FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN REGULAR PRIMARY SCHOOLS IN BUSIA DISTRICT

By

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A research project submitted in partial fulfilment of the requirements of the ward of the Degree of Master of Education in Educational Administration and Planning, University of Nairobi.

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DECLARATION

his project report is my original work and has not been submitted for the award of a degree in
y other university.

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his project report has been submitted as a final report with my approval as university
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DEDICATION

TO MY BELOVED WIFE RUTH MUSIKHE

For her love for education, concern, sacrifice and patience during the writing period.

ACKNOWLEDGEMENT

ABSTRACT

The purpose of this study was to investigate the factors that influence the implementation of inclusive education in the regular primary schools in Busia District. The researcher used survey design. The design helped the researcher to obtain information that described the existing phenomena such as factors that influence the implementation of inclusive education. This was done by asking respondents about their education, attitudes or value and conditions of service at their work places. In this case, the researcher explored the existing status of variables such as status of teachers.

Cluster sampling was used for sampling the population. All the nine schools that practised inclusive education in the district were included in the study. The instruments of the study were: An interview schedule for head teachers to find out their attitudes, feelings, knowledge and skills about implementing inclusive education and the teachers' questionnaire chosen because the target respondents were literate. The instruments' validity was ascertained by conducting a pilot study. The researcher used the split-half technique of assessing reliability done by using the spearman-brown prophecy formula. Data were collected by the researcher personally administering research instruments in the schools. Data were analysed as guided by a Computer Programmer such that descriptive statistics were used. The analysed data formed the basis for the research findings, conclusions and recommendations for the study.

Findings in the study included the following, free primary education contributed to high enrolments in all schools and special units. Teachers were well prepared for the mainstream education but not for children with special needs in education, the government provided adequate teaching/learning resources like textbooks but not alternative learning media like radios,

computers for average learners; the same resources were not provided for learners with special needs in education. For example Braillers and car-moulds for learners with visual and hearing impairment were missing. Lack of support services was a threat to having children with special needs in education in an inclusive setting.

The researcher recommends that the government should have; formulated a policy frame work to guide implementation of inclusive education, trained more teachers in special needs education, promoted mass sensitization about special needs education, and encouraged head teachers in inclusive schools to formalize their coordination of net-working with other professionals. Finally, the researcher felt that more research should be done to determine other factors that may have been influencing implementation of inclusive education such as free primary education, rigid curriculum, emphasis of academic performance (mean score), and effects of HIV/AIDS among teachers.

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LIST OF ABBREVIATIONS

EARC   Educational Assessment Resource Centre

KESI   Kenya Educational Staff Institute

KISE   Kenya Institute of Special Education

MOEST   Ministry of Education Science and Technology

SNE   Special Needs in Education

UNESCO   United Nations Educational Scientific and Cultural Organization

UNISE   Uganda National Institute of Special Education

CHAPTER ONE

INTRODUCTION

Background to the Study

It is apparent that every society had a way of educating its young members to help them attain relevant knowledge, skills and attitudes to enable them take up adult roles. That was made possible through the process of education. Anderson (1976) defined education as encompassing the art of transmitting values and knowledge from one generation to the next in a given society. If an element happened to lack in the process of training then the individual would not function as expected to meet the societal needs. This view is supported by Malusu (1997). He defines education as a process of acquiring and developing accumulated and new knowledge, wisdom, values, attitudes and skills as a result of growth, maturation and learning which could be best utilized by the individual in a changing society.

However, inclusive education implementation remains a sensitive debate among educators and stakeholders alike. Studies by Melcher (1976), and Willis and Thomas (1978) as cited in Schulman (1980) showed that in some ancient (and even current) cultures, people afflicted with certain exceptionalities were thought to be accursed by gods. Others looked at them as insane, dregs of society, bad omens or as being incapable of engaging in gainful employment. These perceptions have slowly been changing over time. The changing perceptions have led to the emergency of inclusive education philosophy as a way of educating people with exceptionalities. According to Kenya Institute of Special Education (2000) inclusive education referred to a philosophy of ensuring that schools, centres of learning and educational systems were open to all children. Children should not be excluded from the society's activities due to disabilities, racial,

economic, physical or otherwise backgrounds. In support of this view Ndurumo (1992) noted that people with disabilities were capable of benefiting from education and vocational norms if they were given appropriate support.

A study by Karugu (1999) indicated that services to people with special needs started in Kenya in 1945. The services were not aggressive enough to include all those who needed them. He further stated that 11,572 people with special needs were receiving services in 1998. About 80,000 had been identified through 52 districts based assessment and resource centres with 345 sub-centres, then, country wide. The author cited a study that was commissioned by the Ministry of Education in 1986 that estimated the number requiring special education to be 2.3 million.

Table 1: Enrolment in Special Education (Primary levels) by sex 1986-1999

Year	Number of Schools/Units	Boys (B)	Girls (G)	Total (B+G)
1986	287	2783	2319	5102
1987	350	3631	2594	6225
1990	423	4390	3135	7525
1998	741	7397	5536	12933
1999	823	8420	6194	14614

Source: MOEST Statistics (Special Education Section 2001)
             (Figures exclude those in integration)

In a study by Ayodo (2004), the estimated number of people with disabilities was 10% of the total Kenyan population which translate to 3 million. Children of school going age took up 25% which translated to 750,000 children. Out of these, 14,614 were enrolled in educational programmes for special needs and a similar number were integrated in regular schools by 1999.

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From the two studies above, one could deduce a dire need for providing services to people with disabilities by implementing inclusive education. Initially, special education was caring for the following impairments: mental, physical, hearing and visual (Omolo, 2002). The shortcoming in special education services to people with disabilities necessitated the emergence of inclusive philosophy. The philosophy was espoused because it extended services to children who were traumatized, street children, the homeless or orphaned, children leading families, child labourers, children of refugees and those infected by HIV/AIDS. Lack of enough teachers trained in special needs education was stressed in the two cited studies as inhibiting the success of inclusive education implementation. A clearly defined policy had to guide operations within an enabling environment. Finally, the content delivered and the methodology had to be relevant to the desired expectations of the learners, alluded Karugu and Ayodo in their studies.

Statement of the Problem

The goal of inclusive education is to provide the most appropriate education for all children in the most enabling environment. The net effect of inclusion, if successful is to get all children together. However, the place to begin was to get all of the professional, parental, and political interests together at a level and in a way that inclusion of children had to be planned and implemented to the best education interest of each one of them Turnbull (1977). The right to an education in the Free Primary Education setting in Kenya recognized that there were practices in the traditional education systems that were in the disinterest of some children. Studies that had examined the educational gains of children in special classes had found that, handicapped students did better academically in regular classes (Dun 1968). The process by which children were identified, labelled, and placed in special classes has been criticized for the negative effects the process had on children (Mercer 1993).

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According to Hallahan (1997), Education for All Handicapped Children Act enacted into law in November 29,1975 in U.S.A has been a treasure for Kenya's Education system to borrow from. It provides procedural safeguards to assure appropriate identification, evaluation, and placement. A written individual education plan is required for each handicapped child which increases the accountability of educators. The challenging issue is how to constructively understand and implement inclusion in the best educational interest of all children. The problems being faced in inclusion are system problems. School policies, structures, and attitudes have to be changed in "an inclusive system" Turnbull (1977). As a system problem, inclusion affects all participants in the educational system, from the child to the Ministry of Education Science and Technology and beyond.

Leadership in planning and implementing inclusion is extremely important. Since the focus is the regular school, the headteacher is the educational leader who has to provide the necessary guidance and direction. Teachers have to be prepared attitudinally and provided with the relevant knowledge and skills to maintain handicapped children Cruickshank (1974). According to Busia Educational Assessment Resource Centre (EARC-2005), over 3000 children had been assessed since its inception in 1984. That number encompassed all categories of handicaps. Ironically, the centre noted that the district has only two special schools which cater for about 300 pupils. The nine integrated units cater for about 500 children. That is only 27% of the total number of children in the district who are receiving special education services. The heavy task of rendering services to these children with special needs is bestowed on a negligible number of 45 specially trained teachers in these learning centres. It was with the described situation in mind that the researcher undertook to investigate the factors that influence the implementation of inclusive education in the regular primary schools in Busia District.

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Purpose of the Study

The purpose of the study was to investigate the factors that influenced the implementation of inclusive education in the regular primary schools in Busia District.

Objectives of the Study

The objectives of the study were to:

1. Investigate if the availability of teaching/learning resources such as textbooks for teachers/pupils and writing materials influence implementation of inclusive education.

2. Find out if time allocated for the content delivery in inclusive education is adequate in the implementation of inclusive education.

3. Establish if the methods of instruction in learning experiences influence implementation of inclusive education.

4. Find out if the nature of the curriculum content influence implementation of inclusive education.

5. Establish if availability of support services such as resource rooms, itinerant teachers influence implementation of inclusive education.

6. Investigate if the quality of teachers contribute to the implementation of inclusive education.

Research Questions

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

1. To what extent did the availability of teaching/ learning resources contribute to the implementation of inclusive education?

2. To what extent did the physical facilities such as school buildings, desks and playground contribute to the implementation of inclusive education?

3. To what extent did instructional methods used in inclusive education contribute to its implementation?

4. To what extent did the time allocated for content delivery contribute to the implementation of inclusive education?

5. To what extent did content contribute to the implementation of inclusive education?

6. To what extent did the qualification of teacher contribute to the implementation of inclusive education?

7. To what extent did the availability of support services contribute to the implementation of inclusive education?

The Significance of the Study

The study was to help create a barrier free environment for people and children with special needs as well as other stakeholders. The results from this study were to assist the Kenya Institute of Education (K.I.E) which is responsible for developing curricula in Kenya, develop a relevant curriculum that would benefit the participants in inclusive education not only in primary schools in Busia District but also in other similar schools in the country. The study is to assist teachers in the usage of appropriate teaching methods, and in the development of appropriate learning resources. The results would form a basis for developing a guideline in training primary school teachers. The results would further assist in the selection and organization of the curriculum for inclusive education to be realized through pre-service training by in institutions like Primary Teacher Training Colleges. The trained and qualified teachers from these institutions, when posted to schools where inclusive education is practiced would stimulate the learning process due

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to their accumulated knowledge and skills, hence the children's learning interest would be reinforced.

Limitations

In this study, the researcher used a survey research. Mugenda (1999) defines a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The limitations of this method included: dependence on the cooperation of respondents. To guard against getting inaccurate information the researcher endeavoured to construct an instrument to elicit quantifiable information from the respondents. Secondly, information unknown to the respondents could not be tapped in a survey. Thirdly, requesting information which was considered secret and personal encouraged incorrect answers.

Delimitations

The study was confined to regular primary schools practicing inclusive education in Busia District. Therefore, the findings of this study should be generalised with caution while considering other schools practicing the same in the country. This is because, in the study the researcher was specifically looking at the following variables: lack of qualified staff, the nature of the curriculum content, the time in which that content was covered, the approaches of learning experiences, inadequate expensive equipment and physical facilities, availability of teaching/learning resources e.g textbooks, and availability of support services and how they contributed to the implementation of inclusive education philosophy in the regular primary school.

Definition of Significant Terms used in the Study.

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

Differentiated Curriculum: refers to an approach that was used to identify the subject in the curriculum that a learner had to cover and plan for each learner according to his/her needs and ability.

Disability: referred to any restriction to perform an activity in the normal manner which was normal.

Handicapped: refers to a disadvantage but smaller than a disability resulting from an impairment or disability that limited the fulfilment of a role. which was considered normal.

Inclusive Education: refers to the philosophy of ensuring that schools, centres of learning and education were open to all children.

Itinerant/Peripatetic Teachers: refers to a teacher who was trained in special education and moved from school to school where children with special needs were included to advise the regular teacher and gave technical support where need arose.

Resource Room: refers to a room in a regular school which was equipped for enriching learning for learner with special education needs.

Screening: refers to a form of assessment where a general tool was used to identify children who were exceptional.

Special Needs Education: refers to education which provided appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment.

Special Unit: refers to a classroom that was located in a regular school, but was set aside for educating learners with specific teachers who were responsible for most of the learners' activities.

Organization of the Rest of the Study

In the study, chapter two deals with the review of the literature on factors that influence implementation of inclusive education in an education setting. It covers the background information about the concepts. It also focuses on variables such as teachers' qualifications, educational resources, modified curriculum, organization of learning experiences, teaching methods, support services and theoretical framework. Chapter three deals with the research methodology and gives a more detailed account of the procedures and methodologies of the study. Chapter four contains data analysis and discussions while chapter five deals with summaries, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

Background Information

Inclusion refers to a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic, physical or any difference were not excluded from any of the society's activities KISE (2000). From the definition we are directed to the net effect of inclusion. If it has to be successful, then, it will be to get students together in a learning environment. The place to begin is to get all the professional, parental, and political interests together at a level and in a way that inclusion of pupils can be planned and implemented to the best education interest of each one of them Turnbull (1977).

Cruickshank, et al., (1977) noted that effective inclusion succeeds or fails in a school building. While there are many factors that impinge on the school – including state law, educational policies, allocation of resources, and public attitudes- all of these are brought together and tested in the learning experiences of children in the school. However, the curriculum, attitudes of staff, social structure, physical arrangement, allocation of resources within the classroom, and skills of teachers are elements of the school's educational ecology. Pappanikuo (1977).

In the study, the researcher is investigating the factors that contribute to the implementation of inclusive education in the regular primary schools in Busia District. They include: teachers' qualification, teaching/learning resources, physical facilities, modified curriculum, methods of instruction in content delivery, time allocation in teaching subject content and availability of support services.

Teachers' Qualification

Shiundu and Omulando (1992) noted that the calibre of the teaching personnel is the level and quality of the instructions for teacher education. The International labour Organization (ILO) in conjunction with UNESCO have recommended that all teachers be trained in post secondary institutions at a level equivalent to that of higher education. Further, the two bodies stressed that the staff in teacher-training institution should be trained in institutions of higher education.

The decision on the quality of teacher education is also dependent on the time factor. This in turn is based on the accepted entrance age (In Kenya, it is 7 years) to school and the duration of each stage of schooling (8 years primary and 4 years secondary) before one is ready to enter teacher training. The maturity of a teacher at graduation is determined by the sum of the years preceding professional training. Related to maturity factor is the quality of the teacher revealed in the actual contact hours with training facilities (2 years). Teachers with a P1 certificate who also qualify for diploma and/or degree courses can train in special education at diploma level for 2 years and degree level for 4 years at Kenya Institute of Special Education, and at Maseno and Kenyatta Universities respectively.

The course helps teachers to develop:

- *Skills and abilities:* Stimulating and fostering children's interests; organizing children's learning experience; evaluating their work and that of the children; contributing towards course planning; communicating effectively with children, colleagues, parents and the public at large; handling and managing educational hardware – including recent technology.

- *Knowledge and understanding*: theory relevant to the needs of the beginning teacher; the education system, its recent development and future trends; general characteristics of the curriculum, its constraints and opportunities; the aims and educational potential of their subject and its relationship with the broader curriculum; methods of planning and teaching learning sequences which involve children in the process of learning; methods of evaluating and assessing children's work; broad educational problems and issues.

- *Personal qualities:* concern for children and for society; professional commitment; openness and sensitivity to change; a disposition towards cooperation with colleagues in a common drive for the enhancement of children's education; the ability to respond sensitively and constructively to children and colleagues.

According to the Ministry of Education (2004) teachers train in special needs education so as to: provide skills and attitudes aimed at habilitation and adjustment to environment; identify, assess and provide early intervention for correction and rehabilitation; promote awareness of the needs of the disabilities; promote the provision and use of specialized facilities and equipment; promote measures to prevent impairment in order to limit the incidences of disabilities. In practice, whatever the teacher's qualification, quality and attitudes there are some constraints to teachers' participation in curriculum decision making. As Gatwa (1990) noted that teachers tend to restrict their domain of operations to the classroom. Programmes that involve teachers in activities outside the classroom are frowned upon. They build defences around it and block communication with outside. Attempts to penetrate the classroom, even with the noble intention of evaluating the performance of curriculum materials are regarded as interference.

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Teacher's attitudinal resistance in developing countries is the dimension that they are overburdened. They have a full working day, contending with anything up to a hundred pupils per class. This involves a lot of preparation, long hours of marking and hectic teaching – learning process. By the end of the day, they are so exhausted that they have no time to reflect on their practise let alone engage in major curriculum issues. Rightly or wrongly, plans to involve them in curriculum development are seen, not only as unwarranted extra loads of work, but as devices by curriculum developers to release pressure on themselves and make teachers work for them.

Headteachers are concerned solely with the smooth flow of their time-tables. No provision is made for teachers to engage in curriculum design activities during school hours. Enthusiastic teachers have to create time for such activities outside school hours Majasan (1995). He further added that logistic problems such as distance between schools, cost of producing curriculum materials in sufficient amounts for all teachers to have access to them and the problems of coordinating information flow from the centre (ministry) to the periphery (school) and managing feedback. Finally, the status of teaching itself is left wanting. The extent to which teaching can be regarded as a profession comparable to medicine and law is not clear. Teachers have a code of ethics which govern their conduct as in other professions. Beyond that, the teaching profession falls short of other professions. Teachers are workers employed on terms over which they have no control. They have no say over who becomes a teacher. Their associations are toothless on entry requirements and terms of employment. They have no decisions over what they teach. They are presented with ready made programmes to follow in schools. They fit in the time-tables made for them and dictated from above. This situation does not promote teacher initiative in curriculum issues. While other professionals (Lawyers) are responsible to their clients, teachers

are responsible to their employers. This curtails teacher autonomy and initiative. Teachers are told what to teach and how to teach it.

Success in a profession is closely related to further education research. It is in the interest of a practitioner to be innovative and to engage in research work which contributes to the fund of knowledge of the profession. Such a link between research and success does not exist in teaching. Promotion in teaching is based on the criterion of long and faithful service. No incentives are offered for creativity. Hence, there is little to be gained for taking an active interest in curriculum matters.

Teaching is the only profession in many countries where para-professionals and non-professionals are given complete responsibility over clients – school graduates with form four ("0" level) qualifications are given full charge of classes on the same terms as qualified graduates Majasan (1995). A part from lowering the professional status of teaching that phenomenon reduces the ability of teachers as a group to participate in curriculum development.

As an ideological-political dimension, curriculum is seen as a vehicle for inculcating particular ideological-political orientation. Hence, it attracts the active interest of politicians and governments. It is considered too sensitive to be left to teachers. As a result, elaborate guidelines are produced for teachers which leave no room for significant individual teacher enterprise.

Educational Resources

These are both human and material resources that are necessary for the learner to learn effectively KISE (2002). According to Oluoch (2002) schools embarking on the new curriculum

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should be those which can obtain the necessary facilities and equipment. For example, one could expect to find acceptable classrooms, desks, blackboards, playing fields, textbooks for teachers and pupils in the schools which are ready for curriculum improvement. Schools catering for children with special needs in education should for example have magnifying glasses and other optical devices to reinforce the reduced vision; hearing aids for learners who are hard of hearing; walkers and crutches made of local materials to help learners with mobility difficulties. The success or failure of curriculum implementation may well depend on the availability of these facilities and equipment.

Modified or Differentiated Curriculum.

Curriculum refers to the subject matter that is planned to be taught by the teachers and learnt by the learners at each level or education (ibid). It provides guidelines on the content, sequence of activities, teaching methods, educational resources, time schedules and evaluation procedures. The curriculum framework aims at reaching the average learner. This is why inclusive education calls for the recognition that all pupils may not do the same work in the same way at the same speed. This requirs flexibility in terms of the content and teaching approaches to meet each learners needs, Ndurumo (1993). According to KISE (2000) a differentiated curriculum is an attempt to modify the regular curriculum to meet the individual needs of the learner. It involves: Manipulating the environmental factors; Adapting the teaching approach and time schedules; Modifying the content presentation; Adapting the examination question and assessment procedures; Providing appropriate learning materials to meet the learners needs; including other relavant vital subjects for life long education required by some learners with special needs in education such as: Independent Living Skills, Sign Language, Braille, Orientation and Mobility among others. These had to be examinable alternatives to other subjects, which may not be

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compulsory. The Education policy should however clearly allow the modification by empowering the schools to make decisions concerning learners.

Organization of Learning Experiences

Once learning experiences and opportunities have been selected, they have to be organized so that the desired learning can take place. The curriculum is usually organized according to subjects. There have evolved new approaches in an attempt to the traditional subject, centred curriculum so as to reduce shortcomings and respond to new understanding regarding the nature of the child and new learning theories Shiundu and Omulando (1992).

Subjects taught in schools form the medium through which the objectives may be achieved. The various subjects are curriculum areas which must be organized into a school programme. This involves consideration for a sequence of presentation, time allocation and approaches to instructions. The learning experience within a subject (mathematics) can be organized at three levels.

1. *The lesson-* This is most widely used structure in which a single day is treated as a discrete unit and the lesson plans for that day are more or less separate from other lessons, which are planned for other days.

2. *The topic-* several lessons are divided and may last for several days or weeks

3. *The unit* – includes experiences covering several topics related to a single theme or other related themes. Units may also be organized around problems or contemporary concerns. It may take a teacher and his students several weeks to cover one unit.

Another consideration in organizing learning experience is the individual learner's needs. This can be done by organizing the classroom to address the learners' difficulty. For example moving

the learner to sit near the teacher or away from too much light, modifying the teaching style to involve more group activities where each learner participated. Encouraging learners to help each other rather than competing with each other.

Teaching Methods

For the teacher to effectively assist the learner with SNE, she/he must use a variety of teaching approaches. These should be appropriate to the learners' ability and learning process Omolo (2002). These approaches include:

- *Peer Tutoring* – It involves using other children to assist those experiencing difficulties in a learning activity.

- *Group work-* The task is planned in such a way that each member does a bit of the task so that all can to contribute to the finished product.

- *Individual Education Programmes* – Are organized systems of assessing, teaching and doing remedial services to children with special needs.

- *Co-teaching* – Involves two teachers who work as partners in the same class, time and lesson. They plan their programme together, fill in on each other's knowledge and share responsibility for the benefit of all learners in the class.

- *Child to child approach-* Is giving opportunity to children who know something different about a task to share their experience with others who have acquired a different skill or knowledge.

- *Team teaching* – A group of teachers plan a programme for a group of learners in a class. They then divide among themselves responsibilities of implementation.

- *Task analysis* –Is a system of breaking a task into its components and then a learner completes the first part before he proceeds to the another until the parts are managed at last.

- *Thematic approach* – Teaching the main skill within other skills. The teacher can teach the concept of ordering of numbers through music.

- *Ability grouping* – Is dividing children into homogenous groups based upon student's performance in meeting set criteria necessary for participation in a particular group.

- *Acceleration-* Emphasizes advanced content of subject matter. Priority is given to the mastery of the subject matter.

In the classroom situation the teacher should : Adjust sitting arrangement according to individual needs; cater for individual differences; use additional or special learners resources; adapt the curriculum or lesson to meet the needs of individual differences; adapt the classroom environment; modify methods of approach; adjust communication mode; emphasize on more motivation; allow more time to complete assignments; provide curative measures like, visual trainings, auditory crowning, orthopaedic and physiotherapy exercise, speech therapy and behaviour modification.

Support Services

Teachers in a school need a lot of support from school inspectors, educational administrators and other educational authorities during the stage of curriculum implementation. It is this stage that the main thrust for the curriculum development passes from the project staff to the field officers who are concerned with maintenance of standards in schools. This cadre of curriculum workers should be strengthened in number and made more effective by providing them with better

facilities in order to enable them give efficient support to the school as new curricula are implemented Oluoch (2002)

Learners with SNE require basic support services if their learning will be effective in an inclusive setting KISE (2002): The following are some of the support services that should be made available to the learners with SNE in the regular class;

- *Resource room* – Is a room in a regular school which is equipped for enriching learning for learners with special education needs. It is managed by a resource teacher who is trained in special needs education.

- *Peripatetic or Itinerant teacher* – moves between schools and homes teaching, training, counselling and providing materials to parents, teachers and children themselves.

- *Guidance and counselling* – Is given to parents and their children who have special needs in education. This is given by EARC, doctors and educators.

- *Medical practitioners* – provide medical care to children with special needs. They can also advise on intervention, prevention and placement of those children in schools.

Note: Medical practitioners work with other parties when making decisions about children with special needs.

- *Charitable organization and interested groups* – provide moral and financial help to people with disabilities. Among them are churches, Red-cross and Rotary clubs.

- The government of Kenya has organized National Feeding Programmes to people in hardship areas.

- *Diploma in Special Education and in*-service courses are being offered at Kenya Institute of Special Education to help teachers implement inclusive education. Degree courses in Special Education are being offered at Kenyatta and Maseno Universities.

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CONCEPTUAL FRAMEWORK OF FACTORS THAT INFLUENCED IMPLEMENTATION OF INCLUSIVE EDUCATION.

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ADMINISTRATION & MANAGEMENT **TEACHERS QUALIFICATION** **DIFFERENTIATED CURRICULUM ADOPTED/ADAPTED** **TEACHER/ PUPIL RATIO** **TEACHING LEARNING FACILITIES RESOURCES** **METHODS OF INSTRUCTION**

VARIOUS SUBJECTS TIME ALLOCATION

SUPPORT SERVICES

TEACHING AND LEARNING

EVALUATION

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

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CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with research methodology. It consists of research designs, study area, target population, sample and sampling technique, research instruments that were used, validity of the instruments, reliability, data collection procedures and the data analysis techniques.

Research Methodology

In this study, survey research design was employed. Kothari (1990) defines survey research as concerned with describing, recording, analyzing and interpreting conditions that either exists or existed. In this case the researcher sought to obtain information that described the existing phenomena e.g the factors that contributed to appropriate implementation of inclusive education in the regular primary schools. He did that by asking respondents about their education, attitudes or values. Survey research was therefore relevant to the study because it exemplified as a descriptive research. The survey research helped the researcher in exploring the existing status of variables at a given point of time, such as qualification of teachers, teaching methods used, availability and adequacy of teaching, and learning resources. In addition, it (survey) enabled the researcher to collect data for the purpose of describing a population which was too large to be observed directly. This enabled the researcher to make conclusions about the factors that were influencing the implementation of inclusive education in regular primary schools in Busia district.

Target Population.

According to Borg and Gall (1997), target population is all numbers of real hypothetical set of people, events or objects to which the researcher wishes to generalize the results of the research. In Busia district are 9 regular primary schools practicing inclusive education, 7 had units of mentally challenged, 1 had hearing impaired pupils and 1 had physically impaired pupils. The headteachers and the teachers in the regular primary schools plus those teachers in integrated special units formed the researcher's target population.

Sample and Sampling

All nine schools practising inclusive education comprised the sample for the study. Nine headteachers and 96 teachers all employees of the Teachers Service Commission formed the target population of the study. The schools were chosen using purposive sampling to enable the researcher establish the characteristics underlying the principle of inclusive implementation.

Research Instruments.

The main instruments of the study included: an interview schedule for headteachers and the teachers' questionnaire. The Headteachers were expected to orally respond to the interview schedule. The items sought to find out the headteachers' attitudes, feelings, knowledge and skills about implementing inclusive education in the regular primary schools. The interview schedule was to further draw the attention of the headteachers on the following variables: teachers' qualification, teaching/learning resources, physical facilities, content, methods of instruction, time allocation to content delivery, support services such as itinerant teachers and how the factors contributed to the implementation of inclusion. The interview scheduled also sought to find out the headteachers' view about the government's general contribution to the

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implementation of inclusive education. The teachers' questionnaire was adapted from Seamus Hegarty (1982) on 'Integration in Action'. The questionnaire was chosen because the target respondents were literate and would use it comfortably. It also allowed greater comparability in the process Borg et, al., (1977). Section 1 was designed to elicit information about the respondent's sex, professional training and teaching experience. A tick in one of the boxes against different alternative answers or filling in the space(s) provided was to indicate one's response. In section 2, the respondents were to use a code to determine a grade they perceived to be the contribution of variables to the implementation of inclusive education. The grades varied from very high (V), High (H), Moderate (M), Low (L) to Not at all (N). Respondents answered open-ended questions that were to give them complete freedom of response. In section 3, respondents were expected to complete the questionnaires by listing the factors they thought contributed to the implementation of inclusive education in the regular primary schools in order of merit. Lastly they outlined their suggestions.

Validity of the Instruments

Mugenda (1999) stated that validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon understudy. Since the questionnaire was adopted from Seamus Hegarty et al.,(1982) which was designed in an environment foreign to Kenya, it was necessary to test its validity before using it in main study. A pilot study was conducted to check if the questions were well understood. Bell(1993) states that the purpose of a pilot exercise is to get the bugs out of the instruments so that participants in the main study do not experience any difficulties in completing it and so that one can carryout a preliminary analysis to see whether the wording and format of questions would present any difficulties when the main data are analysed. A pilot study was carried out in one school (selected randomly) with all teachers

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filling in the questionnaires. The school used in the pilot study was omitted in the final study. The researcher personally administered the questionnaires within a day in the school with a view of identifying areas that needed changes in the wording of some items. After piloting there was no need to refine the tools except the researcher offered a brief explanation before respondents filled the questionnaires.

Reliability of the Research Instruments

The researcher felt that reliability of the instrument was to be tested to find out whether it was capable of bringing out the required information. The pilot study results in validity of the instrument helped the researcher guard against error that would occur as result of the instruments design. The researcher used the split-half technique of assessing reliability. In this approach, the instrument was designed to have two parts. Respondents' scores from one part were correlated with scores from second part. The steps in that part involved: sample items from the domain of indicators that measured the variables, administered the total test to an appropriate group, at random, divided the scored item into two groups, computed each respondent's total score from the two groups of items and, correlated the scores from the two groups of items for all the respondents.

Data with a high split-half reliability was to have a high correlated coefficient. The coefficient that represented the reliability was to be done by using the spearman-brown prophecy formula which produced a coefficient of 0.82. A coefficient of 0.80 or more implied that there was a high degree of reliability of the data.

Data Collection Procedures

The researcher sought permission to conduct this study from the Ministry of Education Headquarters, the District Education Office and the District Commissioner's officer. From there .the researcher visited the schools to fix dates for the administration of research instruments. Visiting the chosen schools did ensue to fix dates for the administration of the research instruments. The investigator personally went to the schools to administer the research instruments and to collect the responses. The whole exercise took three weeks.

Data Analysis Technique

Analysis started by checking gathered raw data for accuracy, usefulness and completeness. The data was then tabulated. This refers to recording of the classified data in qualified terms (Lokesh, 1984). This was done in order to transfer classified data from data gathering tools to the tabular form in which they were to be systematically examined.

Data analysis was done using descriptive statistics such as, frequencies and percentages. For example, the gender of the teaching staff was 21 males and 31 females representing 40.4% and 59.6% respectively out of a total of 52 respondents. The total sum of the results to various items provided hints to the research questions that the study sought answers. The analysed data therefore formed the basis for the research findings, conclusions and recommendations for the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

Introduction

This chapter presents the analysis of research findings. The first part deals with demographic information while the second part deals with research questions. Data are presented in both descriptive and tabular form.

Demographic Information

The data presented in this section focuses on: 1) gender, 2) professional training, 3) type of training in special education, 4) the level at which the teachers teach, 5) frequency of in-service courses for the teachers, and 6) teaching experience. This information was discussed in the above stipulated order and is presented below.

Gender

The total number of teachers in the nine schools practicing inclusive education was 105. One school (which was randomly selected) was left out in the final study because it was used in the pilot exercise. The eight head teachers responded positively to the interview schedules. However, due to unknown reasons, 22 teachers did not return the questionnaires. The return rate of the questionnaires by the teachers was 74.4%. Of the 52 teachers who filled the questionnaires, 31 (59.6%) were female and 21 (40.4%) were male. The statistical representation shows that there

were more female teachers (31) than the male teachers (21) who participated in the study. A number of reasons may have contributed to this situation. They include:

- Restriction on the entry points to some fields e.g. law and medicine, has led to a disproportionate representation of women in other professions e.g. teaching and nursing.

- Freezing of teacher's employment from 1998 by the government.

- The government's emphasis on girl child promotion in education, employment and other sectors opportunities to enhance gender equality.

From the research findings, it was discovered that, comparatively more male than female teachers had either resigned, retired or had died due to HIV/AIDS scourge. However, much as the government may have tried to replace teachers who retired or left due to natural attrition, replacement had never at any one given time equalled those who left.

Professional Training.

During training, teachers learn how to use appropriate teaching and learning resources as well as new trends in teaching approaches. According to Shiundu and Omulando(1992), professionally trained teachers determine the effectiveness of teaching at every stage and understand the problems which the pupils face all the time. Table 2 shows the teachers' professional qualifications. These range from P1 to University degree level. All the 52 respondents had been trained initially as P1 teachers.

Table 2: Teachers' Professional Qualifications

Professional Qualification	Frequency	Percent
P1	37	71.2
P1 certificate with Diploma in special education	11	21.2
P1 with ATS IV with 3 months in		

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service in special education	1	1.9
P1 certificate with Diploma in early childhood education	1	1.9
P1 certificate with Bachelor of Education Degree Certificate	1	1.9
P1 with 3 months in service in special education	1	1.9
Total	**52**	**100.0**

Types of Training in Special Education

Table three shows the distribution of teachers according to their training in Special Education in the nine regular schools practicing Inclusive Education in Busia district. The distribution covers the following areas: teachers untrained in Special Education, teachers trained in Special Education in the following areas of specialization: - Inclusive Education, Hearing Impaired, and Mentally Challenged; teachers undergoing training in Inclusive Education and teachers who are trained at University level. In all the nine schools covered in the study, there was at least a teacher trained, in-serviced or undergoing training in special education. This implied that the Kenya government has tried to achieve its objective of having at least one teacher trained in Special Education in every regular primary school to promote implementation of Inclusive Education in all learning centres. The government scores highly in this regard due to its introduction of Distance Learning Diploma Programme in Inclusive Education for teachers who hold P1 certificates. The programme is in its third year of training since its inauguration and it is held at various centres all over the country where trainees meet there facilitators for 2 weeks for a face to face interaction.

Table 3: Categorization of Teachers by Type of Training

Training in Special Education	Frequency	Percent
Untrained in Special Education	41	78.8

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Diploma in Special Education : Area of Specialization		
Inclusive Education	7	13.5
Hearing Impaired	2	3.8
Mentally Challenged	1	1.9
Undergoing Inclusive Education	1	1.9
Bachelor of Education in Special Education	0	0.0
Total	**52**	**100.0**

Level at which Teachers Teach

From the figures in table three, only one teacher out of 52 (1.9%) teaches in the nursery as well as lower primary school level. Lack of government teachers in the nursery school level was because the Teachers Service Commission (the employing body) did not employ teachers for that level of education. However, the Kenya government has recognised the importance education as basic human right for every citizen and has started certificate and diploma courses in Early Childhood Education at various centres in the country. The findings further reveal that there were fewer teachers for the lower than the upper primary school level. All the teachers in special units were either trained at diploma level or had a three months in-service certificate or both.

Table 4: Level at which Teachers Teach.

Level	Frequency	Percent
Nursery and Lower Primary	1	1.9
Lower Primary	6	11.5
Lower and Upper Primary	17	32.7
Upper Primary	17	32.7
Special Units	11	21.2
Total	52	100.0

Attendance of In-service Courses

In-service courses add value to the teacher's ability to handle interactive situations with his or her learners in the classroom. By attending in-service courses, teachers improve on their knowledge and sharpen their skills for teaching. In-service courses update the teacher's instructional methods during curriculum delivery and they help one understand better how to use teaching and learning resources appropriately. The duration of the teacher's attendance of in-service courses in the researcher's study area was as tabulated.

The in-service courses range from Special Education – (in areas such as: Physically Impaired, Mentally Challenged, Hearing Impaired), Guidance and Counselling, First Aid, Primary Schools Management, Teachers Proficiency Certificate. It was evident that more than three quarters of the teachers (82.7%) had never attended an in-service course. Four teachers (7.7%) had been in in-service courses for three months in various areas of special education. One teacher (1.9%) attended a Primary Schools Management (PRISM) in-service course for 6 months while one teacher had attended a two weeks in-service course for Teachers Proficiency Certificate.

The data in the table indicate that in-service training for teachers was not accorded the inevitable preference it so deserves. It therefore, implied that the teachers were not kept abreast with current demands when it came to content delivery and handling of teaching and learning resources during the very dynamic learning process. In addition, the lukewarm approach of never getting a chance to undergo any in-service training rendered the teachers inefficient and impacted negatively to their adopted instructional methods. From the data, one could infer that many teachers did not go for in-service training, particularly in special education, frequently due to lack of funds. This kind of practice was supported by Ndurumo (1992) when he stated that giving professional training to teachers in special needs education is very expensive. This helped to explain why very few teachers trained in special needs education were found in the regular primary schools in Busia District. The implication was that many teachers in those schools were ill-equipped and less informed about how the implementation of inclusive education was done.

Table 5: Teachers' Attendance of In-service Courses between 1995 - 2005

Duration	Frequency	Percent
6 months	1	1.9
3 months	4	7.7
2 weeks	3	5.8
1 week	1	1.9
None at all	43	82.7
Total	52	100

Teaching Experience

Apart from both academic and professional training that a qualified teacher underwent, teaching experience added value to the teachers adopted teaching methods during content delivery. The more years one had been in class teaching, the more experienced and may be the better skilled a

teacher one became. It was common knowledge that the teacher's experience could be banked on as an alternative to help iron out a myriad of challenges that would crop up in a classroom situation. The researcher discovered that most teachers had adequate experience to handle learners without special needs in education. Many teachers, who were trained in special needs education in areas of physically impaired, mentally challenged and learning difficulties were all posted to the two special schools – Bulula and Nangina, in the district. Apart from, one unit for children with hearing impairment, which had three teachers trained in special education were in special units or in the regular sections. Many of those teachers in the regular section were undergoing a diploma course in inclusive education. From the table it could be deduced that out of 52 teachers in the nine schools, 36 (69.2%) had taught for a period of 6 years and above. A minor 16 teachers representing (30.8%) had taught for a period of 1 to 5 years. This disparity in teaching experience among teachers was as a result of the negative impact of the government's policy of freezing teachers' employment since 1998 but it only replaces those who have left the teaching profession due to retirement or out of natural attrition. The implication was that there was great lack of experience and qualified teachers in special needs education to successfully and appropriately handle implementation of inclusive education in the district.

Table 6: Teaching Experience for Teachers.

Teaching Experience	Frequency	Percent
Les than 1 year	5	9.6
1- 5 years	11	21.2
6- 10 years	13	25.0
11- 15 years	14	26.9
15 years and above	9	17.3
Total	52	100

Research Questions

Research Question 1: To what extent did the availability of teaching/learning resources contribute to the implementation of Inclusive education?

Teaching and learning are complimentary and they share the same resources. These resources included: syllabus, textbooks for teachers and textbooks for pupils, writing materials (pens, chalk, manila paper), visual aids like maps and charts, and audio-visual equipments. The availability or absence of these items could influence the way in which learning took place in an inclusive setting.

➢ Learners with visual impairment required a white cane to enable them to move around, Braille machine, slate and styler, low vision aids and Braille books.

➢ Learners with hearing impairment required: hearing aids, speech training units and sign language material.

➢ Learners with physical impairment required: facilities for mobility which included wheel chairs, callipers, crutches, braises boots, designed seats, reading frame, adapted pen holder; physical facilities adapted for their use depending on the condition, e.g toilets, classroom, field; special seats, straps to hold limbs, and any other medically recommended devices.

➢ Learners with intellectual impairment required: assorted blocks, pegboards, picture books, charts, and threading boards.

Table 7: Extent to which Teaching and Learning Resources Influenced Implementation of Inclusive Education.

Teaching & Learning Resources	Extent of Influence										Total	
	1		2		3		4		5			
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
Textbooks for Teachers & Pupils	21	40.4	16	30.8	6	11.5	7	13.5	2	3.8	52	100
Writing Materials	18	34.6	19	36.5	13	25	1	1.9	1	1.9	52	100
Visual Aids (Maps and Charts)	18	34.6	13	25	13	25	7	13.5	1	1.9	52	100
Audio Visual Equipment	10	19.2	12	23.1	5	9.6	7	13.5	8	34.6	52	100

A syllabus is a very important document in the teaching practice. It determines what is to be taught and when it should be taught to the learners. It also shows the level at which learners have to be taught a particular subject matter. It incorporates the learning resources to be used, the instructional methods to be applied and the types of evaluation to be used. Thus, it is important that the teacher interprets the syllabus appropriately to enable him or her to teach the relevant contents so as to effectively achieve the pre-determined teaching objectives. In an inclusive setting, the syllabus is adopted and modified to suit the needs of learners with special needs in education. For example, learners with hearing impairments needed ear-moulds and the teacher to use total communication i.e verbalize and sign at the same time while teaching. Total communication helps the learner to see the signs and to lip-read the teacher's speech sounds.

i) **Textbooks for teachers and pupils:** They are important because they are used as sources of information, which the teachers use to teach learners. They have methods of instruction, methods of evaluation, and teaching aids such as pictures, diagrams and maps. In the pupils' textbooks learning became difficult because the teachers were confined to the receiving end. Table 7 shows teachers feelings as to how textbooks influenced implementation of inclusive education. Twenty one (40.4%) teachers felt that their influence was very high, 16(30.8%) teachers thought it as high while 6 (11.5%) thought it as moderate. The remaining nine teachers chose the low and not at all alternatives because they argued that when well informed illiterate elders got invited to schools to talk about community issues or ideas, textbooks were not consulted. However, teachers were still in agreement that using experienced people alone did not render textbooks irrelevant.

ii) **Writing materials include:** pieces of chalk, the chalk board, manila papers, news print, note books for schemes of work and lessons plans, continuous assessment records, registers, pens and dusters. When filling the questionnaires, out of 52 teachers, 18(34.6%) thought that their influence was very high, 13(25%) chose moderate. One (1.9%) teacher chose low and one (1.9%) teacher chose not at all. From the data, most of the teachers' responses (96.2%) supported the idea that writing materials had great influence in the implementation of Inclusive Learning.

iii) **Visual Aids include:** maps, slides, photographs, charts. When used they make the lesson real, interesting, motivating as distant places on the map are brought closer to the learner. They also help clarify concepts like circulation of blood in the body of human being which could not be observed with the naked eyes. They add value to the learner's usage of their senses

such as feelings, seeing and tasting in the learning process. From the data in table 7, one can simply conclude that 44(84.6%) teachers out of 52 teachers supported the high contribution of visual aids towards teaching/learning process hence, a vital tool, whose availability, influenced implementation of inclusive learning.

iv) Audio-visual equipment i.e. radio cassettes, overhead projectors: They cause a tingle sensation on both the auditory and visual senses. They promote attention in the learner's search for more knowledge. In table 7, 22(42.3%) teachers out of 52 felt that audio-visual equipment had high contribution towards teaching/learning. The remaining 30(47.7%) respondents felt that the contribution of the resource was insignificant. This must have stemmed from the fact that in all the schools covered in the study, audio-visual equipments were not available.

However, material resources not withstanding, human resources the teachers played the greatest role in working. The working function of the teachers was constrained with the introduction of Free Primary Education in the year 2003. The researcher found that some classes were having as many as 100 pupils. This situation coupled with the government's move to freeze employment of teachers in 1998 resulted to high teacher-pupil ratios. The high ratio of pupils per teacher made teaching a nightmare.

The introduction of Free Primary Education witnessed the government's efforts to supply adequate instructional materials to all primary schools in the country. That move favoured learners without disabilities. What the government never addressed was learning, tools and equipments needed for use by learners with disabilities like hearing, physical and visual impairments. The government had not supplied audiometers and learning aids for learners with

hearing impairments; canes, Braillers and Braille books for children with visual impairments and wheelchairs, callipers, crutches for children with physical impairments. These equipment are very expensive and remain a dream for many parents to purchase. If these equipment and tools are available, they need trained teachers who are technicians to operate and maintain them. In the absence of the necessary technical know-how and maintenance procedures, the resources' availability would remain a futile venture hence a threat to a successful implementation of inclusive education.

Research Question 2: To what extent did the physical facilities such as buildings, desks and playground contribute to the implementation of inclusive education?

Physical facilities included buildings (classrooms, office blocks, toilets and sanitation facilities, workshops and laboratories); furniture (tables, chairs, desks) and playgrounds. The availability of these resources influenced the implementation of inclusive education both directly and indirectly.

Table 8: Extent to which Physical Facilities Influenced Implementation of Inclusive Education

Physical Facilities	Extent of Influence											
	1		2		3		4		5		Total	
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
School Buildings	16	30.7	13	25	11	21.2	9	17.3	2	3.8	52	100
Home science Rooms	8	15.4	8	15.4	6	11.5	6	11.5	24	46.2	52	100
Furniture e.g Desks, Tables, Chairs	15	28.8	15	28.8	13	25	8	15.4	1	1.9	52	100
Playground	15	28.8	13	25	17	32.7	6	11.5	1	1.9	52	100

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i.   School Buildings

The availability of school buildings implied that there was an enclosed space for learning or for performing a school activity in a determined environment. This helped keep unnecessary distraction to the learning process at bay. Children's concentration was enhanced than when they were learning under trees. In the school buildings, school property was kept more securely than in schools which did not have enough school buildings. For example, school administrative blocks, staffrooms and libraries were important places for keeping school property. From the table it is clear that 40(76.9%) respondents maintained that the contribution of school buildings to the implementation of inclusive education was significant.

ii.   Home-science Rooms.

The schools covered in the study did not have any home-science room. That is why 30(69.2%) teachers out of 52 teachers, as indicated in the table, maintained that the resource was not influencing the implementation of inclusive education.

iii.   Furniture (Desks, Tables, Chairs)

Children who sat on furniture such as desks, chairs in a well built classroom were most likely to perform better than those children who sat on logs, stones or on the ground under trees. The teachers' support for the important contribution of these resources towards the implementation of inclusive learning was 51(98.1%) responses as shown in table 8. The resources assisted the teachers in classroom organization, for example, determination of sitting patterns to allow free movement in the classroom in the process of the pupils' acquisition of reading and writing skills during the learning process.

iv.   Play ground.

Subjects like physical education exploit this resource. Many sporting and games activities are held on the playground. These parts of the schools are indispensable because even during break times learners were seen in the schools playground playing freely. This was supported by fifty one (98.1%) teachers out of the 52 respondents shown in table 8. The teachers regard for the resource was a pointer towards the resources' significant influence in the implementation of inclusive education.

Physical facilities like laboratories and libraries were not available in the schools that participated in the study. In some schools there were buildings constructed as workshops but lacked tools and equipment. They had been converted into classrooms to alleviate the problem of shortage of classrooms that had cropped up with the introduction of Free Primary Education. This made many children enrol in schools in large numbers and the move constrained the existing facilities. However, office blocks and toilets (which were not enough and not modified for use by learners with physical impairment) were found in all the schools covered in the study.

Research Question 3: To what extent did the instructional methods used in inclusive education contribute to its implementation?

In an inclusive setting there are some principles which the teacher has to adapt in the practice. For example:

➤ *Concrete Experience* – emphasizes that children learn and remember better when they see and touch what is being presented. It means making learning experiences a reality by using real objects hence bringing real life situations into the classroom. In an inclusive classroom teaching of shapes by words like circle, square, rectangle and oval would be challenging. The

child with problems who may never have experienced the shapes would find this hard to understand. But if the teachers teaching applied the principle of concrete experiences by making the shapes a reality through drawings or wooden-cut-outs, the learner will feel and tell the differences as the teachers describe them. hence understanding the concept.

➤ *Unifying Experience* – reminds the teacher to teach from known to unknown. This principle calls on the teacher to integrate the past experiences of the child when teaching new content. When teaching in an inclusive classroom the unification of experiences helps to make learning more meaningful. The learner gets to understand that learning activities are not taught in isolation. In that learning is related. hence numbers, language, practical skills are utilized in accordance to needs.

Table 9. Extent to which Instructional Methods Influenced the Implementation of Inclusive Education

Instructional Methods	Extent of Influence										Total	
	1		2		3		4		5			
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
Learning by Doing	24	46.1	15	28.9	6	11.5	7	13.5	0	0.0	52	100
Individual Educational Programme	12	23.1	8	15.4	8	15.4	18	34.6	6	11.5	52	100
Peer teaching	10	19.2	15	28.9	20	38.5	7	13.5	0	0.0	52	100
Task Analysis	13	25.0	15	18.9	14	26.9	10	19.2	0	0.0	52	100
Ability Grouping	9	17.3	17	32.7	15	28.9	11	21.2	0	0.0	52	100
Enrichment	14	26.9	15	28.9	13	25.0	9	17.3	0	0.0	52	100
Special Unit	20	38.5	15	28.9	17	32.7	0	0.0	0	0.0	52	100

i. **Learning by Doing**

When children were actively involved in the learning process, they tended to learn more than when they were passive. When learners were actively involved in teaching, learners with behaviour problems did not have time to engage in undesirable behaviour. This argument was maintained by the fifty two respondents who felt the method has influence in the implementation of inclusive education as depicted in table 9.

ii. **Individual Educational Programme**

Individual educational programme is a written statement that describes what the teacher and other professionals will do to meet the special needs of the learner. It is developed by a multi-disciplinary team: the learner's regular teacher, special education needs teacher, an

assessment teacher, and other professionals i.e. speech therapist, psychologist and parent. An individual educational programme has six major components: the learner's present level of performance, long and short term instructional objectives, evaluation procedures and criteria, special needs education and related services, and implementation. Its practice based on the uniqueness of the learner. A teacher in the inclusive classroom had to consider the learner's diversity in planning instructions. The concept has to be in place in every step of the learning process. This is from stimulus presentation to stimulus response. When applying this principle, the teacher has to ensure flexibility in his or her own pace and ability through the teacher's guidance. According to table 9, six (11.5%) teachers maintained that the instructional method was not influencing the implementation of inclusive education. The relatively large numbers of learners (due to Free Primary Education) was advanced by the respondents as the factor behind the method not being used.

iii.   **Peer Teaching**

Children who knew something got an opportunity to help those who didn't. Peers could give support to learners with special needs in an inclusive classroom in the following ways: pushing the wheel-chair for wheel-chair users, guiding and reading for those with visual or motor coordination problems, and taking notes and clarifying instructions for those with hearing problems. Table 9 shows that the teachers supported the use of this method of teaching in the teaching\learning process due to its importance in contributing to the implementation of inclusive education

iv.   Task Analysis

This is an approach to teaching whereby a task is broken down into small components which are taught sequentially from the simplest to the most difficult. For example, in teaching the concept of addition to beginners, one starts by teaching addition of numbers from 1 to 5, then the addition of numbers from 6 to 9 before introducing addition of numbers with carrying from ones(place value) to tens (place value). This method of instruction is commonly used in teaching. All teachers, as shown in table 9 supported the idea that the methods application was contributing to the implementation of inclusive education.

v.   Ability Grouping

Ability grouping is a method of teaching where a teacher handles more than one group at the same time, classroom organization varies with the strategies used, the teacher needs more time to plan for and organize the class, requires more facilities and resources, the teacher needs more time to prepare and present the lessons. In this kind of arrangement resources are shared, learning is learner centred, peer learning is more prevalent and there is a wide sharing of learning experiences. Ability grouping as a method of teaching is the most commonly adopted in the inclusive classroom where diverse learners with different needs, abilities and interests are found. Table 9 clearly shows that 26 (50%) teachers very highly or highly supported the use of this method while the remaining half of the respondents felt that it had a moderate or low contribution in influencing the implementation of inclusive education. This is depicted by 41 (79%) teachers' responses.

vi.   Enrichment

Enrichment is an approach to teaching where fast learners are provided with extra challenging work to supplement with the ordinary lessons' exercises in the pupils' textbooks.

Enrichment in learning becomes handy when a pupil showed a mastery of skills and content way above those of the same level or shows signs of boredom and frustration since tasks seem too easy and unchallenging and starts to miss classes. By using this method teachers should guard against other learners labelling or traumatizing those who need enrichment so as to make them feel like social misfits. Teachers should also ensure that enrichment does not demotivate slow learners. Many teachers consented that they often applied the method handling above average learners. All the teachers as table 9 indicates supported the use of this method for its immense influence in the implementation of inclusive education.

vii.   Special Unit

Special unit is a classroom that is located in a regular school, but is set aside for educating learners with specific types of disabilities. It is usually manned by a specialist teacher who is responsible for most of the learners' activities. Most of the special units in Kenya are established by the Ministry of Education Science and Technology as a move towards integration. Many pupils are assisted to move from the special units to the mainstream classes after undergoing an assessment process to determine the learners' capabilities in an inclusive classroom. Teachers in special units and their counterparts in the mainstream work hand in hand to assist learners with special needs in inclusive classrooms. Table 9 shows that all teachers supported the application of the method in instruction because of its immense influence in the implementation of inclusive education.

The restricted application of the approaches was due to lack of the teachers' awareness of the methods great contribution in teaching / learning process and lack of teachers' professional training in special needs education.

Research Question 4: To what extent did the time allocated for content delivery contribute to the implementation of inclusive education?

Time Allocation in Teaching Subjects

The subjects that were covered in this study were: English. Kiswahili. Mathematics, Science, and Social studies.

Time is a very important element in the teaching learning process. A subject that is allocated adequate time is most likely to be covered exhaustively, understood and appreciated by learners than that which is accorded very little time. It was discovered that some subjects were comparatively easy and it sufficed to have less time allocated to them. However, subjects' time allocation had to put into consideration the individual differences factor. Fish (1985) and Gatawa (1990) were in agreement that enough time was required to handle a curriculum and had to vary from one need to another, depending on the complexity of the need. In our daily lives, successful completion of any activity not only depends on the amount of time devoted to it but how that time is also managed. Poor management of time in many cases result in non-completion of the tasks we set for ourselves. However, the common time of 30-35 minutes per lesson that is given to schools with children without special needs in education is not enough for the teachers to introduce, develop, apply and conclude a lesson in an inclusive setting.

Table 10: Extent to which Adequate Time Allocation in Teaching Various Subjects Influenced the Implementation of Inclusive Education.

Time Allocation in Teaching Various Subjects	Extent of Influence											
	1		2		3		4		5		Total	
	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent	No.	Percent
English	17	32.7	15	28.9	11	21.2	9	17.3	0	0.0	52	100
Kiswahili	17	32.7	13	25.0	15	28.9	7	13.5	0	0.0	52	100
Mathematics	18	34.6	15	28.9	10	19.2	9	17.3	0	0.0	52	100
Science	14	26.9	12	23.1	15	28.9	11	21.2	0	0.0	52	100
Social Studies	13	25.0	16	30.8	16	30.8	11	21.2	0	0.0	52	100

i.   English

English is the medium of instruction in Kenyan primary schools classes from class four to eight. In the lower classes – one to three, it is the mother tongue or Kiswahili depending on whether the area is rural or urban. Table 10 results indicate that adequate time allocation in teaching English is invaluable. The significant contribution of adequate time allocation in the teaching of English is explained by 17(32.7%) and 15(28.9%) teachers out of 52 teachers who chose very high and high alternatives respectively in the questionnaires to affirm their support for the item. Twenty (38.5%) teachers chose moderate and low rate contributions as the item's influence to the implementation of inclusive education.

ii.   Kiswahili.

Kiswahili is Kenya's National Language. It is taught like any other subject in all schools from primary to university. It is a compulsory subject of study up to secondary level of education. Most Kenyans with or without formal education speak Kiswahili. According to

table 10, all the teachers supported allocation of adequate time to the teaching of Kiswahili as a factor in influencing the implementation of inclusive learning. A large number of respondents 45(86.6%) supported the items contribution by rating it as very high, high and moderate while 7(13.5%) respondents regarded the item's contribution to the implementation of inclusive education as low.

iii. Mathematics

Mathematics deals with numeracy. Thirty three (63.5%) teachers regarded the contribution of time allocation in the teaching of mathematics as significant. Thus the teachers consideration regard the item very high or high in their responses. On one hand 10(19.2%) teachers and 9(17.3%) teachers settled for moderate and low levels respectively.

iv. Science

Science involves experiments and self discovery projects either individually or as groups. Therefore, for its successful teaching, teachers' were of the view that adequate time when allocated to the teaching of science influenced the successful implementation of inclusive learning in the mainstream classroom. There were 26(50%) teachers out of 52 who maintained a very high and high level support while 26(50%) had moderate and low level support. All respondents felt that adequate time allocation to teaching of science influenced the implementation of inclusive education.

v. Social Studies

Social studies is a combined course that incorporates the following subjects: Geography, History and Civics and Christian Religious Education/Islam. Teachers felt that time allocation to the teaching of concepts in the combined course is inevitable. They argued that relationships between the related themes drawn from the different subjects in the combined

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course needed enough time for explanation and comparison for learners to understand and make contrasts. Like in other subjects mentioned above – the table indicates, that there was no teacher who never supported the contribution of adequate time allocation to the teaching of social studies as a factor influencing the implementation of inclusive education

Research Question 5: To what extent did content contribute to implementation of inclusive education?

Content

Content is all that is taught to specific learners at given times in a given subject.

The common content needed some modification in its delivery so as to meet the uniqueness of individual learners with special needs in education in an inclusive setting. Learners without special needs were favoured by the common curriculum. To accommodate learners with special needs in education specifically those with disabilities in the mainstream education, content was modified to ease delivery in the handling of the following areas: Differentiated Curriculum, Independent Living Skills. Sign Language. Braille. and Orientation and Mobility.

i. Differentiated Curriculum

Differentiated curriculum is an approach that is used to identify the subjects in the curriculum that a learner has to cover. The teacher has to plan for each learner according to his or her needs and ability. For example, in an inclusive setting, a differentiated curriculum can emphasize on woodwork and metalwork for boys or needlework and home-science for girls to prepare them for adult roles. Findings in the study revealed that a quarter (25%) of the respondents supported each of the first four levels – very high, high, moderate and low,

which meant that Differentiated Curriculum has a bearing on the implementation of inclusive education. Many respondents in giving their opinion felt that a differentiated curriculum gives provision for adjustment of the curriculum to meet the individual's needs, interests and capabilities.

Table 11. Extent to which Content Influenced Implementation of Inclusive Education

Content	Extent of Influence											
	1		2		3		4		5		Total	
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
Differentiated Curriculum	13	25.0	13	25.0	13	25.0	13	25.0	0	0.0	52	100
Teaching these subjects to pupils with disabilities - Independent Living Skills	14	26.9	11	21.1	14	26.9	7	13.5	5	9.6	52	100
Signs language	12	23.1	11	21.1	6	11.5	9	17.3	13	25.0	52	100
Braille	10	19.2	8	15.4	3	5.8	8	15.4	22	42.3	52	100
Orientation and Mobility	16	30.8	11	21.2	12	23.1	13	25.0	0	0.0	52	100

ii Teaching Varied Subjects.

a. Independent Living Skills

This subject prepared learners for future adult roles. Learners with intellectual impairment were the most beneficiaries. They were taught skills such as eating, dressing, bathing and toileting. Regular classroom teachers expressed lack of knowledge (awareness) in this area and sought clarification from the researcher. Forty seven (90.4%) respondents supported the teaching of independent living skills in the regular classrooms but expressed their

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dissatisfactions due to lack of enough support services in their attempts to assist children with special needs in an inclusive setting. Table 11 shows that five (9.6%) teachers felt that the item was not contributing to the implementation of inclusive education.

b. Sign Language

Sign language is form of communication that allows learners with hearing impairment to learn and communicate with other people. Apart from one primary school which had a unit with pupils who had hearing impairment, the subject was tricky to other respondents in other schools. This was due to lack of training or awareness about special needs education. Those respondents who were trained or had knowledge regarding special needs maintained higher levels on the rating scale of this item about its contribution to the implementation of inclusive education. Thus 12(23.1%) teachers out of 52 maintained the very high slot while 11(21.1%) chose the high level. Lack of awareness contributed to those respondents who maintained the lower levels on the scale. Table 11 shows that, 13(25%) teachers felt that sign language was not contributing to the implementation of inclusive education especially in regular primary schools without learners who had hearing impairment.

c. Braille

Braille is a form of writing where raised dots that represent letters of the alphabet and can be joined together to form words and sentences. Braille is mainly used by totally blind persons. The Braille machines are expensive to buy and to maintain. With almost no children with the disability in the mainstream classes. many respondents did not feel that machines had any influence on the implementation of inclusive learning. The data in the table is clear, for example, twenty two (42.3%) teachers responded by saying that Braille had no contribution to the implementation of inclusive education.

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d. Orientation and Mobility.

Orientation and mobility is a subject that has most learners with visual and physical impairment. Many of the children in this category face many difficulties due to lack of tools they need. The tools are very expensive. For example, wheelchairs and crutches among others are out of reach of many deserving pupils. This threatens the teaching of the subject in the mainstream situation. In the school where the Unit with learners with physical impairment was attached, a child's home was built on the compound to alleviate the problem of transport. This enabled children who would have been locked out of school due to their disability to access education. It was evident during the study, to find learners with physical impairments in the regular classes hence the respondents' feeling that the teaching of orientation and mobility as a subject in an inclusive setting was necessary. The respondents' reaction was positively skewed as the figures in table 11 indicate. The implication is that the teaching of the subject was influencing the implementation of inclusive education.

Research Question 6. To what extent did the qualification of the teachers contribute to the Implementation of Inclusive Education?

A qualified person is expected to implement a curriculum better than the one who is unqualified. This is because a qualified teacher has undergone relevant training to instil in him or her appropriate skills necessary in the teaching of the subject. Training helps develop confidence in the teacher and it also makes him or her know exactly when to deliver what content to specific learners. This area looked at the teachers' training, training and then being trained in special needs education, and attitudes.

Table 12: Extent to which Teachers' Qualification Influenced Implementation of Inclusive Education

Qualification of the Teacher	Extent of Influence											
	1		2		3		4		5		Total	
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
Training	15	28.9	16	30.8	12	23.1	9	17.3	0	0.0	52	100
Trained and then Specially Trained	20	38.5	14	26.9	9	17.3	5	9.6	4	7.7	52	100
Attitudes	21	40.4	14	26.9	10	19.2	5	9.6	2	3.9	52	100

i.   Training

All the 52 respondents had the basic requirement of secondary education before undertaking a P1 Teacher Certificate Course. The minimum requirement for one to get admission into a Kenya Teacher Training College for Primary Level Teacher Education was grade C (plain) in Kenya Certificate of Secondary Education (KCSE). During training teachers' knowledge is refined and updated. They also learnt how to use appropriate teaching and learning resources as well as new trends in teaching approaches that they needed when delivering curriculum to their learners. Teachers' grades were incorporated in the demographic information. Table 12 indicates that all the respondents supported training for teachers as a prerequisite to implementing inclusive education. This is evidenced by 31(59.7%) teachers who felt that training highly or very highly contributed to the implementation of inclusive education.

ii.   Trained and Specially Trained

For a teacher to train in special education at Diploma level, he or she must have attained a Primary Teacher Education P1 Certificate or at University Degree level, one must have attained; either a minimum C+ (plus) grade at the Kenya Certificate of Secondary Education

(KCSE) be a serving P1 teacher with a C (plain) grade in KCSE be a serving teacher with Diploma Certificate and a C (plain) grade in KCSE. Training and then training in special education expanded the individual's experience and updated his or her skills to deal with diverse children with special needs in education. In table 12, many teachers supported the contribution of training then being specially trained as a vital contribution to the implementation of inclusive education. This is shown by twenty (38.5%) teachers who chose the very high alternative in regard of this items' contribution. However 4 (7.7%) respondents felt that special training was not influencing the implementation of inclusive learning because there were some learners in the inclusive classroom who were following the common curriculum handled by teachers who were not trained in special needs. Figures in the table, can simply help one deduce that special needs in education training influenced the implementation of inclusive education.

iii. Attitudes

Attitudes of individuals stem from their feelings and perceptions. It is unlikely that a person who likes his job can easily quit. He or she is able to devote his or her time working hard for a better final result. When the teacher's attitudes towards his or her work were negatively inclined, he or she would not exploit his or her maximum input due to a job he or she got as a last resort. More than half 35(67.3%) teachers out of 52 teachers as shown in the table highly supported the contribution of attitudes towards influencing the implementation of inclusive education.

Research Question 7. To what extent did the availability of support services contribute to the implementation of inclusive education.

Support Services

Learners with special needs in education required basic support services if their learning had to be effective in an inclusive setting. Support services that were made available to the learner with special needs in education in the regular classroom included:

i.   Resource Room

Resource room is a room in a regular or special school that is equipped with resources for enriching learning for learners with special needs. It is expected to have specialized equipment and materials to stimulate and facilitate learning. Such include Braillers, low vision devices such as magnifiers and speech training equipment. It is managed by a resource teacher who is trained in special needs education. The table indicates that many respondents did not consider support services as influencing the implementation of inclusive education in the regular schools. This is evident by sixteen (30.8%) teachers out of 52 respondents maintaining that feeling. The explanation to that situation is that resource room services are non-existent in regular primary schools.

ii.   Itinerant/Peripatetic Teacher Service

Itinerant teacher is a trained teacher in special needs education and moves from school to school where children with special needs are included to advice the regular teacher and give technical support where need arises. For example, he should assist teachers in adapting and modifying parts of the curriculum contents and in preparing instructional materials. Table 13 indicates that few teachers considered the influence of this service being important to the implementation of inclusive education. Eight (15.4%) teachers out of 52 respondents

maintained the very high level while twenty one (40.4%) teachers did not regard it as having an influence at all. This is because the service is non-existent in the district.

iii.   Speech Trainers

The support given helped improve the teachers' communication in the classroom. Communication is important for learning to take place. Speech difficulties included:

- *Articulation difficulties* – words were pronounced poorly

- *Fluency difficulties* – the flow of speech was not fluent

- *Voice difficulties* – the voice was too loud/soft or it was not there.

The service was never offered in the district hence 21(40.4%) teachers did not consider the contribution of speech trainers important to the implementation of inclusive education as table 13 shows.

iv.   Physiotherapy Support.

Physiotherapy services provide physical activities that strengthened the muscles for learners with motor problems. This in turn encourages the child to move and manipulate learning materials effectively. This service is only offered at the District Hospital. One can conclude from the table that 22(42.3%) teachers out of 52 respondents were not in favour of its contribution to the implementation of inclusive education.

Table 13: Extent to which Availability of Support Services Influenced Implementation of Inclusive Education.

Availability of Support Services	Extent of Influence											
	1		2		3		4		5		Total	
	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent	No	Percent
Resource Room	16	30.8	7	13.5	5	9.6	8	15.4	16	30.8	52	100
Itinerant Teacher	8	15.4	12	23.1	5	9.6	6	11.5	21	40.4	52	100
Speech Trainer	14	26.9	7	13.5	7	13.5	3	5.8	21	40.4	52	100
Physiotherapy Services	10	19.2	9	17.3	4	7.7	7	13.5	22	42.3	52	100

From the analysis, it could be deduced that all the factors discussed had an influence on the implementation of inclusive education in the regular primary schools in Busia District. It would be unrealistic for one to place more emphasis on one or so factors at the expense of others. Therefore, for a successful implementation of inclusive education in the mainstream classroom, special consideration needed to be paid to all those factors discussed in the study.

SUMMARY OF RESEARCH FINDINGS

This section summarized the research findings discussed in this chapter.

1. From the Demographic Information it was found that:

   a. Most teachers were predominantly from the district;

   b. There were more female teachers than male teachers who participated in the study;

   c. Some classes in schools were large; having 100 pupils;

   d. Most special units were also overcrowded with classes which had more than twenty learners.

2. From the Teachers Questionnaire, it was found that:

   a. Most teachers had secondary education and a Teacher Education Certificate of P1 Grade. Eleven teachers had Diploma Certificate in Special Needs Education and most of them were posted to special units. One teacher had a Diploma Certificate in Early Childhood Education while one other teacher had a Bachelor of Education Degree;

   b. Most teachers had long teaching experience of six years and above;

   c. Apart from those teachers who attended Inclusive Education Diploma course by distance learning, in-service courses specifically for special needs education were rare;

   d. Some teachers stayed in one school for more than twenty years.

3. On the Teaching/Learning Resources:

   a. The schools had adequate textbooks, exercise books, chalk, dusters, manila sheets but pupils lacked alternative learning media such as radio, newspapers, television and computers.

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a. It was difficult to practice Individual Educational Programme in a class of over 100 pupils within a lesson of 30-35 minutes;

b. More trained teachers in various skills were needed to handle ability groups at the same time in an inclusive learning situation;

c. Lack of frequent in-service course was a detriment to the teachers' capability on content delivery.

7. On the Adequate Time Allocation in Teaching Subjects:

a. Time allocation for all lessons in teaching subject for the common curriculum was determined by curriculum developers who had learners without disabilities in mind. This disadvantaged children with disabilities such as visually and hearing impaired who needed Braille or sign language to follow a lesson;

b. Some themes in subjects like social studies could only be taught by speaking. If they could not be expressed in sign language, children with hearing impairment found it hard to learn or understand such concepts.

8. On the Availability of Support Services:

a. The support services available were insignificantly making an impact

b. Negative attitudes towards people with special needs and their stigmatization were hindering the development of recreational facilities for people with special needs.

9. Other Factors that Threaten Implementation of Inclusive Education.

a. Rigid curriculum

b. Sympathy

c. Emphasis on academic achievement and performance

d. Punishments

e. Lack of confidence

f. Only high performers valued

g. Low expectation

h. Harmful beliefs and cultural practices.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The purpose of the study was to identify the factors influencing implementation of inclusive education in regular primary schools in Busia District. Specific factors that were discussed in literature review and subsequently compared were: teachers' qualifications, teaching/learning resources, physical facilities, content, methods of instruction, adequate time allocation in teaching various subjects and availability of support services. The study also aimed at identifying factors other than those cited in literature that may have influenced the implementation of inclusive education in Busia District.

Data for the study was obtained by taking all the 9 primary schools with special education units attached to them. The size of the sample was 96 Teachers Service Commission teachers and 9 headteachers. However only 52 teachers' questionnaires were filled and returned, 11 were returned unfilled and 11 participated in the pilot exercise and were left out in the final study. All 9 headteachers participated in the interview schedules. Analysis of the data was based on these returns. Research instruments were questionnaires and interview schedules.

Research analysis was assisted by a computer programmer to obtain frequencies and percentages. The research findings were presented in frequencies and percentages tables. Research findings revealed that elderly teachers with long serving experience were more than young teachers. It was found that the teacher/pupil ratio was very high both in the mainstream and in the special units. There was a problem in syllabus coverage due to understaffing, high enrolment and lack of

professionally trained teachers in special needs education to handle learning in an inclusive setting. Teaching/learning resources were adequately supplied by the government for the regular session in the Free Primary Education Instructional Material procurement Scheme. On the other hand, physical facilities were inadequate and scenes of overcrowded classes were not uncommon. Libraries and home-science rooms were missing while available workshops were ill-equipped. The headteachers dreaded the official time allocation to specific subject lessons in handling adapted and modified curricula for children with special needs in education in an inclusive setting. Lack of knowledge and awareness about special needs education by the headteachers hindered their networking with stakeholders (community), agencies and professionals to seek support services for children with special needs to promote their education in an inclusive setting.

Conclusion

The main question addressed in this study was what factors influenced implementation of inclusive education in regular primary schools in Busia District. From the research findings of the study, various conclusions were arrived at. These were:

- The coverage of the syllabus was not intensively done due to large classes or high teacher/pupil ratio which deprived the teacher time for individual attention. In that case, pupils were not well prepared for the examinations or future adult roles for it was hard to achieve set goals.

- It was found that most teachers in the mainstream section lacked professional training in special needs education. That depicted the teachers as workers missing the appropriate knowledge, skills and attitudes to handle children with special needs in a desired manner.

In addition. stigmatization, labelling, discrimination and isolation were major causes of frustrations for children with special needs in the regular classroom.

- Children with low-vision and those who are hearing impaired lacked magnifying glasses and hearing –ear-moulds respectively. That made the learners unable to follow the lessons at the same rate as their peers without the disabilities. When those learners were not assisted in the purchase of those expensive tools then their learning got compromised. Physical facilities like resource rooms were also missing to further contribute to their disadvantage.

- Most of the teachers in the mainstream section had worked in the same station for more than ten years. This created monotony, boredom and lack of creative ideas and therefore resulted in low input by the teachers that translated in poor performance.

- Most teachers had long serving experience in teaching but there effective delivery if the curriculum (especially to those learners with special needs in education in the regular classes) was being constrained by the high teacher ratio as a result of Free Primary Education introduced in 2003 by the Kenya government.

- The government hurriedly implemented inclusive education out of political expediency before all the stakeholders – teachers, learners, parents, and important others were sensitized and made aware of their roles before the process began. Enough teachers were not trained, relevant teaching/learning resources were not provided, support services only trickled into schools like water in a bottle, and the absence of clear legal policy framework to guide inclusion did not augur well for the success of the programme in the regular schools. In the previous studies for example, Gatawa (1990) emphasized the importance of involving teachers in the design, development and implementation of a

curriculum. That thought was a replicate of Cruickshank, et al. (1977) who advocated for thorough sensitization of the stakeholders to get the bottom line situation before implementation of inclusive education.

- Poverty had exposed many children to suffer inability to have a variety of educational learning media such as radio, television sets, newspapers and computers. The absence of those teaching/learning resources was a sad hindrance to the learners, curiosity and ambition to acquire knowledge and skills in a technologically advancing society with a lot of knowledge explosion.

Recommendation

From the findings of the study, the following recommendations on ways of implementing a successful inclusive education in the regular primary schools were made:

1. The Ministry of Education should formulate a legal policy framework to guide implementation of inclusive education.

2. Efforts should be made by the Ministry of Education and the Teachers Service Commission to employ and deploy more teachers in Busia District. That would reduce the teachers' workload and therefore ensure more effective coverage of the content.

3. Attempts should be made to promote counselling and sensitization of parents, siblings and teachers of children with special needs and also invite role models of people with special needs who have succeeded in various fields in life. This would helping the following ways i) motivate learners and give them greater insight ii) assist parents, teachers and learners to change their attitudes about dealing with people with special needs.

4. The government should endeavour to source funds to diversify the training of teachers in special needs education – if possible at divisional level, and to provide teaching/ learning

resources such as audiometers, hearing-ear-moulds for children with hearing impairments and Braille machines and books for children with visual impairments among others.

5. The headteachers in inclusive schools should work towards active parental involvement in their children's learning activities by motivating them to make contributions so as to buy alternative educational media such as daily newspapers, a school radio, and a battery operated television in places with no electricity so as to enhance the pupils' exposure to advancing knowledge.

6. Teachers in the inclusive schools should be transferred to different schools even if it is within the same district, say after five years. This would reduce boredom, stagnation and redundancy in teachers' working places.

7. Efforts should be made by the Ministry of Education to increase assessment centres so as to reach many people. This would assist in early identification, placement and intervention of people with special needs.

8. Headteachers in inclusive schools should formalize their co-ordination of networking with other professionals such as health and social workers, administration, politicians, religious community and community workers e.g farmers and local artisans to enhance provision of support services necessary for the smooth learning of children in an inclusive setting.

Suggestion for Further Study

From the research findings of this study the following suggestions were made for further research:

1. Since this study was conducted in Busia District, it can be replicated and done in other parts of the country.

2. More research could be done on other factors that may be influencing the implementation of inclusive education in the regular primary schools. Factors such as rigid curriculum, emphasis on academic achievement and performance, harmful cultural practices, and the impact of free primary education on the implementation of inclusive education policy.

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APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

The researcher would like to investigate factors that affect the implementation of inclusive education in the regular primary schools in Busia District. Information is meant for this research only and the sources will be kept confidential. Do not write your name in this questionnaire.

The questionnaire has three sections i.e. 1, 2 and 3. Section one requires you to give general information about yourself and your profession. Section 2 requires you to respond to questions about what you perceive as factors that influence the implementation of inclusive education. Section 3 requires you to give comments and recommendations on how the implementation of inclusive education for children with special needs can be improved.

SECTION 1

Below you are provided with items. You are kindly requested to give appropriate information either by ticking (√) or by filling in the information in the space provided.

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

2. Are you a professionally trained teacher? Yes ( ) No ( )

3. If the answer is 'Yes' indicate the details below

   a. Pre service training

College	Year	Duration	Grade Attained
1. _____	_____	_____	_____
2. _____	_____	_____	_____

   b. Special Education courses for the Hearing Impaired ( )
      Visually Impaired ( ) Mentally Challenged ( ) Physically Impaired ( )
      Inclusive Education ( )

College	Year	Duration	Grade Attained
1. _____	_____	_____	_____
2. _____	_____	_____	_____

4. Have you attended any in-service course / seminar / workshop?

   Yes ( ) , No ( ) If yes indicate the following:

College	Course Title	Year Duration	Grade Attained
_____	_____	_____	_____

5. At what level do you teach?

  (a) Nursery ( )   (b) Lower Primary ( ) (c) Upper Primary ( )

  (d) Both (a) and (b) ( )   (e) Both (b) and (c) ( )

6. For how long have you been teaching at the level where you are? ,

   Less than one year ( ), 1 – 5 years ( ), 6 – 10 years ( ),

   11 – 15 years ( ), more than 15 years ( )

4.	Content						
	i) Differentiated Curriculum in Teaching Common Subjects e.g. Mathematics, Languages etc.						
	ii) Teaching these subjects to pupils with disabilities						
	(a) Independent Living Skills						
	(b) Sign Language						
	(c) Braille						
	(d) Orientation and Mobility						
5.	Methods of Instruction						
	i) Learning by Doing						
	ii) Individual Educational Programmes						
	iii) Peer Teaching						
	iv) Task Analysis						
	v) Ability Grouping						
	vi) Enrichment						
	vii) Special Unit						
6.	Adequate Time Allocation in Teaching Subjects:						
	i) English						
	ii) Kiswahili						
	iii) Mathematics						
	iv) Science						
	v) Geography, History and Christian Religious Education						
7.	Availability of Support Services						

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	i) Resource Room					
	ii) Itinerant / Peripatetic Teacher					
	iii) Speech Trainers					
	iv) Physiotherapist					

SECTION 3

Kindly comment on the points highlighted below on how they influence the implementation of inclusive education in the regular primary schools.

1. **Teachers Qualifications**

    i. _____

    ii. _____

2. **Teaching Resources**

    (i) _____

    (ii) _____

3. **Learning Resources**

    (i) _____

    (ii) _____

4. **Physical Facilities**

    (i) _____

    (ii) _____

5. **Modified Content (Curriculum)**

    (i) _____

    (ii) _____

6.   **Methods of Instruction**

(i) _____

(ii) _____

7.   **Adequate Time Allocation in Teaching Subjects**

(i) _____

(ii) _____

8.   **Availability of Support Services**

(i) _____

(ii) _____

9.   Below list the important factors influencing the implementation of inclusive education in the regular primary school in order of merit.

(i) _____

(ii) _____

(iii) _____

10.   **What are the challenges you experience in implementing inclusive education?**

i) _____

(ii) _____

(iii) _____

11.   **Suggest some ways and means of overcoming drawbacks or threats to the implementation of inclusive education.**

i) _____

(ii) _____

(iii) _____

Thank you in advance for your cooperation

APPENDIX 2

INTERVIEW SCHEDULE FOR HEADTEACHERS

1. What is your opinion about the implementation of inclusive education in the primary school?

2. How adequate are the physical facilities in the school?

3. Do you consider time for the implementation of inclusive education adequate?

4. How qualified are the teachers in the school?

5. How effective are the teachers in terms of their participation in the implementation process of inclusive education?

6. How effective are the instruction methods used in the regular class when applied to children with special needs in education?

7. What problems do you consider that teachers face when implementing inclusive education in the regular primary school?

8. What role does the government play in promoting the education for pupils with special needs in education in your school?

9. (a) How often are the teachers in-services?

   (b) How effective are these in-service course?

What is the class enrolment according to the gender?

1		2		3		4		5		6		7		8		Unit	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G

APPENDIX 3

LETTER OF RESEARCH AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

Telegrams: EDUCATION", Nairobi

Fax No.
Telephone: 318581
When replying please quote

JOGOO HOUSE
HARAMBEE AVENUE
P. O. Box 30040
NAIROBI
KENYA

MOEST 13/001/36C 109/2

20th February 2006

Kadima Musikhe Thomas
University of Nairobi
P. O. Box 30197
NAIROBI

Dear Sir

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *Factors Influencing Implementation of Inclusive Education in Primary Schools in Busia District,*

This is to inform you that you have been authorized to carry out research in Busia District for a period ending 31 ' July 2006.

You are advised to report to the District Commissioner, and the District Education Officer Busia District, before embarking on your research project.

Upon completion of your research project you are expected to submit two copies of your research report to this office.
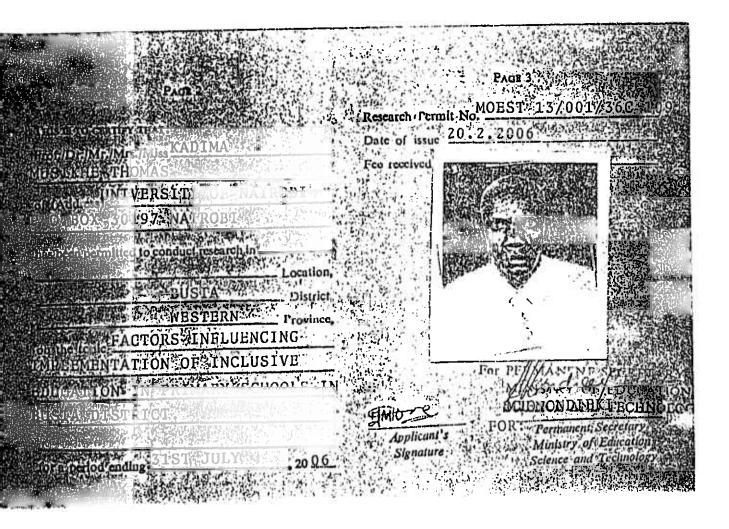
Yours faithfully

M. O. ONDIEKI
FOR: PERMANENT SECRETARY

Copy to: The District Commissioner   Busia District
            The District Education Officer – Busia District

x

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APPENDIX 4

RESEARCH PERMIT

PAGE 2

I, THIS CERTIFY THAT
Dr/Mr/Mrs/Miss KADIMA
JUSTINE THOMAS
(Address) UNIVERSITY OF NAIROBI
P.O BOX 30197 NAIROBI

is permitted to conduct research in

_____ Location,
BUSIA District,
WESTERN Province,

on the topic FACTORS INFLUENCING
IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PRIMARY SCHOOLS IN
BUSIA DISTRICT

for a period ending 31ST JULY 2006

PAGE 3

Research Permit No. MOEST 13/001/36C

Date of issue 20.2.2006

Fee received

For PERMANENT SECRETARY
MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY

Applicant's
Signature

FOR *Permanent Secretary*
Ministry of Education
Science and Technology

APPENDIX 5

LETTER OF INTRODUCTION

University of Nairobi,
Faculty of Education,
P.O. Box 30197,
NAIROBI.

20/02/2006

Dear Respondent,

I am a postgraduate student at the faculty of Education in the University of Nairobi. I am conducting a study to investigate on Factors Influencing Implementation of Inclusive Education in Primary Schools in Busia District. This is in partial fulfilment for the award of degree of Master of Education – Curriculum and Development.

You have been selected to participate in this study. I would very much appreciate if you would kindly assist me by responding to all items in the attached questionnaire.

Your name and that of your school need not appear anywhere in the questionnaire unless you so wish. The information you provide is anonymous and will be used for academic research purposes only.

Your co-operation will be greatly appreciated.

Thanking you in advance.

The complete questionnaire shall be collected from your office by me before .... 2006.

Yours sincerely,

Kadima Thomas Musikhe

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