DETERMINANTS OF INCLUSION OF LEARNERS WITH SPECIAL NEEDS IN PUBLIC PRIMARY SCHOOLS IN KISUMU MUNICIPALITY, KISUMU COUNTY

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DECLARATION

This research report is my original work and has not been presented for a degree in any other university.

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DEDICATION

This project report is dedicated firstly to my beloved parents Philip and Esther Owuor for their mutual support, moral guidance and steadfast prayers that have acted as my pillars in life. Secondly, with love and gratitude to my husband B.M. Owitti for continuous support and patience that enabled me go through this course. Thirdly, to my children, Rosabelle, Ryan and Sean who have been my great source of inspiration.

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LIST OF ABBREVIATIONS AND ACRONYMS

EARC   Education Assessment Resource Services Centres

EFA   Education for all

FPE   Free Primary Education

KICD   Kenya Institute of Curriculum Development

MDGs   Millennium Development Goals

NPE   National Policy on Education

PWDs   Persons with Disabilities

SNE   Special Needs Education

ABSTRACT

This study sought to investigate determinants of inclusion in public primary schools in Kisumu municipality, Kisumu County, Kenya. It was conducted in 24 out of 118 schools in Kisumu Municipality. Five research objectives were set to guide the study. Specifically the study sought to establish the extent to which teachers are equipped with knowledge to teach learners with special needs, to assess teachers' and learners' attitudes towards inclusion of learners with special needs, to establish the extent to which availability of facilities and resources influence inclusion of learners with special needs and to determine the extent to which curriculum content supports inclusion of learners with special needs. The target population for this study consisted of 24 head teachers, 120 teachers and 240 learners. This study adopted the descriptive survey design to find out determinants of inclusive education in public primary schools. Simple random sampling was used in the study to select 24 headteachers, 120 teachers and 240 class 7 pupils as sample size. Data were collected using questionnaire and an interview schedule. Data analysed through frequencies, percentages and charts. The findings in the study were that headteachers and teachers education in public primary schools. The findings indicated that 65% of teachers had no training in SNE while another 96% indicated willingness to train in SNE. The physical facilities and teaching/learning resources were found to be inadequate and inappropriate to accommodate learners with special needs. It was also noted that schools lacked assistive devices such as ramps and accessible toilets. The findings indicated that 92% of teachers had a positive attitude as shown by the appreciation of inclusion of learners with special needs in the regular schools. However, 65% of the teachers had a problem of having pupils with special needs in their classrooms. This is an indicator that a large number of teachers still need to be sensitized on the important of inclusion. This is a challenge to the Ministry of Education as it needs to come up with strategies on attitude change. Further, the study revealed that the curriculum content does not support inclusive education. Based on these findings, the study recommends that the government should restructure teacher training college curriculum so as to include areas of specialization in special needs. Kenya Institute of Curriculum Development should also come up with curriculum that takes care of all learners with special needs in all classes in the primary schools. The Ministry of Education should provide additional financial support to facilitate acquisition of specialized facilities and teaching/learning resources towards inclusion. Sensitization programmes should be launched targeting 'normal' learners who may still have negative attitude towards inclusion. The study recommends a study on the emerging challenges faced by the stakeholders in the implementation of inclusive education in public primary schools in Kisumu Municipality.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

A dominant problem in the disability world is the lack of access to education for children with special needs. The United Nations (UN) article 26 of 1948, asserted that education is a basic human right and fundamental to the development of both the individual and the society. This is further supported by the convention on the Rights of the child 1989, which states that all children have the right to receive the kind of education that does not discriminate on the basis of disability. Education is therefore an indispensable means of unlocking and protecting human rights since it provides the environment required for securing good health, liberty, security, economic well-being and participation in social and political activities. Adopting a systematic and holistic approach to education and development is a key consideration in pursuit of quality education UNESCO (1994).

The Jomiten conference held in 1990 stressed the principle that every child has a right to education in the most inclusive environment possible. This was echoed in the Salamanca Statement and Framework for action on special needs education (1994) which pointed out that regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating communities, building an inclusive society and achieving education for all. The Dakar Framework of action (2000) emphasizes those children with special needs have a right to education and need to learn in the same

educational environment with others in an inclusive setting Republic of Kenya (2003)

During the 19th Century, pioneers of special education argued for and helped develop provision for children who were excluded from education (Reynolds and Ainscow, 1994). Much later governments assumed responsibility for such provision. The 20th Century saw the emergence and development of the field of special education and special schools became the norm for learners with disabilities. It was only with the rise of the world wide civil rights movements in the 1960s that special schools began to be questioned. Political pressure from disability groups began to change society's values and would ultimately bring legislative changes to reform education. Researchers also began to highlight the fact that the special school system selected children disproportionately from racial minorities and socially disadvantaged groups Dunn, (1998). By the end of the 20th Century there was a growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was an appropriate philosophy and a relevant framework for restructuring education' (Thomas et al, 1998).

The principle of inclusive education was adopted at the 1994 World conference on Special Needs Education Access and quality in Salamanca Spain. As a result some countries for example Canada, USA and South Africa have made significant advances towards promoting Inclusive Education. In the province of New Brunswick, in Canada, there are no special schools. All children regardless of their exceptionalities have full access to the curricula

programmes and services offered in the public schools across the province. Lipsky and Gardner (1997) assert that in the US, Inclusive programmes have grown exponentially. They report that between 1994 – 1995 the number of school districts offering inclusive education programmes tripled. In Africa, inclusion seems to be growing phenomena in the field of education. In South Africa for example, the constitution (1996) states that every person shall have the right to basic education and to equal access to educational institutions. The Federal Council of Disability (1995) has called for the development of a single inclusive system that is responsive to the diverse needs of all learners. Practice, however, still lags behind policy intentions.

The Government of Kenya is committed to the provision of equal access to quality and relevant education and training opportunities towards all Kenyans. Towards this goal, the government has ratified and domesticated various global policy frameworks in education. The government signed Article 26 of the Universal Declaration of Human Rights (1948), consequently recognizing and committing itself to the right of every child to access education. Moreover the government has recognized that education is a basic human right and hence a powerful vehicle for the human resource and national development. This recognition has been demonstrated by the governments' introduction of FPE in 2003. Since the introduction of FPE, the Ministry of Education undertook several measures to enable children with special needs access education. Among the key milestones of the ministry was the setting up of a task (Dr. Kochung Task force 2003) whose objective was to appraise

the status of special education in the country. Education of learners with special needs was previously only offered in special schools until 1970s when units and integrated programmes were initiated. Special needs education has continued to expand over the years. However, educational opportunities for learners with special needs in the country are still inadequate despite the government effort to support provision of equal access to education to all children. For instance, in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and inclusive institutions. The number rose to 26,885 in 2003 and 45,000 in 2008 which compares poorly with the proportion of learners in the country (MOE, 2009).

The expansion of inclusive education has not been without some hitches. These include teachers trained in SNE, teacher attitude toward learners with special needs, availability of facilities and resources towards inclusion, normal learners' attitude and a curriculum that supports inclusion. Teacher training is crucial in inclusive education. The success of inclusive education lies in teachers accessing training, (Lindsay, 2007). In order to provide a truly inclusive school, the physical environment needs to be safe and accessible to all learners, including those with special needs. Currently the learning environment including location of institutions, facilities and resources are a barrier to inclusive education. Other barriers include teacher and learners' negative attitude towards learners with special needs and a curriculum whose content does not suit learners' with special needs.

The study aimed at identifying determinants of inclusion of learners with special needs in Kisumu Municipality, Kisumu County.

Table 0.1: Summary of SNE units and inclusive education within Kisumu Municipality

Zones	Number of public schools	Number of units	Number of schools with inclusive education
Central	12	5	1
Kajulu	12	1	0
Manyatta	7	2	0
Nyahera	16	4	0
Ojolla	17	2	1
Otonglo	15	0	0
Ragumo	14	1	1
Rweya	15	1	0
Southern	10	4	1
Total	**118**	**22**	**4**

Source: MEO's office, Kisumu (2012).

According to Kisumu Educational Assessment Resource Centre (EARC) 2011 report, Kisumu district had a total of 66 teachers trained in SNE through distance learning programmes. Out of the 118 public primary schools, inclusive education is offered in four schools which are Obambo, Shaurimoyo, Nanga and Ragumo. Shaurimoyo and Obambo are the only schools that offer full inclusion while Nanga and Ragumo includes on learners with visual

impairment. Schools with special units include: Kassagam, Kosawo, Magadi, Bar Ogwal, Alara, St. Aloys Ojolla, Mayenya, Angira, Obede, Pandipieri, Dago Thim, Kisumu Union, Kibuye Mixed, Lake Primary and Mathews union. It should be noted that among these units, Dago Thim, Pandpieri, Obede, Alara, Bar Ogwal and Magadi are for learners who are mentally challenged.

1.2 Statement of the problem

Kenya has embraced inclusive education as one of the strategies towards achievement of the Millenium Development Goals (MDGs) and education for all. The SNE policy (2009) which emphasizes the need to ensure the realization of inclusive education in an effort to increase access to learners with special needs. However, despite these efforts, majority of children in Kisumu do not access education in regular schools. In the recent past, learners with special needs have been finding their way in special units attached to regular and special schools, as a result an increasing demand for education. In an attempt to include learners with special needs, the Ministry of Education has initiated an inclusive programme in Kisumu Municipality.

Kisumu Municipality which has 118 public primary schools with enrollment of 76,902 pupils has only four schools in which there are efforts of inclusive education (MEO, 2012). Shaurimoyo primary school is the only public primary school in the municipality which has fully embraced inclusive education. According to the Kisumu EARC annual report of 2013, out of 714

pupils who had been assessed per area of special needs, 18 were placed in SNE units and 71 placed in regular primary schools.

This need shows that there is need for re-appraisal of available approaches to expand inclusive education so as to achieve enrollment rate at par with that of other children.

1.3 Purpose of the study

The purpose of this study was to investigate determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality.

1.4 Objectives of the study

The study was guided by the following objectives

i.   To determine extent to which teachers are equipped with knowledge to teach learners with special needs in public primary schools in Kisumu Municipality.

ii. To assess teachers' attitudes towards inclusion of learners with special needs in public primary schools in Kisumu Municipality.

iii. To establish the extent to which availability of facilities and resources influence inclusion of learners with special needs

iv. To examine 'normal' learners' attitude towards inclusion of learners with special needs in Kisumu Municipality.

v.   To determine the extent to which curriculum content supports inclusion of learners with special needs.

1.5 Research questions

This study sought to answer the following questions.

i. To what extent are teachers in public primary schools in Kisumu Municipality equipped with knowledge and skills to teach learners with special needs.

ii. What is the attitude of teachers towards inclusion of learners with special needs in Kisumu Municipality?

iii. To what ways are the physical facilities and learning/ teaching resources suitable to support inclusion of learners with special needs in Kisumu Municipality?

iv. What is the attitude of 'normal' learners towards learners with special needs?

v. To what extent does the curriculum content supports inclusion of learners with special needs?

1.6 Significance of the study

The overall goal of education is to eradicate illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. (Sessional paper No1 of 2005)

To realize this, Kenya needs to ensure the realization of inclusive education in all public primary schools to eliminate all forms of discrimination and give equal opportunity to all children. The study was expected to investigate the

determinants of inclusion of learners with special needs in Kisumu municipality. The findings gathered would provide essential information on how to improve inclusion of learners with special needs in public primary schools. The information gathered would also form a basis for educational planners and curriculum developers to re-examine the curriculum with a view of making it supportive as possible to accommodate all learners with special needs. The findings would also form a basis for the MoE to organize in service training for primary school teachers on the importance of including learners with special needs in public primary schools. This should promote the objective of the Kenya government policy regarding widening access, to all persons with special needs and providing education to all.

1.7 Limitations of the study

Learners with special needs have been looked at with a lot of fear and suspicion. Many people still are of the opinion that they acquired their condition as a result of witchcraft. It is for this reason that the researcher had to explain clearly to them the purpose of the study and to allay their fears.

1.8 Delimitations of the study

The study was based in Kisumu Municipality which has 118 public primary schools and has only five schools which offer inclusive programmes. Out of a population of 12,042 pupils only 28 pupils have been mainstreamed into the regular classes. Most of the pupils with learners with special needs are still learning in the special units. (Kisumu Education Assessment Resource Service

Centre 2012). The study targeted the public primary schools. Thus, private primary schools were not studied. Another delimitation was that due to insufficient funds, the research only confined itself to Kisumu Municipality.

1.9 Basic assumptions of the study

The study assumed the following:-

   i.   The respondents would give information required truthfully and honestly and without bias and prejudice.

   ii. All the public primary schools under study are familiar with the current policy guidelines on inclusive education.

1.10 Definition of significant terms

The following terms were used as defined in the context of the study.

Curriculum refers to all organized experiences that schools provide to help pupils learn and develop.

Disability refers to lack of restriction of ability to perform an activity in the manner within the range considered normal in the cultural context of the human being.

Inclusion refers to a philosophy which focuses on the process of adjusting the school and the society so that all individuals, regardless of their differences, have the opportunity to interact, play, learn and experience the feeling of belonging in accordance with their potential and difficulties.

Inclusive Education refers to an approach in which learners with disabilities, regardless of age and disability are provided with appropriate education in regular schools.

Learners with special needs refers to any pupil who is unable to secure and ensure himself/herself wholly or partly the necessities of a 'normal' individual and/or social life as a result of certain difficulties in his/her physical, mental or sensory capabilities.

Regular School refers to institutions known as mainstream schools and normally has learners who are not disabled.

Special Schools refers to schools set aside to offer education to children with special needs in education, based on their respective disability.

Special Units refers to classes set aside either in regular schools or special schools to cater for needs of learners with disabilities.

1.11   Organization of the study

The study was organized in five chapters. Chapter one Consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, organization of the study and definition of significant terms.   Chapter two is on review of related literature, the chapter comprises of introduction. Chapter three is on research methodology, consists of introduction, research design, target population, sample and sampling research instruments, validity of the instruments, reliability of the research instruments, data collection and data analysis technique. Chapter four contains data analysis, interpretation and discussion of findings. Chapter five is made up of summary of research findings, discussion, conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with literature review on the attitude of teachers towards inclusion of learners with disabilities, teachers knowledge to teach learners with special needs, learners' facilities, and flexibility of curriculum and background of inclusion of learners with special needs.

2.2 The concepts of inclusive education

According to UNESCO 2001, inclusive educations start from the belief that the right to education is a basic human right under foundation for a more just society. This has been emphasized in subsequent forum such as 1989 United Nations Conventions of the Right of the Child. The 1990 World Conference in Education for All, 1993 United Nations Standard Rules the Equalization of Opportunities for Persons with Disabilities, the 1994 Salamanca Statement that reaffirm the international commitments to educations for all. This was further endorsed in the 2000 Framework of Action on Special Needs Educations, which stated that the spirit of this provision and recommendations and education for all should guide governments and organizations. Inclusion, therefore involves the process of increasing the participation of learner in, and reducing their exclusion from, the cultures, curricular and commitments of local schools (Stubbs, 2002). To facilitate this, learners should be given a wide range of resources which include teaching materials, equipments, personnel,

curriculum that supports inclusion and favourable learning attitude. Similar studies have been undertaken on inclusive education but more so in the specific category of children with special needs such as the visually impaired the hearing impaired and the physically challenged. Tunbull (2007) states that the needs of exceptional children in education can be met in the inclusive classroom under certain prerequisite conditions. This is where the children are assessed appropriately for relevant reasons to receive the required curriculum. Ainscow (2003) suggest that inclusion rejects the use of special schools or classroom to separate learners with special needs from student without disabilities. In an inclusive setting, the school is restructured so that all children including those with special needs learn together.

2.3 Rationale for inclusion of children with special needs

The 1993 World Programme of Action Concerning Disabled person states under Article 120 that all members' states agree that education for persons with special need should be carried out as far as possible within the general school systems. In the 1989 convention on the rights of the child acknowledged the special needs of children with special needs and stated that these children must be guaranteed "effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development". Such notions was further asserted by the 1990 world declaration on education for all, by the 1993 standard rule on the equalization for persons with disabilities and by the 1994 UNESCO meeting (Piccione, 2000).

2.4 Historical development of special education

The concept of inclusion is far from new and has its origin in the field of special education. Special needs educations has evolved over the years starting with the period of neglect and private tuitions, institutionalization, separation, normalization, deinstitutionalization and inclusion. The neglect period started before the 17th century. People with disabilities were socially and physically less capable. Hence, they were not easily accepted and regarded as part and parcel of the family and community. They suffered regret and rejection. Families and communities rejections had a negative attitude towards disability. Disability was considered contagious. Consequently, persons with disabilities were isolated and their needs were not adequately provided for by the community. The negative attitude of society towards person with special need have persisted through our history. These societal attitudes have had negative impact on children with special needs.

The 18th century, marked the private tuition period for person with special needs. Individuals and families who saw the potential in children with special needs started teaching children at family level. St. John of Beverly, a Bishop, taught a person with hearing impairment how to articulate and talk. During the 19th century, planners of special education argued for and helped to develop provision for children and young people who were excluded from education (Reynolds and Ainscow, 1994). Thus, institutionalization service was started. Institutionalization was a service provision method whereby residential facilities were put in place to house children with varied special

needs. The aim was to provide higher level care and corrective rehabilitation with the objective of returning them to society after improvement. However, the conditions in the institutions deteriorated later to become more of an asylum where children with special needs were abandoned and neglected. In Kenya, custodial approach was introduced by churches and service providers who gave special services and education. These started after the 2nd World War (1914) from those disabled in the war. Likewise these institutions were meant for rehabilitation. They went through vocational education at the expense of academic work.

Institutionalization period gave way to the separation period which took place in the early 20th century, lasting up to the 1960s. The century saw the emergence and development of the field of special education and special schools. They became much the norm for learners with special needs. Special schools were started as residential institutions. This separated children from parents and community. The segregated education of education according to their difficulties was seen as essential because they were deemed incapable of benefiting from ordinary method of instruction (Thomas et, al, 1998). Historically special education was supported by the medical model of disabilities which views the barriers of learning with child. Provisions of these institutions did not meet educational needs of those learners. There remained a gap in this system. Institutionalization was phased out by normalization period which started in early 1960s in Scandinavia and later got popularized in the United States by Wolfenberg.

According to KISE distance learning program Bulletin (module 8) the main objective of normalization were to create and maintain environment that do not impose excessive restriction to persons with special needs, create an environment that brings persons with special needs as close as possible to the society and cultural settings to guarantee the protection of human and legal rights of persons with special needs. This was achieved through deinstitutionalization, regular education initiative, least restricted environment, integration, inclusion and community based rehabilitation. Deinstitutionalization advocated that people with special needs be released from confinement institutions into their local community settings. Some were placed in special schools within the regular schools. In Kenya for example, Agha Khan Units for the deaf was attached to Agha Khan primary school in 1958.

By the end of 20th century there was a growing consensus, resulting moral imperatives, that inclusion was an appropriate philosophy and relevant framework for restructuring education (Thomas, et al 1988). Some of the reasons given by proponents of inclusive education include the fact that each child has a right to belong and to share normal experiences and peers, each child has a right to quality education in his or her school, or children can learn and develop working side by side with peers with diverse skills and abilities. The current emphasis on inclusive education can be seen as another step along this historical road. It however, a radical step, in that it aims to transform the mainstream in ways that will increase its capacity for responding to all

learners (Ainscow, 1999). It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to learners diversity – seeing in individual differences not as a problem to be fixed, but as opportunities for enriching learning (UNESCO, 2005).

2.5 The development of special education in Kenya

The foundation of the special needs education programme dates back in the 1968 when the government published a sessional paper no.5 on special education. This laid a policy framework for the children with special needs (MoEST, 2003). The main objective is to assist children with special needs to develop toward realization of full participation in social life and equality (MoEST, 2003).

The population of people with special needs in Kenya is estimated to be 10% of the total populations (MoEST, 2004) about 25% of these are children of school going age. However, out of 750,000 only 90,000 have been identified and assessed while only 26,000 are enrolled in education programmes (MoEST, 2004). This shows that a large number of these children are out of school while some dropped out school before completing their primary education (UNESCO, 2005).

Although Free Primary Education (FPE) has opened doors for many children, those with special needs have less access to basic education (UNESCO, 2005). There is need for educational reforms to plan for inclusive education and

making schools environment friendly to learner with special needs (UNESCO, 2007)

2.6 Teachers' knowledge on inclusion of learners with special needs

Insufficient number of trained teachers has an effect on teacher – learner ratio in learning institutions. It is also evident that the success of inclusion depends on provision of specialized human and institutional capacity. SNE teachers in the country are trained at Kenya Institute of Special Education (KISE), Kenyatta and Maseno Universities among others. Research indicates that ongoing teacher training/professional development is a vital component for successful inclusive education. Through interviews with teachers and principals, Amanda (2007) reported that the need to receive supplementary training or professional development was pervasive concern. Further, a research carried out by Amanda (2007) indicated that teachers did not feel prepared or confident in their own abilities or experiences to provide an inclusive environment for children with special needs. Inclusive education could be successfully implemented if the level of teachers competency is increased (Ali et al 2006). Thus, appropriate times to attend courses that are related to the inclusive education have to be created, especially to those who lack exposure and training in special education. Bender et al (1995), indicates that the success of the inclusive education depends, largely, on the willingness and the ability of teachers to make accommodation for individuals with special needs.

2.7 Availability of facilities and resources in inclusion of learners with special needs

The appraisal exercise on SNE (Kochung Report, 2003) noted that learners with special needs required a barrier free environment to maximize their functional potentials. The physical environment where learners with special needs operate should be accessible. Currently, the learning environment, including the location of institutions, buildings, amenities, equipment and furniture, pose accessibility challenges to learners with special needs.

Learners with special needs in education require specialized educational resources at individual and school levels depending on the nature and extent of disability. The high cost of special equipment for learners with special needs remain a hindrance to the governments' goals to provide education for all in line with the global goal of UPE. The SNE policy framework (2009) notes that there is inadequate provision of appropriate teaching and learning materials for SNE because most of the materials available in the market are mainly developed for the regular curricula and regular students. The limited availability of curriculum support materials also limits the ability of the teachers in SNE to employ a variety of content, teaching and learning activities for effective curriculum delivery. Apart from the funds allocated to every learner in primary schools, those with special needs get a top up capitation to cater for specialized teaching/learning materials and other assistive devices. This capitation has not been formalized as it is usually done on ad hoc basis. The capitation is also inadequate for purchase of teaching/learning materials in these institutions.

2.8 Curriculum to suit learners with special needs

Accessible and flexible curriculum can be a key to creating schools that meet the needs of all learners. The curriculum must be capable of being adapted to meet diverse needs strategies such as flexible time frames for work completion, differentiation of tasks, flexibility for teachers, time for additional support and emphasis on vocational as well as academic goals can be useful (UNESCO, 2005)

KIE has made effort to develop pre-school curriculum for children with visual and hearing impairments; developmental and independent living skills syllabus for learners with vision impairment, perceptual training, communication and mathematical skills, syllabuses for learners with mental handicaps; foundation syllabus for learners who are deaf – blind; certificate curriculum for SNE teachers and various diploma curricula in SNE. SNE Policy framework (2009) despite this effort, it is notable that several other curricula and examination support materials for learners with special needs require be developing / reviewing.

Other problems have been rigid and inaccessible curriculum and rigid methods of evaluating curriculum. Learners with special needs in the special schools have special evaluation programmes leaving out more than three quarters of learners with special needs and disabilities without a curriculum to address their needs. There is therefore need to have a curriculum that is adequately responsive to the different categories of children with special needs. It should be flexible in terms of time, teaching learning resources, methodology, and

mode of access, presentation and content. Many subject areas need to be prepared a new to suit learners with special needs.

2.9 Teachers attitude towards inclusion of learners with special needs

Smith and Leonard (2005) explain that the educators' attitude toward inclusion of children with special needs is the most important factor for success or failure of implementing inclusive education. Soodak et al (1998) surveyed 188 teachers regarding their attitudes towards inclusion of pupils with special needs. Teachers who were more receptive towards inclusion of children with special needs showed confidence in handling them. Furthermore, the teachers demonstrated lower levels of anxiety. Avramidis and Norwich (2002) revealed that regardless of teachers' positive attitude, there was no indication that teachers accepted the total inclusion for all children with special needs. Teachers attitude towards inclusion were affected by the characteristics of the child's special needs (that is severity and type).

Scruggs and Mastropieri (1996) also demonstrated through research that approximately 67% of teachers supported inclusion. A majority of teachers who supported inclusion also expressed a willingness to include a child with a special need within their regular classroom. This indicates that generally teachers appeared to maintain positive attitude concerning inclusion. However, approximately 33% or less of general education teachers, believed they received adequate training to include learners with special needs (Scruggs

and Mastropieri 1996). The majority of the teachers (approximately 67%) did not feel that they received sufficient special education training.

Ali et al (2006) carried out a survey on the attitudes and knowledge of school teachers regarding inclusive education in Malaysia. According to the findings majority of the respondents, who were school teachers, 66% agreed that inclusive education is appropriate for pupils with special needs. 66.8% agreed that placement of pupils with special needs in regular schools negatively affected the academic performance of the mainstream pupils. It is therefore apparent that negative attitude of teachers is a major challenge to the success of inclusive education.

2.10 Regular pupils' attitude on inclusion of special needs pupils

Helmstetter et al (1994) found out that regular pupils developed a more positive attitude towards special needs pupils based upon an inclusive educational context. An inclusive education setting was found to promote pupils friendship and facilitate understanding and empathy. Peck *et al* (1990) found out that regular pupils who developed relationships with their special needs peers had improved self-concept, a growth in social cognition, an increased tolerance of others, reduced fear of human difference, development of personal principles and interpersonal acceptance. Zindi (1996) conducted a study aimed at assessing the attitude of mainstream pupils towards their special needs peers in Zimbabwe. The results showed that the respondents had a more positive attitude towards inclusion.

2.11 Summary of literature review

Inclusive education is not a recent innovation in the Kenyan Educational System. This is in line with rule number 6 of the United Nations Standard Rules on the equalization of opportunities for all children including those with special needs, but also states that education should be provided 'in integrated school settings' and 'in the general school settings'. Many studies have been carried out on inclusive education in Kenya. Kithuka (2008) studied factors affecting implementation of IE policy of children with special needs in Kitui North District. Kurumei (2012) studied effectiveness of inclusive education in public primary schools in Keiyo District, in Elgeyo Marakwet County, Kenya. Wanjiru (2012) studied school based factors influencing effective implementation of Inclusive Education in public primary schools in Kikuyu District. None of these studies addressed the issue of determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality.

2.12 Theoretical framework

This study has been guided by the classical liberal theory of equal opportunity and social Darwinism by John Dewey, (1916). The classical Liberal theory of Equal Opportunity and the Social Darwinism assert that each individual is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. Thus, educational systems should be designed so as to remove barriers of any nature that prevents learners from

taking advantage of inborn talents which accelerate them to economic and social promotion. The classical liberal Theory states that social mobility will be promoted by equal opportunity of education.

Social institutions such as schools should in some sense attempt to treat people equally. American educator Horace Mann (1796 – 1889) termed education as the great equalizer which would enhance life chances of all people (Orodho, 2009). The social Darwinism Theory observes that provision of formal equity of access to education by putting everybody on the 'scratch' guarantees that the run of education is a just one (Njeru and Orodho, 2003). The theory further asserts that by removing physical, economic or social barriers everybody will have access to the kind of education that suits his/her inherent capacity.

2.13 Conceptual framework

A Conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this (Frankel and Wallen, 2000).

Figure 2.1 below identifies various variables that must interrelate in order to make inclusion of learners with special needs successful.

Determinants of Inclusion of Learners with Special needs.

Teachers' knowledge and skills	**Resources and facilities**	**Attitude**	**Curriculum support**
• Teachers professional qualification and development • In – service training of teachers • Motivation	• Teaching aids • Books • Ramps • Availability of learning resources • School safety	• Teachers attitude towards learners with special needs normal • Learners attitude towards learners with special needs • Respect for diversity	• Relevant curriculum content that supports inclusive education

Implementation of inclusion

- Increased number of teachers trained in SNE
- Increased funding towards inclusive education
- Positive attitude change towards learners with special needs
- Increased enrolment and participation of learners with special needs in regular schools

Figure 0.1: Conceptual framework on determinants of inclusion of learners with special needs

Figure 2.1 demonstrates interaction of various variables that facilitate implementation of inclusion of learners with special needs. Teachers' knowledge on SNE, their attitude towards learners with special needs, availability of facilities and resources and curriculum content that supports inclusive education are major determinants in the implementation of inclusion with special needs. SNE policy (2009) indicates that lack of trained teachers in SNE, lack of facilities and teaching resources, negative teacher and 'normal' learners' attitude and rigid curriculum play a role towards success of inclusive education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research procedures which were used in the study. It focuses on research design, target population, sample size and sampling procedures, data collection instruments, test of reliability and validity, and the procedures of data collection and analysis.

3.2 Research design

The study adopted the descriptive survey design to find out the determinants of inclusive education in public primary schools in Kisumu Municipality. Gay (2006) notes that descriptive survey design determines and reports the way things are: it involves collecting numerical data to test hypothesis or answer questions about the current status of the study. Kombo and Tromp (2006) argue that descriptive survey design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or school issues. This study focused on finding out teachers' knowledge on SNE, availability of facilities and resources towards inclusion, teachers' attitude on learners with special needs, curriculum content support on inclusion and normal learners' attitude towards inclusion. Thus, the design is suitable for this study.

3.3 Target population

According to Mugenda and Mugenda (2003) population refers to an entire group of individuals, events or objects having a common observable characteristic. The municipality has a total of 118 public primary schools. The municipality is divided into 9 zones; Central, Kajulu, Manyatta, Nyahera, Ojolla, Otonglo, Ragumo, Rweya and Southern. The pupils' enrolment is 76,902 and a population of 1,432 teachers. The total number of head-teachers is 118 (MEO, Kisumu). Teachers were chosen because they are indirect contact with the pupils and that they are directly involved in the implementation of the curriculum. The head teachers are important in this study because they play the vital role in the management and administration of inclusive education. The learners are also important because their attitude towards inclusion can prevent or a facilitate implementation of inclusion of learners with special needs.

3.4 Sample size and sampling procedures

A sample is a small group obtained from the accessible population (Kombo and Tromp, 2006). Based on target population of 118 primary schools the researcher used simple random sampling to come up with sample size of primary schools for the study. The sample size determination was based on recommendation by Gay (1992) that a sample size of at least 20% can be used. As a result, 24 head teachers were therefore selected. According to the researcher, the head teachers had required information with respect to the

objectives of the study. The head teachers are directly involved in curriculum implementation and management of schools.   Through simple random sampling a total of 120 classroom teachers were sampled.   The classroom teachers were included in the sample because they are directly involved in curriculum implementation. Through simple random sampling, a sample size of 240 learners was obtained. Class seven classes were used for the study. The lower classes were left out in the sampling because they might have had difficulties understanding the questionnaire.

3.5 Research instruments

In order to address research objectives and research questions; data was collected by the use of questionnaires for the teachers and students.   An interview schedule was used for the head teachers. According to Cohen and Manion (1980), a questionnaire is appropriate in carrying out an educational inquiry as it gives respondents ideal time to give well thought out answers. The questionnaire for teachers had two sections: Section 1 had demographic information while Section B elicited information on attitude, availability of resources and facilities, teacher education on SNE and suggestions that can be useful in inclusive education.   The learners' questionnaire also had two sections. Section 1 demographic information while Section B sought information regarding learners' attitude towards implementation of inclusive education. The questionnaires were composed of closed and open ended questions. According to Satyanarayana (1983) is an appropriate instrument in any study because it helps the interviewer to cover all the dimensions of

investigation through probing of the participants. The interview schedule consisted of two sections namely Section 1, background information and section B, determinants of inclusive education.

3.6 Instrument validity

Validity according to Mugenda and Mugenda [2003] refers to the accuracy and meaningfulness of inference, which are based on the research results. Content validity is used to examine whether the instrument answers the research questions. (Okombo, 1990). Instrument validity was first ascertained by giving them to the supervisor who through intelligent judgment validated the instruments. Adjustments were then made after the supervisors' scrutiny. The instruments were also administered in two pilot schools before the study to determine instrument validity of the instruments. The two schools were not included in the study. Piloting made the researcher realize the short coming of the research instruments and made necessary adjustments and rephrasing of statements where necessary before embarking on the actual data collection.

3.7 Reliability of the research instruments

Reliability is a measure of how consistent the results from a test are (Kombo and Tromp 2006). The reliability of the research instrument was ascertained by a test and a retest exercise on the pilot study sample. Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher used the test-retest techniques. This involved administering the test

randomly at an interval of two weeks. In order to establish the extent to which the degree of content questions in the two questionnaires and interview schedule were consistent in eliciting the same responses every time the instrument was administered. The Pearson's Product Moment Correlation Coefficient formula was used to compute correlation co-efficiency.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

Where

n　　=　　the number of respondents

x　　=　　the score of a respondent on one variable

y　　=　　the score of a respondent on the other variable

When the correlation is found to be closer to 1 then instrument is considered reliable. Mugenda [1999] assert that a co-efficient of 0.80 or more implies there is a high reliability of data. The findings indicated that the reliability coefficient teachers questionnaire was r=0.84 and for pupils was r = 0.83, signifying that the instrument were reliable.

3.8 Data collection procedures

The researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher further sought permission from the relevant school authorities to carry out the study. Fixing of appointments with respective head-teachers to be interviewed was done

beforehand with the help of the classroom teachers the questionnaires were distributed to the sampled learners and teachers which were collected immediately after they were filled. The researcher conducted on extensive interview with the head teachers. During the interview the head teachers, field notes were taken. The researcher concluded each data collection section by thanking the participants.

3.9 Data analysis techniques

It deals with organization and presentation of collected data. The method used in data analysis is influenced by whether the research data is qualitative or quantitative (Kombo and Tromp, 2006). In this study data was analyzed both qualitatively and quantitatively. Responses to the open ended items in the questionnaires and interview responses were analyzed qualitatively. Qualitative data was analyzed according to major themes related to learners with special needs and presented in narrative forms. These themes were guided by the objectives and research questions of the research study. The close ended questions in the questionnaires, for example "would you like to be trained to teach pupils with special needs? Yes or No?", in the questionnaires were analyzed using simple descriptive analysis such as measures of central tendencies and dispersions, percentages and frequencies (Gay, 1992). Analysis was done using Statistical Package for Social Sciences (SPSS) version.

3.10 Ethical Issues on the Research

The researcher ensured that all the participants were well informed about the purpose of the research they were being asked to participate in. They were further made to understand the risk they could face as a result of being part of the research and the benefits that might accrue to them as a result of participating. The researcher also made them feel free to make free and independent decisions without fear and assured them of confidentiality and anonymity of informed consent. The researcher endeavored to establish a good rapport with the respondents who were expected to give voluntary information.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study aimed at investigating the determinants of inclusion of learners with special needs in Kisumu Municipality. The analysis of data collected and its interpretation was in relation to the objectives and research questions of the study. Statistical Package for Social Sciences (SPSS) was used to analyze both qualitative and quantitative data. There were 240 questionnaires for learners, 24 interview schedules for head teachers and 120 questionnaires for teachers.

4.2 Instruments return rate

A total of 240 learners who were sampled for the study responded to questionnaires which were issued to them. The results presented in Table 4.1 show that a hundred percent return rate of learners' questionnaires was realized as all the questionnaires were filled at returned. The interview schedules for the headteachers were responded to by the 24 headteachers of the public primary schools sampled indicating 100% return rate. One hundred and twenty questionnaires distributed to 120 teachers were all returned.

Table 4.1: Instruments return rate

Respondents	Frequency	%
Headteachers	24	100.0
Teachers	120	100.0
Pupils	240	100.0
Total	**384**	**100.0**

4.3 Demographic characteristics of respondents

This section presents the demographic characteristic of learners, head teachers and classroom teachers

4.3.1 Demographic characteristics of headteachers

Gender of headteachers

The researcher requested the headteachers to indicate their gender in the interview schedule. Their responses are as tabulated below.

Table 4.2: Gender of headteachers

Item	Frequency	%
Gender		
Male	15	62.5
Female	9	37.5
Total	**24**	**100.0**

From the above table 62.5% were male while 37.5% were female. This implies that females are underrepresented in management roles.

Headteachers' academic qualifications

Headteachers academic qualification was also sought to find out their efficiency in the implementation of inclusive education in primary schools. This sought to answer research question one of the study. Effective implementation of inclusive education requires head teachers with SNE qualification to successfully implement inclusive education.

Table 4.3: Academic qualification of headteachers

Academic qualification	Frequency	%
Masters degree	1	4.2
Degree	2	8.3
Diploma in SNE	2	8.3
ATS	15	62.5
P1	4	16.7
Total	**24**	**100.0**

From the above table 62.5% are holders of ATS academic grade. The findings further revealed that 16.7% are P1 certificate holders and 8.3% of the headteachers have SNE training. This low numbers of headteachers trained in SNE is a barrier for successful implementation of inclusive education.

4.3.2 Demographic characteristics of classroom teachers

The distribution of demographic information of classroom teachers include gender and academic qualification. 120 teachers participated in the study.

Gender of classroom teachers

Table 4.4: Gender of classroom teachers

Gender	Frequency	%
Male	36	30.0
Female	84	70.0
Total	**120**	**100.0**

Table 4.4 shows that out of the 120 respondents, 30% were male while 70% were female. This shows that there are more female teachers in classroom within Kisumu Municipality.

Academic qualifications of classroom teachers

Teachers academic qualification was also sought to find out their efficiency in the implementation of inclusive education in primary schools. This sought to answer research question one of the study. Effective implementation of inclusive education requires head teachers with SNE qualification to successfully implement inclusive education.

Table 0.1: Academic qualification of classroom teachers

Academic qualifications	Frequency	%
P1	20	16.7
Diploma in Special Education	18	15.0
Diploma	24	20.0
ATS	37	30.8
BEd	17	14.2
MEd	4	3.0
Total	**120**	**100.0**

From the above table 30.8% are holders of ATS academic grade. The findings further revealed that 16.7% are P1 certificate holders and 15.0% of the teachers have SNE training. This low numbers of teachers trained in SNE is a barrier for successful implementation of inclusive education. Effective implementation of inclusive education requires more teachers to be trained in SNE.

4.3.3 Demographic characteristics of learners

The data presented in this section were obtained from the completed questionnaires from the 240 learners. Frequencies and percentages were used to describe data.

Gender of learners

Table 4.6: Gender of learners

Gender	Frequency	%
Male	120	50.0
Female	120	50.0
Total	**240**	**100.0**

A total of 240 questionnaires were issued to the learners. Class 7 pupils were used for the study. 120 girls and 120 boys were purposefully selected from the 24 primary schools.

Age of learners:

Table 4.7: Age of learners

Age	Frequency	%
13 years old	205	85.4
14 years old	25	10.4
Over 14 years old	10	4.2
Total	**240**	**100.0**

Table 4.7 shows that over 85% of the pupils who participated in the study were below 14 years of age. This age was appropriate as they are able to express their attitude towards learners with special needs.

4.4 Teachers' knowledge on inclusion of SNE

The researcher was interested in finding out teachers' knowledge on SNE. The study objective number one required teachers to give their knowledge and skills on SNE.
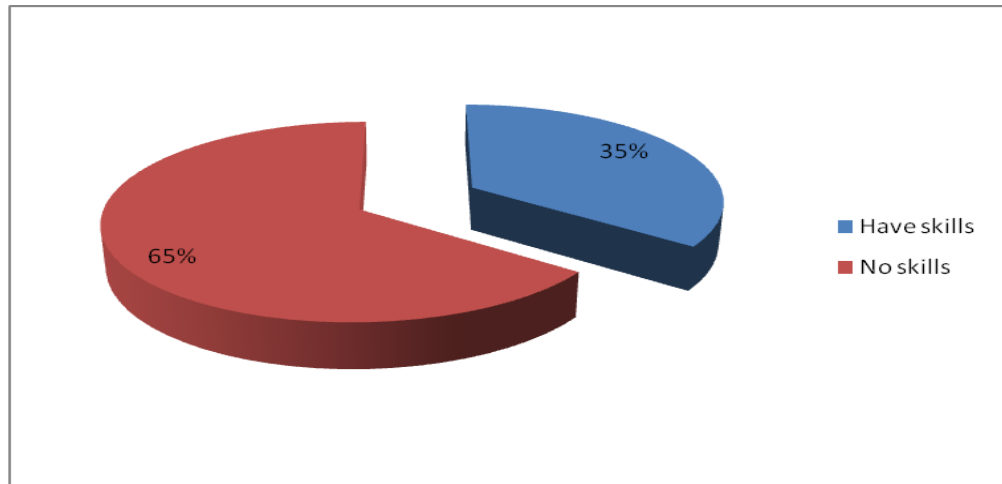
Figure 4.1: Teachers trained on SNE

According to classroom teachers' respondents, 65% of them indicated that they had no SNE training. This is an indication that if inclusion is to be fully implemented, teachers need to be trained in SNE. Lack of specialized is a major barrier in the implementation of SNE. In the early 1980s, UNESCO carried out a Survey on teacher education in 14 countries involving all world regions (UNESCO, 1986). The findings showed that regular classroom teachers were willing to take on the responsibility for special needs children, but were not confident whether they had skills to carry out the task.
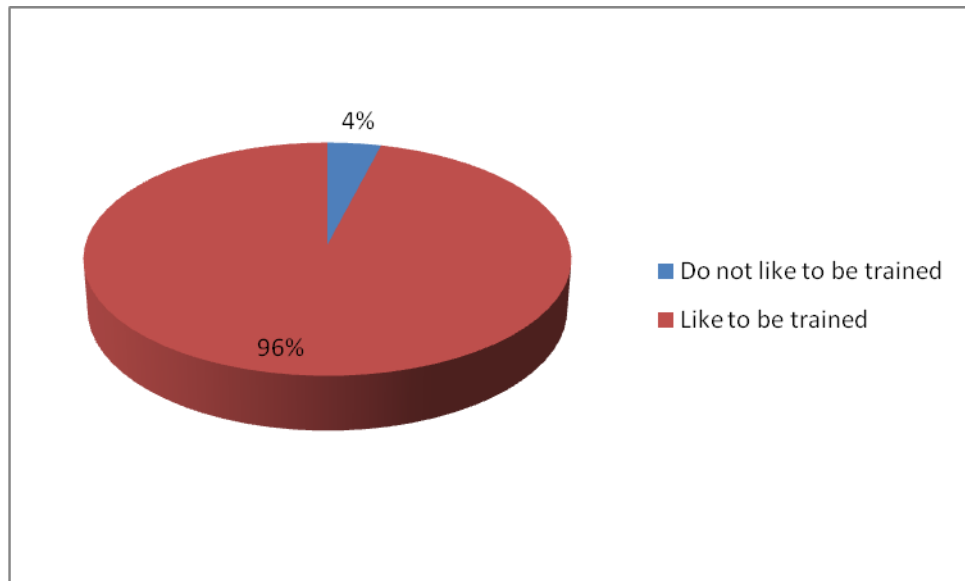
Figure 4.2: Preference of classroom teachers to be trained on SNE

The figure above shows that 96% of classroom teachers who participated in the study wished to be trained in special education. It is apparent that there is a growing need among regular teachers to train in special education.

Table 4.8: Headteachers' responses on need for teacher training in special education

Item	Frequency	%
Teachers need to be trained	23	95.8
Teachers need not to be trained	1	4.2
Total	**24**	**100.0**

According to Table 4.8, 95.8% of head-teachers interviewed cited the need for training of teachers on special education. It was noted that head teachers were of the opinion that more teachers needed to be trained in SNE and posted in public primary schools to address the acute shortage of teachers.

Headteachers positive attitude towards inclusion was key as they occupy the critical leadership role within the school.

Table 4.9: Skills training area for teachers to implement inclusive education

Item	Frequency	%
Training in inclusive education project management	25	20.8
Guidance and Counselling	25	20.8
Sign language	19	15.8
Braille	13	10.8
Autism	15	12.5
Communications skills	23	19.2
Total	**120**	**100.0**

From the findings it shows that teachers were keen on training in inclusive education programme management and guidance and counselling both at 20.8% rather than on training on sign language, braille and even autism. The findings reveal that sign language, braille and autism management training are not popular with teachers as compared to inclusive education management and guidance and counseling. Teachers therefore need to be encouraged to train in these areas as they are equally important for inclusion.

4.5 Teachers attitude towards learners with special needs

The study objective two required teachers to give their attitude towards learners with special needs. The researcher sought to find out whether teachers attitude has any influence towards inclusion of learners with special needs in public primary schools within Kisumu Municipality.
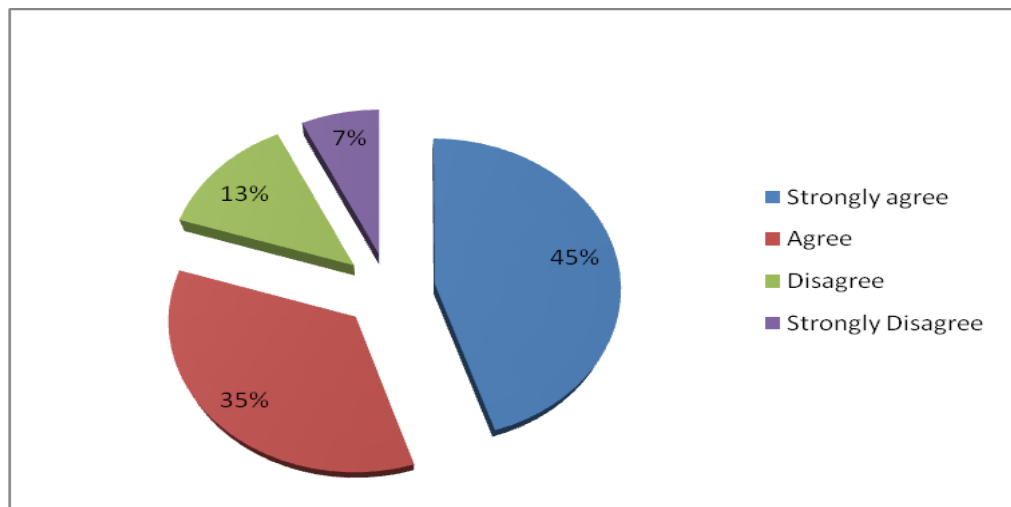
Figure 4.3: Effect of SNE on social interaction on learners with special needs

The response of teachers was that 45% strongly agreed and 35% agreed with the statement. This implies that majority of the teachers are of the view that inclusive education is beneficial socially, emotionally and intellectually to the development of a child with special needs. Among the key benefits of including all children in an education system, well supported by research is the way in which it enhances and expands the education experience for all learners. 'Normal' learners benefit from their involvement and relationship with learners with special needs by learning about, understanding and

becoming more accepting of diversity (Staub and Peck 1995). For those with special needs, social competence and communication skills will improve (Guranic et al 1995) while the gains in intellectual and language development are observed. This is in agreement with the researcher's findings.

Table 4.10: Opinion of teachers' on administration support for SNE

Teachers' responses	Frequency	%
Yes	120	50.0
No	120	50.0
Total	240	100

According to teachers 50% of headteachers supports inclusive education while similar percentage do not support teachers who would wish to train in SNE. SNE training for untrained teachers would mean them being away during school sessions. The headteachers fears could be that due to few teachers in school, releasing any teachers to go for training will interfere with school activities. Teachers Service Commission should post more teachers to take care of the present acute shortage of teachers in schools around the country.
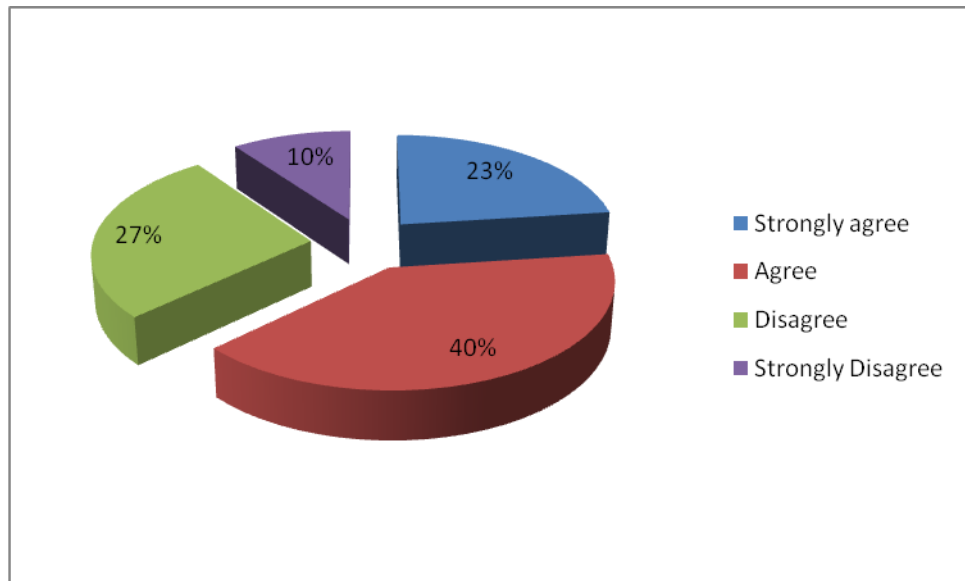
Figure 4.4: Teachers' responses on whether inclusion improves performances of learners

Responses from classroom teachers indicated that over 60% of them were of the opinion that inclusion increases academic performance of learners with special needs. This strongly suggests that a majority of the teachers believe in the abilities of learners with special needs. Fredrickson and Cline (2002) reporting across a number of studies found that there is no evidence that segregated education (special schools) fosters academic progress over inclusive education. This shows that indeed inclusive education improves the academic performance of learners with special needs as opposed to when they are placed in special schools.
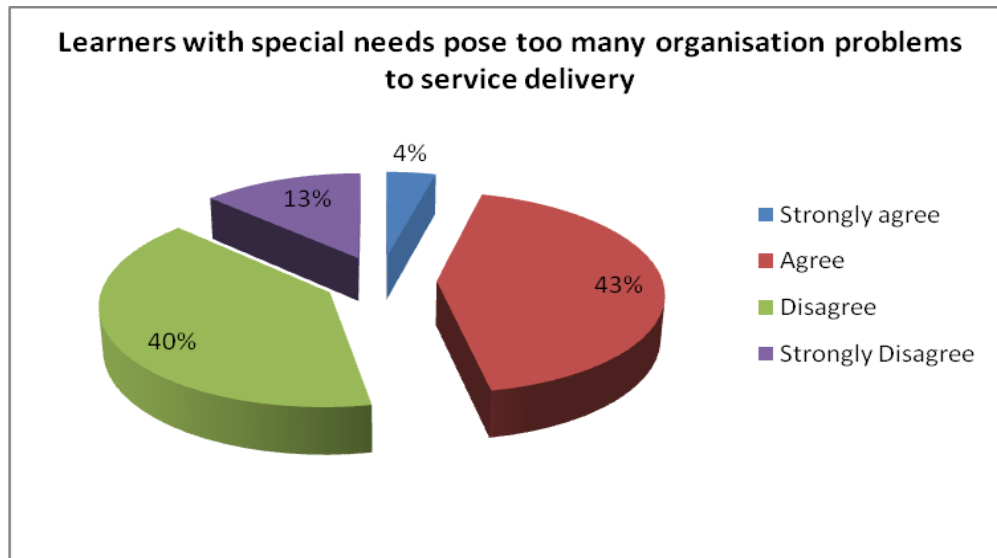
Figure 4.5: Teachers' responses on whether learners with special needs pose problems to organization

Figure 4.5 depicts that slightly over 50% of teachers do not think that presence of learners with special needs pose too many organizational problems in the classroom. However, it should be noted that if class population is large, learners with special needs may lack individualized special attention from their teachers. This finding is contrary to what the researcher expected, as she expected a challenge in the varied teaching methods that the teacher was expected to use while in class.

Inclusive education challenges teachers to develop a wide repertoire of teaching strategies. If inclusion is to work, the ways in which instruction is delivered in the classroom need to be flexible enough to meet the diverse requirements of all learners.
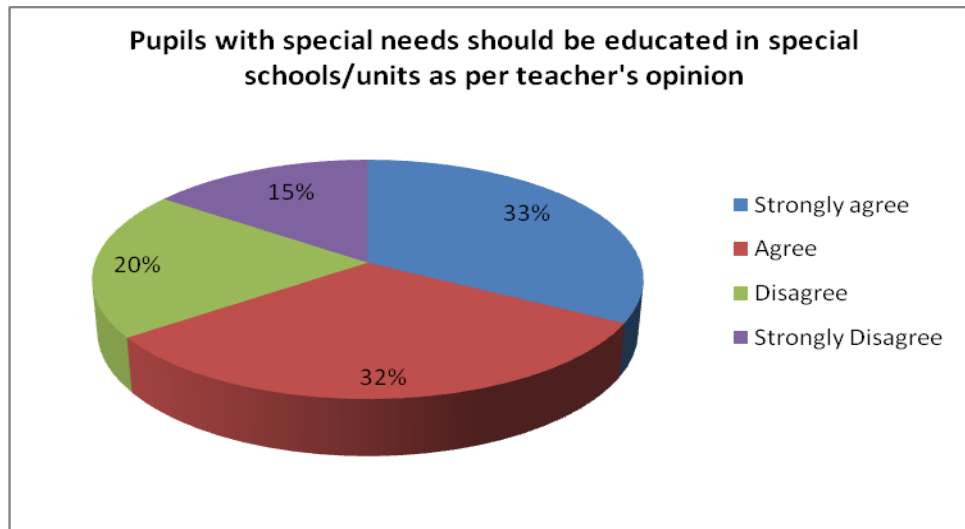
Figure 4.6: Teacher's response on whether pupils with special needs require special schools

The results from the figure indicated that 65% (combination of strongly agree and agree) had a problem in having a child with special needs in their classes. This shows that they are comfortable with them in regular schools so long as they are in special units. This is an indicator that a large number of classroom teachers still need to be sensitized on the importance of inclusion. This poses a great a challenge to the Ministry of Education as attitude change is one of the important indicators towards success of inclusive education.

There are scholars who support inclusive education and believe that the child should always begin learning in regular school and can only be removed when appropriate services cannot be provided in regular classrooms. Bowe (2005) argues that inclusion is a reasonable approach for most learners with special needs. He cautions however that for some students for example those with severe autism disorders, deafness or multiple challenges, even regular

inclusion may not offer an appropriate education. Stainback & Stainback (1995) by contract propose that placement in regular classroom is a civil right. They advocate that schools should be restructured so that inclusive education can be provided for all learners with special needs.

Table 4.11: Head-teachers' suggestions on recruitment of SNE teachers

Head teacher's responses	Frequency	%
Recruitment of SNE teachers to be done regularly	12	50.0
Teachers to sponsor themselves	4	16.7
In-services training for teacher already trained	8	33.3
Total	**24**	**100**

A fairly large percentage of headteachers indicated that there should be regular recruitment and training of teachers in SNE. A low percentage of 16.7% indicated that teachers should sponsor themselves for SNE training. The government should sponsor more teachers for training on SNE to motivate them towards inclusion.
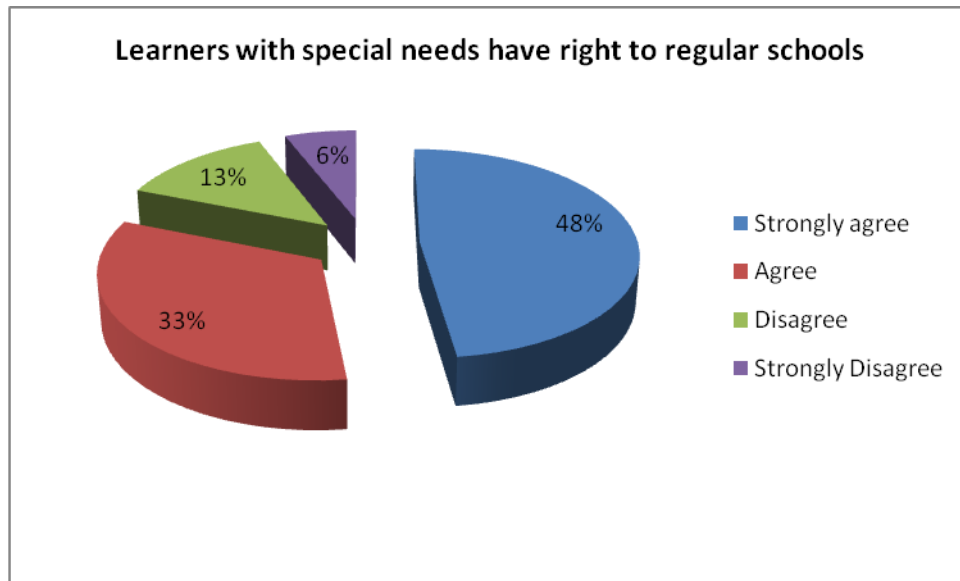
Figure 4.7: Teachers responses on learners with special needs right to regular school

The findings of the research show that 48% of the classroom teachers strongly agree with the statement that learners with special needs have a right to regular school education. This is in line with the Salamanca Statement and Framework for Action (1994) that states that, "regular schools with inclusive orientation are the most effective means of combating discrimination and achieving education for all" (Salamanca Statement Art 2). It is imperative that classroom teachers take the initiative to ensure that these rights are affected.

4.6 Learners' attitude towards pupils with special needs

The study objective number four required 'normal' learners to express their attitude towards learners with special needs. The researcher sought to find out the attitude of 'normal' learners towards their colleagues with special needs.

The respondents were expected to give their perception or opinion regarding inclusive education.

Table 4.12: Normal learners' interaction with special needs learners

Item	SA	A	NS %	DA	SDA	TOTAL %
Learners with special needs interact freely with 'normal' learners	70	17	6	3	4	100
Learners with special needs are treated with repect by everyone in the school	55	25	8	6	6	100
Inclusive education does not affect academic performance of the class	60	24	5	7	4	100
Learners are willing to be friend a learner with special need	70	25	2	2	1	100

A majority of the learners consisting of 70% strongly agreed that they freely interact with learners with special needs. Similarly over 50% of the learners reported that learners with special needs are treated with respect and dignity. With regards to academic performance, over 80% felt that presence of learners with special needs in no way affected their academic performance. The finding further indicates that over 80% of 'normal' learners were willing to

befriend learners with special needs. The findings reveal that learners' interaction brings in acceptance and the valuing of differences and diversity among the learners. This not only impacts positively on the learner with special needs but also encourages supportive behaviour from 'normal' learners.

Learners with special needs take part in co-curricula activities

43%   37%   10%   8%   2%

Percentage: 45 40 35 30 25 20 15 10 5 0

Strongly agree   Agree   Not sure   Disagree   Strongly disagree

Pupils
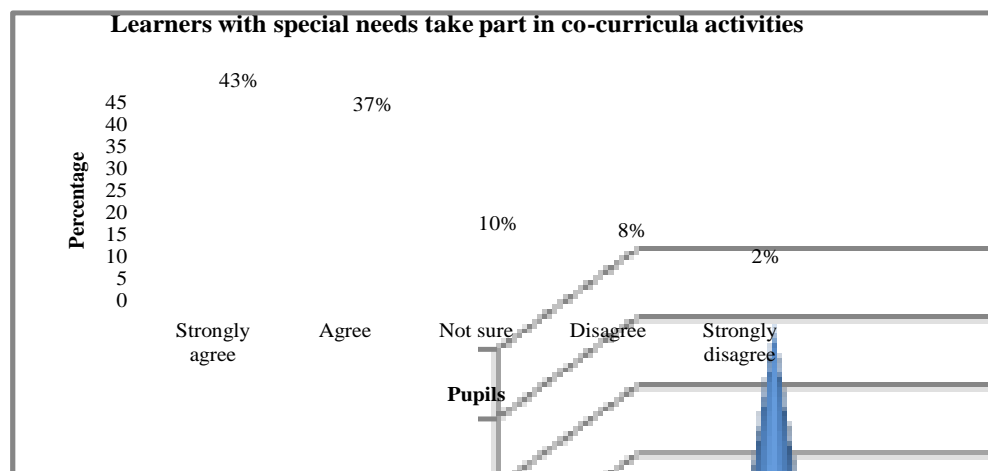
Figure 4.8: Learners response on whether learners with special needs take part in co-curricular activities

According to Fig 4.8, a majority of learners (80%) indicated that learners with special needs take part in co-curricular activities. This is commendable as learners with special needs social competence and communication improve (Guralnic et al, 1985). There is need therefore to encourage learners with special needs to participate in co-curricular activities such as games. Targeted interventions which aim to teach and build upon the social skills of learners with special needs can play an important role in promoting the inclusion of all learners. One of the ways through which friendship, acceptance and valuing of differences and diversity is through co-curricular activities.

4.7 Availability of facilities/resources on inclusion of learners with special needs

The study objective number three required the headteachers and teachers to identify the availability of facilities and teaching/learning materials. In order to provide a truly inclusive school, the physical environment needs to be safe and accessible to all learners including those with special needs. Schools also need to be structured in such a way to minimize the effects of the individual learning differences. Providing safe physical access to the school buildings, classrooms and other facilities is essential to ensure all learners are accommodated. Adequate access includes ramps, adapted toilets and wide doors to accommodate wheel chairs. Some learners with disorder such as autism and those with photosensitive epilepsy may be disoriented by the flicker emitted by bright fluorescent.

Table 4.13: Headmasters' responses on availability of physical facilities towards inclusive education

Item	Frequency	%
No facilities exist	5	20.8
Inadequate facilities exist	19	79.2
Adequate	0	0.0
Total	**24**	**100.0**

According the Table 4.13 above, 79.2% of the head-teachers interviewed indicated that the schools had inadequate facilities while 30.8% of the respondents indicated that the schools had no physical facility towards

inclusive education. From the findings, it is evident that most schools do not have adequate physical facilities to embrace inclusive education disadvantaging a number of children with special needs in the society. Yet basic education of acceptable quality is crucial in equipping the learner with special needs with means to acquire skills for life.

The study objective three required teachers' respondent to identify the availability of resources/facilities which would enable the implementation of inclusive education.

Table 4.14: Teachers' responses on availability of physical facilities towards inclusive education

Item	Frequency	%
Facilities/resources available	10	8.3
Facilities/resources not available	110	91.7
Total	**120**	**100.0**

The findings reveal that 91.7% of the teachers interviewed are of the opinion that teaching learning resources and facilities are not available. Full implementation of inclusive education requires that provision of physical facilities like ramps, assistive devices for learning such as hearing aids, braille are available for learners with special needs.

4.8 To determine if curriculum content supports inclusion.

The study objective five required headteachers and teachers to establish whether the curriculum content supports inclusion. Curriculum must take into consideration the different abilities and need of all learners. It must be capable of being adapted to meet diverse need of learners. Strategies such as flexible timeframes for work completion, differentiation of tasks, flexibility teachers, time for additional support and emphasis on vocational as well as academic goals can be useful (UNESCO, 2005). The researcher was interested in establishing whether the current curriculum was suitable in teaching learners with special needs.
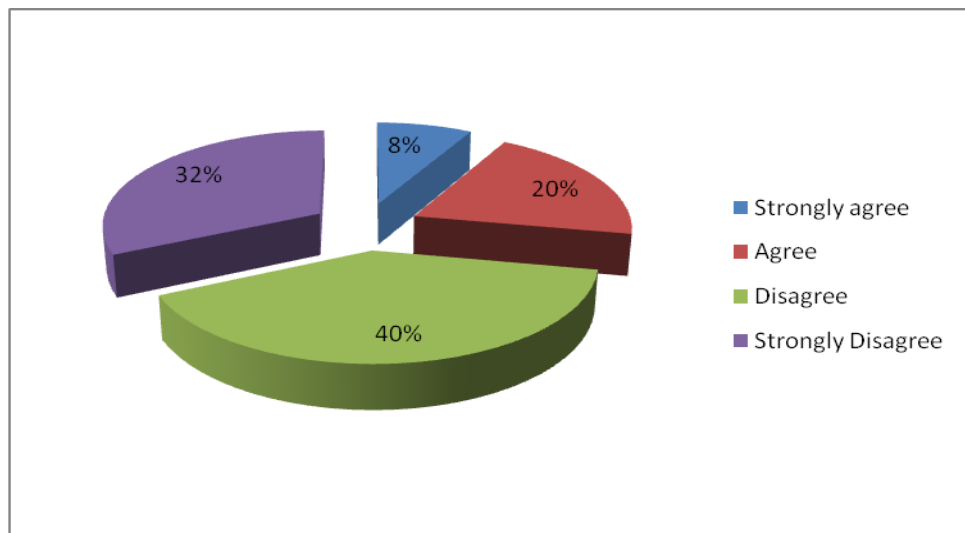
Figure 4.9: Head-teachers responses on sustainability of curriculum for learners with special needs

The findings show that over 70% of classroom teachers interviewed did not agree that the current curriculum suits learners with special needs. Though attempts have been made by Kenya Institute of Curriculum Development

(KICD) to come up with inclusive curriculum, much is yet to be realised. This strongly implies that the needs of learners with special needs are not adequately catered for. This may explain why the retention of learners with special needs is low in public primary schools. This may be attributed to their failure to attain the required marks therefore teachers who teach them believe they drag their lessons and pull down the mean score of their classes.

Table 4.15: Relevance of the present curriculum for SNE in inclusive schools

Response of classroom teachers	Frequency	%
Very relevant	48	20.0
Relevant	101	42.1
Fairly relevant	55	22.9
Not relevant	36	15.0
Total	**240**	**100.0**

In order to establish how curriculum content supports inclusion, the study sought to investigate the level of relevance of inclusive education according to teachersviews. The teachers gave their views. Many teachers, 42.1% felt that inclusive education is relevant while 20.0% felt that it was very relevant. However, 22.9% of the teachers indicated that it was fairly relevant while only 15.0% felt the curriculum was not relevant. Thus curriculum need to be revised to cater for learners with special needs.

Table 4.16: Head-teachers' responses on availability of teachers/learning resources

Item	Frequency	%
Teaching/Learning resources don't exist	11	43.3
Teaching/Learning resources not suitable	7	30.0
Teaching/Learning resources not adequate	6	26.7
Total	**24**	**100.0**

Table 4.16 shows suitability of available teaching/learning reseources to cater for learners with special needs. According to the findings, 43.3% of head-teachers felt that teaching/learning resources don't exist. 30.0% felt that teaching/learning resources are not suitable and 26.7% felt that the available teaching/learning resources are not adequate. It is apparent that teachers believe that teaching/learning materials are not suitable nor were they adequate. This is a major setback for inclusion as teaching/learning resources play a key role in the implementation of inclusive education.

Table 4.17: Head-teachers responses on instruction methods in regular schools to SNE learners

Item	Frequency	%
Quite effective	10	41.6
No answer	02	8.3
Below average	08	33.3
Very effective	02	8.3
Slightly effective	03	12.5
Total	**24**	**100.0**

Table 4.17 shows the effectiveness of the instruction methods in regular schools when applied to children with special needs.

According to the findings, 41.6% of head-teachers who participated in the study commented that instruction methods used in regular school when applied to children with special needs are quite effective whereas 33.3% of them felt it was below average. What came out is that teachers need to vary their teaching methods to cater for all the learners differences in the class.

My school has enough teaching resources to cater for learners with special needs

0%
4%
48%
48%

- Strongly agree
- Agree
- Disagree
- Strongly Disagree
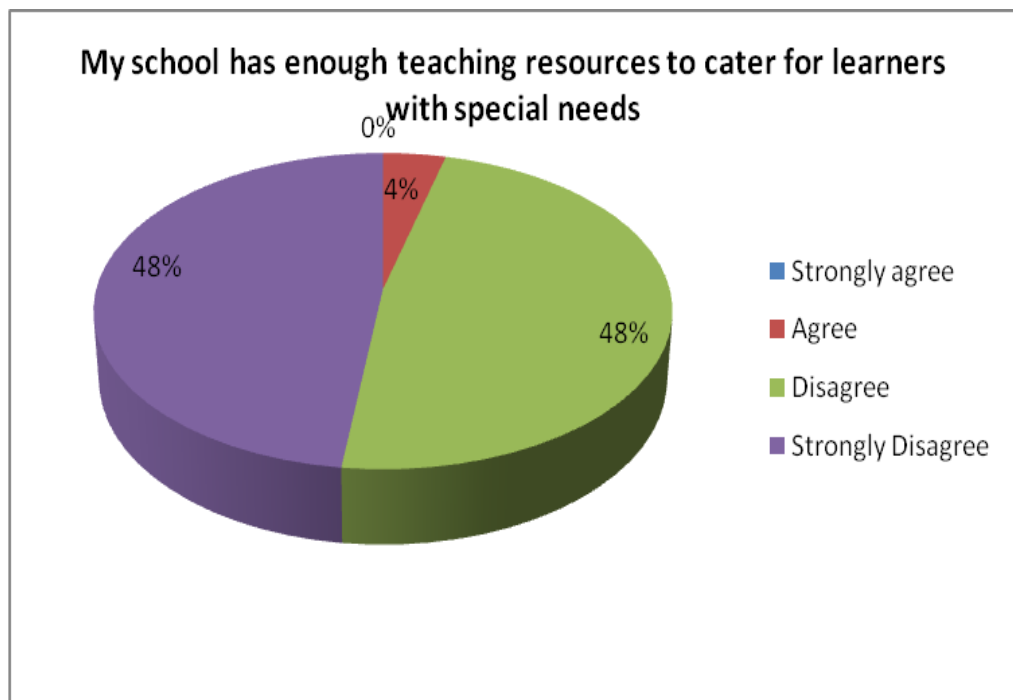
Figure 4.10: Whether schools have enough teaching/learning resources

The findings show that 48% strongly disagree with the statement. Resources play a key role in any meaningful learning. The resources may be in the form of staffing, teaching aids among others. It is imperative that schools should be provided with enough teachers, teaching and reading materials and resource centres. The findings indicate that there is an acute shortage of these vital

resources. Priority must be given to the provision of these essential resources to each learning institution. If the figures are anything to go by, lack of suitable teaching and learning resources would therefore adversely affect inclusive education.
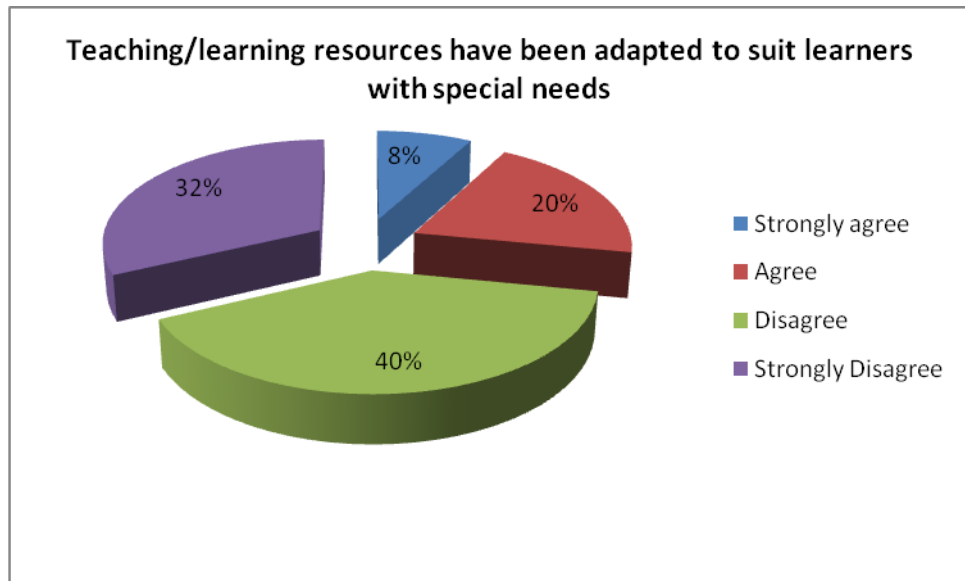
Figure 4.11: Teachers, response on teaching/learning resources adopted for SNE learners

The findings show that over 70% of the teachers interviewed did not agreed that teaching and learning facilities have been adapted to inclusive education. A curriculum that is fully inclusive will take care of all the learners regardless of their learning abilities. From the findings, teachers are bound to find teaching learners with special needs a challenge as the curriculum is not fully adapted to take care of learners with special needs.

Table 4.18 Suggestions by headteachers on implementation of inclusive education

Item	Frequency	%
Equipping schools with facilities and resources	8	33.3
Curriculum content that supports inclusion	02	8.3
Training more teachers on SNE	10	41.7
Create awareness on SNE	04	17.7
Total	**24**	**100**

This helped to answer objectives 1, 2, 3, 4 and 5. According to headteachers comments, 41.7% felt more teachers need to be trained, 33.3% need for equipping schools with materials and facilities while 17.7% felt that sensitisation to create awareness on inclusion. Other than that 8.3% were of the opinion that curriculum content need to be I   mproved so that it takes care of learners with special needs. From the headteachers response, teacher training ranks highest followed by equipping schools with facilities and resources.

4.9 Challenges of inclusive education

The challenges faced by Head-teachers and other teachers in the implementation of inclusive education were found to be many. The major problem was gap between inclusive education policies and practices and their adequate funding. The researcher found out that there was great need for

teacher training, including a positive change in teachers' attitude, motivation and preparation towards the learning needs of different learners. The researcher also noted that there was inadequate quality assurance mechanism to oversee inclusion of learners in the education. Most of the schools that participated in the study that were deemed to practice inclusive education had special units instead of inclusive education. At the institutional level lack of adequate facilities, inadequate instructional materials and lack of suitable curriculum for learners with special needs.

4.10 Solutions to inclusive education

The Head-teachers and other teachers' response to an item on the solutions they hope to have on the challenges showed that lack of teacher training on special education was a major hindrance in the implementation of the inclusive education. This they say could be overcome by incorporating special education in teacher training colleges, sponsoring teachers who have already in service with regular in- service training to equip them with current teaching trends and innovations in the teaching profession. Head-teachers also called on the government to set aside funds specifically to run the inclusive education in public primary schools. An important factor in the success of inclusive is the attitude of the teachers. As already noted earlier, most of the special education teachers surveyed believed that some students could not be included in the main stream. The findings also noted that when teachers are faced with prospect of including a learner with special needs in their class, become less

positive and anxious. This however can be moderated by access to training

and resource and sensitization on awareness to inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions and various recommendations derived from the study. The purpose of the study was to investigate the determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality, Kisumu County.

5.2 Summary of the study

This study was guided by five objectives that were: to establish the extent to which teachers are equipped to teach learners with special needs, to assess teacher's and 'normal learner's attitude towards inclusion of learners with special needs, to establish the extent to which availability of facilities and resources influence inclusion of learners with special needs and to determine the extent to which curriculum content supports inclusion of learners with special needs. The study used descriptive survey design. The study sample was selected using random sampling procedure to select the 20% of the 118 public primary schools, 20% of the 1,432 teachers and 20% of the 76,902 pupils. Purposive sampling was used to select the 20% of the 118 head-teachers. Data was collected using questionnaires for teachers and pupils and interview schedule for the head-teachers. The data collected was analyzed using both qualitative and quantitative procedure. Quantitative data were coded and analyzed into frequencies and percentages, using SPSS.

Quantitative data were organized based on themes and presented in the forms of narratives.

5.3 Summary of the findings

The analysis of the data enabled the researcher to come up with the following findings based on the research objectives. The study established that majority of the teachers felt that inclusive education was a good innovation in the education sector. 80% of the teachers who participated in the study were in agreement that inclusive education is beneficial to the development of a learner with special needs both emotionally and socially.63% of them also revealed that learners with special needs will develop more academically in regular schools. Further, the teachers showed that learners with special needs did not pose too many organization problems to service delivery. The teachers however, showed concern that while inclusive education was good for the learners with special needs, 65% of them felt they were not comfortable in having a child with special needs in their classes. In fact, they felt special units or special schools would be ideal for them.

i. **To find out if teachers are equipped with knowledge to teach learners with special needs in public primary schools**

Classroom teachers revealed that only 35% of them had special education training. The head teachers noted that learners with special needs had varied needs that required teachers who could attend to their challenges. The researcher also established that 53% of the head teachers were of the view that

more teachers needed to be trained in special education. There was also need to complement the training with in-service training on regular basis. The study also revealed that 21% of the teachers were more keen to train in inclusive education management, while braille was at 11%, autism at 12% and sign language at 16%. Teachers need to be encourages to take up SNE areas like sign language, braille and autism.

ii. **To find out the extent to which adequacy of facilities and resources influence learners with special needs**

The researcher examined funding in public primary schools. The study revealed that most schools lacked facilities that would otherwise support inclusive education. The study revealed that lack of finance was therefore considered a major obstacle for the implementation of inclusive education. In most schools visited, it was also revealed that learners with special needs especially those with mental challenges needed the services of medical officers on regular basis, but lack of funds proved to be a major hurdle.

iii. **To find out the 'normal' learners attitude towards inclusive education various aspects of their attitudes were investigated.**

The researcher established that 80% of them were in agreement that learners with special needs were treated with respect, 60% presence of learners with special needs did not affect their academics, 71% felt teacher's paid special attention to learners with special needs and 80% indicated that learners with special needs participated in co-curricular activities with them. However, in an

item requiring the learners to indicate whether learners with special needs should study in special units/special schools, there was also a fifty split on their responses. 42% disagreed with the statement while 47% were of the opinion that they should go to special schools/units. The implication is that more needs to be done to the normal learners for them to embrace their colleagues with special needs.

iv.   To find out if current curriculum content supports inclusion of learners with special needs.

In an interview with the head teachers, the researcher found out that most students admitted in the public primary schools had mild mental conditions. The teaching/learning resources were found to be inadequate and had not been adapted to suit the learners with special needs.

5.4 Conclusion of the study

From the foregoing findings of the study, it can be concluded that teachers lack necessary skills and knowledge to implement inclusion of learners with special needs. The findings also found out that schools lacked essential facilities that aid inclusion, for example ramps for learners who are physically challenged, hearing aids among others. Teaching/learning materials were also found to be inadequate and in other schools were unavailable. It was also evident that there exists favourable attitude towards learners with special needs among teachers and 'normal' learners. Further, the study showed that

the curriculum content needs to be revised to accommodate learners with special needs.

5.5 Recommendations of the study

Based on the research findings, the researcher made the following recommendations:

i   Teacher training, both pre-service and in-service is essential to develop the skills necessary to teach successfully in inclusive settings. This can be done with the collaboration of the Ministry of Education, Kenya Institute of Special Education and local universities.

ii Awareness and sensitization programmes on inclusive education should be launched to sensitize all stakeholders. This will help to dispel the negative attitude that some head teachers, teachers and learners have towards learners with special needs. The school heads and staff must together make a commitment that all learners are welcome in the school regardless of the special need.

iii The Ministry of Education should adopt more effective mechanism of monitoring schools to oversee implementation of inclusive education. The most common feature in the schools visited were special units as opposed to inclusive education. The researcher also noted that for success of inclusive education the Ministry of Education needs to strengthen those schools that have shown interest in embracing inclusive education by providing funds and by partnering with NGO's like World Vision.

iv   The Ministry of Education should ensure that policies supporting the provision of barrier – free and child friendly physical infrastructure are conducive to a good learning environment for inclusive education.

v   For inclusive education to work the way in which instruction is delivered in the regular classroom need to be flexible enough to meet the diverse requirement of all learners.

vi   Accessible and flexible curriculum can be a key to creating schools that meet the needs of all learners. Curriculum must take into consideration the different abilities and needs of all learners. One of the challenges relating to inclusive education involves the importance of addressing of all learners equitably and eliminating any bias against this in the education system. The Ministry of Education together with Kenya Institute of Curriculum Studies needs to revise the curriculum in order for it to become more flexible and to come up with support learning materials. Accordingly, changes in teacher training are needed to complement inclusive education.

5.6 Suggestions for further study

The following issues emerged from the research and were recommended for further research;

i   The emerging challenges faced by stakeholders in the implementation of inclusive education in public primary schools in Kisumu Municipality.

ii   The role of curriculum adaptions and instructional practices in implementation of inclusive education.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

University of Nairobi

Department of Education, Administration and Planning,

P.O. Box 30197 – 00100

NAIROBI

Dear Sir/Madam

RE: REQUEST FOR DATA COLLECTION

I am a Master of Education (MED) student at the University of Nairobi. As part of the requirement for the award of the degree it is expected that one undertakes a research study. This is to request for your participation in a study that examines the determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality.

I would further request for the participation of teachers and pupils in the study.

Your cooperation and assistance will be highly appreciated.

Thank you.

Yours faithfully,

Lilian Owuor

APPENDIX 2: TEACHERS' QUESTIONNAIRE

Dear respondent:

This questionnaire is intended to help the researcher to gather information on the determinants of inclusion of pupils with special needs in public schools in Kisumu Municipality. All the information will be treated with utmost confidentiality.

Section A:

1.   Name of the institution _____

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

3.   Teaching experience 1 – 5 years ( )   6 – 10 years ( )

     20years and above ( ) tick one

4.   Professional training   M.ED ( )   B.ED ( )   B.ED Special ( )

     Diploma Ed ( )   Diploma Special Ed ( )   PI ( )

5.   At what level do you teach?

     Pre – School ( )   Lower ( )   Upper ( )

6.   Do you have learners with special needs in your class? Yes ( ) No ( )

Section B:

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

KEY

SA - Strongly Agree   A -   Agree   D -   Disagree

SD -   Strongly Disagree

Item	Statement	SA	A	D	SD
1.	Teachers appreciate inclusion of learners with special needs				
2.	Pupils with special needs should be educated in special schools				
3.	Inclusion of learners with special needs will have positive effects on their social and emotional development				
4.	Inclusion of learners with special needs in regular school will increase their level of academic performance				
5.	Learners with special needs pose too many organisation problems to service delivery				
6.	Pupils with special needs lower the				

	quality of instruction for all the students				
7.	Learners with disabilities have a right to regular school				
8	Teachers in my school need specialized training to enable them implement inclusion of learners with special needs successfully				
9	My school has enough/teaching resources to cater for learners with special needs				
10	Teaching/ learning resources have been adapted to suit learners with special needs				
11	Learners with special needs receive specialized services to supplement curriculum implementation				

The following are skill training for teachers. Indicate with a tick (√) those that you find appropriate to enable you to successfully carry out inclusive education for learners with special needs in your school

Item	Skill training area	Tick as appropriate
12	Training in inclusive education programme management	

13	Guidance and Counselling course	
14	Sign language	
15	Braille training	
16	Autism	
17	Communication skills	

18.   Do you have any special training on how to handle?

  a) Pupils with special needs?

    Yes ( )   No ( )

  b) If yes what is your experience?

    1 – 5 years ( )   6 – 10 years ( )   over 10 years ( )

  c) If no, would you like to be trained to teach pupils with special needs?

    Yes ( )   No ( )

19.   Does your school administration support teachers?

  a)   Involved in inclusive education in terms of training?

    Yes ( )   No ( )

  b)   If your answer to (a) above is yes, please give details.

_____

_____

20.   a) What challenges/problems do you encounter in the implementation of inclusion of learners with special needs?

_____

_____

b) What are some of the solutions to the problems?

_____

_____

Thank you

APPENDIX 3: INTERVIEW SCHEDULE FOR THE HEADTEACHER

Dear Sir/Madam

This interview schedule is intended to help the researcher gather information on determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality.

Section 1 Background Information

1. What is your highest level of Education?

    Masters   ( )

    Bachelors   ( )

    Diploma   ( )

    P1   ( )

2. What is your sex?

    Male   ( )

    Female   ( )

3. How long have you been a head teacher?

    1 – 5 yrs   ( )

    6 – 10 yrs   ( )

    11 – above   ( )

Section B: Information on Inclusive education

4. Could you please share with me your understanding of the policy of inclusive education?

5. What is your opinion regarding introduction of inclusion learners with special needs in your school?

6. What is your view on educating learners with special needs in public primary schools?

7. How adequate are the physical facilities in your schools towards provision of inclusive education?

8. Comment on the suitability of available teaching/ learning resources to cater for learners with special needs.

9. What is the average class size in relation to teacher learner ratio?

10. How qualified are the teachers in your school in handling learners with special needs?

11. How effective are the instruction methods used in regular schools when applied to children with special needs?

12. What role does the government play in promoting the education of pupils with special needs?

13. How often are the teachers in your school in serviced in special education?

14. a. What challenges do you face in implementing inclusion of learners with special needs?

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………

………

b. Which recommendations would you suggest for the challenges you

mentioned above?

………

………

………

………

……….

Thank you

APPENDIX 4: LEARNERS' QUESTIONNAIRE

This questionnaire is intended to help the researcher gather information on determinants of inclusion of learners with disabilities in public primary schools in Kisumu Municipality.

SECTION A

Background Information

1.   Class _____

2.   Sex   Girl ( )   Boy ( )

3.   Age _____

4.   How many are you in class? _____

5.   Are there pupils in your class with special needs? _____

Rate the following statements related to inclusion of learners with special needs and

(√) tick appropriately.

KEY

SA - Strongly Agree   A - Agree   NS - Not Sure

D - Disagree   SD - Strongly Disagree

Item	Statement	SA	A	NS	D	SD
1.	Regular learners interact freely with learners with special needs					
2.	Learners with special needs are treated with respect by other learners					
3.	I am ready to be a friend to a pupil with special needs					
4.	Pupils in our school are readily available and willing to help each other in class activities					
5.	In our class all pupils have textbooks and other learning materials including those with special needs					
6.	In my opinion learning in the same class with classmates with special needs does not affect my academic performance					

7.	In my class/ school the environment is adapted to enable all learners including those with special needs to learn comfortably					
8	Learners with special needs receive special attention from the teachers					
9	Teachers in our school respond to everyone's needs without discrimination					
10	I think learners with special needs should go to learn in special schools/ units					
11	Learners with special needs take part in co – curricula activities					

15. Mention some problems learners with special needs face in your class/ school

……………………………………………………………………………….

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Thank you

APPENDIX 5: RESEARCH PERMIT

PAGE 2

PAGE 3

Research Permit No. *NACOSTI/RCD/14/013/1695*

THIS IS TO CERTIFY THAT:

Date of issue   *4th October, 2013*

Prof./Dr./Mr./Mrs./Miss/Institution

Fee received   *KSH. 1000*

Lilian Ogweno Owuor

of (Address) University of Nairobi

P.O.Box 92-0902, Kikuyu.

has been permitted to conduct research in

Location

District

Kisumu **County**

On the topic: Determinants of inclusion of
Learners with special needs in public primary
schools in Kisumu Municipality, Kisumu East
District, Kisumu County.

Applicant's **For: Secretary**
Signature **National Commission for Science**
for a period ending: 31st December, 2013. **Technology & Innovation**

APPENDIX 6: RESEARCH AUTHORIZATION LETTER

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2241349, 20-267 3550,
0713 788 787, 0735 404 245
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

When replying please quote

Our Ref: **NACOSTI/RCD/14/013/1695**

9th Floor Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date:

4th October, 2013

Lilian Ogweno Owuor
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated *12th September, 2013* for authority to carry out research on "*Determinants of inclusion of learners with special needs in public primary schools in Kisumu Municipality, Kisumu East District, Kisumu County,*" I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for a period ending **31st December, 2013.**

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

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

SAID HUSSEIN
FOR: SECRETARY/CEO
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Kisumu County.