

**INSTITUTIONAL RELATED FACTORS AFFECTING  
PERFORMANCE OF LEARNERS WITH SPECIAL NEEDS IN  
KAMUKUNJI PUBLIC PRIMARY SCHOOLS IN KENYA**

**KAMAU BENARD NJOROGE**

**DEPARTMENT OF PSYCHOLOGY**

**SCHOOL OF EDUCATION**

**UNIVERSITY OF NAIROBI**

**2015**

**A research project submitted to The University of Nairobi in partial fulfillment  
of the requirement for the Masters of Education Degree (M.E.D) in  
measurement and evaluation**

**Copyright©**

**All rights preserved. No part of this work may be reproduced, stored in a  
retrieval system or transmitted in any form or means whether electronic,  
photocopy, recording or otherwise without prior permission of the author or  
University of Nairobi.**

## DECLARATION

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

\_\_\_\_\_

**Date:** \_\_\_\_\_

**Kamau Benard Njoroge**

**E58/63816/2013**

This research project has been submitted for examination with our approval as university supervisors.

\_\_\_\_\_

**Date:** \_\_\_\_\_

Dr, Levi Lavera

Department of Psychology

University of Nairobi

## **DEDICATION**

To my mother Ruth Wangui for encouraging, supporting and believing in my education.

## **ACKNOWLEDGEMENT**

My heartfelt appreciation goes to my lecturers in the department of psychology of University Of Nairobi for the selfless commitment towards imparting and equipping me with the essential knowledge pertinent to undertaking this study. Many thanks also go to my supervisor, Dr Levi for the patience, support, and guidance throughout the development and writing of my project. Special thanks to Dr Karen without her valuable input and professionalism this project would not have come into existence. I cannot forget to thank my parent and my siblings whose love, care and concern propelled me to work towards achieving my dreams. Special thanks to my mother Ruth Wangui who supported me emotionally and also through her prayers. Also to my children Samuel, Ken and Catherine for an enabling environment to conduct my studies contributed immensely towards achieving my goal. Finally my appreciation goes to The Lord Almighty for his unwavering love, support and care and for giving me strength and courage to overcome the challenges that I faced and showing me that with Him nothing was insurmountable.

## **ABSTRACT**

The purpose of the study was to investigate the association between institutional based factors influence on performance of learners with special needs in Kamukunji public primary schools. Descriptive research design was used. This study was carried out in Kamukunji district, targeting the 18 public primary schools. The 18 head teachers, 420 teachers and 221 learners with disabilities in the district were targeted as respondents in this study. In order to obtain a sample for the teachers and students the researcher used the 20–30%. The data for this study was collected by use of questionnaires and interview guide. Both descriptive and inferential statistics was used. The findings revealed that majority of the respondents were in disagreement that pupils with special need should learn together with pupils without special need in the same class. The study findings show that most of the learners indicated that the learning environment was supportive. Based on the results of the study, it can be concluded that pupils with special needs were comfortable since they were accepted, gained a lot from others and pupils without special needs were ready to assist them. The study also concludes that most of the resources/facilities are available but not adequate. The study also recommends that the Ministry of Education should provide training for the teachers to improve their knowledge and skills in teaching pupils with special needs which could be provided through workshops and seminars on special needs in education. The study further recommends that the schools management committee should have a strategic plan for continuous maintenance and increase of all the physical accessibilities to the facilities, transportation and accommodation.

## TABLE OF CONTENTS

<b>COPYRIGHT</b> .....	<b>ii</b>
<b>DECLARATION</b> .....	<b>iii</b>
<b>DEDICATION</b> .....	<b>iv</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF FIGURES</b> .....	<b>xi</b>
<b>OPERATIONAL DEFINITION OF TERMS</b> .....	<b>xii</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.0 Introduction .....	1
1.1 Background to the Study .....	1
1.1.1 Concept of Inclusion .....	2
1.1.2 Learners with Disabilities and Inclusive Education .....	3
1.2 Statement of the Problem .....	4
1.3 Purpose of the Study .....	5
1.4 Objective of the Study.....	5
1.5 Research Questions .....	5
1.6 Significance of the Study .....	6
1.7 Limitations of the Study.....	6
1.8 Delimitation of the Study .....	7
1.9 Assumption of the Study .....	7
1.10 Organization of the Study.....	7
<b>CHAPTER TWO</b> .....	<b>8</b>
<b>LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Introduction .....	8
2.2 The Concept of Special Needs and Inclusive Education .....	8
2.3 Learning Environment and Performance of Learners.....	13
2.4 Learning Resources and Performance of Learners .....	13
2.5 Curriculum and Performance of Learners .....	15
2.6 Support Services and Performance of Learners .....	17

2.7 Summary of Reviewed Literature.....	18
2.8 Theoretical Context of the Study.....	19
2.9 Conceptual Framework.....	21
<b>CHAPTER THREE.....</b>	<b>23</b>
<b>RESEARCH METHODOLOGY.....</b>	<b>23</b>
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Target Population of the Study.....	23
3.4 Sample Size and Sampling Techniques.....	24
3.5 Research Instruments.....	25
3.6 Instruments Validity.....	25
3.7 Instruments Reliability.....	26
3.8 Data Collection Procedure.....	26
3.9 Data Analysis Techniques.....	27
<b>CHAPTER FOUR.....</b>	<b>28</b>
<b>DATA ANALYSIS, PRESENTATION AND INTERPRETITION.....</b>	<b>28</b>
4.1 Introduction.....	28
4.2 Data Presentation.....	29
4.3 General Demographics.....	30
4.4 Learning Environment and Performance of Learners with Special Needs.....	35
4.5 Learning Resources and Performance of Learners with Special Needs.....	39
4.6 Curriculum and Performance of Learners with Special Needs.....	43
4.7 Support Services and Performance of Learners with Special Needs.....	46
4.8 Inferential Statistics.....	50
<b>CHAPTER FIVE.....</b>	<b>54</b>
<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....</b>	<b>54</b>
5.1 Introduction.....	54
5.2 Summary of the Findings.....	54
5.3 Conclusions.....	58
5.4 Recommendation of the Study.....	59
5.5 Suggested Areas for the Further Research.....	60
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES.....</b>	<b>68</b>



Appendix A: Letter of Introduction.....	68
Appendix B: Questionnaire for Learners.....	69
Appendix C: Interview Schedule for Head Teachers and Teachers.....	74
Appendix D: Observation checklist for researcher.....	76

## LIST OF TABLES

Table 3.1: Target population of the study.....	24
Table 3.2: Sample size of the study.....	25
Table 4.1: Response Rate.....	28
Table 4.2: Distribution of respondents per the respondents .....	29
Table 4.3: Cronbach's Alpha .....	30
Table 4.4: Learners age.....	30
Table 4.5: Enrolment in other school .....	31
Table 4.6: Types of Special Needs .....	32
Table 4.7: Teaching experience .....	33
Table 4.8: Training on special needs education .....	34
Table 4.9: Combining of students .....	36
Table 4.10: Suggested areas of educating children with special need .....	36
Table 4.11: Learning environment on performance of learners.....	37
Table 4.12: School environment aspects .....	38
Table 4.13: School fees.....	40
Table 4.14: Level of agreement on learning resources on performance of learners .....	41
Table 4.15: Extent of curriculum influence on performance of learners with special needs .....	45
Table 4.16: Extent of support services offered on performance of learners .....	47
Table 4.17: General performance in relation to school based factors .....	49

## LIST OF FIGURES

Figure 2.1: Conceptual Frame showing interrelationship between variables and completion rate.....	22
Figure 4.1: Year of joined the school.....	31
Figure 4.2: Professional qualification.....	33
Figure 4.3: Teaching experience as a special education.....	35
Figure 4.4: School resources that cater for your needs.....	40
Figure 4.5: Rating of current curriculum used at school.....	43
Figure 4.6: Rate of support services for pupils with special needs the school.....	46

## OPERATIONAL DEFINITION OF TERMS

- Academic performance:** It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is also said to be the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper.
- Access –** A situation where it is possible for LWD to go to schools. Achieved when LWD are able to overcome such barriers to education like financial, physical and social cultural barriers
- Inclusion-** Refers to changing of attitudes and environments to meet the diverse needs and to facilitate participation of persons with disabilities on equal basis with others in society.
- Inclusive education-** Refers to schools and centers of learning and education systems that are open to all children including those with disabilities. It requires sourcing, planning and organizing the learning environment to eliminate all barriers to learning and participation of learners with disabilities.
- Institutional based factors:** For the purpose of this research, institutional based factors are defined as all the attitudes and behaviors of teachers, students, and other stakeholders in education that either promote or inhibit the academic performance of students.
- Learners with special needs-** These are those learners with various challenges such as hearing, visual and physical impairments and communication problems.

**Poor Performance:**

Poor performance as used in the study refers to the situation where performance is not up to expectation, that is, where students' performance is above aggregate 30 per subject in the Basic Education Certificate Education.

**Special needs Education** – Geared towards the unique needs of Learners with special needs. It is usually learner centered.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This Chapter introduces what the key concepts were, the background to the study, the research problem, objectives, scope and significance of the study.

### **1.1 Background to the Study**

In this era of globalization and technological revolution, education is considered as a first step for every human activity. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle and Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally.

Learners with special needs like autism spectrum disorders, attention deficit hyperactivity disorders, and conduct disorders experience difficulties in numerous developmental areas, such as social adaptation and academic achievement. Because of these many difficulties, in societies children with special needs are generally placed in facilities for special education tailored to their needs. Although the structure of special education differs from country to country, these facilities usually cover a continuum ranging from standard education in a regular classroom to education in combination with residential treatment (Wagner, Kutash, Duchnowski, Epstein and Sumi, 2005).

According to UNESCO (1994) inclusion has become the most effective approach to address the learning needs of all students in regular schools and classrooms. International initiatives from the United Nations, UNESCO, the World Bank and Non-governmental

organizations jointly contribute to a growing consensus that all children have the right to be educated together, regardless of their disability or learning difficulty and that inclusive education is a human right that makes good educational and social sense. The current thinking advocates educating the children with disabilities within the regular school community, rather than segregating them in special schools except the very severe to profound handicapping conditions. They have a right to lead dignified lives and should be given every opportunity to compete on equal terms with non-disabled children. It is however not clear whether this inclusion of learners with disabilities extends to learners with disabilities among urban refugees.

### **1.1.1 Concept of Inclusion**

Inclusion is rationality-based on the conviction and understanding that education is a fundamental human right and the base for a just society. In fact, the nature of inclusive education affirms that every school should be able to cater for all children including those with varied disabilities and abilities. Inclusive education also advocates for transformation of ordinary schools and regular schools so that they cater for all children irrespective of their needs. Inclusive education therefore, accommodates both diverse style and rates of learning and ensures quality education through appropriate curricula organizational arrangement, teaching strategy, resource use and, partnership with communities and students academic performance (Kirk, Gallagher and Anastasiow, 2009).

Teachers are perceived to be integral to the implementation of inclusive education. Research communicates the view that teachers are the key to the success of inclusionary programs, as they are viewed as linchpins in the process of including students with disabilities into regular classes (Van Reusen et al., 2001; Whiting and Young, 2005). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Malone, Gallagher and Long, 2001). It is important to examine the attitudes of mainstream educators toward the inclusion of students with disabilities into regular settings as their perceptions may influence their behavior toward and acceptance of such students. The success of an inclusionary program may be at risk if regular classroom teachers hold negative perceptions toward the inclusion of students

with disabilities. Negative perceptions of inclusive education may become obstacles, as general education teachers attempt to include students with disabilities (Cawley, Hayden, Cade and Baker-Kroczyński, 2002).

### **1.1.2 Learners with Disabilities and Inclusive Education**

According to the World Health Organization (W.H.O) about 10% of the world's population has special needs. An estimated 80% of this, with 150 million of them children, lives in developing countries. While some of these countries have made progress towards achieving Universal Primary Education (UPE) by 2013, about 47 million still remain out of school. One third of this is estimated to be of special needs, an indication that exclusion of Children with special needs from education begins from the very basic levels of education. Only 2% of individuals with special needs in developing countries receive any form of special services. Despite the free education many African governments now provide, special needs children are rarely considered and the support and facilities they need to access and perform well in their education are seldom provided (UNESCO, 2010).

In Great Britain, for example, the Special Educational Needs and Disability Act was introduced (2001), in the Netherlands the Expertise Centers Act (2003), and in the United States the Individuals with Disabilities Education Act (1997). In China, the education for children with special needs was addressed by law to protect and safeguard the rights of individuals with special needs. In practice, students with special needs, in regular schools use the same curriculum as all other students, but are exempted from taking tests designed for their typically developing peers (Sun, 2006). However, this practice impedes the proper documentation and assessment of behaviour and academic progress for children with autism in China.

In Kenya, special needs are disorders that are not well-known or understood. Traditionally, special needs were seen as a psychiatric disorder, a curse or a consequence of witchcraft. Most children with special needs were usually hidden away in homes, locked behind doors, or chained for life. Others were brought up in isolation, mental hospitals or in jails and other corrective custodial institutions. Kenya did not have specific legislation on inclusive education for children with special needs. However, the



launch of The National Special Needs Education Policy in March 2010 was a prime move towards the attainment of the Education for All goal. The policy advocates for provision of education for children with special needs through regular schools as opposed to the prevailing practice of using special schools and special units (MoE, 2009). The policy further emphasizes the recognition and reinforcement of inclusive education as one of the means for enabling children with special needs to access education.

## **1.2 Statement of the Problem**

In the last few decades, educational provisions for learners with special needs have changed. More learners with special needs are studying side by side in regular school with their peers who do not have special needs. Inclusion could be influenced either positively or negatively by institutional factors such as: school and the surrounding environment, teaching/learning resources, curriculum, support services among others. These factors may create barriers towards effective inclusion of learners with special needs. However, if proper intervention is done the learners with special needs would be included with little or no problems.

The challenge to regular institutions is to find the right balance of instruction and curricular exposure without risking disengagement and alienation of the learner, which may lead to the student poor academic performance or dropping out of school (Kortering and Christenson, 2009). A certain hidden discrimination seems evident in the Kenyan education system. For instance, Orodho (2005) in his study on access and participation in secondary education in Kenya found that physical facilities and instructional materials are quite crucial to students learning. However free primary education (FPE) has stretched facilities to the limit, classrooms are congested, desks are inadequate and so are textbooks. A study by Manzi (2011) on effectiveness of inclusive education in primary schools in Mwingi District indicates that lack of public awareness, interest and commitment and lack of adequate specialized equipment as the major predicament towards good performance of learners with special needs. Other related studies conducted by Eunice (2011) and Nadia (2013) confirm this finding.

This indicates that there are bound to be challenges that schools face in the effort to fully embrace the notion of inclusive education, especially for the learners with special needs. This study therefore aimed at investigating the association between institutional factors and performance of learners with special needs with a focus on Kamukunji Public Primary Schools.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the institutional related factors affecting performance of learners with special needs in Kamukunji public primary schools.

### **1.4 Objective of the Study**

The specific objectives of the study were:

- i) To ascertain the connection between learning environment and performance of learners with special needs in Kamukunji public primary schools.
- ii) To determine the link between learning resources and performance of learners with special needs in Kamukunji public primary schools.
- iii) To assess the relation between curriculum and performance of learners with special needs in Kamukunji public primary schools.
- iv) To examine the correlation between support services and performance of learners with special needs in Kamukunji public primary schools.

### **1.5 Research Questions**

- i) What is the connection between learning environment and performance of learners with special needs in Kamukunji public primary schools?
- ii) What is the link between learning resources and performance of learners with special needs in Kamukunji public primary schools?
- iii) What is the relation between curriculum and performance of learners with special needs in Kamukunji public primary schools?
- iv) What is the correlation between support services and performance of learners with special needs in Kamukunji public primary schools?

## **1.6 Significance of the Study**

It is envisaged that findings from the study may reveal institutional based factors influencing general performance of learners with special needs in inclusive setting in public primary schools in Kamukunji Sub-county in Nairobi County. This exposition would help the Nairobi County Directorate to adapt workable measures or strategies that are likely to improve the performance of students with special needs in inclusive setting in public primary schools.

The study would provide information that is likely to be useful for the purposes of In-Service Training for teachers and other stakeholders in education in the County.

It may also serve as a reference material for policymakers to consider in the design of programmes to pursue at the basic level of education that might yield encouraging primary schools results.

Finally, this study is likely to inspire other researchers to embark on similar studies into factors affecting academic performance of students with special needs in inclusive setting in public primary schools, so that more general information about factors that contribute to falling standards in education of children with special needs especially in Public schools could be obtained and addressed to improve academic performance of students.

## **1.7 Limitations of the Study**

The study had a number of limitations. First, it was not possible to explore all the variables that affect general performance of learners with special needs in inclusive setting in public primary schools. School based information was sensitive hence some head teacher maybe reluctant to give information.

This study was limited to the information from the respondents. The study was also limited by the fact that it relied on a self-rating questionnaire for learners and interview guides for head teachers and teachers to measure the extent to which they engage in various correlates of effective schools. This means that respondents overrated themselves.

### **1.8 Delimitation of the Study**

This study focused on four school based variables identified as: learning environment, learning resources, curriculum and support services. The researcher provided intensive briefing of the purpose of the study and supplementing the relayed information with secondary data. Finally the researcher looked for any contradictory data among responses.

### **1.9 Assumption of the Study**

The study was based on the following assumptions;

- i. Most students with special needs who do not perform well are as a result of school based factors.
- ii. The respondent will provide accurate and reliable data that will be the basis of conclusion and recommendations.
- iii. The schools in Kamukunji Sub-County and the Sub-County Education office have relevant and accurate data to guide the study.

### **1.10 Organization of the Study**

The study is organized into five chapters. Chapter one presents the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions guiding the study, limitations of the study, and delimitations of the study, assumption of the study, definition of the terms and organization of the study. Chapter two presents the literature review, summary of reviewed literature, theoretical framework, and conceptual framework. Chapter three consists of the research methodology which include the research design, target population, sampling size and sampling procedure, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four presents data analysis and interpretation while the summary of the study, findings, conclusion and recommendations of the study are presented in chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The purpose of this study was to investigate institutional based factors influencing general performance of learners with special needs in inclusive setting in public primary schools in Kamukunji Sub-county in Nairobi County. This chapter presents the concept of inclusive education, literature on each of the independent variables of the study, and how it influences academic performance, is then provided. Finally the theoretical, conceptual as well as the gap in the literature in relation to the present study is reviewed.

#### **2.2 The Concept of Special Needs and Inclusive Education**

##### **2.2.1 Types of Special Needs**

The term special needs' is often used to refer to one or some of the body parts, which do not function freely resulting in impairment (Ashman & Elkins, 2008). Special needs' is generally perceived as a condition, which results in a person being incapable of performing certain duties physically. Although there are many different definitions for special needs, the World Health Organisation (WHO) defined special needs' as any restriction or lack (resulting from impairment) of ability to perform an activity in the manner or within the range considered normal for human beings (WHO, 1990 cited in Neilson, 2005). It could be physical, sensory or intellectual.

The word special needs usually raises many conflicting issues within a social group because it does marginalize people with some form of impairment from the other people. People with special needs are often classified and labelled as incapable of contributing to society's social and economic development (Fulcher, 2009). The different types of special needs according to National Educational Association of Disabled Students (NEADS, 2015) are;

### **2.2.2.1 Physically Challenged**

A physical challenge in special education is one that affects a person's mobility or dexterity. A person with a physical special need may need to use some sort of equipment for assistance with mobility. It also includes people who have lost limbs or who, because of the shape of their body, require slight adaptations to be made to enable them to participate fully in society (NEADS, 2015). Types of Physical special needs: paraplegia, quadriplegia, multiple sclerosis (MS), hemiplegia, cerebral palsy, absent limb/reduced limb function, dystrophy and polio. Paraplegia and Quadriplegia are what many people first identify with a physical special need. Paraplegia results from injury to the spinal cord, occurring below the neck, while, quadriplegia refers to damage to the spinal cord in the neck. Varying degrees of loss of limb and other mobility may result from either condition. Other forms of physical special needs, such as polio (an acquired disease), cerebral palsy (damage to brain tissue during fetal stages) and some genetic conditions can result in loss of mobility (NEADS, 2015).

### **2.2.2.2 Intellectually Challenged**

People with an intellectual, learning, or cognitive special needs have a reduced capacity to learn tasks or process information. A learning special need may make it difficult for a person to take in information and communicate what they know. Learning difficulties can cause difficulties in reading, writing, or mathematics. Learning disabilities and Attention Deficit Disorder together affect between 3% and 10% of the population. As students, people with these disabilities are often intelligent, creative, and productive (NEADS, 2015).

### **2.2.2.3 Emotionally Challenged**

An emotionally disturbed special needs (or mental illness) can develop at any age and is often not apparent to other people. Emotional disabilities are often the most misunderstood disabilities in the community, and peoples' attitudes may be based on prejudice and myth (schizophrenics are potentially violent). Mental illnesses can include stress-related conditions, major depression, bipolar disorder (formally called manic-depressive illness), anxiety, and schizophrenia. Depression is the most common non-

psychotic mental illness (psychosis being a disorder which features the loss of contact with reality) (NEADS, 2015).

#### **2.2.2.4 Visually Challenged**

Visual impairment is the acceptable generic term that refers to all levels of vision loss. Visual impairment does not equal blindness, but vision loss can make it difficult or impossible for a person to do some things. Only 5% of 'blind' people can't see anything. Visual impairments can be caused by a multitude of factors, including disease, accidents, and congenital illnesses. There is a difference between the needs of visually impaired individuals and blind people (NEADS, 2015).

Various terms are used to describe visual impairments, including; loss in visual acuity which means a person can't see things clearly, or can't see details. Visual field referring to the area that a person can see without moving the head. Partially sighted/low vision which means that a person has enough vision to read regular print or large print. A person is legally blind (sometimes called 20/200) when, with the best correction of vision, can see at 20 feet what a normally-sighted person can see at 200 feet. Amblyopia, often called lazy eye, which occurs when the image from one eye is suppressed as it travels to the brain. Sometimes this condition is treated by putting a patch on the stronger eye so the "lazy" eye is forced to work harder. This patch may need to be worn for a few months or even a year, and some-times glasses also are needed.

#### **2.2.2.5 Hearing impaired**

Deafness and hearing loss can be caused by a wide range of factors, including physical damage, disease during pregnancy, or exposure to very loud noises. There is a distinction between people who are deaf and those who have a hearing impairment. Those hearing up to three years of age (when language begins to develop) often have comparatively good speech and lip-reading ability (NEADS, 2015).

#### **2.2.2.6 Learners with Neurological Disorders**

A neurological special need is associated with damage to the nervous system that results in the loss of some physical or mental functions. A neurological special need may affect a person's capacity to move or manipulate things or the way they act or express their

feelings. The way they think and process information may also be significantly influenced. The brain and the spine are the areas of the body most closely associated with neurology. Heart attacks, serious infections, and lack of oxygen to the brain may also result in a neurological disability (NEADS, 2015).

### **2.2.2 Inclusive Education**

Education systems used to be constructed to include some children and exclude others. The differentiation implied that some children ‘could not cope’ within the ordinary education system because of their individual deficits. The idea of separation between special schools and ordinary schools promoted a traditional and medical view of special needs as attention was focused on the problem affecting the individual child (Avramidis and Norwich, 2002). This medical model has influenced teacher training and beliefs, as well as attitudes and practices in education.

Fortunately this has changed as the development of inclusive education gained momentum in recent years. It has become clear that teachers are the key element in the successful implementation of the inclusive policies. This is because the regular education classroom has become the primary context within which inclusive education has to be implemented. Teachers are now obliged to seek ways to instruct all students in their classrooms, giving special attention to the physical environment, instructional strategies employed, classroom management techniques, as well as educational collaboration. These changes must result in fundamental alterations in the way teachers think about knowledge, teaching, learning and their role in the inclusive classroom (Carrington, 2007).

Teachers are often expected to accept new policies and practices and cope with these changes without giving much consideration to their personal beliefs and rights. It is clear that the development of inclusive education has the potential to unsettle teachers and this could prevent overall school development and reform. It is therefore necessary that education reformers obtain more than a basic understanding of the classroom environment and proposed outcomes. They should consider not only changes to the curriculum and methods or assessment, but also the teacher’s fundamental beliefs, attitudes and knowledge (Forlin, Hattie and Douglas, 2008).



Teaching resources and materials as well as the school facilities, are part of the contributing factors in supporting inclusive practice. When a school is well equipped with basic teaching and learning resources, it makes teachers' jobs easier and the learning outcomes of the children will improve. For example, being able to access reading books of different levels for all children helps children with reading difficulties to develop reading competencies at their level (Gross, 1996). Sometimes it's as basic as having the letters of alphabet in both concrete and pictorial forms to help children with learning and writing difficulties to practice their spelling (Gross, 1996). In some cases this does not mean obtaining sophisticated materials and at times creative teachers can use natural materials to support learning. For instance, children can use tree nuts in maths for counting.

Assistive technology such as computers also enhances learning for children with special needs. Some of these resources are sophisticated and expensive while others are uncomplicated and easy-to use (Bray, Brown & Green, 2004; Lyons, 2005). These simpler resources include videotapes, hearing aids, tape recorders, musical instruments, communication boards, pictorial charts, etc.

Teachers should also need to modify their classrooms in order to accommodate all the children. The classroom environment should enable all students, especially those with physical and sensory impairments, to participate fully in the classroom (Heward, 1996). Proper positioning, seating and opportunities for regular movement are very important for many children with disabilities inside the classroom (Heward, 1996).

Schools should have provided ease of access so that all students, regardless of their abilities, can move independently around the school environment without any obstructions (Mitchell, 1999). The environment should provide children who have special needs with barrier free access into offices, classrooms, library, toilets, playing fields, pathways and other facilities at the schools. When the facilities are barrier-free, it makes it easy for children with special needs to interact with others academically and socially (Mitchell, 1999). For instance, the pathway to the playing field should be barrier free so a child with a wheelchair can go to the field during break times to play with his or her friends.

### **2.3 Learning Environment and Performance of Learners**

Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2004a; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. Those views were supported by Ogot (2005a), who said that accessible environment helps to keep learners with special needs in school and performing unlike where schools had inaccessible environment. To alleviate this problem then the environment should be adapted to suit the diverse learners' needs. This involves organizing the classroom and the school compound. UNESCO (2004d) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility.

The class environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools' environment is conducive, it becomes ideal for inclusion of learners with special needs. Schools need to have an atmosphere that is friendly, caring, accommodative, supportive and an atmosphere of freedom and guidance (MoE&S-Uganda, 2003; Otiato, 2002). This develops the child's sense of security, confidence, ability to cope with others and perform well academically. Although the ministry has directed all the regular schools in Kenya to enroll all the learners despite their differences (MOEST, 2010) the association between schools environment and performance of learners with special needs is uncertain. This study seeks to ascertain the association between learning environment and performance of learners with special needs in inclusive setting in Kamukunji public primary schools.

### **2.4 Learning Resources and Performance of Learners**

In order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs (Moodley, 2012). UNESCO (2004c) points out that the learners must be provided with learning materials in

formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices (Randiki, 2008). Etsey (2005) further posits that, teaching and learning materials stimulate ideas, demand and active response from the learners and provide enjoyment of lessons. Again, lessons become more alive and understanding and grasping of the major concepts become easier. Broom (2004) pointed out that, the creative use of a variety of media for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

Moreover, in inclusion it is emphasized that teachers should use locally available resources to support learning. Randiki (2008) and Ogot (2004a) advised that, the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices can also help in reducing the problem. Noting that these devices are very expensive and others are not locally available, it is uncertain if regular primary schools have the appropriate resources for all the learners with special needs.

There is also need for training teachers in special needs education and in-servicing the others for them to be able to handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of inclusive education (UNESCO, 2004d; 2003, 2001). Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities (UNESCO, 2004d). Teaching thus becomes a joy, not a chore.

A study by Njoroge (2010) found out that those teachers with special training favoured mainstreaming more than those without. The training ensures that the intervention strategies are valid, relevant and correctly applied. Instead of previous haphazard

intervention, the trained teachers are able to identify children with special needs and refer them for assessment. Appropriate intervention strategies are then drawn up to help the child. Training and experience helps them gain new knowledge, and acquire experience of using different teaching methods. While looking for ways to overcome challenges, they can develop more positive attitude, and approaches towards all children and situations. A Study by Council for Exceptional Children (CEC) in 2003 (CEC, 2003d) in Eastern Europe indicated that most teachers agreed that one of the key areas in ensuring education for CWDs was catered for was to equip the teachers with the basic knowledge and skills on handling the children with special needs. This could be done through training of teachers in special needs education. It was important to find out whether teachers in regular primary schools had acquired this training, as well as to find out their fundamental role towards the inclusion of the children with special needs in regular primary schools.

Eleweke (2007) however, noted that training of teachers was mostly based on categories. In Kenya, training of teachers has for long been leaning on the same line. This therefore makes it difficult for the teachers to handle all the categories of learners in an inclusive setting. However, recently KISE has been training teachers specifically on inclusive education. Noting that in the regular schools the teacher-pupil ratio is quite high, it was doubtful if the children with special needs were being given the attention they deserved in the learning process to ensure high academic achievement. It is against this backdrop that this study seeks to look into the link between learning resources and performance of learners with special needs in inclusive setting in Kamukunji public primary schools.

## **2.5 Curriculum and Performance of Learners**

Curriculum and teaching methods is also another determinant of performance of learners in inclusive environment. UNESCO (2003), points out that, in any education system, the curriculum is one of the major obstacle or tool to facilitate the development of inclusion. In many contexts the curriculum is quite demanding, rigid and inflexible for adaptations. A flexible curriculum could facilitate the development of a more inclusive setting. Teachers can make adaptations that can make better sense in the local context and for the individual learner. Children with special needs face different kinds of barriers in

accessing education. There should be flexibility to accommodate the diverse abilities and interests of a heterogeneous learner population. The curriculum has to be structured and be implemented in such a way that all learners can access it.

Mittler (2007) argues that it must be sensitive and responsive to the diverse cultures, beliefs and values. All children have individual needs, not just those with disabilities, so there is a need for variety in both curricular content and teaching approaches, as is enunciated in the primary school curriculum. Realistic and flexible approaches to learning are required for all students, and these include activity-based learning, self-directed learning, practical hands-on approaches, thematic approaches to topics, open-ended tasks, and a greater emphasis on the development of oral language. This entails much more than a watered-down version of mainstream curricula. The guidelines enable teachers and schools to establish significant and flexible connections between the key skills and knowledge in the curriculum guidelines and the content of mainstream curricula.

Hunter (2004), points out that all learners with special needs benefit by having access to the general education curriculum. They acquire same skills acquired by the others and this gives them a good opportunity to compete with the others in the job market. Research shows that such learners are easily assimilated by their communities. Where inclusion is practiced, all children learn and grow in the environment that they will eventually live and work in. They are prepared for the real world. They do not have to be separated from peers and relatives. This gives them a sense of belonging and they grow up as part of the community. They learn with their peers, who are positive role models. It allows them to develop to their maximum potential (Wertheimer, 1997; Vaughan, 2002).

Sigafoos and Elkons (2009) concluded that mainstream educators generally lacked confidence as they attempted to include students with disabilities into their classes. This may be as a result of lacking proficiency about modifying the regular education curriculum to suit students with individual learning needs. In Uganda, a culturally sensitive curriculum has been designed to reach out to semi-nomadic cattle keepers living in a fragile ecological environment in North Eastern Uganda. This has assisted in

reducing the number of children who had been out of school in this area (UNESCO, 2001). Inclusive schools could borrow a leaf from this example.

Noting that in regular schools the curriculum must take into consideration the different abilities and needs of all students. It 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. This study seeks to determine the relation between curriculum and performance of learners with special needs in inclusive setting in Kamukunji public primary schools.

## **2.6 Support Services and Performance of Learners**

Support services are an important aspect in inclusion. Apart from regular and other teachers who have training on special needs education, the successful education of learners with disabilities requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and provision of appropriate educational and related services. Randiki (2008) views that this requires a multi-sectoral responsibility if full participation of the learners with disabilities is to be realized. Peer support is needed for they can help in peer tutoring, push wheelchairs, among other things. Learners with special needs also need support from speech therapists, physiotherapists, and occupational therapists according to their needs. Guidance and counseling is needed to help them appreciate one another despite their differences. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school.

However, Jamani (2009) argues that bringing all these persons together to support inclusive education is a mammoth hurdle. He argues that even with the current special schools, getting even one doctor to attend an assessment session in the districts is not easy. When all the regular schools will require their services the scenario will be more complex (Randiki, 2008). A study by Njoroge (2010) found out that over 92.6 percent of students with visual handicaps, majority of whom had attended regular schools before joining special schools preferred attending schools for the blind. This was similar to the

results of the study by Reezigi and Pul (1991) in Netherlands, cited by Mushoriwa (2011) which found out those pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class. This negatively affected their learning, development and performance. This was a clear indicator that if not carefully considered and if institutions do not take steps to incorporate support services as well as the attitude of other pupils towards disability, inclusion may result in accentuating rather than mitigating exclusion (Mushoriwa, 2011).

In Kenya, although the studies showed negative attitude by learners with disabilities learning in regular schools, the studies did not establish the association of the factors that have contributed to this for both learners with disabilities learning as well as those without and performance. This study seeks to investigate the correlation between curriculum and performance of learners with special needs in inclusive setting in Kamukunji public primary schools.

## **2.7 Summary of Reviewed Literature**

The reviewed literature established that there were very few studies on the association between institutional based factors and performance of learners with special needs in inclusive setting in Kamukunji public primary schools. Those that exist are from developed countries where learners with special needs have been given a lot of coverage and special needs education has been on the forefront. In developing countries such as Kenya, this information is missing and this study hopes to fill the gap. There is also the belief that children with special needs are mentally retarded and have limited educable capacity. This study has negated the view that children with special needs ought to learn in special schools under segregated system of education. The reviewed literature on policies governing inclusive education reveals that, international agreements signed over the last fifteen years promote inclusive education. To show commitment to these international agreements, Kenya enacted the Children Act 2001 (GoK, 2001) which emphasizes that every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning and The National Special Needs Education Policy Framework (MoE, 2009), which advocates for provision of education for children with special needs through inclusive education. With all this

effort and advocacy, it was important to find out whether children with special needs have been offered equal educational opportunities without discrimination in Kenya and their performance especially at Kamukunji Sub-county in Nairobi County, Kenya.

## **2.8 Theoretical Context of the Study**

The study was guided by Maslow's Needs theory (Maslow, 1943). It is a theory of motivation which will be applied to the problem of association between institutional based factors and performance of learners with special needs in inclusive setting in Kamukunji public primary schools.

Maslow's Theory is of five hierarchical levels. These are Physiological Needs, Safety Needs, Social Needs, Esteem Needs and Self Actualization. Physiological needs are the needs required to sustain life such as air, water, food, sleep, or rest. It is also known as the fundamental and basic life sustaining needs. Once these needs are met, they no longer influence behaviour, otherwise, they remain very strong motivators. In schools, these basic needs of students need to be satisfied before better learning can take place. Once physiological needs are met, one's attention turns to safety and security needs. In the conviction of Maslow, if a person's survival needs have not been met, he would not be in a state of readiness that would cause him to seek the next level of personal needs, those of safety. These include job security, insurance and medical aid and the need to feel protected against physical and emotional harm. In educational institutions, fringe benefits, retirement or pension schemes, medical care, among others often meet such needs (Maslow, 1943).

This is the third level of Maslow's Needs Theory. Social needs are those connected with the human interactions which the person faces in whatever situation he finds himself. Some examples of these needs are love, friendship, acceptance and belonging to a group. These needs are satisfied when the individual is loved and accepted by colleagues, and socialize in the work environment. In an educational institution, teachers and students fulfill these needs as they are encouraged to interact with one another and with others to share ideas. This level of needs is the need for social status and recognition, reputation, attention and respect from others. Teachers and students must be part of the decision



making machinery of the school. This would encourage them to work assiduously for effective teaching and learning to take place. Circuit supervisors can play this role actively by showing appreciation for teachers' and students' activity and solicit inputs from teachers on issues concerning teaching and learning (Maslow, 1943).

This is at the top of Maslow's hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization. Individual become creative and use their talents well. In education, conditions which permit teachers and students to use their initiatives and potentials fully need to be created in the schools. This would make them have a high sense of achievement when they have been able to use their skills, abilities and potentials profitably (Maslow, 1943).

This theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values, skills and time to improve performance at the work place. The implication of this theory to the study in relation to teaching and learning is that, for teaching and learning to be effective and efficient to improve upon performance, adequate provision of learning resources, conducive learning environment, curriculum and support services need to be considered before self-actualization can be achieved.

Another implication is that, if the social needs of teachers and students are met, absenteeism and lateness as well as the inability to complete the syllabus on the part of teachers would be addressed. In fact, interaction may encourage team teaching to address the issue of inability to complete the content of the teaching syllabus. More so, these interactions would improve parent- teacher-school relations for enhanced academic performance. Furthermore, it would help improve upon teaching and learning to bring out encouraging final examination results.

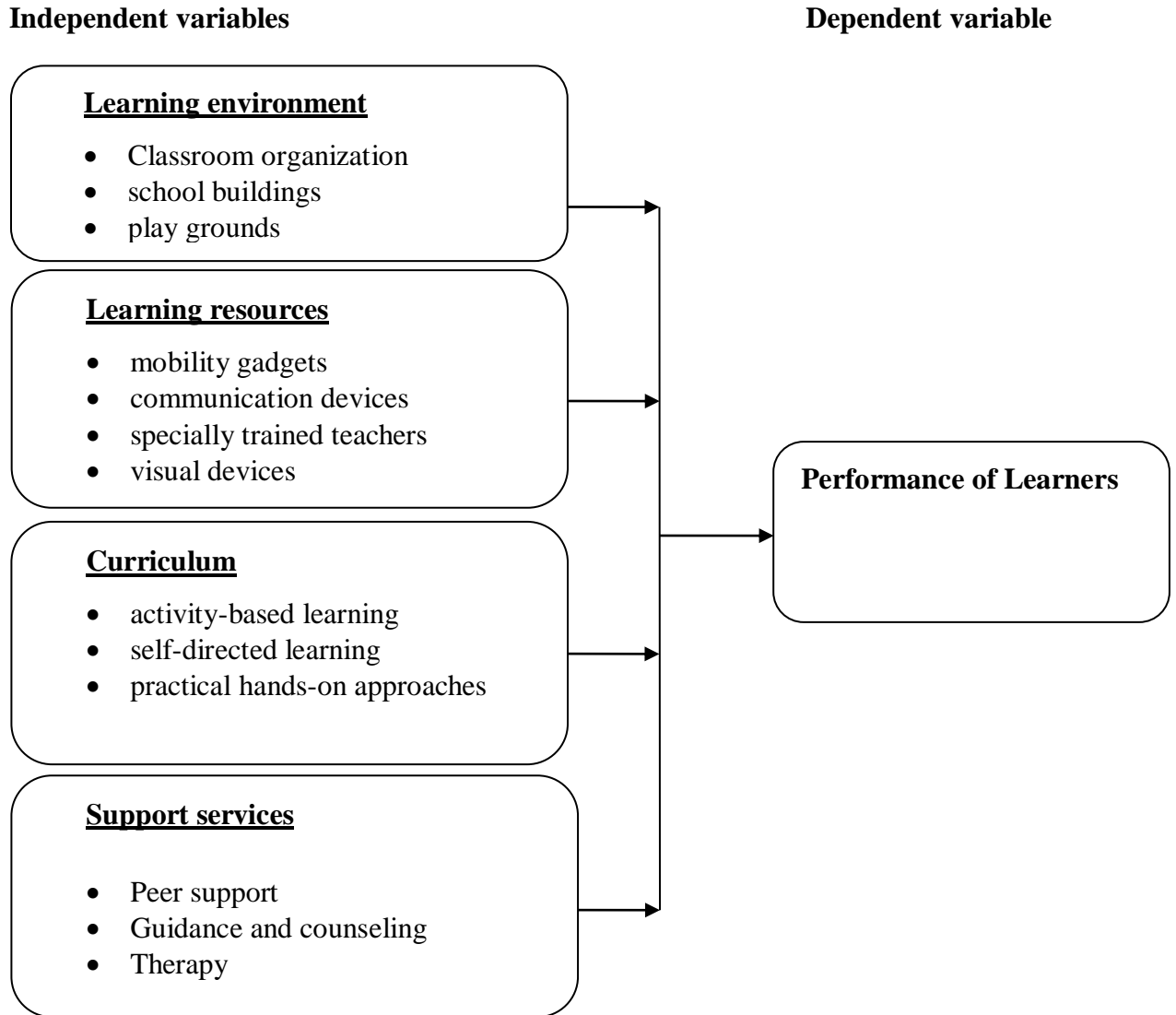
The study is linked to Maslow's Needs theory in an attempt to develop it for the theory. The present study also draws from the learning theory concerning academic performance in order to guide the selection of variables because academic performance is affected by various factors, for instance adequate provision of learning resources, learning

environment, curriculum and support services towards inclusion. This would help improve academic performance of learners with disabilities in regular schools.

## **2.9 Conceptual Framework**

The study was based on a conceptual model developed by the researcher so as to help identify the answers in the study. The dependent variable for the study was learners with disabilities performance while the independent variables are learning resources, learning environment, curriculum and support services. School based factors are aspects within the school environment that relate to pupils' engagement and well being which influence an individual learner's level of motivation to attend, participation and progress smoothly through primary school education.

**Figure 2.1: Conceptual Frame showing interrelationship between variables and completion rate.**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter comprises of the research design, target population, sample size and sampling procedures, research instrument, validity and reliability of the research instruments, data collection procedure and data analysis techniques that was used in this study.

#### **3.2 Research Design**

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2003). Descriptive research design was used in this study and it is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. This design was appropriate for this study as it attempted to describe what was in the social aspect such as school, and it allowed use of standardized instruments like questionnaires and interviews which can be used in the survey and examination of the existing records.

#### **3.3 Target Population of the Study**

Mbwesa (2008) defined target population as the entire group of people, events or things that the researcher wishes to investigate. This study was carried out in Kamukunji district, targeting the 18 public primary schools. The 18 head teachers, 420 teachers and 221 learners with disabilities in the district were targeted as respondents in this study (DEO's report 2012). The target population involved unionized teachers in public primary schools in the district.

**Table 3.1: Target Population of the Study**

<b>Category</b>	<b>Population</b>
Head teachers	18
Teachers	420
Learners with disabilities	221
<b>Total</b>	<b>651</b>

Source: DEO's report (2012)

### **3.4 Sample Size and Sampling Techniques**

To select the schools, a list of the schools was obtained from the DEO's office from where purposive sampling technique was used to select the 10 schools from 18 schools in Kamkunji which practice inclusive education. From the ten selected schools nine schools were randomly selected for the main study. The remaining one school was used for piloting.

All the head teachers in the 10 selected schools were automatically selected. In order to obtain a sample for the teachers and students the researcher used the 20–30% suggested by Mugenda and Mugenda (2003). This implies out of 230 teachers in the 10 selected schools, that the research were sample 70 teachers. To sample this number from the schools, this number was divided by the number of schools (70/10) which yields 7 teachers per school. To sample the 7 teachers, the researcher used simple random sampling.

For the pupils, a list was obtained from the schools heads where, class six to class eight pupils in the 10 schools were purposively selected for the study because it assumed that most of the learners in these classes have been in these schools for a longer period. Their experience was useful in providing relevant data for this study. These classes were also preferred due to the possibility of the learners being able to read and write with ease and therefore they had no problem in understanding to topic under review.

**Table 3.2: Sample Size of the Study**

<b>Category</b>	<b>Population</b>	<b>%</b>	<b>Sample</b>
Head teachers	18	55	10
Teachers	230	30	70
Learners with disabilities	221	30	66
<b>Total</b>	<b>651</b>		<b>146</b>

### **3.5 Research Instruments**

The data for this study was collected by use of questionnaires for the learners and an interview guide for teachers as well as the head teachers. The instruments were adopted from UNESCO's toolkit for creating Inclusive Learning Friendly, Environment (ILFE). The head teachers and teacher's interview schedule have two sections; section one brings out the demographic information and the second section prompt information on association between institutional based factors and performance of learners with special needs in Kamukunji public primary schools. The questionnaire has both open and closed ended questions. The structured questions was used in an effort to facilitate respondents to respond with ease; while the unstructured questions were used to encourage the respondent to give in-depth information without feeling held back in revealing of any information.

Orodho and Njeru (2003) stated that in questionnaires respondents fill in answers in written form and the researchers collect the forms with the completed information. The questionnaires were used in the study as they require less time, they were less expensive and permitted collection of data from a wide population.

### **3.6 Instruments Validity**

Validity of research instrument refers to the extent to which a test or instrument measures what it was intended to measure (Mbwesa, 2008). According to Orodho and Njeru (2003), once questionnaires have been constructed they should be tried. The researcher

studied the answers in the questionnaires to ascertain whether all the objectives were addressed from the responses and answers given. For this study content validity of the research instruments was established, by having the instruments appraised by the supervisor and experts in education administration and during the pilot study where all the vague questions were reviewed. Two schools from Kamukunji district were used in the pilot study.

### **3.7 Instruments Reliability**

Kombo and Tromp (2006) defined reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time. To test reliability of the instrument test- retest technique was used. This test-retest method involves administering the same instrument twice to the same group of subjects. The second administration was done after a time lapse of one week. The scores from both testing periods was correlated to determine their reliability using Pearson's Product Moment Correlations Coefficient. When the coefficient was close to +1 or -1, the instrument was said to be reliable for data collection. The pilot study got a score of 0.837 which was above 0.7 which was considered high enough to judge the reliability of the instrument, it was acceptable.

### **3.8 Data Collection Procedure**

The researcher sought a research permit from the National Council for Science and Technology. The City Education Officer Kamukunji district was notified about the research to be carried out. Introductory letters were sent to the head teachers of the sampled schools and appointments sought for the purpose of creating rapport, confidence and removed any suspicions by assurances of confidentiality on the data they generated. Questionnaires were given out and picked up later at an appropriate and convenient time mutually agreed upon. The researcher visited the selected schools and administered the instrument to the respondents personally.

### **3.9 Data Analysis Techniques**

Upon receiving the questionnaires and interview schedules from the respondents, they were checked, coded and processed. Quantitative data was arranged and recorded according to research questions after which frequency tables and percentages, bar graphs and pie charts were used for the presentation. Qualitative data was edited then arranged into themes and patterns using codes then analyzed and interpreted like the quantitative data. Data analysis was done using Statistical Package for Social Sciences (SPSS).

Inferential statistics was done by testing the relationship between institutional factors and poor performance of learners with special needs which was calculated using Pearson Correlation.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETITION

#### 4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the association between institutional factors and performance of learners with special needs in Kamukunji public primary schools. The data was gathered exclusively from questionnaire as the research instrument. The questionnaire was designed in line with the objectives of the study. To enhance quality of data obtained, Likert type questions were included whereby respondents indicated the extent to which the variables were practiced in a five point Likerts scale.

##### 4.1.1 Response Rate

The study targeted to sample 146 respondents in collecting data. From the study, 113 sampled respondents filled in and returned the questionnaire contributing to 77%. This commendable response rate was made a reality after the researcher made personal visits to remind the respondent to fill-in and return the questionnaires. This was acceptable according to Mugenda and Mugenda (2003). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. Four out of the one hundred and forty six questionnaires were found to be unusable for the study; hence, their results were not included in the findings.

**Table 4.1: Response Rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Responded	113	77
Not responded	33	23
<b>Total</b>	<b>146</b>	<b>100</b>

**Source: SPSS Output (2015)**

#### 4.1.2 Distribution of Respondents per the Respondents

Among those who responded to both the interview and the questionnaire; 51% who were the majority were learners with disabilities, 45 were teachers while 4% were head teachers. This shows that the targeted cadres were represented in the study.

**Table 4.2: Distribution of Respondents per the Respondents**

Category	Sample	Responded	Percentage
Head teachers	10	4	4
Teachers	70	51	45
Learners with disabilities	66	58	51
<b>Total</b>	<b>146</b>	<b>113</b>	<b>100</b>

Source: SPSS Output (2015)

#### 4.2 Data Presentation

##### 4.2.1 Data Validity

The researcher issued two interview guides and ten questionnaires to ten respondents who included Head teachers, Teachers and Learners with disabilities so as to conduct a pilot study. Piloting of the research instrument was necessary for various reasons: It helped to clarify the wording and grammar of the instrument so as to avoid misinterpretations; to avoid research bias; detect ambiguous questions; and to pick out in advance any problems in the methods of research. This helped to make the data used in this analysis valid.

##### 4.2.2 Data Reliability

To test the reliability of the Likert scale used in this study, reliability analysis was done using Cronbach's Alpha as the measure. Reliability co-efficient of  $\alpha \geq 0.7$  was considered adequate. In this case, a reliability co-efficient of 0.837 was registered indicating a high level of internal consistency for the Likert scale used.

**Table 4.3: Cronbach's Alpha**

<b>Reliability Statistics</b>	
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items
0.837	0.880

**Source: SPSS Output (2015)**

### **4.3 General Demographics**

#### **4.3.1 Learners Demographics**

##### **4.3.1.1 Learners Age**

The study aimed at evaluating the learners age. The tabulation is shown in Table 4.4

**Table 4.4: Learners age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Below 10 years	7	12
10 to 15 years	48	83
Above 15 years	3	5
<b>Total</b>	<b>58</b>	<b>100</b>

**Source: SPSS Output (2015)**

According to the findings, 83% who were the majority were between the age of 10 to 15 years, 12% were below 10 years while 5% were above 15 years. This was as a result of the minimum entry age in the primary level education.

##### **4.3.1.2 Enrolment in Other School**

The study aimed at establishing whether the learners had enrolled in any other school apart from your current school.

**Table 4.5: Enrolment in other school**

Response	Frequency	Percentage
Yes	51	88
No	7	12
<b>Total</b>	<b>58</b>	<b>100</b>

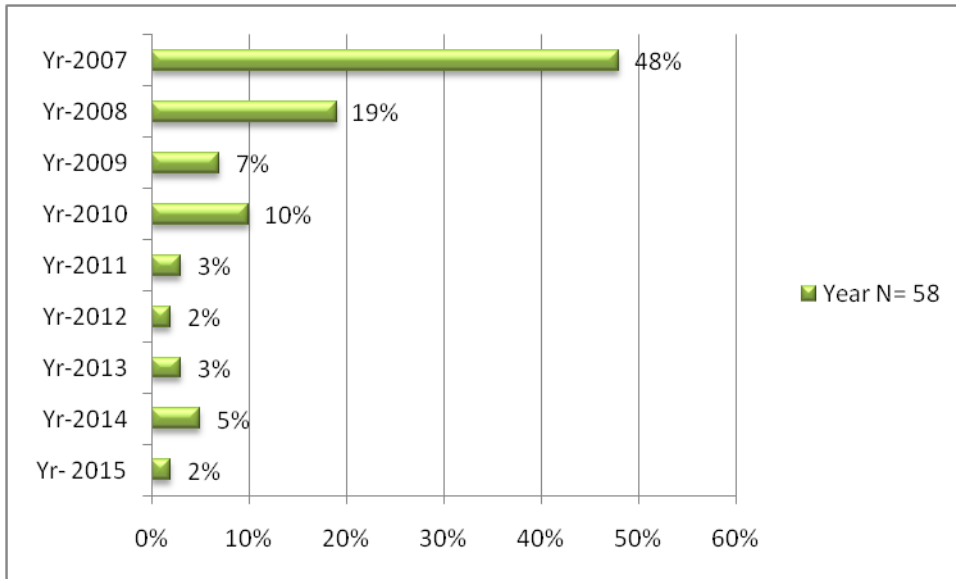
**Source: SPSS Output (2015)**

According to Table 4.5, 88% who were the majority had enrolled in other schools before while 12% enrolled in only one school. This shows that there has been a regular shift of disabled learners from different schools in pursuit for quality education.

#### **4.3.1.3 Year of Joined the School**

Figure 4.1 shows the learner's year of joining the institution.

**Figure 4.1: Year of joined the school**



**Source: SPSS Output (2015)**

According to the figure above; 48% who were the majority joined in the year 2007, 19% joined 2008, 10% joined 2010, 7% joined 2009, 5% joined 2014, 3% was shared by those who joined in 2013 and 2011, 2% joined in the year 2015 as well the same percentage

joined in 2012. This can be attributed to the learners being admitted in class 1 after their baby classes as well as nursery level.

#### 4.3.1.4 Types of Special Needs

The table below shows the types of special needs of the learners.

**Table 4.6: Types of Special Needs**

<b>Special needs</b>	<b>Frequency</b>	<b>Percentage</b>
Physically Challenged	31	53
Intellectually Challenged	3	5
Mentally Challenged	11	19
Visually Challenged	8	14
Hearing impaired	3	5
Lerner with Neurological disorder	2	3
<b>Total</b>	<b>58</b>	<b>100</b>

**Source: SPSS Output (2015)**

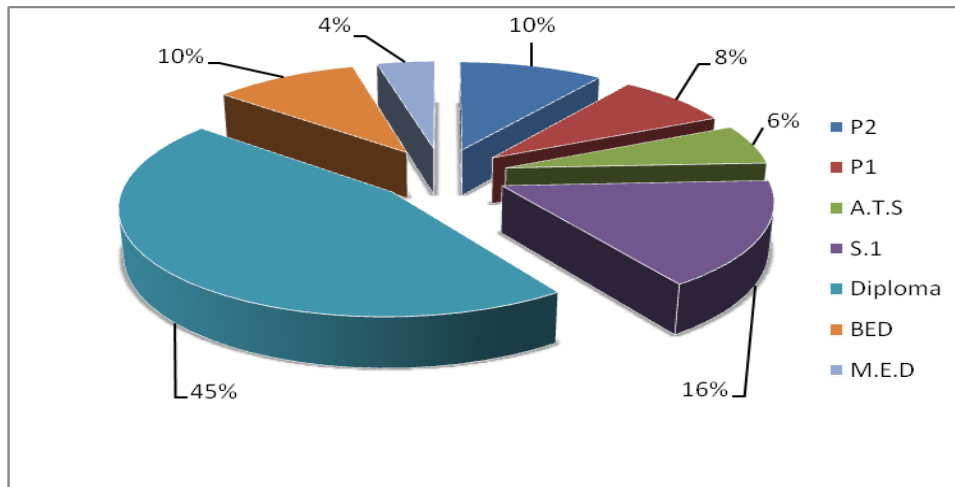
According to Table 4.6 above, 53% who were the majority were physically challenged learners, 5% were intellectually challenged, 19% were mentally challenged, 14% were visually challenged, 5% were hearing impaired while 3% were learners with neurological disorder. The high level of physically challenged was escalated by accidents mostly via road accidents.

#### 4.3.2 Head teachers and Teachers demographics

##### 4.3.2.1 Professional Qualification

The teacher's professional qualifications are as tabulated in figure 4.2 below

**Figure 4.2: Professional qualification**



**Source: SPSS Output (2015)**

According to the findings; 45% who were the majority had diplomas, 16% had S.1, 10% had P2, 10% had BED, 8% had P1, 6% had A.T.S while 4% had M.E.D. This shows that the teachers were qualified to teach in the learning institutions at the primary level.

#### 4.3.2.2 Teaching Experience

The study evaluated the teaching experience of the teachers. The findings are tabulated below;

**Table 4.7: Teaching experience**

Years	Frequency	Percentage
5 to 10 years	11	22
11 to 15years	12	24
16 to 20 years	18	37
Over 20 years	8	16
<b>Total</b>	<b>49</b>	<b>100</b>

**Source: SPSS Output (2015)**

According to Table 4.7, the study found that 37% who were the majority had taught for a period above 16 to 20 years, 24% had taught for a period between 11 to 15 years, 22% had taught for a period between 5 to 10 years while 16% had taught for over 20 years. The findings show that teachers who were interviewed had vast experience of teaching and understood the learning environment well.

#### 4.3.2.3 Training on Special Needs Education

Table 4.8 shows the extent to which teachers were trained on special needs education.

**Table 4.8: Training on special needs education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	13	27
No	19	39
Currently being trained	17	35
<b>Total</b>	<b>49</b>	<b>100</b>

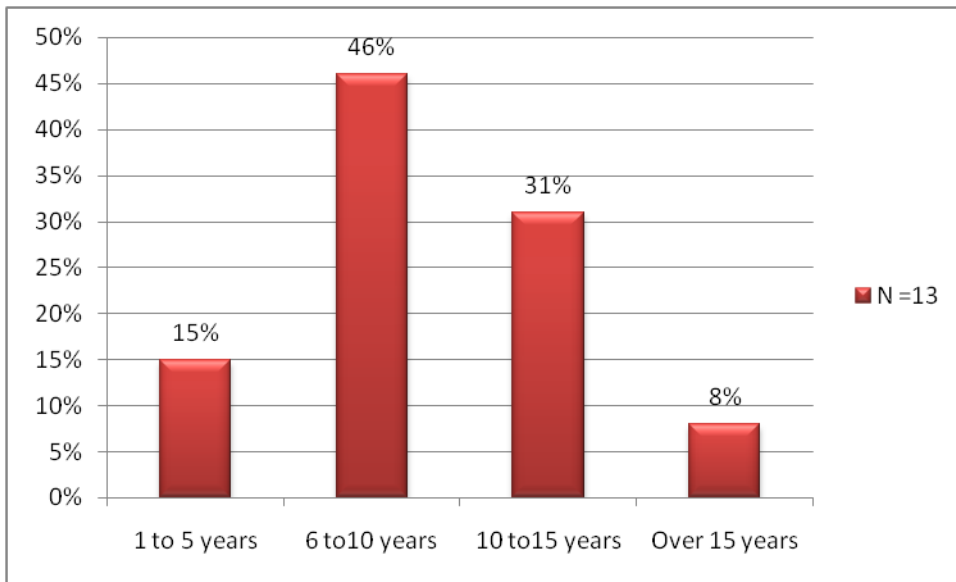
**Source: SPSS Output (2015)**

According to the findings, 35% who were the majority were not trained on special needs education, 35% were still under training while 27% were trained on special needs education. The findings show that there is a gap in special needs education training however the findings also show that there are measures aimed at training teachers on special needs education.

#### 4.3.2.4 Teaching Experience as a Special Education

Those who were trained (27%) were asked to elaborate on the teaching experience in years as a special education trained teacher. The findings are as shown below;

**Figure 4.3: Teaching experience as a special education**



**Source: SPSS Output (2015)**

According to figure 4.3, 46% who were the majority had taught for a period between 6 to 10 years, 31% had taught for a period between 10 to 15 years, 15% had taught for a period between 1 to 5 years while 8% had taught for a period of over 15 years. The findings show that teacher who responded to the interview were experienced in the field under study.

#### **4.4 Learning Environment and Performance of Learners with Special Needs**

Determining the connection between learning environment and performance of learners with special needs in Kamukunji public primary schools was the first objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the underlying reasons for the learning environment.

##### **4.4.1 Combining of Students**

The three cadres of respondents were asked whether pupils with special need should learn together with pupils without special need in the same class. Their responses area as shown below;



**Table 4.9: Combining of students**

<b>Respondents</b>	<b>Yes</b>		<b>No</b>	
	<b>Frequency</b>	<b>Percentage</b>	<b>Frequency</b>	<b>Percentage</b>
Head teachers	1	1	1	1
Teachers	4	4	4	4
Learners	18	19	20	21
<b>Total</b>	<b>45</b>	<b>47</b>	<b>50</b>	<b>53</b>

**Source: SPSS Output (2015)**

Table 4.9 shows that majority of the respondents (53%) were in disagreement that pupils with special need should learn together with pupils without special need in the same class. While 47% were of the contrary opinion. The reasons given by those who agreed was that the learners with special needs need special attention. These will ensure they get the required attention since the number will be small and this will increase on quality of services offered. Those who indicated that the learners should not be excluded from the other pupils cited issues like they need team work that will ensures the pupils appreciate each other.

#### **4.4.2 Suggested Areas of Educating Children with Special Need**

The study aimed at evaluating the learners felt the children with special needs should be educated.

**Table 4.10: Suggested areas of educating children with special need**

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Special schools	16	64
Regular schools/(inclusive schools)	7	28
At home	2	8
<b>Total</b>	<b>25</b>	<b>100</b>

**Source: SPSS Output (2015)**

According to the learners as shown by Table 4.10, 64% who were the majority indicated that the learners with special needs should be in special schools, 28% were of the opinion that they should be in regular schools/(inclusive schools) while 8% felt that they should just be left at home.

According to the teachers they felt the interaction of the learners with special needs and their peers that were not challenged not conducive. They felt that those with special needs felt demoralized by their peers since they were excluded from their play time, the interaction during class was not good since those who were not challenged laughed at their peers. They also could see there were boundaries during assignments given that needed to be done by groups.

#### 4.4.3 Learning Environment on Performance of Learners

Learning environment aspects were evaluated to determine their influence on the learners with special needs as shown below;

**Table 4.11: Learning environment on performance of learners**

	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Learning environment	45	78	13	22
teachers supportive	53	91	5	9
Parents/guardians ensure you are well prepared for learning	46	79	12	21

**Source: SPSS Output (2015)**

According to Table 4.11, most of the learners (78%) indicated that the learning environment was supportive while 22% were of the contrary opinion. Majority (91%) indicated that the teachers were supportive while 79% confirmed that parents/guardians ensured they were well prepared for learning. This infers that the learning environment from home to school supported the learners with special needs.

#### 4.4.4 School Environment Aspects

The study was interested in establishing the school setup and whether the same was per the required standards for students with special needs. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = No extent to 5 = Very Great extent.

**Table 4.12: School environment aspects**

	Very extent		Great extent		Moderate extent		Small extent		No extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	The school has built sufficient ramps to classroom and school buildings which ensure I get to class with ease	8	14	11	19	27	47	7	12	5	9	58
The schools caring atmosphere enables learners to concentrate on their studies	2	3	9	16	31	53	13	22	3	5	58	100
Classroom windows are enlarged to cater for proper lighting for the visually impaired	1	2	32	55	12	21	10	17	3	5	58	100
The schools friendly atmosphere enables learners to concentrate on their studies	6	10	6	10	40	69	4	7	2	3	58	100
The schools play grounds have been leveled to ease mobility	3	5	33	57	12	21	6	10	4	7	58	100
The schools free atmosphere enables learners to concentrate on their studies	3	5	11	19	14	24	23	40	7	2	58	100

**Source: SPSS Output (2015)**

According to Table 4.12, most (47%) of the learners indicated that the school had built sufficient ramps to classroom and school buildings to a moderate extent which ensured the learners get to class with ease. The schools caring atmosphere enables learners to concentrate on their studies emerged as the greatest but to a moderate extent as shown by 53%. Majority of the learners (55%) felt that the classroom windows were enlarged to a great extent to cater for proper lighting for the visually impaired.

Other findings show that to a moderate extent (69%) the pupils felt that the schools friendly atmosphere enables learners to concentrate on their studies. Majority of the pupils (57%) were of the opinion that the schools play grounds was leveled to ease mobility to a great extent however majority (40%) felt that the schools free atmosphere enables learners to concentrate on their studies to a small extent. These findings imply that the schools management needed to put efforts on the atmosphere rather than focusing just on the physical school utilities and infrastructure.

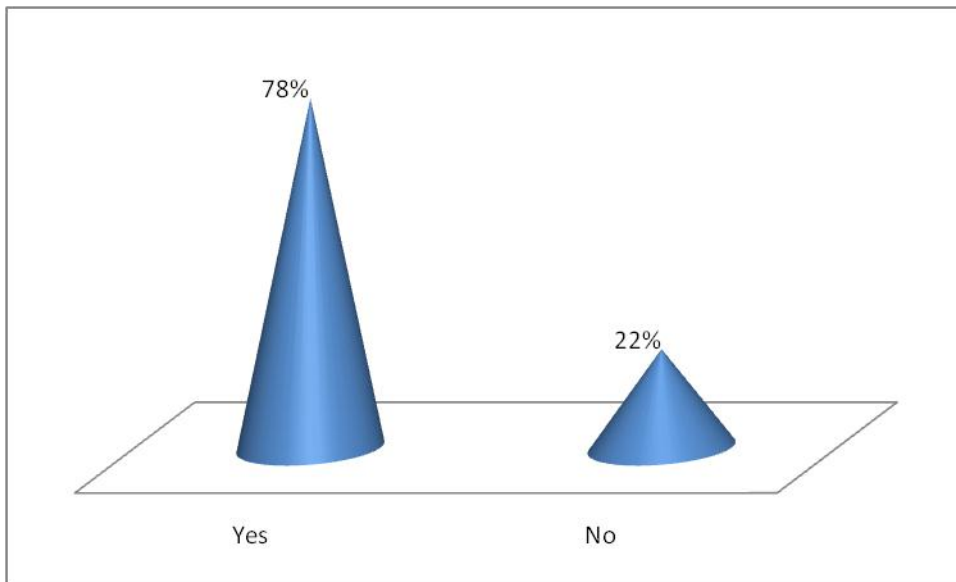
#### **4.5 Learning Resources and Performance of Learners with Special Needs**

Determining the link between learning resources and performance of learners with special needs in Kamukunji public primary schools was the second objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the underlying reasons for the learning resources.

##### **4.5.1 School Resources That Cater for Your Needs**

The study aimed to evaluate whether the schools had enough resources to cater for the pupils needs.

**Figure 4.4: School resources that cater for your needs**



**Source: SPSS Output (2015)**

Findings as shown in figure 4.4 show that 78% of the learners were of the opinion that the schools had enough resources to cater for their needs while 22% felt there was deficit. The findings show that the learners were contentment with the resources provided by the school.

#### **4.5.2 School Fees**

The study aimed at establishing whether the learners were sent back home due to lack of school fees. Findings are as shown in Table 4.13 below;

**Table 4.13: School fees**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	36	62
No	22	38
<b>Total</b>	<b>58</b>	<b>100</b>

**Source: SPSS Output (2015)**

Majority (62%) had been sent home due to lack of school fees while 38% had not experienced the same. This shows that pupils with special needs were treated like their colleagues who were not challenged when it came to issues of clearing school fees.

#### 4.5.2 Level of Agreement on Learning Resources on Performance of Learners

On establishing the link between learning resources and performance of learners with special needs learners were given statement to rate their level of agreement. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = No extent to 5 = Very Great extent. The findings are summarized in Table 4.14

**Table 4.14: Level of agreement on learning resources on performance of learners**

	Very Great extent		Great extent		Moderate extent		Small extent		No extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	Teaching materials are used and made available to all the learners with special needs according to their needs	4	7	7	2	0	4	2	8	5	9	8
Learning materials are used to stimulate ideas from the learners	8	14	1	1	6	0	2	3	1	2	8	100
Creative use of a variety of media for learning is used to ensure the students learn more and provide enjoyment of lessons	35	60	1	1	5	9	4	7	3	5	8	100
Learning resources are placed at a central place where learners could access them to enhance demand and active response	11	19	5	6	2	8	7	2	3	5	8	100
Teachers are aware of the various needs making them have positive attitudes towards the learners	28	48	2	3	7	2	1	2	-	-	8	100
Microphones and speakers are also utilized for the deaf child to hear better during class	5	9	7	2	4	4	1	3	1	2	8	100
Resources to enhance mobility and communication (wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices) are used in learning to enable learners to improve their performance on the skills that they are expected to develop	5	9	1	2	6	5	4	1	2	3	8	100

The findings in Table 4.14 suggest that most (38%) of the learners were of the opinion that teaching materials were used and made available to all the learners with special needs according to their needs to a small extent. On the same note, majority of the learners (71%) felt that the learning materials were used to stimulate ideas from the learners to a great extent. To a very great extent (60%) there was creative use of a variety of media for learning in the schools that ensured the students learnt more and provided enjoyment of lessons. To a moderate extent (38%) learning resources were placed at a central place where learners could access them to enhance demand and active response.

Other results show that to a great extent (48%) teachers were aware of the various needs that made them have positive attitudes towards the learners. To a small extent (53%) microphones and speakers were utilized for the deaf pupils in aiding them to hear better during class. To a moderate extent (45%) resources enhanced mobility and communication (wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices) were used in learning to enable learners to improve their performance on the skills that they were expected to develop. This finding suggests that the learners with special needs experienced shortage in the learning resources provided by the schools.

According to the teachers, they indicated that they provided physical facilities that include; visually impaired were provided with brail machines, brail paper, computers with adaptive software's, white canes, brail books, tactile diagrams, book reading machines, resource rooms, adaptations in the curriculum and silent reading rooms. The students with albinism required these resources depending on their degree of visual impairments. In addition they require soft copy and large print text. The students who were physically handicapped required any adaptation in terms of curriculum content and teaching instructions because their impairments do not affect their visual and hearing capacities which mostly used in regular education setting, but this orthopaedic impairment according to Public Law 94-142 severely affects a student's educational performance

Teachers also stated that these were the students who required aids such as, wheelchairs, prostheses, helmets, book readers, page turners, writing aids, rest equipments, special tables and desks. Apart from this they function well provided that some vital equipment and accommodation were provided. Mostly for this disability is to have a barrier free access which means the buildings must be accessible to those who use wheelchairs, crutches and callipers and also pavements and other physical or structural environment need to be accessible.

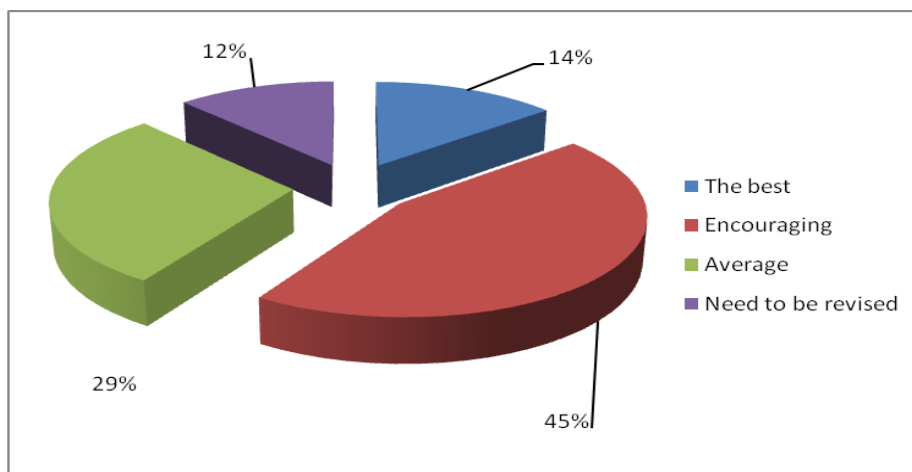
#### 4.6 Curriculum and Performance of Learners with Special Needs

Determining the relation between curriculum and performance of learners with special needs in Kamukunji public primary schools was the third objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the underlying reasons for the curriculum.

##### 4.6.1 Rating of Current Curriculum Used at School

Learners were asked to rate the current curriculum used at school for pupils with special needs. Findings are as shown below;

**Figure 4.5: Rating of current curriculum used at school**



**Source: SPSS Output (2015)**

According to the findings as shown by figure 4.5 above, most of the respondents (45%) rated the current curriculum used as encouraging to the pupils with special needs, 29%



rated the current curriculum used as average to the pupils with special needs, 14% rated the current curriculum used as the best to the pupils with special needs while 12% rated the current curriculum used as need to be revised to the pupils with special needs. This shows that pupils with special needs were comfortable with the current curriculum.

The above sentiments can be attributed to the response given by head teachers and teachers on whether pre-service training prepares teachers to adequately to handle pupils with special needs. They anonymously agreed that training has improved their training skills to a great extent. This has helped them to handle the learners and also address the special needs that they have however diverse they are.

#### **4.6.2 Extent of Curriculum Influence on Performance of Learners with Special Needs**

Table 4.15 shows responses on the relation between curriculum and performance of learners with special needs. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = No extent to 5 = Very Great extent.

**Table 4.15: Extent of curriculum influence on performance of learners with special needs**

	Very Great extent		Great extent		Moderate extent		Small extent		No extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
												<b>10</b>
The curriculum supports friendly teaching	2	3	5	9	43	74	6	10	2	3	<b>58</b>	<b>0</b>
											<b>10</b>	<b>0</b>
The curriculum allows for discussion during learning	4	7	5	9	23	40	25	43	1	2	<b>58</b>	<b>0</b>
											<b>10</b>	<b>0</b>
The curriculum is structured and implemented in such a way that all learners can access it	3	5	6	10	2	3	43	74	4	7	<b>58</b>	<b>0</b>
											<b>10</b>	<b>0</b>
The curriculum has enough practical's	1	2	9	16	8	14	39	67	1	2	<b>58</b>	<b>0</b>

**Source: SPSS Output (2015)**

The table summary shows that; the curriculum supports friendly teaching to a moderate extent (74%). The curriculum allowed discussion during learning to a small extent (43%). More than half of the respondents indicated that the curriculum was structured and implemented in such a way that all learners could access it to a small extent (74%) and as well the curriculum had enough practical's to a small extent.

The findings depicts that the curriculum was not so involving since it was theory based instead of being balance with practicals. This clearly indicates why the learners felt that the curriculum could not be accessed by a number of students with special needs.

From the checklist the researcher noted that architectural barriers make students dependent, limit opportunities for experience, and lower self-esteem. Therefore care must be taken to ensure that programme accessibility and building accessibility go hand in hand.

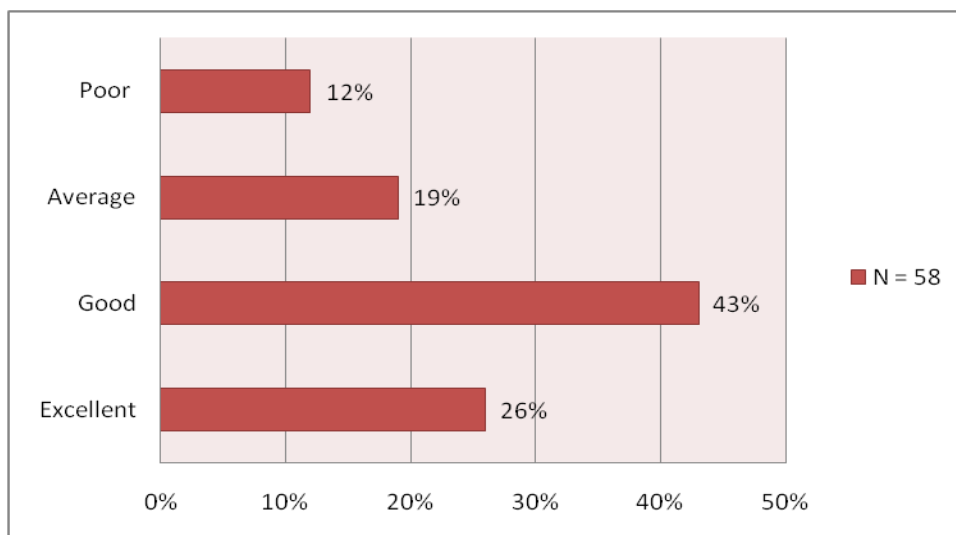
#### 4.7 Support Services and Performance of Learners with Special Needs

Determining the correlation between support services and performance of learners with special needs in Kamukunji public primary schools was the fourth objective of this study. In order to achieve this objective, the respondents were asked to respond to various questions describing the underlying reasons for the support services.

##### 4.7.1 Rate of Support Services for Pupils with Special Needs the School

Extent to which support services for pupils with special needs were rated by the learners in the school are rated below;

**Figure 4.6: Rate of support services for pupils with special needs the school**



Source: SPSS Output (2015)

According to figure 4.6, 43% who were the majority rated support services for pupils with special needs in the school as good, 26% rated the services as excellent, 19% rated the same as average while 12% rated the support services provide as poor. This finding suggests that support services offered by the school were indeed geared toward supporting the pupils with special needs.

#### 4.7.2 Extent of Support Services Offered on Performance of Learners

Table 4.16 shows the extent of support services and how they enhance performance of learners with special needs. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = No extent to 5 = Very Great extent. The tabulation is as shown below;

**Table 4.16: Extent of support services offered on performance of learners**

	Very Great extent		Great extent		Moderate extent		Small extent		No extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
	My teacher understands our needs as pupils with special needs	4	7	29	50	22	38	1	2	2	3	58
The government supports us through bursary kitty	-	-	5	9	9	16	33	57	11	19	58	100
There are specialist that come from different institutions to mentor us	7	12	14	24	13	22	21	36	3	5	58	100
We have donors who fund our education	1	2	33	57	7	12	5	9	12	21	58	100
We are offered with guidance and counseling regularly	14	24	10	17	13	22	9	16	12	21	58	100

**Source: SPSS Output (2015)**

According to the findings half of the respondents (50%) indicated that teacher understood their needs as pupils with special needs to a great extent. Most of the respondents (57%) cited that the government supports them through bursary kitty to a small extent. To a small extent (36%) there were specialists that came from different institutions to mentor learners. To a great extent (57%) there were donors who funded the pupil's education and it was to a very great extent the learners were offered with guidance and counseling sessions regularly. The findings depicts that learners with special needs lacked government support and mostly relied on the aid of well wishers in financing their education.

#### **4.7.2 General Performance in Relation to School Based Factors**

Head teachers and teachers were asked to rate their level of agreement with some given factors. The responses to these were also rated on a 5 point Likert scale ranging from; 1 = No extent to 5 = Very Great extent. The summary is tabulated below;

**Table 4.17: General performance in relation to school based factors**

	Very Great extent		Great extent		Moderate extent		Small extent		No extent		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Very high level of attention in class	8	14	32	55	15	26	3	5	-	-	<b>58</b>	<b>100</b>
Sharp memory	11	19	27	47	8	14	9	16	3	5	<b>58</b>	<b>100</b>
Excellent verbal comprehension	3	5	41	71	12	21	1	2	1	2	<b>58</b>	<b>100</b>
Excellent on-task behavior	13	22	11	19	31	53	1	2	2	3	<b>58</b>	<b>100</b>
Highly organized	16	28	23	40	15	26	3	5	1	2	<b>58</b>	<b>100</b>
Excellent school attendance	1	2	26	45	17	29	6	10	8	14	<b>58</b>	<b>100</b>
High test scores in reading	14	24	18	31	14	24	10	17	2	3	<b>58</b>	<b>100</b>
High test scores in math	10	17	40	69	5	9	2	3	1	2	<b>58</b>	<b>100</b>
High test scores in language	13	22	26	45	6	10	10	17	3	5	<b>58</b>	<b>100</b>
High test scores in arts	7	12	33	57	11	19	5	9	2	3	<b>58</b>	<b>100</b>

**Source: SPSS Output (2015)**

According to Table 4.17 to a great extent (55%) teachers witnessed very high level of attention in class, sharp memory (47%) and excellent verbal comprehension (71%). On the same note they also noted to a great extent that the pupils with special needs had highly organized skills (40%), their school attendance was excellent (45%), they had high test scores in reading (45%) and they had high test scores in math (69%). The findings also show that it was to a great extent they had high test scores in language as well as in arts high test scores in arts as shown by 45% and 57% respectively. However, the study noted that the learners with special needs -task behaviour was moderate (53%).

The study also sought to evaluate the difficulties teachers face in inclusive education as well the suggested recommendations for the same. They indicated that they are faced with challenges of basic first aid in case of emergencies baffling on the pupils. On this they suggested that they should be trained on how to handle the different emergency cases. They were also faced with shortage of funds. They suggested that the government should come in and also support the programme. They lacked working morale due to poor remuneration. On this they suggested that efforts should be made by stakeholders to increase their salaries to avoid regular strikes witnessed countrywide.

## **4.8 Inferential Statistics**

To evaluate the relationships between the dependent and independent variables, correlation and multiple regression analysis was done and the findings presented in the following subsections. The institutional factors were obtained by the researcher and aggregated them, an index calculated and later converted into indices. This formed the dependent variable from which all other independent variables were compared in the study.

### **4.8.1 Correlation Analysis**

In this subsection a summary of the correlation analyses is presented. It seeks to determine the degree of interdependence of the independent variables. These results are summarized in Table 4.18

**Table 4.18: Summary of Correlations**

		Learning environment	Learning resources	Curriculum	Support services	Overall learners with special needs performance
Learning environment	Pearson's Correlation	1				
Learning resources	Pearson's Correlation	0.159	1			
Curriculum	Pearson's Correlation	0.082	-0.129	1		
Support services	Pearson's Correlation	0.310	0.271	0.349	1	
Overall learners with special needs performance	Pearson's Correlation	0.504	0.338	0.427	0.522	1

**Source: SPSS Output (2015)**



Correlation significant at the 0.05 level (2-tailed) the correlation summary shown in Table 4.7 indicates that the associations between the independent variables were significant at the 95% confidence level. This means that the inter-variable correlations between the independent variables were not strong enough to affect the relationship with the dependent variable.

A correlation analysis to determine whether the learning environment had influence on performance of learners with special needs in Kamukunji public primary schools shows a relationship exists ( $r = 0.504$ ,  $\alpha = 0.05$ ). The Karl Pearson's product moment coefficient of correlation  $r = 0.504$  is high and suggests that a strong relationship existed between the two variables. This suggests that there is need to ensure a conducive learning environment by all stakeholders. However, it is imperative that the schools management engage the parents in a more approachable way and also find other mechanisms of dealing with challenges they are facing in educating children with special needs.

The correlation analysis to determine whether the learning resources had a significant influence on performance of learners with special needs in Kamukunji public primary schools shows a significant relationship exists ( $r = 0.338$ ,  $\alpha = 0.05$ ). The Karl Pearson's product moment coefficient of correlation  $r = 0.338$  is low and suggests a moderate relationship between the two variables. This rather sends a strong message that a lot needs to be done on the underlying learning resources that include support learning resources need to be allocated for every pupils.

A correlation analysis to determine whether the support services had influence on performance of learners with special needs in Kamukunji public primary schools shows a relationship exists ( $r = 0.522$ ,  $\alpha = 0.05$ ). The Karl Pearson's product moment coefficient of correlation  $r = 0.522$  is high and suggests that a strong relationship existed between the two variables. This suggests that there is need to ensure support services are provided to the pupils with special needs the support services can be improved by engaging specialists in the process. Public schools through the Ministry of Education should facilitate this programmes in order to ensure increased performance.

Finally, the correlation analysis to determine whether there was a significant association between curriculum and the performance of learners with special needs in Kamukunji public primary schools shows that a relationship exists ( $r = 0.427$ ,  $\alpha = 0.05$ ). The Karl Pearson's product moment coefficient of correlation  $r = 0.427$  is high and suggests a strong relationship exists between the variables. These findings imply that more emphasis needed to be put on addressing the curriculum used especially when the professionals are involved since they are in a better position to understand and handle the special needs. Hence, it can be concluded that all the variables were significant to the study problem although the degrees of influence varied.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter summarizes and concludes on the research findings as carried out. It presents the summary of the findings and the conclusions drawn from them, and lastly the recommendations. The implications of the research are discussed and suggestions made on areas of further study. Some useful recommendations for all the stakeholders are proposed by this study at the end of the chapter to enlighten and enable them to craft viable solutions with regard to the problem statement based on the research findings.

The overall objective of this study was to investigate the association between institutional based factors and performance of learners with special needs in Kamukunji public primary schools. In particular, it sought to; describe the teacher transfer characteristics; determine how the underlying reasons for teacher transfer requests and; determine the extent to which teachers transfers influence the provision of quality education.

#### **5.2 Summary of the Findings**

This section presents the summary of the findings in terms of the objectives, the types of analysis and the major findings of the research. The findings revealed that majority of the respondents were in disagreement that pupils with special need should learn together with pupils without special need in the same class. The reasons given by those who agreed was that the learners with special needs need special attention. These will ensure they get the required attention since the number will be small and this will increase on quality of services offered. Those who indicated that the learners should not be excluded from the other pupils cited issues like they need team work that will ensures the pupils appreciate each other. Those views were supported by Ogot (2005), who said that accessible environment helps to keep learners with special needs in school and performing unlike where schools had inaccessible environment. To alleviate this problem then the

environment should be adapted to suit the diverse learners' needs. This involves organizing the classroom and the school compound.

The study findings show that most of the learners indicated that the learning environment was supportive. Majority indicated that the teachers were supportive and also confirmed that parents/guardians ensured they were well prepared for learning. The study matched with the findings of Otiato,(2002) and UNESCO (2004d) in that the learning environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools' environment is conducive, it becomes ideal for inclusion of learners with special needs. Schools need to have an atmosphere that is friendly, caring, accommodative, supportive and an atmosphere of freedom and guidance.

Most of the learners indicated that the school had built sufficient ramps to classroom and school buildings to a moderate extent which ensured the learners get to class with ease. The same sentiments were echoed by UNESCO (2004d) report that shows that learners with special needs need an environment that can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility.

It was also revealed that most of the learners were of the opinion that the schools had enough resources to cater for their needs. The findings were similar with Moodley (2012) study in that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs. Most of the learners were of the opinion that teaching materials were used and made available to all the learners with special needs according to their needs to a small extent. On the same note, majority of the learners felt that the learning materials were used to stimulate ideas from the learners to a great extent. This was in line with a study by Etsey (2005) who posits that, teaching and learning materials stimulate ideas, demand and active response

from the learners and provide enjoyment of lessons. Again, lessons become more alive and understanding and grasping of the major concepts become easier.

To a very great extent there was creative use of a variety of media for learning in the schools that ensured the students learnt more and provided enjoyment of lessons. This insight was also shared by Broom (2004) who pointed out that, the creative use of a variety of media for learning increases the probability that students would learn more, retain better what they learn and improve their performance on the skills that they are expected to develop.

The study results show that to a great extent teachers were aware of the various needs that made them have positive attitudes towards the learners. The same was shared with Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities. According to Njoroge (2010) appropriate intervention strategies are then drawn up to help the child. Training and experience helps them gain new knowledge, and acquire experience of using different teaching methods. While looking for ways to overcome challenges, they can develop more positive attitude, and approaches towards all children and situations.

To a moderate extent resources enhanced mobility and communication (wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices) were used in learning to enable learners to improve their performance on the skills that they were expected to develop. The same needs to be improved as suggested by Randiki (2008) in that the learners must be provided with learning materials in formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices.

The findings show that most of the respondents rated the current curriculum used as encouraging to the pupils with special needs. This finding correlated with Mittler (2007) in that a flexible curriculum could facilitate the development of a more inclusive setting. Teachers can make adaptations that can make better sense in the local context and for the individual learner. Children with special needs face different kinds of barriers in accessing education. There should be flexibility to accommodate the diverse abilities and interests of a heterogeneous learner population. The curriculum has to be structured and be implemented in such a way that all learners can access it. This entails much more than a watered-down version of mainstream curricula. The guidelines enable teachers and schools to establish significant and flexible connections between the key skills and knowledge in the curriculum guidelines and the content of mainstream curricula.

More than half of the respondents indicated that the curriculum was structured and implemented in such a way that all learners could access it to a small extent and as well the curriculum had enough practicals to a small extent. The same findings are shared by Hunter (2004), points out that all learners with special need benefit by having access to the general education curriculum. They acquire same skills acquired by the others and this gives them a good opportunity to compete with the others in the job market. Research shows that such learners are easily assimilated by their communities. Where inclusion is practiced, all children learn and grow in the environment that they will eventually live and work in. They are prepared for the real world. They do not have to be separated from peers and relatives. Also in support of the findings are Wertheimer (1997) and Vaughan (2002) who noted that in regular schools the curriculum must take into consideration the different abilities and needs of all students. It 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.

Majority rated support services for pupils with special needs in the school as good. This was similar to Randiki (2008) view in that this requires a multi-sectoral responsibility if full participation of the learners with disabilities is to be realized. Peer support is needed for they can help in peer tutoring, push wheelchairs, among other things. Learners with

special needs also need support from speech therapists, physiotherapists, and occupational therapists according to their needs. Guidance and counseling is needed to help them appreciate one another despite their differences. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school.

### **5.3 Conclusions**

Based on the results of the study, it can be concluded that pupils with special needs were comfortable since they were accepted, gained a lot from others and pupils without special needs were ready to assist them. However lack of knowledge on how to handle the special needs and proper environment especially with the caregivers and teachers is the biggest barrier of performance of learners with special needs in Kamukunji public primary schools.

The study also concludes that most of the resources/facilities are available but not adequate. Although there are those resources/facilities that are necessary but not available to them for instance for the visually impaired lacked brail materials, physically challenged lack wheel chairs and tri-cycles, H.I lacks sign language interpreters and hearings aids and albinism lack the soft copy notes.

The study further concludes that schools with special needs were faced with challenges like; insufficient physical facilities instructional resources to cope with the exponential growth of pupil population resulting from the abolition of school fees and inadequate teachers resulting in high teaching load prompting the use of ineffective teaching methods; Lack of motivation of the teaching force resulting into insufficient focus on the learner and thus creating little room for use of modern teaching techniques that require individualized teaching, amongst others.

The support services given was average which was not effective to ensure the learning process takes place. The methods used by the lecturers to teach were; interaction of pupil with special needs and pupil without special needs, curriculum modification of content to suit special needs, instructional flexibility and evaluation of pupil performance in class. Hence, it

can be concluded that all the variables were significant to the study problem although the degrees of influence varied.

#### **5.4 Recommendation of the Study**

The study made the following recommendations that could be useful in ensuring performance of learners with special needs in Kamukunji public primary schools; For an effective teaching/learning to take place there should be adequate resources/facilities. Therefore the Ministry of Education should come up with a strategic policy that will ensure the provision of all resources/facilities for all the pupils with special needs. The schools should also employ more resource room personnel who have skills and knowledge on how to provide services for special needs and have different resource rooms to cater for each group.

The study also recommends that the Ministry of Education should provide training for the teachers to improve their knowledge and skills in teaching pupils with special needs which could be provided through workshops and seminars on special needs in education. Also an inter-departmental approach should be encouraged where teachers can interact with their peers and share the knowledge with those who have training in special needs education. As matter of urgency, the critical issue of teacher shortage as well as its skewed distribution in schools along geographic and historical basis should be addressed to correct the current overload of teachers. Schools should also be assisted to have adequate and appropriate physical and instructional resources to enable teachers enhance their teaching methodologies. The teachers should be well remunerated through clearly laid down appraisal system and fairly implemented scheme of service to motivate them and enable them perform their roles more professionally.

The study further recommends that the school management committee should have a strategic plan for continuous maintenance and increase of all the physical accessibilities to the facilities, transportation and accommodation. The schools should provide awareness plan of their pupils with special needs through seminars/ workshops, creating a common course on special need education and increase programmes on disability sensitization so as to enhance performance for all persons in the schools.



## **5.5 Suggested Areas for the Further Research**

The recommendations for further research are:

This research covered the general categories of disabilities .Further research should concentrate to each kind of disability in detail for example visually impaired there those who have low VI and those who are fully blind and PH there those who use wheel chairs and those don't use wheel chairs.

The research should be carried out on attitudes of the pupils without special needs towards inclusive education and its benefits. Further study should also be conducted in higher learning institution in order to compare results.

## REFERENCES

- Ashman, A. & Elkins, J. (2008). *Educating children with special needs* (3rd ed.). Sydney: Prentice Press.
- Battle, H. & Lewis, L. (2002). Teachers Attitudes toward Inclusion : Survey Results from Elementary School Teachers in Three Southwestern Rural School Districts. *Rural Special Education Quarterly*, 22(2), 24-30.
- Broom, P. (2004). Physical Education Majors' Attitudes Toward Teaching Students With Disabilities. *Teacher Education and Special Education*, 23(3), 211-224.
- Carrington, H. (2007). Attitudes towards mainstreaming: a status report and comparison of regular and special educators in New York and Massachusetts. *Psychology in the schools.*, 25, 360-401.
- Cawley, J., Hayden, S., Cade, E., & Baker-Kroczyński, S. (2002). Including students with disabilities into the general education science classroom. *Exceptional Children*, 68(4), 423-435.
- Council for Exceptional Children (CEC). (2003d). *Building culture in the classroom: the role of Romany assistants in the Romany classroom in the Slovak Republic*.
- Crosnoe, E., Johnson, E. & Elder, J. (2004). Mainstreaming: Affect or Effect? *The Journal of Special Education*, 9(1), 317-328.
- Department of National Education (DNE), (2001). *Inclusive education: a framework for change: national and international perspective*. London: CSIE
- District Education Offices (DEO) (2012). *Monitoring of Learner Achievement for class 3 in Literacy and Numeracy in Kenya*. Nairobi. Kalzmat.

- Eleweke, S. (2007). *The past present and Future of ECD: understanding children, families and communities over time and cross cultures*. A Report on the Status of ECD in Kenya. ECD Virtual University.
- Etsey, L. (2005). Inside four walls. *Australian Journal of Special Education*, 22(2), 96-106.
- Forlin, J., Hattie, R. & Douglas, J. (2008). Teacher attitudes associated with the integration of handicapped children. *Exceptional Children*, 43, 521-547.
- Fulcher, G. (2009). *Disabling policies? A comparative approach to education policy and disability*. London: Falmer.
- Goddard, K. (2003). Willingness of regular and special educators to teach students with handicaps. *Exceptional Children*, 54, 41-45.
- Govinda, P. (2009). The visionary principal and inclusion of students with disabilities. *NASSP Bulletin*, 83(142), 9-15.
- Hunter, S. (2004). *The methods of educating special needs children in the public school system have undergone dramatic changes in recent years*. Valley Gazette
- Individuals with Disabilities Education Improvement Act (IDEIA) (2004). *Integrated Education in Indiana: Challenges and Prospects*. *Disability Studies quarterly Journal* vol 25.(1).
- Jamani, K. (2001). Are attitudes and practices regarding mainstreaming changing? A case of teachers in two rural school districts. *Education*, 121(4), 751-760.
- Kenya National Examination Council (KNEC) (2010). Access to primary Education in Kenya: Contradictions of public policy *comparative Education Review*.

- Kirk, T., Gallagher, C. & Anastasiow, J. (2009). The challenge of accessing full inclusion in education. *Access: The National Issues Journal for People with a Disability*, 3(6), 5-8.
- Kombo, D. & Tromp. D. (2006). Proposal and thesis writing, Panlives Publications. Africa, Nairobi.
- Kortering, P. & Christenson, D. (2009). Ideologies and utopias: education professionals views of inclusion. *European Journal of Special Needs Education*, 15(1), 1-12.
- Malone, D., Gallagher, P. & Long, S. (2001). General education teachers' attitudes and perceptions of teamwork supporting children with developmental concerns. *Early Education and Development*, 12(4), 577-592.
- Manzi, N. (2011). Effectiveness of inclusive education in primary schools in Mwingi District. *Unpublished UoN thesis, MBA*.
- Maslow, A. (1943). "A Theory of Human Motivation," *Psychological Review* 50, pp. 370-96.
- Mbwesa, K. (2008). *Introduction to management research. A student Handbook*. Nairobi: Basic Modern Management Consultants.
- Ministry of Education (2009). *Kenya Education Commission on Education Report (Ominde Report)*. Nairobi: Government Printer.
- Ministry of Education (MoE) (2008). *Draft Special Needs Education Policy*. Nairobi. Government Printers.
- Ministry of Education (MoE) (2009): *Education Facts and Figures 2002- 2008*. Nairobi. Emis.

- Minke, K., Bear, G., Deemer, S. & Griffin, S. (1996). Teachers experiences with inclusive classrooms : implications for special education reforms. *The Journal of Special Education*, 35(3), 122-154.
- Mittler, P. (2007). *International experience in including children with disabilities in ordinary schools*. New Jersey: prentice-Hall, Inc.
- MoE&S- Uganda. (2003). *Inclusive education: meeting special and diverse educational needs in an inclusive setting*. Kampala: MOE&S.
- MoEST (2010). *Sessional Paper No. 1: A Policy framework for Education, Training and Research in Kenya in the 21st Century*. Nairobi: Government Printer.
- Moodley, S. (2002). *Inclusive education: Challenges for distance learning policy and practice*. Sydney: Technikon.
- Moodley, S. (2003). *Inclusive education: Challenges for lecturers, academic development and practitioners and course ware designers*. A paper presented at SAADA Conference in Cape Town. A paper presented at Pathways 6 Conference 2002 Sydney. Sydney: Technikon.
- Mugenda, O. & Mugenda, A. (2003). *Research Methods; Quantitative and qualitative Approaches*. (2nd Ed). Nairobi: Acts press.
- Mugo, J., Oranga, J. & Singal, N. (2010) *Testing Youth Transition in Kenya:Are Young People With Disabilities Falling Through The Cracks?* A paper presented in the 2010 research consortium on education outcomes and poverty.
- Mushoriwa, T. (2001). A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes. *British Journal of Special Education*, 28(3), 142-147.

- Mushoriwa, T. (2011). A study on the attitudes of primary school teachers in Harare towards. The inclusion of blind children in regular classes. *African journal on special needs education* vol.6 No.1 March 2001 ISBN 9970-416-16-0
- National Educational Association of Disabled Students (NEADS, 2015). *Introduction to special education. Lecturers support materials*. Waigani: Department of Education.
- Neilson, W. (2005). Disability: attitudes, history and discourses. In D. Fraser, R. Moltzen, K. Ryba, (Eds.), *Learners with special education needs in Aotearoa New Zealand* (3rd ed., pp. 9-21). Palmerston North: Dunmore Press.
- Njoroge, M. (2010). Factors influencing initiation of successful mainstreaming of visually handicapped students in Kenya. Unpublished PhD dissertation. The University of Texas ,Austin, U.S.A.
- Ogot, O. (2004a). *Developing inclusive environments*, Oriang, Kenya.
- Orodho, A. (2003). *Essentials of educational and social sciences research method*. Nairobi: Masola Publishers.
- Orodho, J. and Njeru, H. (2003). Access and participation in secondary education in Kenya. Emerging issues and policy implications. Nairobi:
- Otiato, C. (2002). *Teaching and learning strategies in an inclusive setting*. Nairobi: KISE.
- Randiki, F. (2008). *Historical development of special needs education*. Nairobi: KISE
- Saxton, E. (2000). *From Early Childhood Development to Human Development*. Washington DC: World Bank.

- Sigafoos, J., & Elkins, J. (2009). Concerns of Teachers About the Integration of Children with Physical versus Multiple Disabilities. *Australasian Journal of Special Education*, 29(4), 40-66.
- Sun, D. (2006). Inclusive education: a question of justice. *Australasian Journal of Special Education*, 20(2), 29-39.
- UNESCO (2001). *Open file on inclusive education*. Paris: UNESCO.
- UNESCO (2003). *Overcoming exclusion through inclusive approaches in education: A challenge and a vision*. Paris: UNSECO.
- UNESCO (2004a). *Becoming an inclusive learning friendly environment (ILFE)*. Bangkok: UNESCO.
- UNESCO (2004c). *Getting all children in school and learning*. Bangkok: UNSECO.
- UNESCO (2004d). *Managing inclusive learning friendly classrooms*. Bangkok: UNSECO.
- UNESCO (2012). *Challenges of Implementing Free Primary Education in Kenya Assessment Report*, UNESCO, Nairobi Office.
- UNESCO and Ministry of Education and Science, Spain (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*, Paris: UNESCO.
- United Nations Educational, Scientific, and Cultural Organization (UNESCO) (2010). Successful inclusion: What do teachers say they need? *Report on Educational Studies for all children*, 35(2), 157-178.
- Van Reusen, S., Shoho, S. & Barker, L. (2001). Preparing general education teachers for inclusive settings : a constructivist teacher education program. *Teacher Education and Special Education*, 20(3), 204-220.

Wagner, L., Kutash, M., Duchnowski, G., Epstein, S. & Sumi, A. (2005). *Teachers' Attitudes toward the Integration of Disabled Students into their Classrooms*. Paper presented at the Australian Association for Research in Education Conference., Freemantle.

Whiting, M. & Young, J. (2005). *Inclusion : Social justice for children*. Paper presented at the Australian Association for Research in Education Conference., Hobart, Tasmania.



## APPENDICES

### Appendix A: Letter of Introduction

University of Nairobi  
Department of psychology  
P.O. Box 30197, Nairobi.

The Head teachers

.....primary school

Dear sir/madam,

#### **RE: PERMISSION TO CONDUCT RESEARCH**

I am a post graduate student pursuing a Masters in Education, Measurement and Evaluation at the University of Nairobi. I am conducting a research on “institutional based factors influencing general performance of learners with special needs in inclusive setting in public primary schools in Kamukunji Sub-county in Nairobi County.”

Kindly allow me to conduct this research in your school. Thank you for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Faithfully

**Appendix B: Questionnaire for Learners**

Please answer all the following questions.

**SECTION A: Personal details and general information.**

Please fill in or tick the appropriate answer to the following questions according to your opinion.

- 1. State your age: ..... years
- 2. Have you ever been enrolled in any other school apart from your current school?

Yes [ ] No [ ]

- 3. State the year you joined this school .....

- 4. The table below shows the types of Special Needs, tick according to your special need.

Physically Challenged [ ] Intellectually Challenged [ ]

Mentally Challenged [ ] Visually Challenged [ ]

Hearing impaired [ ] Lerner with Neurological disorder [ ]

Others.....

- 5. Do you believe that pupils with special need should learn together with pupils without special need in the same class?

Yes [ ] No [ ]

Give reasons for your answer

.....

.....

.....

b) If your answer is No, where do you think children with special need should be educated?

Special schools [ ]

Regular schools/(inclusive schools) [ ]

At home

[ ]

**PART B: Connection between Learning Environment and Performance of Learners with Special Needs**

6. Do you think the learning environment affects performance of learners with special needs?

Yes [ ] No [ ]

7. Are your teachers supportive?

Yes [ ] No [ ]

8. Do your parents/guardians ensure you are well prepared for learning

Yes [ ] No [ ]

9. To what extent has your school ensures the following?

	Very Great extent	Great extent	Moderate extent	Small extent	No extent
The school has built sufficient ramps to classroom and school buildings which ensure I get to class with ease					
The schools caring atmosphere enables learners to concentrate on their studies					
Classroom windows are enlarged to cater for proper lighting for the visually impaired					
The schools friendly atmosphere enables learners to concentrate on their studies					
The schools play grounds have been leveled to ease mobility					
The schools free atmosphere enables learners to concentrate on their studies					

**PART C: Link between Learning Resources and Performance of Learners with Special Needs**

10. Does the school have enough resources to cater for your needs

Yes [ ] No [ ]

11. Have you ever been sent back home due to lack of school fees?

Yes [ ] No [ ]

12. To what extent do you agree with the following?

	Very Great extent	Great extent	Moderate extent	Small extent	No extent
Teaching materials are used and made available to all the learners with special needs according to their needs					
Learning materials are used to stimulate ideas from the learners					
Creative use of a variety of media for learning is used to ensure the students learn more and provide enjoyment of lessons					
Learning resources are placed at a central place where learners could access them to enhance demand and active response					
Teachers are aware of the various needs making them have positive attitudes towards the learners					
Microphones and speakers are also					

utilized for the deaf child to hear better during class					
Resources to enhance mobility and communication (wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices) are used in learning to enable learners to improve their performance on the skills that they are expected to develop					

**PART D: Relation between Curriculum and Performance of Learners with Special Needs**

13. How can you rate the current curriculum used at school for pupils with special needs?

The best [ ]

Encouraging [ ]

Average [ ]

Need to be revised [ ]

14. To what extent do you agree with the following statements?

	Very Great extent	Great extent	Moderate extent	Small extent	No extent
The curriculum supports friendly teaching					
The curriculum allows for discussion during learning					
The curriculum is structured and					

implemented in such a way that all learners can access it					
The curriculum has enough practical's					

**PART E: Correlation between Support Services and Performance of Learners with Special Needs**

15. How can you rate support services for pupils with special needs in you school?

Excellent [ ]

Good [ ]

Average [ ]

Poor [ ]

16. The table below shows how support services enhance performance of learners with special needs. To what extent do you agree with the statements;

	Very Great extent	Great extent	Moderate extent	Small extent	No extent
My teacher understands our needs as pupils with special needs					
The government supports us through bursary kitty					
Peer support that can helps in peer tutoring, push wheelchairs, among other things					
There are specialist that come from different institutions to mentor us					
We have donors who fund our education					
We are offered with guidance and counseling regularly					

**Thank you for your contribution and cooperation!!!**

### Appendix C: Interview Schedule for Head Teachers and Teachers

The purpose of this questionnaire is to collect data on institutional based factors influencing general performance of learners with special needs in inclusive setting in public primary schools in Kamukunji Sub-county in Nairobi County. The researcher assures you that the information gathered will be treated with utmost confidentiality and for academic purposes only. Please tick (X) where appropriate or fill in the required information.

1. Your highest professional qualification:

P2 [ ] P1 [ ] A.T.S [ ]

S.1 [ ] Diploma [ ] BED [ ]

M.E.D [ ] Any other specify-----

2. Your teaching experience is:

5-10 years [ ] 11-15years [ ]

16-20 years [ ] over 20 years [ ]

3. Have you been trained in special needs education?

Yes [ ] No [ ] Currently being trained [ ]

4. If trained, what is your teaching experience in years as a special education trained teacher?

1- 5 years [ ] 6 -10 years [ ]

10 -15 years [ ] Over 15 years [ ]

5. In your opinion, should the learners with special needs be educated?

Yes [ ] No [ ]

6. If yes, where do you think they should be educated? Tick as appropriate.

(i) Special schools [ ] (ii) Integrated schools [ ]

(iii) At home [       ]

7. Which physical facilities are available in your school to accommodate inclusive education for children with special needs?
8. How accessible are they to all learners? .....
9. In your view, is the number of teachers trained to handle inclusive education in your school enough? Explain your answer.
10. Do you think pre-service training prepares teachers to adequately to handle pupils with special needs? Explain your answer.
11. What kind of support services your school offer to learners with special needs?
12. How do you find children with special needs interacting with their peers who are not challenged?
13. What difficulties do you face in inclusive education? What should be done to overcome these constraints?
14. The table below shows the general performance in relation to school based factors of learners with special needs in Kamukunji public primary schools, tick according to your level of agreement. Use a scale of 1-5 where 1= strongly agree and 5= strongly disagree.

<b>Statements</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Very high level of attention in class					
Sharp memory					
Excellent verbal comprehension					
Excellent on-task behavior					
Highly organized					
Excellent school attendance					
High test scores in reading					
High test scores in math					
High test scores in language					
High test scores in arts					



Appendix D: Observation checklist for researcher

1. Please indicate the availability of the following in your school

<b>Item</b>	
Wheelchair ramps	
Wide doors which open from outside	
Lighting	
Horse shoe sitting arrangement	
Braille	
Rail	
Special sanitary facilities for learners with disabilities	
Landmark for the blind	
Acoustic room	
Adequate toilets	
School gate	
Flattened ground	
Fence	