachers' influences on the implementation of special education programmes to a great extent. Head teachers are managers in educational institutions as such they have a lot of influence either positively or negatively in implementing of SNE since they are the ones who are mandated in running all the activities, in executing financial issues and in resource allocation at the school level. Their training in SNE according to the objective reflects positively to allocating proper resources.

Training makes them have the knowledge of the special equipment required in various areas of special. The training helps them in supporting and in proper running of SNE institutions. Training helps them in knowing how to handle different personnel who work under them and the learners with disabilities. Training them helps them in leadership especially on how to motivate others, do consultation and reward other personnel for good production results for the good of the disabled learners and the community.

Respondents were further asked to indicate their levels of agreement with various factors on adequate skilled staff influence on the implementation of SNE programmes. In this case, respondents were required to respond to pertinent statements posed on a five-point likert scale, where, 1= strongly agree; 2= agree; 3= fairly agree; 5= disagree. Table 4.7below presents the findings.

Table 4.6: Skilled Staff Influence on the Implementation of SNE Programmes

Factors	Teachers		Head Teachers	
	Mean	Standard Deviation	Mean	Standard Deviation
Adequate trained teachers in SNE help in its implementation.	1.013	0.5423	1.052	0.5638
Government should train and employ other professionals for SNE support like therapists.	1.276	0.8612	1.893	0.9025
There is need for adequate trained teacher aides to cater for learners with disabilities.	1.413	1.0617	1.359	0.7295
Social workers are needed for support of SNE at school and at home.	1.263	1.2610	1.019	0.6520
There is inadequate special education teachers in this school.	2.484	0.9745	2.273	0.4028
Head teachers' training on SNE will help them in resource allocation.	1.953	0.6734	1.324	0.5682
Teachers' qualification is key to SNE implementation.	1.052	1.0080	1.991	0.6134

As detailed in table 4.6 above, a majority of respondent teachers highly agreed that adequate trained teachers in SNE help in its implementation (1.013); teachers' qualification is key to SNE implementation (1.052); social workers are needed for support of SNE at school and at home (1.263); there is need for adequate trained teacher aides to cater for learners with disabilities (1.413); and that head teachers' training on SNE will help them in resource allocation (1.953). The statements equally highly agreed upon by respondent head teachers, as indicated by means of 1.052, 1.991, 1.019 and 1.324 respectively. The finding therefore implies that skilled staff influences the implementation of SNE programmes to a great and significant extent, in both teachers' and head teachers' opinions. Teachers' qualification, adequacy in numbers and head teachers' training are more particularly considered key in aiding skilled staff in SNE implementation.

Most respondents agreed that the Government should train other professionals like psychologists, physio-therapists, occupational therapists, speech therapists in order to support the SNE implementation. After training then they are allocated in various schools to help the disabled learners of different categories. Many respondents agreed that social workers are required for the support of SNE. Social workers help in locating where there are disabled learners who have not been enrolled in school, those with difficulties in villages and some of their needs. Trained social workers can go to the estates and enquire about the disabled children who are hidden at home instead of going to school. The social workers can talk with the parents about the special schools and advise them to take their children to special schools or special units. Social workers can do the follow to foresee this is done.

Social workers and the counseling personnel can be used in creating awareness and assessment of learners with special needs and to help in allocating some resources

like for therapy that are needed. They can educate parents on how to get help from the bodies that help the disabled. This will help in identification and intervention on who should be given certain individual needs according to his disability. Gachathi (1976) recommended coordination of early intervention and assessment of disabled children, creation of awareness on causes of SNE and promote prevention, research to determine nature and extent of handicap and provision of SNE, Early Childhood Education (ECDE) as part of SNE and development of policy for integration. According to the objective on examining how use of professionals in counseling influence SNE, social workers can support managers know of learners with disabilities if they are involved in it. This will be positive in SNE implementation and it will benefit the special learners.

Most respondents agreed that training head teachers in SNE will help in resource allocation. Head teachers as managers need to know what is required for implementation of SNE. This can be done well when they are trained fully in special education and in its management so that they allocate resources appropriately. Trained managers have the ability to advice the Government in the resources that are needed by different learners who have different disabilities. According to objective on training managers and its influence on SNE, these managers will be able to share the financial resources wisely. They will plan on constructing conducive classrooms, conducive washroom, provide proper special equipments, provide assistive devices. Trained managers will employ the right staff to help the teachers (teacher aides) and trained counseling staff. Trained managers will provide disabled learners with the proper instructional material according to their capability. This will support in the success of the SNE institutions and in provision of the education, knowledge and skills to disabled children. Training of teachers in SNE is noted to be inadequate. The Government should ensure all teachers are fully trained in SNE for teachers to support

it in all schools even those who handle inclusive education in regular programmes of learning. Professor Karega Mutahi Taskforce on SNE Act, (2003) increased funding to SNE and increased support to teacher training for SNE at K.I.S.E. This was very positive although it has not been done to the maximum. A large number of teachers have not been trained in SNE even some who teach these learners. The findings noted that teachers' qualification is core (key) to SNE implementation. Teachers educate people in all subjects that help them in future; this means when they are well qualified in SNE they will support in its implementation and in creating awareness about it in the community. Teachers help in capacity building to all the citizens in a country the disabled learners included. Teachers are normally promoted to be managers and replace others when they retire or go to other institutions, when they are trained they will be able to continue running SNE institutions and in allocating resources without any managerial gap being created or left vacant with no one to serve disabled learners properly.

Adequate teachers who are trained in SNE will help in supporting its implantation in schools. Adequate teachers will manage to handle and educate the disabled learners other than at times leaving them unattended because they have been overwhelmed by the large number of disabled learners like in case of a special unit at Parkland Primary School with about 80 Celebral Palsy learners having 3 teachers only. Adequate teachers will bring about efficiency in running the institutions to the maximum. With the inadequacy of teachers giving the learners is difficult. Teacher aides (supporters) are very vital in the area of SNE. They help the teachers by handling the disabled learners. Some disabled children need a lot of support in doing activities like being toilet trained, feeding learners because of their severe or profound handicap. Trained aides will help a lot in assisting such learners who are in school. This will

support in having a conducive environment in the class for challenged learners. Most special schools and units do not have teacher aides, others have very few and they are not trained. Managers (head teachers) should ensure aides are adequate in special school. A school like Tree Side Special School does not have teacher aides and it has Boarding facilities. These are personnel who are important in SNE educational institutions.

4.6 Influence of Resource Adequacy on SNE Programs Implementation

The study sought to assess the influence level of resource adequacy on the implementation of SNE programs. This section presents findings to statements posed in this regard with responses given in the form of both ‘yes’ , ‘no’ and “not sure’ and on a five-point likert scale (where Using the scale below, indicate the level of adequacy of the following facilities in the school where;1=greatly adequate 2=adequate 3=fairly adequate 4=not adequate).

Table 4.7 Instructional Resource Adequacy

Statement	Teachers			Head Teacher	
	Y (%)	N (%)	NS (%)	Y (%)	N (%)
Do you think there are enough instructional resources to support the special education programmes in this school?	10.2	82.1	7.7	8.3	91.7

As Table 4.7 above shows, a majority of both teachers (82.1%) and head teachers (91.7%) disagreed when asked whether or not they think there are enough instructional resources to support the special education programmes in the schools.

This is of the implication that instructional resources to support the special education programmes are largely unavailable and inadequate. This also shows that it has been difficult to implement the SNE in special schools and special units due to inadequacy of instructional materials. Any institution requires materials to operate successfully. When materials are inadequate it is difficult to operate well. Both the head teachers and teachers agreed with the highest percentage that there is inadequacy of instructional materials in their different special schools and special units; an indicator that the allocation of resources has not been done maximumly for success of SNE implementation. This means the teaching of the disabled learners is still questionable in all institutions in Nairobi. The Government is providing resources to the managers that are not adequate for provision of instructional resources. The financial sustainability in special schools and special units was noted to be inadequate. This indicates that without enough funds allocating of materials is almost impossible. It reflects quite negatively and this shows there is little commitment especially by the policy makers who are supposed to make a follow up through the head teachers to ascertain that policies are being practiced in the institutions for SNE implementation. Administrators (managers) in higher offices of education like the QASO should ensure that policies are enhanced for the success of SNE. They should also be trained in allocation of resources in SNE institutions.

From the respondents that affirmed to the above question posed, the study sought to establish the extent to which their availability influences the implementation of programmes for learners with special needs. Results are as illustrated in figure 4.9 below.

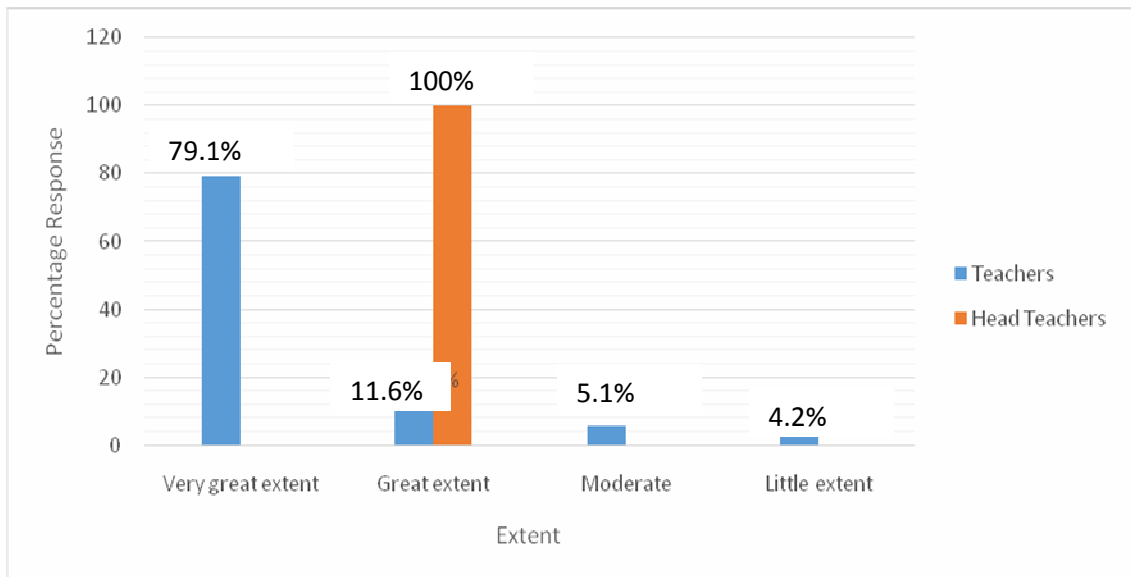


Figure 4.9 Extent to which Instructional Resources Influences SNE

Implementation

As figure 4.9 above illustrates, a majority of respondents, 79.1 percent affirmed that skilled staff availability influences SNE implementation to a very great extent, distantly followed by 11.6 percent of the respondents. All head teachers affirmed that enough instructional resources to support the special education programmes in the schools influences SNE implementation to a great extent. Most of the teachers affirmed that instructional materials influence SNE. When there is enough materials educating disabled learners will be easier for the teachers. Managers should discuss with the Government to provide them with more finances so that they also do allocation of adequate instructional resources. Any form of mis-appropriation of funds should also be stopped by some of the managers in special schools and special units. This was discovered during the collection of data by the researcher. For efficiency and effectiveness instructional materials have to be availed. Monitoring and Evaluation should be done to ensure the funds that are provided by the Government do what it is planned to do. This could make all the managers use the funds correctly.

Respondents were lastly asked to indicate their levels of agreement with various resource adequacy influences on the implementation of SNE programmes. To this end, respondents were required to respond to pertinent statements posed on a five-point likert scale, where, 1 = greatly adequate 2 = adequate, 3 = fairly adequate, 4 = not adequate.

Table 4.8 Resource Adequacy

FACILITIES	Teachers		Head Teacher	
	Mean	Standard	Mean	Standard
		Deviation		Deviation
Textbooks/other relevant materials	4.319	0.0429	3.831	0.5360
Adapted desks	4.029	0.8592	3.831	0.5137
Conducive classrooms	3.703	0.3056	4.009	0.4976
Toilets (adopted for learners with special needs)	3.601	1.3078	3.371	0.5587
Assistive devices per learner's need	4.142	0.9745	3.934	0.5645
Conducive washrooms (modified)	3.674	0.6734	3.864	0.9132
Playing materials per learners' needs	3.928	1.0080	3.842	0.7466
Other specialized equipment for SNE	3.506	1.0092	3.732	0.6360

As detailed in table 4.9 above, a majority of teacher respondents rated all the resources inadequate, including textbooks/other relevant materials (4.319), assistive devices per learner's need (4.142), adapted desks (4.029), playing materials per learners' needs (3.928) and conducive classrooms (3.703). The same were equally rated by head teachers, as indicated by means of 3.831, 3.934, 3.831 and 3.842 respectively. As such, it can be deduced that most pertinent resources in SNE

implementation are inadequate across the study area. This finding agrees with a study conducted by Kristensen & Kristensen (1997) in Uganda who indicated that materials were inadequate. This inadequacy of resources affects SNE implementation negatively. Inadequacy of resources also makes it difficult for the managers to allocate what is required. It is also difficult for the SNE teachers to provide the required education, knowledge and skills to the learners with disabilities. Special equipment are very important for the education for most of the disabled children for example embossers are needed to change print material into Braille. These are not available in schools and other special equipment. Kochung Taskforce (2003) recommended for carrying out of inventory of equipment in schools for support of SNE. Assitive devices, conducive classrooms and washrooms are vital for SNE implementation. Most respondents agreed they are not adequate. Their inadequacy reflects negatively for SNE implementation in all institutions. Republic of Kenya (2010) asserted that the quality of services of SNE in Kenya is adversely affected by shortage of special equipment. This confirms the inadequacy of assistive devices, playing materials, specialized equipment necessary in supporting SNE. This makes learners not be able to access education, knowledge and skills they require in the right way.

The table above shows inadequacy of proper conducive classrooms, adapted desks, adapted toilets, modified washrooms and others. According to the objective on adequate infrastructure there is inadequacy of these infrastructures which are very important for SNE. This is discouraging to the personnel offering SNE services and to the learners. Teachers are not able to meet their objectives well; for instance learners who are deaf in a school need embossers to be changing the print so that learners can use them in braille, this is not possible since they do not have them. This is one of the

many special equipment which are needed. There are many special equipment and other materials needed in different areas of special education which are inadequate or not there at all. The inadequacy of materials influences SNE negatively.

The provision of education and skills to learners with disability relies on the materials that are available. It is difficult for the teachers to offer the intended education due to the scarcity of the instructional materials and proper infrastructure. Head teachers training in management of SNE has a positive influence to resource allocation when they are trained and a negative influence to SNE when they are not trained. The availability and adequacy of resources have a positive influence on SNE when they are available and negative influence when they are not available and adequate since proper education and skills cannot be transmitted by teachers and be attained by the learners with disabilities without the required materials. According to the study their inadequacy makes SNE difficult to implement.

Resource allocation by managers depends on what has been provided. The head teachers who were trained in SNE in the special schools and units managed to allocate resources better than those who had no training on SNE. 70 percent of the trained head teachers allocated resources properly, 30 percent of the untrained head teachers in SNE were not able to allocate resources properly. In the institutions where some resources were available, 65 percent of managers had allocated the needed resources while 35 percent had not been able to allocate the resources required. They were straining to know what to allocate. In schools where finances were somehow available like when supported by the NGOs and well wishers the trained managers allocated the resources well, 75 percent allocated resources as required and 25 percent of the untrained head teachers in SNE were not able to allocate the right resources.

In institutions where infrastructure was not a big problem, the head teachers who were trained were able to allocate the right resources; 80 percent of these head teachers allocated resources and funds properly for example the head teacher of Nile Road a special boarding school has allocated proper resources for SNE learners. 20 percent of the untrained head teachers were not able to allocate the right resources for instance Tree Side a special boarding school, the head teacher is not trained; the situation of the boarding facilities and other areas are pathetic and in a bad state. The school manager of Tree Side Special School should be trained to support the SNE of the disabled learners who learn there. In institutions where there was adequate resources, managers who are trained allocated resources properly 82 percent of the trained ones did well while 18 percent of the untrained head teachers had a lot of problems and were unable to allocate resources properly. Managers who are trained were able to allocate personnel in their institutions in the right places; 78 percent allocated staff in the right areas and handled them with respect and motivated them. They communicated well with their staff. The untrained managers in SNE did not know how to allocate personnel available in their institutions in the right places, 22 percent of these managers could not allocate personnel in the right places. The untrained managers did not know how to handle the personnel in order to motivate them for good production in their duties. They did not know how to communicate with the staff.

The financial status affects the entire running of any SNE institution. When funds are adequate allocation of resources for SNE is easy but when funds are not adequate allocation of resources is impossible. The study indicates inadequacy of finances and hence influencing SNE negatively. When funds are available and adequate, managers will be able to purchase and provide all the required facilities.

Proper infrastructure allows better learning conditions while improper infrastructure does not. In this case SNE is affected negatively because infrastructure is not proper in most schools. Special needs education cannot be offered as expected since infrastructure is not proper; this makes the environment not be conducive for the learners with disabilities. Managers in schools and in other higher offices of education should provide these things through the Ministry of Education. Head teachers should pressurize the Government through the M.O.E if positive results are to be achieved to the maximum in SNE. Proper training of the managers in allocation of resources in SNE; in different areas of disabilities can play a very important role in the provision of all types of resources so that learners with disabilities can benefit maximumly in Nairobi County, Kenya.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the research findings. The conclusions arrived at from the study findings are presented in this chapter. The chapter covers recommendations of the study findings and suggestions for further research by other scholars.

5.2 Summary of Study

Data was analyzed both qualitatively and quantitatively by use of descriptive statistics, in which the frequencies, percentages, mean and standard deviations were determined. The study sought to determine the extent to which head teachers training on SNE, availability, adequacy of resources; financial status and infrastructure influence allocation of resources for special needs education in public primary schools in Nairobi.

The study sought to establish the financial constraints (status) influence on SNE implementation public primary schools in Nairobi County, Kenya. A majority of respondent teachers (88.9%) and head teachers (91.7%) disagreed when asked whether financial position of their schools is always enough to support the special education. Both categories, teachers (52.2%) & head teachers (66.7%), agreed that there are other sources of finance besides Government funds available in their schools to support SNE. They cited Donors, Sponsors, Well-wishers and various NGOs.

Respondents were asked to indicate the extent to which they agreed with various factors related to financial constraints influence on SNE in their schools. A majority of teachers indicate that to a great extent, lack of enough financial support has hindered the purchase of resources (1.643); lack of adequate funds hinders hiring

of more SNE teachers besides those employed by the Government (1.713); lack of enough financial support affects construction of classes (1.815); and that parents support the school financially in purchase of assistive devices and construction activities (1.991). Head teachers affirmed to this statement as indicated by means of 1.639, 1.625, 1.993 & 1.142 respectively.

The study sought to assess the adequate skilled staff influence on the implementation of programmes for learners with special needs. Teachers (64.7%) and head teachers (75.0%) disagreed when asked whether there were enough teachers to implement SNE. Head teachers were asked to indicate their levels of satisfaction with the way the Government handles issues of disabled learners in the school, as whether very happy, happy, fairly happy or not happy. A majority (58.3%) of head teachers were fairly happy with the way Government handles issues of learners with special needs in the school. An equal number of head teachers was further distributed with some indicating that they were either very happy, happy or not happy.

Teachers were asked to indicate their levels of satisfaction with the way the head teachers handle issues of disabled learners in the school, as whether they are very happy, happy, fairly happy or not happy. A majority (49.1%) of respondent teachers are fairly happy with the way the head teachers handle issues of disabled learners in the school. This was quite distantly followed by 29.5 percent of respondents indicating they were happy, then 14.0 percent very happy.

The study sought to find out respondent teachers' opinions on the extent to which head teachers influence the implementation of special education programmes in their schools. A majority of respondents (73.1%) indicate that head teachers influence the implementation of special education programmes to a great extent, distantly followed by 18.7 percent affirming to a moderate extent. This indicated managers

have a lot of influence in the institutions that they run and more so in resource allocation of all types including that of SNE implementation in educational institutions.

Respondents were asked to indicate their levels of agreement with various factors on adequate skilled staff influence on the implementation of SNE programmes. Most teachers highly agreed that adequate trained teachers in SNE help in its implementation (1.013); teachers' qualification is core (key) to SNE implementation (1.052); social workers are needed for support of SNE at school and at home (1.263); there is need for adequate trained teacher aides to cater for learners with disabilities (1.413); and that head teachers' training on SNE will help them in resource allocation (1.953). The statements equally highly agreed upon by respondent head teachers, as indicated by means of 1.052, 1.991, 1.019 and 1.324 respectively.

The study sought to assess the influence of level of resource adequacy on the implementation of SNE programs. A majority of teachers (82.1%) & head teachers (91.7%) disagreed when asked whether they think there are enough instructional resources to support the special education programmes in their schools.

From the respondents that affirmed to the above question posed, the study sought to establish the extent to which if their availability influences the implementation of programmes for learners with special needs. Respondents, 79.1 percent affirmed that skilled staff availability influences SNE implementation to a very great extent, distantly followed by 11.6 percent of the respondents. All head teachers that affirmed to whether they think there are enough instructional resources to support the special education programmes in the school indicated that the same influences SNE implementation to a great extent. In any institution personnel of all kind has to be available. For SNE to be implemented successfully all the personal has

to be provided adequately. Institutions are run by personnel and with adequate resources.

Respondents were lastly asked to indicate their levels of agreement with various resource adequacy influences on SNE programmes. Most teacher respondents rated all the resource inadequate, including textbooks/other relevant materials (4.319), assistive devices per learner's need (4.142), adapted desks (4.029), playing materials per learners' needs (3.928) and conducive classrooms (3.703). The same were equally rated by head teachers, as indicated by means of 3.831, 3.934, 3.831 and 3.842 respectively. The inadequacy of instructional resources and proper infrastructure does not reflect positively to SNE. The success, effectiveness and efficiency of its implementation depend on allocation of all the resources.

5.3 Conclusions

From the research findings, the following conclusions can be made. It can be deduced that in most cases, the financial position of the schools is not enough to support the special education program implementation; hence many special schools and special units result to seek assistance from donors, well-wishers and various NGOs in an effort to enhance SNE program implementation. It can also be concluded that a majority of both teachers and head teachers in special schools and special units in the study area concede that indeed financial resources greatly impact on SNE program implementation. This can be noted in such areas as purchase of resources, hiring of more SNE teachers, construction of classes as well as purchase of assistive devices. Inadequacy of finances results in impotency of the institutions in providing the necessary things that are needed. According to the objective on financial status in the schools funds influences on the SNE. Its inadequacy affects SNE negatively.

The study further deduced that there is a key limitation of skilled staff among special schools and special units in the study area; staffing is inadequate. It also deduced that a majority of head teachers are fairly satisfied with Government on issues with special schools. This illustrates a positive trend by the Government in support of SNE although it has not done it fully especially in providing the resources maximumly. A majority of teachers are fairly satisfied with their respective head teachers in regard to issues to do with special schools and special units and that head teachers influence the implementation of special education programmes to a great extent. Head teachers are the managers in schools and they are the ones who handle matters to do with resource allocation in the special schools and special units. According to the objective on training of managers' influence on SNE, it was concluded that their training is vital and that it has a positive influence on SNE. It is further established that skilled staff influence the implementation of SNE programmes to a great extent, in both teachers' and head teachers' opinions. Teachers' qualification and head teachers' training are particularly considered key in aiding skilled staff in SNE implementation. Training of managers and other staff teachers, professional of counseling services has a positive influence in managing and running of institutions. Personnel who are trained perform their duties well to their satisfaction and to the community's needs.

The study further deduced that instructional resources to support the special education programmes are largely unavailable and inadequate and that most pertinent resources in SNE implementation are inadequate across the study areas. Most respondents agreed that the instructional materials required for SNE implementation are inadequate. Resource allocation deals with the supply of required materials. According to the objective on the extent to which adequacy of resources influence on SNE; the researcher proved that instructional resources have positive and negative

effect. If the materials are not enough, the institutions do not give the expected results. When the resources are enough then results give positive results. This also happens to institutions of learning including that of SNE. Managers are unable to provide what is required as well when the Government has not given them adequate resources since it is the major supplier of funds and other resources. In this case lack of enough instructional materials in Nairobi special schools and special units reflects negatively to the SNE implementation.

The findings also indicate that infrastructure is not adequate in public primary schools in Nairobi. The objective on establishing how provision of infrastructure influences SNE is justified by the fact that respondents agreed it is crucial and inadequate. Inadequacy of conducive infrastructure in SNE institutions reflects negatively on SNE provision. Inadequacy of specialized equipment causes disabled learners not get the education required as they are supposed to. This does not reflect positive and productive results for the Free Education for All plans and objectives in the country hence inefficiency and ineffectiveness in FPE which is expected to cater for all learners.

5.4 Recommendations

Based on the study findings, the following recommendations are made.

1. The allocation of additional instructional teaching resources to special schools and special units depending on the learners' complex special educational needs and the social context of the school. Allocation of teaching resources to all special schools and special units should be in line with overall enrolment of the disabled learners and their individual disabilities.
2. There should be mandatory training for special education teachers in all areas of special needs, administration, management, assessment. All the head

teachers in special schools and special units to be trained fully in resource allocation and the resources required for SNE implementation for different disabilities. The deployment of teacher aides staff and the counseling staff in special schools and special units should become the head teacher's responsibility.

3. Revising of the Comprehensive Framework and Evaluation on what has been achieved and what has not been achieved so as to decide on the way forward for SNE.
4. The Government should re-phrase the guidelines and re-assess them if possible for better services to the learners with disabilities. Capacity Building and Human Resource Development for SNE to be done by the Government in a larger scale. Government to do training of teacher aides, social workers and counseling staff for SNE.
5. Specialized Equipment to be provided in all areas of SNE to meet the Universal Primary Education (UPE) and Education for All (EFA) goals especially in areas like for Deaf Blind, Deaf, Visually impaired, Multiple Challenged learners.
6. The Government to do more budgetary allocation for SNE; provide transport for the disabled, re-assess the infrastructure in different special schools and special units and consider the type of the disability of learners.
7. Monitoring and Evaluation of SNE implementation to be done regularly for support of the programme; for the provision of the right resources in different areas as required by different disabled individuals. Some managers should be trained for this exercise.

8. Reliable data on prevalence of disability to be availed for policy plan that is appropriate. This can be done by medics and teachers with the help of social workers and trained managers in assessment, to help policy makers make right decisions for SNE provision at the right time.

5.5 Suggestions for further studies

- i) The present study has assessed the various factors that affect resource allocation for learners with special needs in public primary schools in Nairobi County, Kenya. The same has revealed the need for further studies in other areas not tackled in the study. The present study only targeted teacher and head teacher respondents. Future studies could be conducted targeting parents/guardians in order to capture their views on the same by future scholars.
- ii) The same study can be done in other counties for comparison as well as trying to strengthen the implementation of SNE in the whole of Kenya. It can also be done in Secondary schools which have learners with disabilities, for the emphasis of provision of adequate resources for these learners.
- iii) Management policies should be looked into if SNE is expected to succeed in Kenya as a whole. Corruption has done a lot of damage to the areas dealing with special needs. This should be looked into by the Government and the community as a whole.
- iv) Thorough monitoring and evaluation should be done very regularly for proper provision of SNE in all the special schools and special units. Trained and qualified teachers of different disabilities of SNE should be involved more in this exercise.

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APPENDIX I
INTRODUCTION LETTER

Mwangi Leah Wangari,
University of Nairobi,
P.O. Box 30197-00100,
NAIROBI.

Dear Sir/Madam,

REF: Request to do research in your school.

I am a Postgraduate student in University of Nairobi pursuing a Masters of Education in Corporate Governance. I am conducting a research on the resource allocation in Public Primary Schools in Nairobi County. Your school has been selected to help in the study.

I hereby request you to allow me to interview you and your teachers through questionnaires.

The questionnaires are meant for this research only.

No name is required from the respondents.

Thank you in Advance.

Yours faithfully,

Mwangi Leah Wangari.

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is meant to support the researcher get information about you and your school. Please show the correct option by ticking (√) or by filling the blanks with your opinion honestly. The information you give will be confidential. Do not write your name anywhere or your school's name.

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your age in years. 25-30 () 31-35 () 36-40 () 41-45 () 45& above ()
2. Indicate your gender Male () Female ()
3. What is your academic qualification? P1 () Diploma () B.ED () M.A ()
Ph.D ()
4. Indicate your experience as a head teacher. 1-5 yrs () 6-10 yrs () 11-15
yrs ()
16-20yrs () 20 yrs & above ()

SECTION B

i) FUNDING (FINANCIAL STATUS)

1. Would you say that the financial position of the school is always enough to support the special education programs in this school? Yes () No () Not sure ()
If yes, to what extent? Very great extent () Great extent () Moderate () Little
extent ()
2. Are there other sources of finance besides Government funds available in your school to support implementation of SNE? Yes () No () Not sure ()
If yes, list the sources -----
3. What is the extent to which you agree with the following factors related to financial constraints influence on SNE implementation for learners with special needs in

your school? Rate where; 1=great extent, 2=quite extent, 3=fairly extent , 4=not at all

	1	2	3	4
Lack of enough financial support has hindered the purchase of resources				
Lack of enough financial support affect construction of classes for learners with special needs				
Lack of adequate funds hinders hiring of more SNE teachers besides those employed by the Government				
Financial support is paramount to the effective implementation of SNE in this school				
Parents support the school financially in purchase of assistive devices and construction activities				
There is always chronic absenteeism of disabled learners due to lack of transport means				
It's hard to get special equipment due to inadequate funds				

ii) ADEQUATE SKILLED LABOUR

4. Are there enough teachers to implement SNE? Yes () No () Not sure ()
5. Are you satisfied with the way the Government handles issues of learners with special needs in the school? Very happy () Happy () Fairly happy () Not happy ()

6. What is your level of agreement on the following factors on adequate skilled staff influence on the implementation of SNE programmes? Rate where 1=strongly agree 2=agree 3=fairly agree 4=disagree

FACTORS	1	2	3	4
Adequate trained teachers in SNE help in its implementation.				
Government should train and employ other professionals for SNE support like therapists.				
There is need for adequate trained teacher aides to cater for learners with disabilities.				
Social workers are needed for support of SNE at school and at home.				
There is inadequate special education teachers in this school				
Head teachers' training on SNE will help them in resource allocation.				
Teachers' qualification is key to SNE implementation.				

iii) INSTRUCTIONAL MATERIALS

7. Do you think there are enough instructional resources to support the special education programmes in this school? Yes () No () Not sure ()

8. If yes, to what extent does their availability influence the implementation of programmes for learners with special needs? Very great extent () Great extent () Moderate () Little extent ()

9. Using the scale below, indicate the level of adequacy of the following facilities in the school where; 1=greatly adequate 2=adequate 3=fairly adequate 4=not adequate

FACILITIES	1	2	3	4
Textbooks/other relevant materials				
Adapted desks				
Conducive classrooms				
Toilets (adopted for learners with special needs)				
Assistive devices per learner's need				
Conducive washrooms (modified)				
Playing materials per learners' needs				
Other specialized equipment for SNE				

APPENDIX III

TEACHERS' QUESTIONNAIRE

This is to request you to kindly give information of yourself and your special school or special unit. Do not write your name or that of your school in the questionnaire.

The information given will be confidential. Please indicate the correct option by ticking (√) or by giving the information required honestly.

SECTION A: DEMOGRAPHIC INFORMATION

1. Indicate your age in years 25-30 () 31-35 () 36-40 () 41-45 () 45 & above

2. What is your gender? Male () Female ()

3. What is your Professional qualification?

P1 () Diploma () B.ED () M.ED () Ph.D ()

4. Indicate your experience as a teacher.

1-5 years () 6-10yrs () 11-15 yrs () 16-20 () 20 yrs & above ()

5. Indicate your experience as a teacher of SNE. 1-5 () 6-10 () 11-15 () 16-20yrs ()

SECTION B

i) FUNDING (FINANCIAL STATUS)

1. Would you say that the financial status of the school is always enough to support the SNE implementation in this school? Yes () No () Not sure ()

If yes, to what extent? Very great extent () Great extent () Moderate () Little extent ()

2. Are there other sources of finance besides Government funds in your school to support implementation of SNE programs? Yes () No () Not sure ()

If yes, list the sources

.....

3. What is the extent to which you agree with the following factors related to financial status influence on the implementation of programmes for learners with special needs in your school? Rate where; 1=great extent, 2=quite extent, 3=little extent, 4=not at all

	1	2	3	4
Lack of enough financial support has hindered the purchase of resources				
Lack of enough financial support affect construction of conducive classes for learners with special needs				
Lack of financial support hinders hiring of more SNE teachers besides those employed by the Government				
Financial support is paramount to the effective implementation of SNE in this school				
Inadequate funds hinders employment of professionals like speech/language therapists, physiotherapists.				
Lack of adequate funds hinders employment of enough teacher aides.				
There is always chronic absenteeism of students due to lack of transport funds.				
The financial inadequacy prevents the maintaining of assistive devices for learners with disabilities.				

ii) ADEQUATE SKILLED LABOUR

1. Are there enough teachers to implement the teaching of special education

programmes? Yes () No () Not sure ()

2. Are you satisfied with the way the head teachers handle the issues of learners with

special needs in your school? Very happy () Happy () Fairly happy () Not

happy ()

3. To what extent do the head teachers influence the implementation of special

education programmes in this school?

Very great extent () Great extent () Moderate () Little extent ()

4. What is your level of agreement on the following factors on adequate skilled staff

influence on the implementation of programmes for learners with special needs? Rate

where 1=strongly agree 2=agree 3=fairly agree 4=disagree

FACTORS	1	2	3	4
Adequate trained teachers in SNE are needed.				
Other professionals help in SNE implementation				
There is need for adequate trained teacher aides.				
Social workers support of SNE at school is vital				
Lack of proper management hinders SNE implementation in this school.				
There are more than enough special				

education teachers in this school				
Trained head teachers will do proper resource allocation.				
Teachers qualification is key to the implementation of programs for learners with special needs				

iv) **INSTRUCTIONAL MATERIALS**

5. Do you think there are enough instructional resources to support the special education programmes in this school? Yes () No () Not sure ()

6. If yes, to what extent does their availability influence the implementation of programmes for learners with special needs? Very great extent () Great extent () Moderate () Little extent ()

7. Using the scale below, indicate the level of adequacy of the following facilities in the school where; 1=greatly adequate 2=adequate 3=fairly adequate 4=not adequate

FACILITIES	1	2	3	4
Textbooks/other relevant materials				
Adapted desks and seats for the disabled learners				
Conducive classrooms				
Toilets (adopted for learners with special needs)				
Assistive devices per learner's need				
Conducive washrooms (modified)				
Playing materials per learners' needs				
Other specialized equipment for disabled learners				



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NAIROBI-KENYA

Ref. No.

Date:

13th May, 2015

NACOSTI/P/15/3102/5976

Leah Wangari Mwangi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Factors influencing resource allocation for learners with special needs in public primary schools in Nairobi County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31st July, 2015.**

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

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

RECEIVED
COUNTY
P.O. Box 30124-00100, NBI
TEL: 341666



**THIS IS TO CERTIFY THAT:
MISS. LEAH WANGARI MWANGI
of UNIVERSITY OF NAIROBI, 103083-100
nairobi, has been permitted to conduct
research in Nairobi County**


**Permit No : NACOSTI/P/15/3102/5976
Date Of Issue : 13th May, 2015
Fee Received :Ksh 1,000**

**on the topic: FACTORS INFLUENCING
RESOURCE ALLOCATION FOR LEARNERS
WITH SPECIAL NEEDS, IN PUBLIC
PRIMARY SCHOOLS IN NAIROBI COUNTY
KENYA**



**for the period ending:
31st July, 2015**


**Applicant's
Signature**

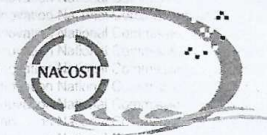

**Full Director General
National Commission for Science,
Technology & Innovation**

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(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



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

**RESEARCH CLEARANCE
PERMIT**

Serial No. A 5107

CONDITIONS: see back page