SCHOOL FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN HOMA BAY TOWN SUB COUNTY, KENYA

Rita Aswani Olaka

A Research Project Submitted in Partial Fulfillment for the Requirement of the Award of Degree of Master of Education in Curriculum Studies

UNIVERSITY OF NAIROBI

2016

DECLARATION

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

……………………………….

Rita Aswani Olaka

E55/63503/2013

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

……………………………….

Dr. Mercy Mugambi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

……………………………….

Dr. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

This work is dedicated to my beloved children Roki, Marseille and Marcia; my husband William Ochieng, who gave me moral and financial support all through.

ACKNOWLEDGMENT

ABSTRACT

The purpose of this study was to investigate the influence of school factors on implementation of inclusive education in Homa bay town sub-county, Kenya. School factors are those aspects which are found within the school surrounding that may influence successful implementation of inclusive education. The research sought to fulfil the following objectives: to establish the influence of instructional materials, physical facilities, teaching methods applied by teachers and classroom routine practices on implementation of inclusive education in public primary schools. This research study was guided by the Social Model of Disabilities. It adopted the descriptive survey research design that targeted 17 schools, 17 head teachers, 172 teachers and 20 pupils with physical impairments. Purposive sampling method was used to pick the schools and head teacher. Teachers were selected using random sampling and pupils stratified random sampling. The instruments used were questionnaires while the focus group discussion guide was used for pupils with physical impairments; an observation checklist was used for physical facilities in school. The findings of the study revealed that implementation of inclusive education are influenced by the availability of instruction materials. However such materials especially for learners with physical impairments are not enough or available in majority of schools. Physical facilities influenced implementation of inclusive education for learners with physical impairments although majority of schools lacked some of these facilities. There was a positive relation between teaching methods and the implementation of inclusive education. However, there are many challenges in using teaching methods and this makes it difficult to implement inclusive education as needs of learners with physical impairments are not catered for. The relationship between classroom routine practices and implementation of inclusive education for learners with physical impairments was positive. This shows that the practices influenced implementation process. The researcher therefore concluded that the implementation of inclusive education in public primary schools for learners with physical impairments is strongly influenced by school factors such as instructional materials, physical facilities, teaching methods and classroom routine practices applied within the learning environment. From the research several recommendations are made; the government should provide enough funds for the purchase of instruction materials for learners with physical impairments for smooth implementation of inclusive education. Schools should construct and purchase necessary physical facilities for learners with physical impairments. Teachers should apply appropriate teaching methods to cater for learners with physical impairments. Classroom routine practices should cater for all learners including those with physical impairments. Suggestions for further studies have also been given which include; Influence of government funds on implementation of inclusive education, influence of inclusion on the physical impaired learners in an inclusive classroom in primary schools and a replica of the study should be carried out in other areas.

TABLE OF CONTENTS

Contents   **Pages**

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

APPENDICES

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organisations
EP	Epileptic
EFA	Education for All
FASNE	Framework for Action on Special Education
FGD	Focus Group Discussion
FPE	Free Primary Education
HI	Hearing Improvement
I E	Inclusive Education
KICD	Kenya Institute of Curriculum Development
MHA	Multiple Handicap
MH	Mental handicap
MOES&T	Ministry of Education Science and Technology
NACOSTI	National Commission for Science Technology and Innovation
SNE	Special needs education
PI	Physically impaired
UNCRPWD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
VI	Visual improvement

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Inclusive Education is a human right: a prerequisite to human capital development and an indispensable means of unlocking and protecting human rights. It prepares those who are likely to be dependent for self-reliance (Sessional paper no. 1 of 2005). Various policies and trends have been developed to ensure provision of inclusive education. The Universal Declaration on Human Rights (1948), article 26 that every child has the right to free and compulsory quality education. All children have a right to education without discrimination of any kind.

The Jomtien Declaration on Education for All (EFA) that was launched in 1990 in Thailand. It aimed at bringing the benefits of education to every citizen in every society. Development agencies such as the UNESCO and the World Bank were committed to ensuring achievement of EFA goals by nations all over the world. To follow up on the Jomtien Declaration, The Salamanca Statement on Inclusive Education (1994) was formed by 92 world governments and 25 international organizations. It recommended on the right of every child to education that considers the child's unique abilities and learning needs. Further it recommended for the use of regular schools as the most effective means of curbing discriminatory attitudes and building an inclusive society and hence achieving the EFA goals. Inclusive education is therefore a global movement that seeks to

ensure that schools, centers of learning and education systems are open to all children (KISE, 2002).

Resources have a direct influence on implementation of inclusive education. With modified instructional resources, physical facilities, teaching methods and classroom routine practices, implementation of inclusive education is capable of satisfactorily meeting the learning needs of all learners in an inclusive setting (UNESCO, 2004). Developing and developed nations in their endeavor to implement inclusive education have made several changes from legislation to lower levels in various departments such as the education to ensure that the approach is a success. The United Kingdom (UK) prohibits discrimination and supports inclusive education. Provided in the International Human Rights Law, it is an obligation to ensure provision of education in inclusive settings. The Equality Act of 2010 affirms that any education provider has no right to deny education to any child on grounds of disability, race, gender, pregnancy, maternity and religion. It emphasizes on social inclusion and participation, Centre for Studies on Inclusive Education (2010).

Gordenker (2004) points out that Japan has a well-developed Inclusive Education System. Children with disabilities in Japan receive instructions according to their needs. The teacher-student ratio is 1:3 and there are times when there are as many as five teachers in a classroom. However inclusive education is not easy,

meaningful participation has not been realized yet. Asahi, (2012) found out that inclusive education does not just constitute putting children with disabilities and those without disabilities in the same room. It involves adopting a responsive environment for the diverse needs of learners.

In Africa remarkable improvement has been cited in most countries, South Africa approved a policy to provide Education for All in 2001. It was among the first countries in the ratification of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) objectives on promotion of an Inclusive Education system. Further it claims to have reached the Millennium Development Goals (MDG) of enrolling children in primary schools by 2015 (Maguvhe, 2015). Nkawihe (2015) reveals that Malawi mainstreams 90,000 children up from 43,000 in 2005. The government's interest is to ensure that children with disabilities and special needs are in school. Schools in Malawi have started modifying structures to accommodate the learners with disabilities and special needs (KEMI 2014).

The constitution of the Republic of Uganda (2010) emphasizes on the recognition of persons with disabilities and it clearly indicates that persons with disabilities have a right to respect and human dignity and the state and society should take appropriate measures to ensure that they realize their full mental and physical potential. Further it elucidates on the right to education in which it clearly states that the state is committed to promote free and compulsory basic education and it

shall take appropriate measures to afford every citizen equal opportunity and commitment. The introduction of the Universal Primary Education (UPE) in 1997 initially allowed four children per family to receive free education and out of the four those with disabilities were given preference (Nyende 2014). However concerns have been raised about existing challenges faced by learners and teachers in an inclusive education setting.

Gordenker (2012) points out that, difficulties in teaching and learning of learners with special needs in education occur in the context of distribution of both material and human resources and time versus the rights of the individual child and the group. Implementation of inclusive education depends on the resources: well modified instructional resources, physical facilities, teaching methods and carefully designed classroom routine practices.

The government of Kenya is committed to providing of equal access, retention and completion to quality basic education to all regardless of disability. The Sessional Paper No. 14 of 2012 which relates the education and training sector to Vision 2030 and the Constitution of 2010, underscores the importance of Special Needs in Education (SNE) as a human capital development plan that empowers those that are most likely to be marginalized to take part in the mainstream education sector. Further stated in the sessional paper no. 1 of 2005 on Policy Framework for Education and Training Research, chapter 38, is a directive to the

educational institutions to provide local resources and facilities that will ensure that children with physical impairments can move and function safely, conveniently and without obstruction. Implementation of inclusive education relies on a number of factors within and out of a learning institution. As such it posits on the use of regular institutions that are of convenience to learners with special needs. The policy document on special needs in education of 2009 posits for an inclusive education approach by all public primary schools as a means of creating an opportunity to all children to study together and allowing everyone to accept differences and respect diversity among other learners.

Homa-bay County is rated among the poorest counties in the country. The prevalence of malaria, measles, polio and malnutrition is high as compared to other counties. This is a high contributor to high levels of physical disabilities (UNICEF 2009). An unpublished report by the Homabay Education Assessment and Resource Centre (2010) indicates that the county has only one special school that serves children with physical impairments: Nyaburi special school for the physically impaired. The region however is vast. The Educational Assessment and Resource Centre in the county refer children with physical impairments to this school. Gaining access to the facility by these children is not easy and in most cases children would seek admission in the schools of their choices, which are regular schools. Homa bay sub-county has in the past registered low retention and completion rates of learners with physical impairments in education. Unpublished

reports by the Homa bay Educational Assessment and Resources Centre (2013), indicates that there are high dropout rates of learners with physical impairments in regular schools. This is a hindrance to the achievement of EFA goals. The enrolment in class one and completion in class eight of three successive cohorts was studied for three years and the findings are included in the Table 1.1 below.

Table 1.1 Data showing enrolment and completion of three successive cohorts

Year	Enrolment	Year	Completion Rate	Drop-out rate
2005	54	2013	35%	64%
2006	46	2014	34%	67%
2007	59	2015	30%	80%
Total	**160**			

Source: Homa bay sub county Educational Assessment and Resource Centre

The Table shows the number of learners with physical impairments enrolled in regular schools, the number completed the eight year primary education course and the rate at which a number of them dropped out of the regular schools. It is clear that the dropout rate of learners with physical impairments is high in public schools than the rate of retention and consequently their completion of primary education in Homa bay sub-county. This could be attributed to school factors influencing implementation of inclusive education for learners with physical impairments in Homa bay sub-county.

School factors are bottlenecks within the school that may influence effective implementation of inclusive education. These include physical facilities, instructional materials, teaching methods and classroom routine practices .The concept of inclusive education assumes that these school factors can be restructured and adopted so that the needs of each individual learner can be met (UNESCO 2004).

1.2 Statement of the problem

The aim of inclusive education is to remove all barriers to learning by structuring the public educational system to meet the needs of all learners in schools of their convenience (MoEST 2009). Out of the 1.5 million populations of children with special needs in education in Kenya (UNDP 2010), only 26000 have access to education (MoEST 2014). In Homa bay sub-county there are 172 public primary schools with an enrolment of about 13291 learners (Homa bay county Education office records 2015). According to the Homa bay Educational Assessment and Resource Centre Report (EARC 2015), there are about 1400 learners with special needs in Education. Fourteen percent (228) of this population are physically impaired. In reference to a report made by Special Education Office, Homa bay town sub-county, there are only 11 pubic primary schools practicing inclusive education. This is where learners with physical impairments are referred to upon assessment by the EARC every year. Out of the 11 schools 6 have physically impaired learners. This implies that only 68 out of 228 learners with physical

impairments are receiving educational services and support. According an unpublished report filed by the Homa-bay EARC, (2015), as a follow-up to find out where the other 160 learners with physical impairments go shows that most of them stay away from school shortly after reporting to the given schools. This shows that there are still more barriers to education for learners with physical impairments.

According to a report done by the Homa bay EARC 2014, learners with physical impairments who go to Nyaburi special school in the nearing Rachuonyo South sub-county complete their primary education successfully as compared to those who go to public regular schools in Homa bay sub-county, hence their high dropout rates. Nyaigoti (2013), studied on factors within the institution that influence implementation of inclusive education in public primary schools in Rigoma Division, Nyamira county, Kenya. This researcher recommended for a replication of the same study in other areas. However no such study has been carried out on school factors influencing implementation of inclusive education in Homa-bay town sub-county. These school factors include instructional materials, physical facilities, teaching methods and classroom routine practices to accommodate learners with physical impairments. This study fills the gap.

1.3 Purpose of the study

The purpose of this research was to investigate the school factors influencing implementation of inclusive education in Homa-bay sub-county, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

i.   To establish the influence of instructional resources on implementation of inclusive education on learners with physical impairments in public primary schools Homa bay sub-county.

ii. To determine the influence of physical facilities on implementation of inclusive education on learners with physical impairments in public primary schools in Homa bay sub-county.

iii. To examine the influence of teaching methods applied by teachers on implementation of inclusive education on learners with physical impairments in public primary schools in Homa bay sub-county.

iv. To establish the influence of classroom routine practices on implementation of inclusive education on learners with physical impairments in public primary schools in Homa-bay sub-county.

1.5 Research questions

The following research questions were formulated to guide the study:

i.   To what extent did instructional materials influenced implementation of inclusive education for learners with physical impairments in public primary schools in Homa-Bay sub-county?

ii. To what extent did physical facilities influenced implementation of inclusive education for learners with physical impairments in public primary schools in Homa-Bay sub-county?

iii. To what extent did teaching methods applied by teachers influenced implementation of inclusive education for learners with physical impairments in public primary schools in Homa-Bay sub-county?

iv. To what extent did classroom routine practices enhanced in public primary schools influenced implementation of inclusive education for learners with physical impairments in Homa-Bay sub-county?

1.6 Significance of the study

The policy makers may find this necessary as it may provide insights into school factors that influence implementation of inclusive education. The ministry of education science and technology may find this significant in providing insights into school factors influencing implementation of inclusive education. This may also help in creating awareness programs to assist parents with such children. This may also assist to improve class participation of learners in inclusive settings.

This may also be significant to the future researchers as it may act as baseline for them to do further research on inclusive education.

1.7 Limitations of the study

The researcher used public primary schools, in Homa-bay sub-county. The participants were head teachers, teachers and pupils. Teachers who were not trained in SNE may have given unreliable information about inclusive education. As a limitation some of the information they gave was not reliable yet the information was used to draw the findings of the study. To mitigate this problem the researcher was forced to explain what was required of the participants. The pupils with physical impairments were not free to provide information required about inclusive education. This way the researcher had to ask for assistance of their teachers to guide them in providing information through the Focus Discussion Guide.

1.8 Delimitations of the study

This study was delimited to public schools in Homa-bay town sub-county. The variables that could influence implementation of inclusive education are many but in this study the researcher focused on instructional resources, physical facilities, teaching methods and classroom routine practices for learners with physical impairments. To provide the needed information, head teachers, teachers and pupils were involved. The study used pupils from classes six and seven who had

been in school for longer and were in a position to give information that relates to the study variables. Learners with special needs are many but the study was only focused on those with physical impairments, as they would provide the most reliable information for the study. The researcher used teachers who had been in the school for a period not less than three years as they were in a position to give relevant information that related to the variables.

1.9 Assumptions of the study

This study was based on the assumption that all public primary schools embrace inclusive education and had the capacity to implement it.

This research is true reflection of the real situation in public primary schools in Homa-bay town sub-county. The data collected was valuable, reliable and valid.

1.10 Definition of significant terms

Classroom routine practices refer to activities designed by individual class teachers and class representatives to enhance discipline and ensure learning takes place in class.

Compensatory devices refer to equipment designed for the people with physical impairments, that are aimed at enhancing functional abilities of children with special needs.

Inclusive education refers to an approach through which learners with special needs and disabilities are offered an opportunity to access quality and basic education in regular schools regardless of age and disability.

Instructional resources refer to materials necessary for learners with physical disabilities to learn effectively.

Physical facilities refer to the structures necessary for learners with physical disabilities to learn effectively.

Special needs education refers to an education with appropriate modification of instructional resources, physical facilities, teaching methods and classroom routine practices in order to meet the needs of all learners.

Special schools refer to education institutions that offer education to children with special needs in education based on their respective disabilities.

Teaching methods refer to ways of teaching that are effective for teaching learners with physical disabilities

1.11 Organization of the study

This research is organized into five chapters. With chapter one focusing on the introduction capturing the background of the study, statement of the problem, purpose of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions, and definition of terms and organization of the study. Chapter two looked on the reviewed literature which was discussed according to the objectives of the study, conceptual framework,

theoretical framework and finally a summary of the reviewed literature. Chapter three covers research methodology which includes introduction, research design, target population, sample and sampling procedures, research instruments, research instrument's validity, instrument reliability, data collection procedures, data analysis techniques and ethical consideration. Chapter four presents data analysis and interpretation and finally chapter five provides the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents reviewed related literature to the study involving examining document analysis such as books, magazines, journals and desertions that have a bearing on the study. The chapter covers; the concept of inclusive education, influence of instructional resources, physical facilities, teaching methods and classroom routine practices on the implementation of inclusive education for physically impaired learners. It also has the summary of the gaps to be filled, theoretical framework precedes the conceptual framework.

2.2 The concept of inclusive education

Inclusive education refers to a practice where children with special needs receive education in their locality together with those without disabilities in mainstream classrooms (Payan, 2012). It involves procedural shifting from focus on the child with disabilities as a problem to changes in the management of the classrooms in readiness for all learners. This benefits those who are traditionally excluded from learning as well as all those in class. It aims at achieving quality education by making changes to accommodate all learners regardless of their physical, social and psychological differences (Galloway & Godwin, 1987).

The main education sector continues to face challenges in mainstreaming learners with special needs and disabilities. Majority of these children do not access education. With the few special schools and units in the country the government still struggles to accomplish its goal for National development satisfactorily. It has therefore through progressive approaches resolved to commit to the provision of equal access to education by all children. This has been demonstrated by through establishment and re-appraisal of SNE supportive programs in the main education sector, among them, the adoption of the inclusive approach.

Induction programs have since been carried out at the then District Education levels by the then District Education officers to create awareness to all school heads of the new changes that children with special needs should not be denied access to education in the schools of their choices. However inclusive education continues to face a number of challenges.

2.3 Instructional Resources and implementation of inclusive education

A study carried by Agnes (2012) reveals that difficulties of learners with physical impairments occur in context of distribution of time and resources. Some of the problems they encounter include difficulties in performing functions requiring their limbs such as turning pages while reading, writing, standing and walking or moving around, (Kauffman and Hallahan, 1976). Most of the inclusive schools in the sub county are characterized by large classes and few resources to match the

population. Learners with physical impairments are therefore compelled to share the available instructional materials with their able bodied counterparts. Sharing with those without similar needs is challenging and in most cases they end up giving up. Nyende (2012) reveals that learners with physical impairments require extra resources to realize their functionalities. However in most schools in Homa-bay town sub-county where this study was carried, there are inadequate instructional resources such as text books. Books are distributed at a ratio of three or four pupils to a copy. This makes access impossible. Physically impaired learners are less persistent and display less motivation when they find themselves in more challenging areas like this one where they have to struggle to reach the book. In order for learners to get involved in the learning process, instructional materials used must be within the reach of the learner, Panda (1997).

Olufemi ,(2015) found out that when appropriate instructional materials are used learners get fully involved in the learning process. For instance, without page turners the learners without fore fingers will not manage to flip over pages during reading. Consequently they lose interest, causing them to lag behind in academics and later drop out of school.

Republic of Kenya (2012) ascertains that children with special needs often need specialized aids to move about, to read and write or to hear. For example, children with severe paralysis of the lower limbs required wheelchairs; It however noted

that the physically impaired learners had no specific resources put in place for them. In particular, the physically handicapped had been left to cope with the undesirable structures and barriers that inhibit their movements. Classrooms were not restructured to suit their needs thus, denying them accessibility and equalization of opportunities.

The accommodation of students with diverse needs in the same classroom gives rise to many challenges. Simple teaching resources that could normally be produced locally, such as maps, charts and other illustrative devices are not available in many educational institutions in developing countries (Eleweke & Rodda, 2002). The lack of physical facilities and instructional materials are major impediments to the implementation of inclusive education. RoK (2010) asserts that acute shortage of specialized equipment affects the quality of the services for children with special needs in Kenya. The MoES&T (2009) agrees that the effective implementation of inclusive education in Kenya is hampered by inadequate facilities, teaching and learning materials and lack of equipment. Nyaigoti (2013) in Rigoma division, Nyamira County, Kenya established that material resources in classes were not structured to accommodate learners with special needs or they were not adequate.

2.4 Physical facilities and implementation of Inclusive Education

Individuals with physical impairments are not disabled by their impairments but rather by barriers that exist within their surroundings, Olufemi (2015). A study carried out by UNESCO (2004) shows that most heads of institutions regard learners with physical impairments as wasteful and that guided by such sentiments they regard it as a waste of resources providing for learners with 'less productivity' when their average counterparts could efficiently deposit greater output.

Panda (1997), states that children with physical impairments generally have an average or above average intelligence. They only have a poor body image and if provided with relevant aid in terms of physical facilities they are capable of competing their regular counterparts in an inclusive setting. Such resources aid in mobility, classroom positioning and recreation for the learners within the school. Children with special education needs require special facilities to help the cope with barriers in learning. There is need for simple ramps and internal classroom arrangement to accommodate the physically challenged (UNESCO, 2004).

A general report on environment requirement for learners with special needs in regular schools by the task force on the implementation of FPE (2003) gave barrier free environment with compounds used by children, adopted toilets, bathrooms with added bars, ramps with recommended gradients to entries and

exits to classrooms, dormitories, playgrounds, spacious classrooms and dormitories, playgrounds, spacious classrooms which are well lit and ventilated, large classrooms to allow use of wheelchairs, provide inbuilt group hearing mechanisms and feedback mirrors and water (MOE, 2003). Since the inception of free primary education, most primary schools have been identified with overcrowded classrooms. UNESCO (2008) noted that there is still inappropriate infrastructure like buildings and toilets to making learning environment friendly for physically challenged children. Study by Kadima (2006) found out that physical facilities were inadequate; classrooms were overcrowded while toilets were narrow and had no seats making it difficult for special education needs learners to comfortably use them. In some areas classes were done under a tree. The study further established that in majority schools, there had been some modifications made on structures such as ramps and toilet seats. However, the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings. In schools where there were no ramps the learners with physical impairments depended on peers for accessing the toilets.

In Homa-bay sub-county where this study was carried most schools do not have such friendly environments for learners with physical impairments. Most heads of institutions say that it is the responsibility of the affected family to ensure provision of necessary equipment. Save for the governments' capacitation for the

same. However most learners with physical impairments hailed from poor backgrounds and cannot meet the high cost of these facilities. They rely on aid from both school and outside school, which is hard to come by. This influences implementation of inclusive education. It is this respect that the proposed study intends to establish the influence of physical resources on implementation of inclusive education.

2.5 Teaching methods and implementation of inclusive education

Children with special needs are excluded from meaningful participation in inclusive classrooms, UNESCO (2004). Majority of teachers in inclusive settings are unable to suit the needs of learners with special needs even though they approve of inclusion. The choices of teaching methods by the teachers in inclusive classes need to match the learning styles of all learners.

Following the challenges facing the free primary education policy, majority of school heads fail to acknowledge that learners with special needs require individualized instruction which demands for more time and resources. Classroom teachers concentrate on teaching the curriculum while the SNE teacher focuses on remediating instruction at the same time. Wangio (2014) found that teacher styles of teaching and perception influence implementation of inclusive education. Learners with physical impairments are of average intelligence. They are capable of making academic gains just as their regular counterparts.

A study done by Nyende (2012) reveals that since the inception of FPE, most rural schools are characterized by large enrolment. This makes most teachers resort to use teaching methods that give them easy time to manage the large number of learners, such as group discussions and whole classroom teaching. Unfortunately this influences implementation of inclusive

2.6 Classroom routine practices and implementation of inclusive education

For learners with disabilities to be successful in inclusive settings, the behaviour they exhibit in classroom should be consistent with the demands and expectations of their teachers and should also enhance their learning and socialization with their peers. Appropriate social and behavioural practices designed by teachers allow the learner to become part of the class, school and the larger community.

Gould (2000) states that, it is not only what the teacher covers in class but also how it is covered that determines what the learner acquires. Teachers must therefore maximize learning and the social well-being of the individual learner by providing extra time for learners with physical impairments. Further it states that classroom arrangements must provide enough space for easy and safe navigation within the classroom.

However, the school lets down children with physical impairments because of prejudice. Most routines are designed by teachers for the non-physically impaired learners. Olufemi (2015) found that teachers create barriers through such

measures as discipline practices to limit access to education to learners with physical impairments. Mege (2014) found that attitudes of teachers towards learners with learning difficulties can lead to absenteeism hence dropping out of school. Learners with physical impairments can be temperamental and impatient especially when faced with challenging situations, panda (1997). This, influences inclusive education.

2.7 Summary of reviewed literature

Meaningful inclusion is difficult: it involves adopting resources and facilities that can help meet the needs of every individual learner in an inclusive setting. According to Agnes (2012), difficulties in teaching and learning of children with physical impairments occur in context of distribution of time and resources. While Nyaigoti (2013) established that physical facilities have not been established in most public primary schools to accommodate learners with physical impairments. Nyende (2012) also found out that since the inception of FPE public primary schools have been characterized by an influx of learners. This has created the problem of congestion in classrooms in public primary schools making learning inaccessible and distribution of resources a great challenge for teachers and learners.

Physically impaired learners require extra resources. Wangio (2012) found out that teacher teaching styles influence the learning habits of learners with special

needs. The intellectual development of learners with physical impairments can be accelerated by use of meaningful, purposeful and interesting material familiar to the child. Mege (2013) established that the attitudes of teachers towards learners with learning difficulties can lead to absenteeism hence dropping out of school. In a nutshell, it is not enough to say that everyone has a right to education without putting in place mechanisms to ensure facilitation for access, retention and completion of education at primary level. This study therefore has investigated on the school factors influencing implementation of inclusive education in Homa-bay sub-county basing on the above studies and the theory below.

2.8 Theoretical framework

This study was based on Oliver (1983) Social Model of Disabilities, this model is derived from the social constructionist theory, which states that impairments exist in the existing physical world and disability is a social construct that exist in a world beyond language within massive organization of shared meanings, discussions and limitations created by the environment at a particular time and place.

The social model of disability confirms that some individuals have physical or psychological differences which can affect their ability to become functional in life. Further it states that it is the society that causes individuals with physical or psychological differences to be more disabled. Individuals with impairments are

not disabled by their impairments but rather by the barriers that exist in society which do not consider their needs. The model discusses these barriers into three distinct categories as; environmental, economic and cultural barriers.

The model postulates that the environment disables impaired people by not being accessible enough for their mobility functions which enable them to communicate as effectively as their able bodied counterparts. A larger percentage of the environment is designed by non- impaired people for the non- impaired. For instance learners with physical impairments require extra resources: time and material. The model suggests that disability- friendly environment would include walkways, lights, wide doorways and wide corridors and accessible fittings such as low doorknobs and light switches .These are the same modifications required in schools for inclusive settings. The model further argues that people can be disabled by lack of resources to meet their needs. Therefore economically, the society does not provide the same opportunities to people with impairments which should actually start at school: lessons are designed for non-impaired learners using instructional resources, physical facilities and teaching methods suitable for learners without impairments.

The cultural dimension of the social model of disability postulates that society disregards impaired people because of the negative shared attitudes of the non-impaired community. Prejudice is associated with the belief that disabled people

are not seen as normal by non-disabled people. Prejudice is evident in how classroom practices are designed. For example, in the way the classrooms are arranged, and the strictly followed time schedule that guides all learning programs in school, with little regard to the learner with physical impairment who needs extra to become functional.

Social model can be applied in education along cultural lines .The teachers perceive the learners with disability as abnormal and that those learners can only benefit in special schools as opposed to mainstream setting. This is a wrong perception because disabled and non-disabled learners both benefit in an inclusive setting. The social model was further modified in the Development of the Disability Right Movement by Winter (2003) who argues that people with disabilities should be empowered not oppressed, included not excluded. The social model put it clear that schools need to improve on various factors in order to accommodate learners with special needs. To facilitate inclusion, physically impaired learners require adaptive physical facilities such as ramps, wheelchairs, spacious rooms, cut out desks and corner seats. If physical facilities and instructional resources are modified, there is likelihood of realizing effective inclusion of learners with physical disabilities in regular public primary schools. Teachers also need to change their methods of teaching and adopt child friendly methods of teaching. Awareness programmes are necessary for serving regular

teachers as they will help add more knowledge and skills concerning Inclusive Education.

This model was applicable to the study because implementation of Inclusive Education in public primary schools depends on how well school factors are modified and adapted to meet the needs of learners with physical impairments.

2.9 Conceptual framework

A conceptual framework is a description that employs the use of a drawing or diagram to explain the interrelationship between the variables especially the independent and the dependant variables (Orodho 2009). School based factors such as instructional resources, physical facilities, teaching methods and classroom routine practices if well adapted would lead to implementation of inclusive education in public primary schools. The interrelationship of the variables in the study is shown below on Figure 2.1.

```
┌─────────────────────────┐
│ Instructional resources:│
│ Text books, head pointers,│─────┐
│ page turners,           │     │
│ communicating boards    │     │
└─────────────────────────┘     │
                                │
┌─────────────────────────┐     │
│ Physical facilities: toilet│   │
│ seats, walkways, cutout │─────┤
│ desks, spacious rooms,  │     │
│ level play grounds      │     │
└─────────────────────────┘     │
                                │
┌─────────────────────────┐     │
│ Teaching methods:       │     │
│ individualized instruction,│──┤
│ modeling, and drawing.  │     │
│ discussion              │     │
└─────────────────────────┘     │
                                │
┌─────────────────────────┐     │
│ Classroom routine practices;│ │
│ sitting for cats, standing up│─┘
│ when greeting a teacher │
│ &answering a question,  │
│ running to class in response│
│ to a bell               │
└─────────────────────────┘
```

Figure 2.1 Conceptual framework on interplay of study variables

This model identifies the variables under study and shows their relationship. The instructional materials, physical facilities, teaching methods and classroom routine practices applied in handling learners with physical impairments in the implementation process. In the model the teaching-learning process is the dependant variable. While the instructional methods, physical facilities, teaching methods and the classroom routine practices are the independent variables. When the instructional materials are appropriate, teaching methods are differentiated to

suit the learners with physical impairments and classroom routine practices well-tailored to suit the needs of learners with physical impairments there will be an effective implementation process of inclusive education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology covering research design, target population, sample size and sampling procedures, research instruments, data collection procedures and methods of data analysis and ethical considerations.

3.2 Research design

The study adopted descriptive survey design. The design is aimed at describing, recording, analyzing and reporting conditions that exist naturally (Kothari 1993). The design gathers data from a relatively large number of cases at a particular time, (Ogula, 2005). The purpose of a descriptive survey design is to examine and establish the relationship that exists, the beliefs which are held, the practices, the processes and the trends that are up coming, (Mugenda and Mugenda, 2003). This design was appropriate for the study because it helped the researcher to understand the actual state of affairs: the relationship that existed between the school factors in public primary schools and their influence on the implementation of inclusive education for physically handicapped learners. The researcher collected analyzed and reported information as was obtained without manipulating the variables.

3.3 Target population

In this study the population consisted of 172 public primary schools, with 172 head teachers, 1722 teachers and 68 learners with physical impairments, (Teachers Service Commission Homa-bay Sub-County, 2016).The target population of this study as derived from the population above was 17 schools with 17 head teachers, 172 teachers and 20 learners with physical impairments.

3.4 Sample size and sampling procedure

According to Mugenda and Mugenda (2003), ten percent or above of the accessible population is enough for a survey study. The target population of this research was therefore derived from 10% of 172 schools which is 17 schools. The schools were randomly sampled to select the first 7 schools without physically impaired learners and there head teachers whereas the other 11 were purposively sampled to obtain those with learners with physical impairments, with their head teachers as well, totalling to 17 schools and 17 head teachers According to Mugenda and Mugenda (2003) purposive sampling enables the researcher to use cases that have the required information in respect with the objectives of the study. Ten percent of the population of the 1722 teachers was 172 teachers. To select teachers the researcher used random sampling in order to give equal opportunity to all teachers in the selected schools. Thirty percent of the pupils' population was 20 pupils. To select pupils the researcher used stratified random

sampling. This ensured that the researcher got to address the gender differences in

the population. The Table 3.1 shows how the 20 pupil population was reached.

Table 3.1 Sampling framework for respondents

Categories	Target population	Sample size	% sample
Head teachers	172	17	10%
Teachers	1722	172	10%
Physically impaired Learners	68	20	30%
Total	**1962**	**209**	

3.5 Research instrument

The researcher used the following instruments for data collection: questionnaires, focus group discussion guide and an observation check list. It may be noted that a variety of instruments was used. This approach is supported by Picciano (2004) who contends that the use of a number of research instruments, commonly referred to as triangulation, for collection of data enhances the results of each tool. This therefore implies that the gap discovered by one instrument can be verified by the other instrument(s).

3.5.1 Questionnaires

Ogula (2005) defines a questionnaire as a well-designed collection of items to which a participant is expected to react in writing. Questionnaires are useful instruments in collecting primary data. Questionnaires allow freedom to the respondent to express their views and make suggestions without fear as

confidentiality is assured, Orodho (2005). Questions in this instrument were both close-ended and open-ended. The close-ended were used because they are simple to administer and to analyze since they are in immediate usable form and are also economical in terms of time and cost, Orodho (2005). The open-ended items were used because they basically give room to the respondent to freely express their views or their insights about the given phenomenon under study (Kombo & Tromp, 2006).

In this study, the researcher developed two questionnaires: one for the head teacher and another for the teachers. The questionnaires were divided into sections A, B, C, D and E. Section A consisted of background information on gender, age and academic qualification. Section B consisted of information on instructional materials for learners with physical impairments. Section C consisted of information on physical facilities for learners with physical impairments in the school. Section D was all about the teaching methods applied by teachers on learners with physical impairments in the school and finally section E was about the classroom routine practices presented to learners with physical impairments in inclusive settings.

3.5.2 Focus group discussion guide

The researcher also used focus group discussion guide to obtain data from the pupils. According to Punch (2004), focus group discussions can also make very

important contributions in education. They can collect a lot of information within a short period of time. This study needed a lot of information from pupils and therefore FGD guide was the most appropriate instrument. The focus group discussion conducted involved a total of 60 learners with physical impairments in the sampled schools which provide an interactive forum through which the learners gave concerning the study which otherwise would not have been easy to obtain using other research instruments. It was ideal to use discussion group of ten learners.

3.5.3 Observation check list

An observation checklist provides information about the actual behavior (Kombo &Tromp 2006). The use of an observation check list enables a researcher to witness the situation personally without relying on other people. This was ideal for the researcher to obtain data concerning the school physical facilities for physically impaired learners the researcher used the observation checklist, (Ogula 2005).

During the observation a formal approach was adopted, which helped to generate more information about the availability of the physical facilities. The researcher visited the sampled schools to observe the facilities as the existed. This instrument was used to obtain information that would not be obtained by the questionnaire.

3.6 Instrument validity

Validity refers to whether an indicator (or a set of indicators) that is devised to measure a concept really measures that concept (Bryman, 2008). The instruments in this case must seek to collect information that will be relevant to the respondents: questionnaires for the head teachers and teachers while the focus group discussion guide was for the pupils and the observation checklist for physical facilities. Orodho (2005) views validity as the degree to which the empirical measure or several measures of a concept, accurately measure the concept. The questionnaires and the FGD contained questions that triggered the respondents to give relevant information for the topic of study. Instrument validity was first ascertained by giving them to the supervisors who through intelligent judgment validated the instruments. Adjustments were made then made after the supervisors' scrutiny.

The instruments were also administered to one pilot school before the study to determine instrument validity. This pilot school was not included in the study. Piloting made the researcher realize the shortcomings of the instruments and made necessary adjustments; re-phrasing the statements that needed to be adjusted before embarking on the actual data collection.

3.7 Instrument reliability

Reliability is the consistency with which an instrument exhibits certain expected outcome of a concept (Bryman, 2008). The test-retest method was used in the study to establish the consistency with which the research instruments generate the same information on repeated attempts. This involved administering the research instruments in the pilot schools; scoring the instruments manually; administering the same instrument to the group of subjects after two weeks and scoring the instruments manually; then comparing the responses obtained in the two occasions. Pearson's Product Moment Correlation Co-efficient was computed to establish the correlation co-efficient. Correlation Coefficient (r)

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Where:-

X	=	the sum of scores in x distribution
Y	=	the sum of scores in y distribution
	=	symbol of summation
X^2	=	the sum of squared scores in x distribution
Y^2	=	the sum of squared scores in y distribution
XY	=	the sum of products of paired x and y scores
N	=	the total number of subjects.

A correlation co-efficient of 0.78 was obtained. According to Mugenda and Mugenda (2003), a correlation co-efficient of 0.6 to 0.9 shows that the instrument

is appropriate or highly reliable. The reliability coefficient was 0.78 and therefore the instruments were deemed reliable.

3.8 Procedure for data collection

Upon clearance by the Department of Educational Administration and Planning of The University of Nairobi, the researcher proceeded to the Ministry for Education Science and Technology through the National Commission for science Technology and Innovation (NACOSTI), to seek for a research permit. Thereafter proceed to the Homa-bay County Commissioner's office and the Homa-bay County Director of Education Office, for further consent before visiting the schools. The researcher then paid a courtesy call at the various schools to explain the intentions of the study and booked for appointments with the school heads to allow for the administration of the questionnaires, and the focus group discussion guides to the respondents.

3.9 Data analysis techniques

The research instruments were collected from the respondents and verified to confirm whether they were completed before being coded. According to Kombo & Tromp (2006) data analysis refers to examining what has been collected and making deduction and inferences. Data were analyzed using inferential statistics which included frequency and percentages. Tables and figures were extensively used in regard to reports because they represent research results more clearly than

text representation, (Miriwa and Wamahiu, 1995). The statistical package for social sciences (SPSS) version 24 was used. The SPSS has a capability of offering extensive data handling and numerous statistical analysis routines that can analyze small to very large data statistics, Mujis (2004). Quantitative data were analyzed using frequency distribution tables and percentages. Qualitative data narratives and tabulated accordingly.

3.10 Ethical considerations

Upon clearance from the department of education administration and planning, The researcher applied for permission from the NACOSTI before proceeding to the County Director of Education Homa-bay County and later to the head teachers of the selected schools. The researcher sought to establish a good rapport with the respondents who were expected to give information concerning the objectives of the study voluntarily. Thereafter the researcher enlightened all the participants of the purpose of the study they were requested to take part. They were further informed of the risks they would face and the benefits that might accrue to them as participants in the study. The respondents were assured of confidentiality and anonymity throughout the exercise by the researcher. They were asked not to write their names on the questionnaires. The respondents enjoyed their right to decide when, where, to whom, and to what extent his or her attitudes, beliefs, and behavior were to be used. The researcher made sure that she protected the participants against humiliation.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The purpose of this study was to investigate the influence of school factors on implementation of inclusive education in Homa-bay town sub-county, Kenya. This chapter presents data analysis, interpretation and discussion of findings. The data was analyzed using descriptive statistics in frequencies, percentages and mean as well as standard deviation are done to interpret the data. The chapter is presented according to the research objectives including the questionnaire return rate and demographic information.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the questionnaires returned after they have been issued to the respondents. Table 4.1 shows the questionnaire return rate for the study

Table 4.1 Questionnaire return rate

Targeted Respondents	Sample size	Responses	Return rate (%)
Head teachers	17	14	82.3
Teachers	172	146	84.4
Pupils	40	40	100
Total	**229**	**160**	**84.6**

The results on Table 4.1 indicate that all the research instruments were above 80 percent returned. A response rate of above 80 percent is adequate for social sciences studies, Baruch (1999). This implies that the return rate is deemed adequate for data analysis. A total of 18 pupils with physical impairments (84.2 percent) participated in the focus group discussion, in groups of four.

4.3 Demographic data of the respondents

This section presents the data concerning the background of head teachers, teachers and that of pupils that were used in the study. Conclusions and inferences are largely drawn on the basis of characteristics of the respondents. The section presents the demographic data of head teachers precede that of teachers and then follows that of the pupils.

4.3.1 Gender of participants

To establish the gender of head teachers, they were requested to indicate their gender. The responses are presented in Table 4.2.

Table 4.2 Distribution of head teachers by gender

Gender for Head teachers	Frequency	Percent
Male	10	71.4
Female	4	28.5
Total	**14**	**100**

41

Table 4.2 indicates that the majority (71.4 percent) of head teachers were male with only 29 percent being female. This shows that more schools were headed by male head teachers hence the government's policy of one third representation in leadership positions is not adhered to. This may to some extent disadvantage the girl child in terms of facilities in areas such where male head teachers are gender insensitive in inclusive institutions.

To establish the gender for teachers, they were requested to indicate their gender and the response was recorded in Table 4.3

Table 4.3: Distribution of teachers by gender

Gender for teachers	Frequency	Percent
Male	51	34.8
Female	95	65.0
Total	**146**	**100**

The findings on Table 4.3 show that majority of teachers were female (65 percent). This was a clear indication that the number of female teachers surpasses that of the male in public primary school. Female teachers are more motherly and can be accommodative to learners with physical impairments. These perhaps were the reason for the presence of learners with physical impairments in these institutions.

To establish the gender for learners, they were asked to indicate their gender and the response was recorded in Figure 4.1.
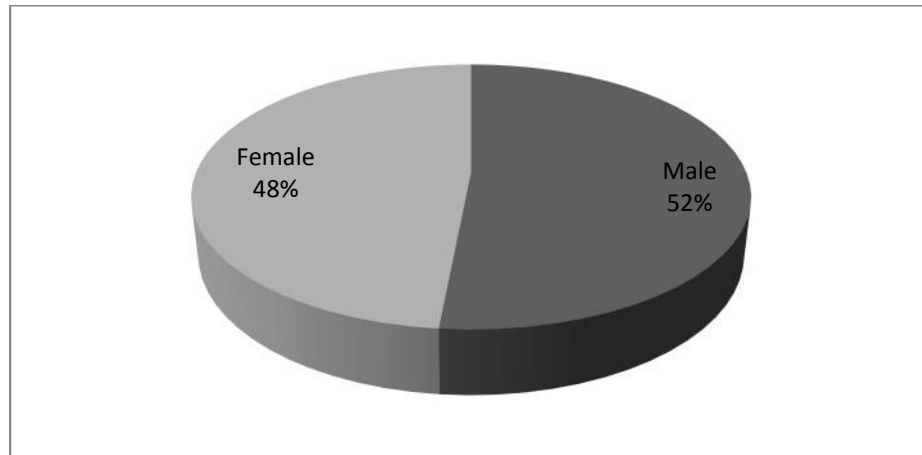
Figure 4.1: Distribution of learners by gender

Figure 4.1 indicates that majority of learners are male (52 percent). This shows that gender parity has not been achieved.

4.3.2 Age of participants

Head teachers were further asked to indicate their age. Their responses were recorded in Table 4.4

Table 4.4: Distribution of head teachers by age bracket

Age for Head teachers	Frequency	Percent
31 – 40 years	1	7.1
41 – 50 years	3	21.4
51 – 60 years	10	71.4
Total	**14**	**100**

Table 4.4 shows majority (71. 4 percent) of head teachers were aged between 51-60 years. This shows that head teachers were relatively old which presupposes that they may have worked for a considerable long time and hence experienced in instructional materials and the most appropriate physical facilities which facilitate effective implementation of inclusive education in public institutions. This finding corresponds with Thuo (2009) which stated that majority of teachers and head teachers were old and mature enough to appreciate the rationale of inclusive education. They may also have a robust experience on teaching methods that can be more effective in an inclusive setting and also on how to organize classroom routine practices that are accommodative of all learners despite their special need.

Teachers were asked to indicate their age. Their responses were recorded in Table 4.5

Table 4.5: Distribution of teachers by age bracket

Age for teachers	Frequency	Percent
31 – 40 years	94	64.3
41 – 50 years	38	26.0
51 – 60 years	14	9.5
Total	**146**	**100**

The findings on Table 4.5 indicate that majority of teachers were aged between 31 – 40 years. The teachers are mature and experienced in the implementation of inclusive education.

4.3.3 Academic qualification of participants

The head teachers were asked to indicate their highest academic qualification. Figure 4.2 shows head teacher's highest academic qualifications
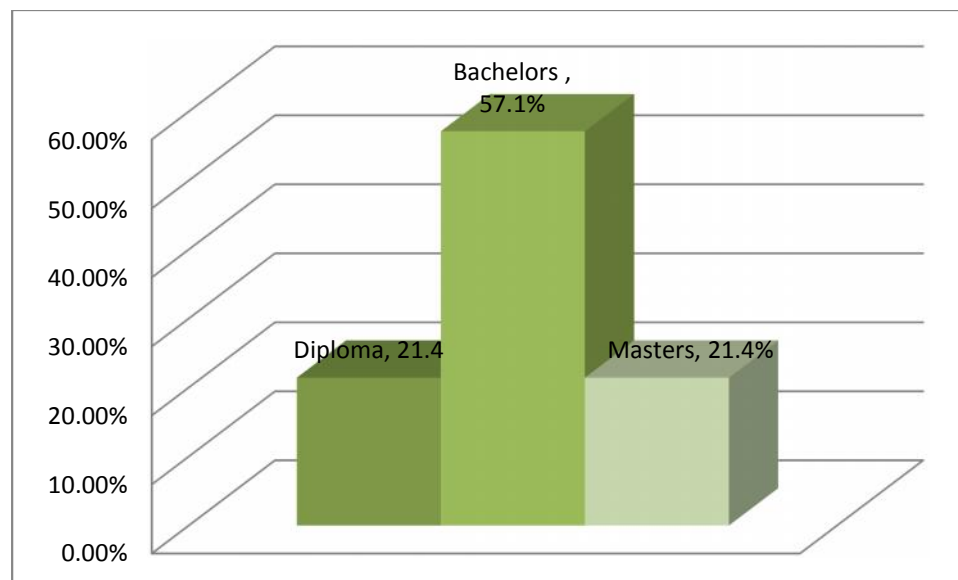
Figure 4.2: Distribution of head teachers on their academic qualification

The data on Figure 4.2 indicate that, majority of head teachers (57.1 percent) had bachelors in education. This implies that majority of head teachers had attained higher academic qualifications and that they are better informed on new instructional materials, modern physical facilities, better teaching methods and better way of forming easy classroom routine practices in an inclusive institutions.

Teachers were further asked to indicate their academic qualifications and their response were recorded in Figure 4.3.
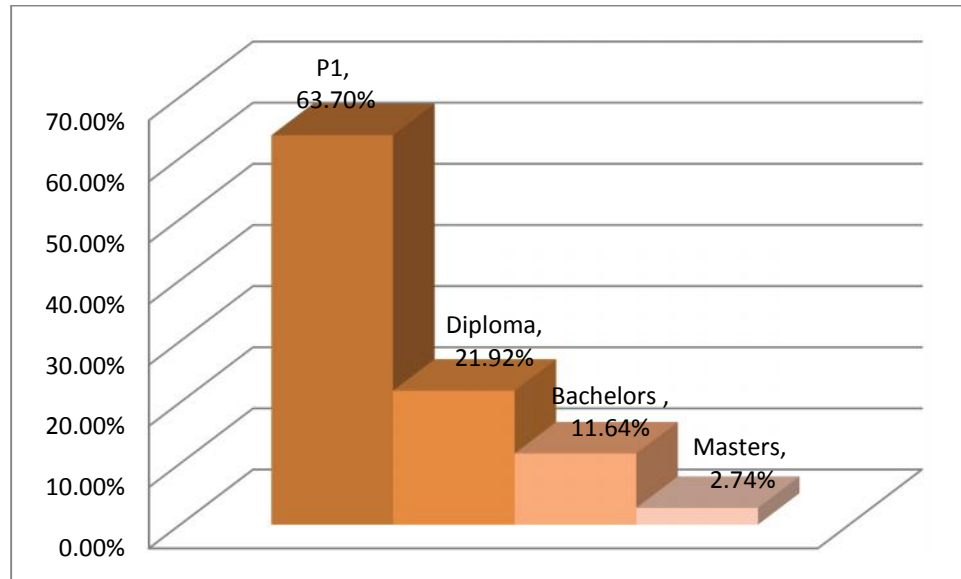
Figure 4.3: Distribution of teachers by academic qualification

The data on Figure 4.3 indicate that of majority teachers (63.7) have P1 certificates. This information reveals that the teachers who took part in this study had professional training in education, and this is important in the implementation of inclusive education and other education policies.

4.4 Instructional materials and implementations of inclusive education

The first objective of the study was to establish the influence of instructional materials on implementation of inclusive education for learners with physical impairments in public primary schools in Homa-bay town sub-county. The head

teachers were asked whether they had attended any workshop or seminars concerning inclusive education. Their responses are shown in Figure 4.4
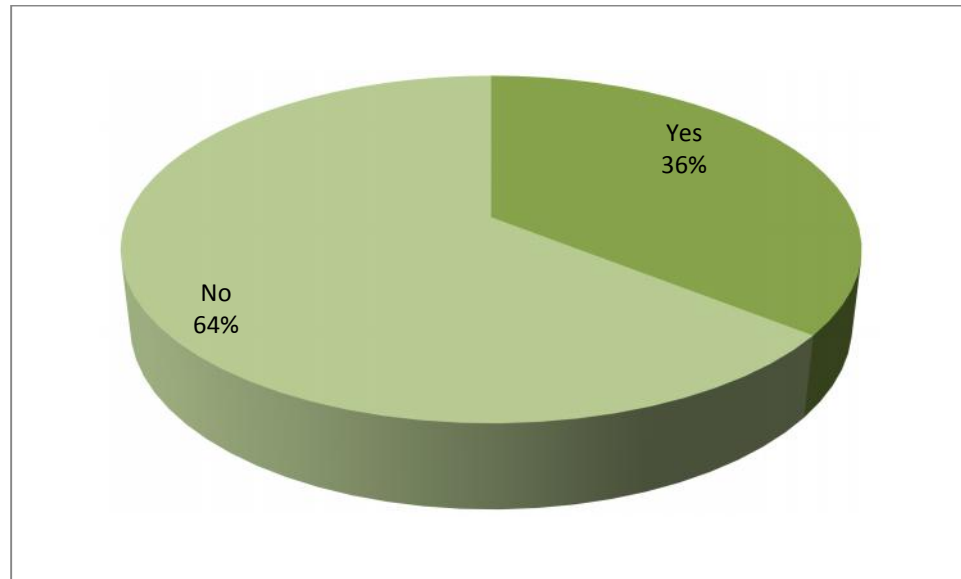
Figure 4.4: Head teachers' attendance of seminars and workshops

The data on Figure 4.4 indicate that majority of head teachers (64 percent) had not attended seminars and workshops on inclusive education. This implies that most of them had no knowledge on how to handle SNE learners in an inclusive institution. This has a negative impact on implementations of inclusive education.

To establish the enrollment of children with physical impairments in public schools, head teachers were asked to state the number of children with physical impairments in their schools in three successive years. Results are indicated in Table 4.6

Table 4.6: Enrolment of learners with physical impairment

Enrolment of physically impaired learners	Frequency	Percent
0 – 9	10	71.4
10 – 19	3	21.4
Over 20	1	7.1
Total	**14**	**100**

Table 4.6 indicate that majority of schools (71.4 percent) received between 0 – 9 learners every year in the last three years. This implies that the majority of public primary schools had fewer learners with physical impairments as compared to regular learners. This could be a reason why most head teachers do not consider it necessary to plan for appropriate resources for such learners despite the fact that the school receives funds for the same. This influences implementations of inclusive education.

4.4.1 Influence of Instructional materials on implementation of inclusive education

The study sought to find out from head teachers and teachers whether the instructional materials influenced teaching and learning of learners with physical impairments. The findings are shown in Table 4.7.

Table 4.7: Influence of instructional materials on implementation of inclusive education

Instructional materials	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	9	64.2	110	75.3
No	5	35.7	36	24.6
Total	**14**	**100**	**146**	**100**

Table 4.7 indicates that 64.2 percent of head teachers and 75.3 of teachers agreed that instructional materials influenced implementation of inclusive education of learners with physical impairments. These findings do agree with Allen and Schwartz (2001) who asserts that the use of appropriate instructional material resources leads to smooth inclusion.

Head teachers were further asked whether the schools had received any funds or materials support from the government or any institution. Their response are shown in Table 4.8.

Table 4.8: Head teachers' responses on receiving funds or material support

Reception of funds	Frequency	Percent
Yes	11	78.5
No	3	21.4
Total	**14**	**100**

The findings in Table 4.8 indicate that majority of head teachers (78.5 percent) had received funds or material supports either from the government or other non-governmental institutions. This implies that the government has fulfilled its promise to provide for free primary education and the inclusive approach as stated in the government constitution of 2010 and reflected in EFA goals.

Further, head teachers were asked to state whether the fund was sufficient for the needs of learners with special needs. Their response is presented in Table 4.9.

Table 4.9: Head teachers' approval of government fund

Government capacitation	Frequency	Percent
Sufficient	1	7.1
Not sufficient	13	92.8
Total	**14**	**100**

Table 4.9 shows that majority of head teachers (92.8 percent) approved of the government capacitation to be insufficient. This implies that the funds provided by the government cannot cater for the needs of learners with special needs. This is in disagreement with government report (Republic of Kenya, 2005) that it had increased grants to schools for procurement of facilities for effective implementation of inclusive education. Head teachers cited that the cost of most equipment for learners with special needs is too high to purchase and maintain. This makes availability of instructional materials and physical facilities for learners with special needs hard to obtain. This influences implementation of inclusive education as the approach directly relies on resources which depend on these funds.

Head teachers were also asked to state the instructional materials for learners with physical impairments in their school. The response was recorded in Table 4.10

Table 4.10 Available instructional resources for learners with physical impairments

Instructional materials	Frequency	Percent
Abacus	7	50
Page turner	3	21.4
Pen holder	4	28.5
Word stamp	14	100
Head pointers	6	42.8

N = 14

Table 4.10 indicate that majority of schools have no such instructional resources for learners with physical impairments. This implies that learners with physical impairments in these schools experience functional difficulties such as inability to write using a pen, reduced writing speed, involuntary head movements which affect ability to read standard sized print, in ability to turn pages and to manipulate resources in their learning environment. This is in line with Agnes (2012) study who found out that difficulties of learners with physical impairments occur in context with the distribution of time and resources.

Head teachers were also asked to state whether there were other instructional materials in the school. Their response are presented in Table 4.11

Table 4.11: Head teachers' responses on availability of other instructional materials

Availability of instructional materials	Frequency	Percent
Yes	12	85.7
No	2	14.2
Total	**14**	**100**

The findings on Table 4.11 indicate that majority (85.7percent) of head teachers answered yes that their schools are well equipped with other instructional

materials. This implies that most head teachers plan with preference for the regular learners than the physically impaired learner. This denies learners with physical impairments access in regular schools hence influencing the implementation of inclusive education.

Head teachers were also asked the ratio of pupils to instructional material (books) in their schools. Their responses are shown in Table 4.12

Table 4.12: Ratio of pupils to instructional materials

Ratio of pupils to books	Frequency	Percent
4:1	9	64.2
3:1	2	14.2
2:1	2	14.2
1:1	1	7.1
Total	**14**	**100**

Table 4.12 shows that majority of head teachers (64.2 percent) have learners in their schools allocated books at a ratio of 4:1.This means that 4 pupils share a copy of a text book. This is contrary to the directive issued in the free primary policy. According to Tony (2015), textbook to pupils ratio are consistently specified as 1:1 although rarely achieved in practice. This implies that learners with physical impairments in such classes have mobility difficulties and may find

it frustrating to cope hence making them lug behind; this may lead to poor academic performance or even drop out. This influences the implementation of inclusive education negatively.

Teachers were also required to give information concerning the ratio of pupils to instructional materials (books) for learners with physical impairments in their class. Their   response are presented in Table 4.13

Table 4.13 Teachers' responses on ratio of pupils to instructional materials in class

Ratio of pupils to books	Frequency	Percent
4:1	97	66.4
3:1	49	33.5
Total	**146**	**100**

The findings in Table 4.13 indicate that majority of teachers (66.4 percent) allocate books at a ratio of 4.1. This means four pupils share a copy. This implies that learners who have mobility difficulties are not given preference, they therefore find it frustrating to cope hence making them lug behind. This may lead to poor academic performance or even dropping out of school.

As noted by pupils through the focus group discussion guide, it is challenging for them to share books as it greatly influences their involvement in the learning process in class. They confirmed that course books and supplementary books are few and are shared among large groups in class. This makes learners with physical impairments more disabled, as they have to struggle to reach the book in order to take part in the learning process. This in correspondence with the study done by Moodely (2002) which found out that in order for learners with disabilities to get involved in the learning process, instructional materials used must be within their reach.

4.5 Physical facilities and implementation of inclusive education

The second objective of the study was to determine the influence of physical facilities on implementation of inclusive education. Head teachers were required to identify physical facilities available in schools for learners with physical impairments. Their responses are shown in Table 4.14

Table 4.14: Availability of physical facilities

Physical facilities	Available (F)	percentage	Not available (F)	percentage
Toilet seat	1	7.1	13	92.8
Walkway	3	21.4	11	78.5
Wheelchairs	4	28.5	10	71.4
Cutout desks	6	42.8	8	57.1
Corner seats	3	21.4	11	78.5
Modified tables and chairs	4	28.5	10	71.4
Door knobs	3	21.4	11	78.5
Wide doors	5	35.7	9	64.2
Corridors	7	50	7	50
Light switches	11	78.5	3	21.4

N = 14

Table 4.14 indicates that majority of schools (92.8 percent) had no toilet seats, 78.57 percent had no walkways and 71.4 percent had no wheelchairs. This is in agreement with the discussions in the focus groups where pupils said that schools lacked necessary physical facilities. This implies that majority of schools have no physical facilities for learners with physical impairments. These findings are in line with UNESCO (2008) who noted that there is still inappropriate infrastructure to making learning environment friendly for physically impaired children. Further schools need to be restructured in order to respond effectively to

the needs of all learners. This will influence positively implementation of inclusive education in schools.

The study sought to establish from head teachers and teachers whether the availability of physical facilities influenced implementation of inclusive education. Their responses are presented in Table 4.15

Table 4.15: Teachers' responses on influence of physical facilities

Influence of physical facilities	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Yes	11	78.5	132	90.4
No	3	21.4	14	9.5
Total	**14**	**100**	**146**	**100**

The findings on Table 4.15 indicate that majority of head teachers (78.5 percent) and teachers (90.4 percent) answered yes that physical facilities influenced implementation of inclusive education. According to Republic of Kenya (2010) the quality and adequacy of physical facilities, equipment, teaching and learning resources determine how effectively inclusive education is to be implemented. The pupils with physical impairments in the focus group discussions indicated

that availability of physical facilities makes it effective for them to learn like regular pupils although they were not comfortable using the current physical facilities that were in school.

4.6 Teaching methods and implementation of inclusive education

The third objective of the study was to examine the influence of teaching methods applied by teachers on implementation of inclusive education. The study sought to identify teaching methods used in teaching learners with physical impairments. Teachers were asked to identify methods they used. Their responses are presented in Table 4.16.

Table 4.16: Teachers' application of teaching methods

Categories	Applied		Not applied	
	Frequency	**%**	**Frequency**	**%**
Individualized instruction	31	21.2	115	78.7
Unit teaching	67	45.8	79	54.1
Thematic teaching	53	36.3	93	63.0
Peer tutoring	71	48.6	75	51.3
Task analysis	39	26.7	107	73.2
Prompting	24	16.4	122	83.5

N = 146

Table 4.16 indicate that majority of teachers (78.7 percent) did not apply individualized instruction due to overcrowded classes and limited time. The pupils in the focus group discussions indicated that teachers mainly used teacher centered methods like talk and chalk. 54. 1 percent did not use unit teaching and 63.7 didn't apply thematic teaching. This shows that there are many challenges in using teaching methods that are accommodative of the needs of learners with physical impairments. This makes it difficult to implement inclusive education as needs of learners with physical impairments are not catered for. The learners in the focus group discussion preferred individualized instruction which they said it catered for their needs satisfactorily. The teachers were further asked whether the teaching method they used were effective for learners with physical impairments. Figure 4.5 shows their responses.
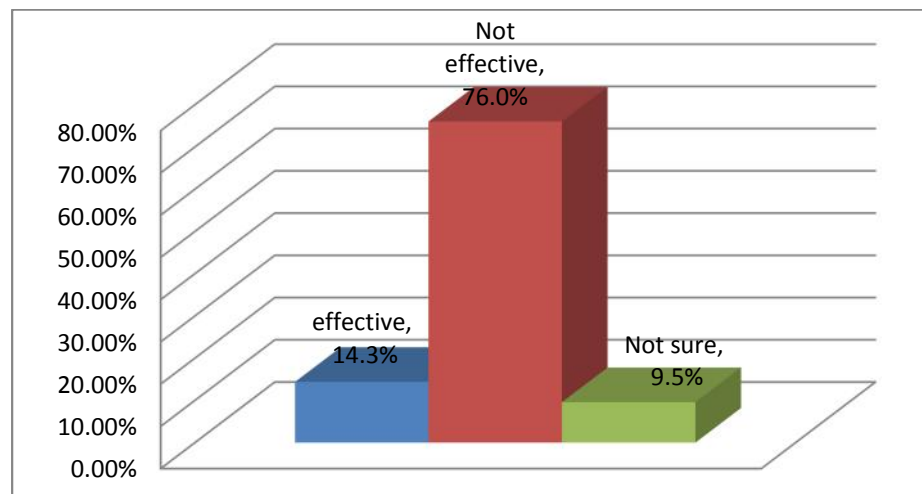
Figure 4.5: Teachers' responses on effectiveness of the teaching methods

The results on Figure 4.5 indicate majority of teachers (76.0 percent) said that teaching methods in content delivery were not effective for learners with physical impairments. These findings imply that the teaching methods used were not effective on the learners with physical impairments since they were left behind in most cases. The main objective of inclusive education is to integrate the learners who may be otherwise be segregated by virtue of abilities and disabilities into the main stream. Hence it is the responsibility of the classroom teacher to identify the needs of all learners and apply methods that would accommodate all learners. The effectiveness of teaching methods influenced the implementation of the inclusive education badly. This is in line with a study carried by Wangio (2014) who found that teacher teaching styles and perceptions influence implementation of inclusive education. Teachers were asked to give their suggestion on their most preferred teaching method on learners with physical impairments. The response was indicated in Table 4.21

Table 4.21 Teaching methods suggested by teachers

Teaching methods	frequency	percentage
Group discussion	27	10.1
Individualized instruction	83	54.3
Peer tutoring	72	40.8
Total =	**172**	**100**

The Table shows that majority (54.3%) prefer the use of individualized education instruction, 30% are in favour of peer tutoring while 30% prefer group discussion. This implies that teachers given appropriate resources would prefer to use methods that would cater for the needs of learners with physical impairments.

Pupils however prefer their teachers to allow them to work together with their able bodied counterparts to those that make them be taught in isolation. This is in line a study carried by UNESCO (2004) , which found that all children learn together and value their relationships despite their diverse backgrounds and abilities.

4.7 Classroom routine practices and implementation of inclusive education

Teachers were asked the extent at which classroom routine practices enhanced in schools influenced implementation of inclusive education. Their responses are presented in Table 4.17.

Table 4.17 Influence of classroom routine practices

Categories	Poor		Good		Very good		Excellent	
	F	%	F	%	F	%	F	%
Well-spaced seating arrangements with spaces between the rows to enable easy and safe movement within the classroom	3	21.4	8	57.1	2	4.2	1	7.1
Extra time allowance to allow late arrivals by learners with mobility difficulties	1	7.1	3	21.4	8	57.	1	7.1
Extra time to allow those with functional difficulties to catch up with the rest of the learners in class.	5	35.7	6	42.8	1	7.1	2	4.2
Exceptional considerations to exempt learners with physical impairments from vigorous classroom social and academic activities	3	21.4	8	57.1	2	4.2	1	7.1
Promotion on the basis of skill acquisition and not academic achievement.	2	14.2	10	71.4	1	7.1	1	7.1
Longer rest periods	1	7.1	11	78.5	1	7.1	1	7.1

Findings in Table 4.17 indicate that majority of classes (57.1 percent) had well-spaced seating arrangements, gave extra time allowance to allow late arrivals by learners with mobility difficulties and also gave exceptional considerations to exempt learners with physical impairments from vigorous classroom social and academic activities. This implies that classroom routine practices enhanced in schools was good and influenced implementation of inclusive education. Teachers

were asked whether the adopted classroom routine practices had influence in the implementation of inclusive education. Their responses are presented in Figure 4.6.
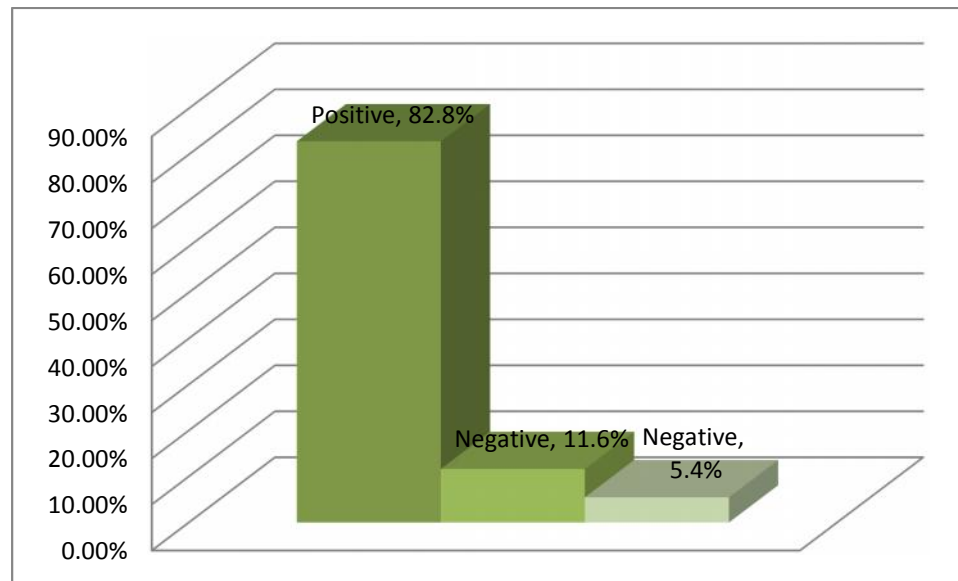
Figure 4.6: Teachers' responses on influence of classroom practices

The results on Figure 4.6 indicate that majority of teachers (82.8 percent) said that classroom routine practices had positive influence on the implementation of inclusive education. The focus group discussions also supported the view that classroom routine practices influenced implementation of inclusive education.

4.7.1 Challenges faced in teaching learners with physical impairments

The challenges faced in teaching learners with physical impairments were numerous they include; lack of trained teachers in special needs education, lack of physical facilities suited for challenged learners, inappropriateness of teaching and learning

material, slow and low provision of teaching and learning resources, inadequate funding to meet the basic learning needs such as the necessary facilities and other support needed, rigid curriculum and poor institutional and professional practices that cannot adequately address stigma and discrimination. In the focus group discussion, the challenges were said to discriminate learners with physical impairment and this negatively affected their learning.

For proper implementation of inclusive education, more teachers should be trained in special need education, the government should increase fund for special need education, schools should ensure that there are enough physical facilities for learners with physical impairments and the provision of learning and teaching resources for learners with physical impairments should be done in the shortest time possible.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary of the study, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of this study was to investigate the school factors influencing implementation of inclusive education in Homa-Bay sub-county, Kenya. Specifically, the study was set to establish the influence of instructional resources, physical facilities, teaching methods applied by teachers and classroom routine practices on implementation of inclusive education for learners with physical impairments in public primary schools. The study employed a descriptive survey research design where the target population consisted of 17 schools, 17 head teachers, 172 teachers and 20 pupils with physical impairments. Purposive sampling method was used to pick the schools and head teacher. Teachers were selected using random sampling and pupils stratified random sampling.

The researcher used questionnaires and focus group discussion guide as the instruments for the study. The study had two sets of questionnaires, which were used to collect data from school head teachers and teachers. Focus group

discussion guide was used to collect data from pupils. After getting introductory letter from the university and permit from the National Council of Science and Technology, the researcher visited Homa-bay County Commissioner's office and the Homa-bay County Director of Education Office and requested for an introductory letter to the target respondents.

5.2.1 Influence of Instructional materials on implementations of inclusive education

The research revealed that majority of schools (71.4 percent) received between 0-9 learners every year who had physical impairments. On the influence of instructional materials on implementations of inclusive education, 64.2 percent of head teachers and 75.3 percent of teachers agreed that availability of instruction materials influenced implementation of inclusive education for learners with physical impairments. The focus group discussion also noted a positive correlation between instruction materials and implementation of inclusive education. Majority of head teachers (78.5 percent) had received funds or material supports either from the government or other institutions. However, 92.8 percent approved of the government fund to be insufficient in the implementation of inclusive education.

The study also revealed that majority of schools has no such instructional resources for learners with physical impairments. This implies that learners with

physical impairments in these schools experience functional difficulties such as inability to write using a pen reduced writing speed, involuntary head movements which affect ability to read standard sized print, in ability to turn pages and to manipulate resources in their learning environment. The study shows that majority of head teachers (64.2 percent) have learners in their schools allocated books at a ratio of 4:1.This means that 4 pupils share a copy of a text book. This implies that learners with physical impairments in such classes have mobility difficulties and may find it frustrating to cope. However, majority of head teachers (85.7 percent) said that their schools are well equipped with other instructional materials.

5.2.2 Influence of physical facilities on implementation of inclusive education

The research indicated that majority of schools (92.8 percent) had no toilet seats, 78.57 percent had no walkways and 71.4 percent had no wheelchairs. This was in agreement with the discussions in the focus groups where pupils said that schools lacked necessary physical facilities for learners with physical impairments. On the influence of physical facilities and implementation of inclusive education, majority of head teachers (78.5 percent) and teachers (90.4 percent) answered said that physical facilities influenced implementation of inclusive education especially for learners with physical impairments. Focus group discussions indicated that availability of physical facilities makes it effective for learners with physical impairments to learn like regular pupils.

5.2.3 Influence of teaching methods on implementation of inclusive education

The study revealed that majority of teachers (78.7 percent) did not apply individualized instruction due to overcrowding of classes and limited time. The pupils in the focus group discussions indicated that teachers mainly used teacher centered methods like talk and chalk. The research found that 54. 1 percent did not use unit teaching and 63.7 percent didn't apply thematic teaching. This shows that there are many challenges in using teaching methods, this makes it difficult to implement inclusive education as needs of learners with physical impairments are not catered for. On the influence of teaching methods on implementation of inclusive education, majority of teachers (76.0 percent) said that instruction methods in content delivery were not enough and inappropriate for learners with physical impairments. The inappropriateness of teaching methods influenced the implementation of the inclusive education badly. Pupils in the focus group discussion noted that there was a positive relation between teaching methods and implementation of inclusive education.

5.2.4 Influence of classroom routine practices on implementation of inclusive education

The research revealed that majority of classes (57.1 percent) had well-spaced seating arrangements, gave extra time allowance to allow late arrivals by learners with mobility difficulties and also gave exceptional considerations to exempt learners with physical impairments from vigorous classroom social and academic

activities. On the relationship between classroom routine practices and implementation of inclusive education for learners with physical impairments, majority of teachers (82.8 percent) said that classroom routine practices had positive influence on the implementation of inclusive education. The focus group discussions also supported the view that classroom routine practices influenced implementation of inclusive education.

5.3 Conclusions

Based on the foregoing findings, several conclusions were arrived at;

The implementation of inclusive education is influenced by the availability of instruction materials. However such materials especially for learners with physical impairments are not enough or available in majority of schools even though the government provide for funds to purchase the materials. The funds are not enough because the instruction materials for learners with physical impairments are expensive.

Physical facilities influenced implementation of inclusive education for learners with physical impairments although majority of schools lacked some of these facilities. Availability of physical facilities makes it effective for learners with physical impairments to learn like regular pupils.

There was a positive relation between teaching methods and implementation of inclusive education but, there are many challenges in using teaching methods and this makes it difficult to implement inclusive education as needs of learners with physical impairments are not catered for.

The relationship between classroom routine practices and implementation of inclusive education for learners with physical impairments was positive. This shows that the practices influenced implementation process.

5.4. Recommendations

The following recommendations were made by the study:

i. The government should provide enough funds for the purchase of instruction materials for learners with physical impairments for smooth implementation of inclusive education.

ii. Schools should construct and purchase necessary physical facilities for learners with physical impairments.

iii. Teachers should apply appropriate teaching methods to cater for learners with physical impairments

iv. Classroom routine practices should cater for all learners including those with physical impairments

5.5. Suggestions for further study

Other issues emanated from the study that requires further investigation. The following are the areas that need further research;

i. Influence of government funds on implementation of inclusive education.

ii. Influence of inclusion on the physical impaired learners in an inclusive classroom in primary schools.

iii. A replica of the study should be carried out in other areas.

REFERENCES

Agnes, K, G. (2012). Ethical challenges and dilemas in teaching students with special needs in inclusive classrooms*: Exploring the Perspectives of Ontario teachers,* university of Toronto.

Allen, K, E. (2000). *The exceptional child: Inclusion in Early Childhood Education. approaches*.2nd. Rev. ed. Nairobi: Act press.

Allen, K. E. and Schwartz, I. S. (2001).*The Exceptional Child: Inclusion in Early Childhood Education.* Albany, NY: Delmar

Asahi S (2012) 'Creating an education system that allows all children to study together' retrieved from http://www.asahi.com/english/TKY201007230513.html

Baruch, Y. (1999). "Response rates in academic studies", *Human relations.*

Best, J, W., & Kahn, J, V. (2001).*Research in Education (7ᵗʰ Ed.).*New Delhi: Prentice- Hall of India.

Eleweke.J. & Rodda.M. (2002).The Challenge of Enhancing Inclusive Education in Developing Countries. *International Journal on Inclusive Education,* 6(2), 113- 126.

Gajewski, A. (2014). Ethical Challenges and Dilemmas in Measuring Inclusive Education. *International Perspectives on Inclusive Education, Volume*, *3*, pg.19-36.

Galloway, D., & Goodwin, C. (1987) *The Education of Disturbing Children: Pupils with Learning and Adjustment Difficulties.* London and New York: Longman publishers

Gay, L, R. (1992). *Educational Research: Competence for Analysis and Application (4ᵗʰ Ed.).*New York: Macmillan Publishing Company.

Gordenker, A. (2004). Disabled children in regular schools*: Inclusion isn't easy.* T*he Japan Times Article Column: Lifestyle /Matter Of Course.* Retrieved from http://www.japantimes.co.jp/life/2004/10/21/lifestyle/disabled-children-at-regular-schools-inclusion-isnt-easy/#.VsQdVfl94dU

Gould A (2000) Planning for inclusive classroom: meeting the needs of diverse learners, university of Texas at Austin

Homa-bay county Education Assessment Resource Centre, (2015) *Assessment of learners with special needs,* Homa-bay EARC.

Kadima, M (2014) *Factors influencing implementation of inclusive education in regular primary schools in Busia District*. Unpublished MED project University of Nairobi

Karande W.R (2014) *School based factors influencing participation of physically challenged learners in Kiambu municipality, Kenya.* Unpublished MED project University of Nairobi

Kauffman, J. M., & Hallahan, D, P. (1976), *Teaching children with learning disabilities: Personal perspectives*. Columbus, Ohio: Charles E. Merrill.

Kombo, D. K. &Tromp, L.A (2006) *Proposal and Thesis writing: An introduction,* Nairobi:Pauline's Publication Africa

KEMI IS 9001 (2008) *Diploma in Education Management: Education Law and Policy and Reforms.* KEMI Nairobi.

KISE (2002) *Introduction to Children with Special Needs*, KISE Nairobi.

Maguvhe, M. (2015). Inclusive education: A transformation and human rights agenda under spotlight in South Africa. *African Journal of Disability*, *4*(1), 7-pages.

Mege, C, A. (2013). Influence of school environmental factors on teaching-learning process in public primary schools in lower Nyokal division Homabay district. *Students Projects in School of Education. Retrieved from* *http://eap.uonbi.ac.ke/sites/default/files/cees/education/eap/FINAL%20REPORT.pdf*

Meng, D. (2008). The attitudes of primary school teachers toward inclusive education in rural and urban China. *Frontiers of Education in China*, *3*(4), 473-492.

MoEST (2003).*A Report of the Taskforce on Special Needs Education Appraisal Exercise*. Nairobi: Government Printer.

MOES&T (2005) *Sessional Paper NO.1: Policy Framework on Education Training and Research.* Nairobi: Government Printers.

MOES&T (2009) *The National Special Needs Education Policy Framework.* Nairobi: Government Press.

MOES&T (2013) *Basic Education Act*. Nairobi; Government Printers.

Moodely.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. Technikon. Sydney.

Mugenda, O. & Mugenda, A. (1999). *Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Mugenda, O, M., & Mugenda, A, G. (2003).*Research methods: Quantitative and qualitative*

Mujis, M. (2004).*Doing Qualitative Research in Education.* London: Sage Publishers.

Nkawihe. (2015) Nyasa Times> 2015/08/21

Nyaigoti, A. P. (2013). Institutional Factors Influencing Implementation of Inclusive Education in Public Primary Schools. Rigoma Division, Nyamira County, Kenya. Unpublished MED project. Nairobi University.

Nyende, F. (2012). Children with Disabilities in Universal Primary Education in Uganda*: A Rights-Based Analysis to Inclusive Education*. Erasmus University.

Ogula A. P (2005) *Research Methods.* CUEA Publications, Nairobi- Kenya.

Olufemi (2015) Attitudes of teachers towards the inclusion of special needs children in General education classroom: the case of some teachers in some schools in Nigeria

Orodho J.A. (2005) *Techniques of Writing Research Proposal and Reports in Educational and Social Sciences.* Bureau of Educational Research. Nairobi Kenyatta University.

Panda K C (1997) *Education of Exceptional Children .A Basic text on the rights of the handicapped and the gifted*. Vikas Publishing house Pvt. Ltd

Payan, J. (2012). *Studies in inclusive education: Voices of Youth with disabilities and their families in India, Rotterdam.* Sense publishers.

Punch .K.F (2004) *Introduction to Research Methods in Education*. Los Angeles: Sage publications ltd.

Republic of Kenya (2010).*The National Special Needs Education Framework Policy*. Nairobi: Government Printer.

Republic of Kenya (2012). Sessional Paper no. 10 of 2012 on Kenya Vision 2030 Nairobi: Government printer.

Savolainen, H. Matero, M and Kokkala, H. (2006).*When All means All: Experiences in Three African countries with EFA and children with Disabilities*. Helsinki: Ministry of foreign Affairs of Finland.

Tom S. (2006). The disability studies reader, books.google.com. Retrieved from https:// books.google.com/scholar

Tony, R., (2015). *Where have all the textbooks gone? : towards sustainable provision of teaching and learning materials in Sub-Saharan Africa*. Direction in Development. Washington DC: World Bank

UNESCO (2003) becoming an inclusive learning friendly environment (ILFE) Bankok

UNESCO. (2004). *Inclusive Education: Professional Development.*

UNESCO. (2008). *Preparatory report for 48th ICE on inclusive education,* .Paris, France: UNESCO.

UNESCO(1994) *The Salamanca statement and framework for action on special needs education. World conference on special needs, Access and Quality.* Salamanca Spain

URI: http:HDL. Handle.net/10133/89/ (2001) Beers, Corinne J. university of Lethbrdge, Faculty of Education.

Wangio.(2014). Teacher styles of teaching and perceptions and implementation of inclusive education. Unpublished MED project, University of Nairobi

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Rita Aswani Olaka,

University of Nairobi

P.O.BOX 30197

Nairobi.

The Head teacher,

…………………Primary school,

Dear sir/madam,

RE: REQUEST TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a post graduate student pursuing a Master of Education Degree in Educational Administration and Planning. I write to seek for your support to carry out a research on the topic **Implementation of Inclusive Education for learners with physical disabilities in Homa bay sub County**.

Kindly support I by responding to the questionnaire attached. I pledge to treat all information obtained from you with confidentiality. This information will only be used for the purpose of the study. The identity of the respondent will remain confidential.

Thank you in advance.

Yours sincerely,

Rita Aswani Olaka,

HEAD TEACHER'S QUESTIONNAIRE

The purpose of this questionnaire is to gather information on your own opinion on how school factors have influenced implementation of inclusive education. The information will be treated with absolute confidentiality and is only meant for the study. Please do not indicate your name or the name of your institution.

SECTION (A) BACKGROUND INFORMATION

1. What is your gender? Male [ ]   Female [ ]

2. What is your age bracket? 20-30 [   ]   31-40 [   ]   41-50 [   ]   51-60 [   ]

3. What are your academic qualifications?

    a) P1   [   ]

    b) Diploma [   ]

    c) Degree   [   ]

    d) Masters [   ]

SECTION (B) INSTRUCTIONAL MATERIALS FOR LEARNERS WITH PHYSICAL IMPAIRMENTS.

4. Have you ever attended any workshop or seminars concerning inclusive education?   YES [   ]   NO [   ]

5. What is the enrollment of children with physical impairments in your school every year in the past three years?

    a) 0 – 9 pupils   [ ]

    b) 10 – 19 pupils [ ]

c) Over 20 pupils [ ]

6. Does the school receive any funds or material in support of implementation of inclusive education from the government termly? Yes [   ]   No [   ]

7. If yes, state whether the allocation is sufficient/insufficient to cater for the needs of the learners with special needs in your school

Sufficient [ ]   Insufficient [ ]

8.   The following is a list of instructional materials that can support learners with physical impairments. Put a tick against the one(s) that your school has.

Item	Available	Not available
Abacus		
Page turners		
Pen holders		
Word stamps		
Head pointers		
Large print text books		

9. a) Do instructional materials influence implementation of inclusive education?

    Yes [ ]   No   [ ]

    b) If yes, explain how

    …………………………………………………………………………………

    …………………………………………………………………………………

    …………………………………………………………………………………

10. What is the ratio of pupils to instructional materials (books)?

    a) 4:1   [ ]

    b) 3:1   [ ]

    c) 2:1   [ ]

    d) 1:1   [ ]

11. What other instructional materials do you use during teaching and learning in your school?

……………………………………………………………………………………

……………………………………………………………………………………

………………………………….…………………………………………………

SECTION (C).PHYSICAL FACILITIES FOR LEARNERS WITH PHYSICAL IMPAIRMENTS.

12.   The following is a list of physical facilities that can support learners with physical impairments in a regular school. Which one (s) are available in your school, tick against them.

Physical facility	Available	Not available
Toilet seat		
Walkways		
Wheelchairs		
Cutout desks		

Corner seats		
Modified tables and chairs		
Door knobs		
Wide doors		
Corridors		
Light switches		

13.   Give a brief explanation of how students with physical impairments cope with regard to the physical facilities above…………………………………………

14.   a) Do physical facilities influence implementation of inclusive education?

Yes [ ]   No [ ]

b) If yes, state how?

………………………………………………………………………………………

………………………………………………………………………………………

15.   (a)Are there any other physical facilities, YES[ ] NO [ ]

        (b) Identify some of them………………………………………………..

SECTION (C) TEACHING METHODS USED BY TEACHERS IN THE SCHOOL TO LEARNERS WITH PHYSICAL IMPAIRMENTS

16. The following is a list of teaching methods used in teaching learners with

    physical impairments. Tick against those that your teachers use to teach

    learners with physical impairments in your school.

Item	Teaching method	Applied	Not applied
a)	Individualized instruction		
b)	Unit teaching		
c)	Thematic teaching		
d)	Peer tutoring		
e)	Task analysis		
f)	Prompting		

17. Give reason for the choice of method you have identified above………………

18. Which methods would you prefer for learners with physical impairments?

Identify any of them……………………………………………………………

SECTION (D) CLASSROOM ROUTINE PRACTICES FOR LEARNERS WITH PHYSICAL IMPAIMENTS.

19. To what extent are the following classroom routine practices enhanced in

schools for learners with physical impairments? Tick against the state that best

describes your opinion.

Statement	Poor	Good	Very good	Excellent
Well-spaced seating arrangements with spaces between the rows to enable easy and safe movement within the classroom				

Extra time allowance to allow late arrivals by learners with mobility difficulties			
Extra time to allow those with functional difficulties to catch up with the rest of the learners in class.			
Exceptional considerations to exempt learners with physical impairments from vigorous classroom social and academic activities			
Promotion on the basis of skill acquisition and not academic achievement.			
Longer rest periods.			

20. What challenges do you face in teaching learners with physical impairments?...
....
21). Identify measures that can be put in place to improve ways of implementing inclusive education…………………………………………………………………

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

The purpose of this questionnaire is to gather information on your own opinion on how school factors have influenced implementation of inclusive education. The information will be treated with absolute confidentiality and is only meant for the study. Please do not indicate your name or the name of your institution.

SECTION (A) BACKGROUND INFORMATION

1) What is your gender? Male [ ]   Female [   ]

2) What is your age bracket? 20-30 [   ]   31-40 [   ]   41-50 [   ]   51-60 [   ]

3) What are your academic qualifications?

       a. P1 [ ]

       b. Diploma [   ]

       c. Degree [   ]

       d. Masters[   ]

4) What is your job description? Put a tick against your choice.

       a) Senior teacher [   ]

       b) Guidance and cancelling teacher [   ]

       c) Class teacher [   ]

       d) Clubs and society [   ]

SECTION (B) INSTRUCTIONAL MATERIALS FOR LEARNERS WITH PHYSICAL IMPAIRMENTS.

5) Have you ever attended any workshop or seminars concerning inclusive education?

   YES [   ]   NO [   ]

6) Does the school receive any funds or material in support of implementation of inclusive education from the government termly? YES [   ]   NO [   ]

7)   If yes, state whether the allocation is sufficient to cater for the needs of the learners with special needs in your school…………………………

8)   The following is a list of instructional materials that can support learners with physical impairments in class. Which one(s) are available in your class? Indicate by ticking against those available.

Item	Available	Not available
Abacus		
Page turners		
Pen holders		
Word stamps		
Head pointers		
Large print text books		

9) Do instructional materials influence implementation of inclusive education?

   Yes [ ]   No   [ ]

b) If yes, explain how

……………………………………………………………………………………

……………………………………………………………………………………

……………………………………………………………………………………

10) What is the ratio of pupils to instructional materials (books)?

    e) 4:1   [ ]

    f) 3:1   [ ]

    g) 2:1 [ ]

    h) 1:1 [ ]

11) Is instructional methods content delivery enough for learners with physical

    impairments?

    Enough   [ ]

    Not enough [ ]

    Not sure   [ ]

12)   What other instructional materials do you use during teaching and learning

in your class?

……………………………………………………………………………………

……………………………………………………………………………………

………………………………………………………………………………..

SECTION (C) PHYSICAL FACILITIES FOR LEARNERS WITH PHYSICAL IMPAIRMENTS.

13)   Below is a list of physical facilities that can support learners with physical impairments in a regular school, which one(s) are available in your school Indicate by a tick against those available.

Physical facility	Available	Not available
Toilet seat		
Walkways		
Wheelchairs		
Cutout desks		
Corner seats		
Modified tables and chairs		
Door knobs		
Wide doors		
Corridors		
Light switches		

14)   Give a brief explanation of how students with physical impairments cope with regard to the physical facilities above……………………………………….

15) a) Do physical facilities influence implementation of inclusive education?

Yes [ ]   No   [ ]

   c)   If yes, state how?...

(a)Are there any other physical facilities, YES [ ] NO [   ]

(b) Identify some of them…………………………………………………

SECTION (C) TEACHING METHODS USED BY TEACHERS IN THE SCHOOL TO LEARNERS WITH PHYSICAL IMPAIRMENTS

16).The following is a list of teaching methods used in teaching learners with physical impairments. Tick against those that your teachers use to teach learners with physical impairments in your school.

Item	Teaching method	Applied	Not applied
a)	Individualized instruction		
b)	Unit teaching		
c)	Thematic teaching		
d)	Peer tutoring		
e)	Task analysis		
f)	Prompting		

17). Give reason for the choice of method you have identified above……………………………………………………………………..

18) Which methods would you prefer for learners with physical impairments? Identify any of them………………………………………………………….

SECTION (D). CLASSROOM ROUTINE PRACTICES FOR LEARNERS WITH PHYSICAL IMPAIMENTS.

19). To what extent are the following classroom routine practices enhanced in schools for learners with physical impairments? Tick against the statement that best describes your opinion.

Statement	Poor	Good	Very good	Excellent
Well-spaced seating arrangements with spaces between the rows to enable easy and safe movement within the classroom				
Extra time allowance to allow late arrivals by learners with mobility difficulties				
Extra time to allow those with functional difficulties to catch up with the rest of the learners in class.				
Exceptional considerations to exempt learners with physical impairments from vigorous classroom social and academic activities				

Promotion on the basis of skill acquisition and not academic achievement.				
Longer rest periods.				

20) Do adopted classroom routine practices have influence in the implementation of inclusive education?

Positive [ ]   Negative   [ ]   Not sure   [ ]

21). what challenges do you face in teaching learners with physical impairments?

....

....

22). Identify measures that can be put in place to improve ways of implementing inclusive education

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

APPENDIX IV

PUPILS FOCUS GROUP DISCUSSION GUIDE

The purpose of this guide is to gather information about your own perception of how school factors are influencing implementation of inclusive education.

DATE……………………………………………………………………….

Venue of focus group discussion……………………………………………

GROUP……………………………GENDER; BOYS……………GIRLS……

Age range of participants…………………………………………………….

Number of participants…………………………………………………..

1) What challenges do you face within the school?

2) Do teachers involve you in the teaching /learning process in the

   classroom

3) Are you comfortable using the current physical facilities in the school?

4) Which teaching methods do you think teachers should use in class in order

   for you to take part in the learning process in class?

5) Are you able to carry out learning activities independently?

6) If not, how do you get assisted?

7) What do you think should be done in your school to improve your

   classroom participation?

8) Do you like learning with them in the same class?

9) In your own opinion what are the challenges facing implementation of

   inclusive education?

APPENDIX V

CHECKLIST FOR PHYSICAL FACILITIES FOR PHYSICALLY

HANDICAPPED LEARNERS IN PUBLIC PRIMARY SCHOOLS

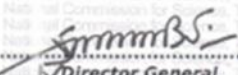The purpose of this checklist is gather information concerning the physical facilities for physically handicapped learners in school.

Date…………………….

Tick [✓] *where available*

Cut out desk	
Corner seats	
Walkways	
Wheel chairs	
Leveled play grounds	
Modified games equipment	
Wide doorways	
Doorknobs	
Corridors	
Toilet seats	

APPENDIX VI: RESEARCH CLEARANCE PERMIT

THIS IS TO CERTIFY THAT:
MS. RITA ASWANI OLAKA
of UNIVERSITY OF NAIROBI, 88-40300
HOMABAY,has been permitted to
conduct research in *Homabay   County*

Permit No : NACOSTI/P/16/50295/13035
Date Of Issue : 27th September,2016
Fee Recieved :ksh 1000

on the topic: *SCHOOL FACTORS*
INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC
PRIMARY SCHOOLS IN HOMABAY SUB
COUNTY KENYA

for the period ending:
11th August,2017

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A 11078

CONDITIONS: see back page

APPENDIX VII: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying Please quote

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

Ref: No.

Date:

NACOSTI/P/16/50295/13035

26ᵗʰ September, 2016

Rita Aswani Olaka
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"School factors influencing implementation of inclusive education in public primary schools in Homa Bay Sub County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending 11ᵗʰ **August, 2017.**

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

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

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

National Commission for Science, Technology And Innovation Is ISO 9001:2008 Certified

93