

**INFLUENCE OF SCHOOL BASED FACTORS ON PERFORMANCE  
OF CHILDREN WITH DISABILITIES IN KENYA CERTIFICATE OF  
PRIMARY EDUCATION IN PUBLIC PRIMARY SCHOOLS IN  
IGEMBE SOUTH DISTRICT, MERU COUNTY KENYA**

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Fulfillment of the Requirements for the Award of the Degree of Master of  
Education in Curriculum Studies.**

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## **DECLARATION**

This Research Project is my original work and it has not been submitted for an award in any other university.

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## **DEDICATION**

This project is dedicated to my children Ken Bariu, Delfina Nkirote Bridge Kanjiru and Immaculate Kendi.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

B. Ed	Bachelor of Education
CWD	Children with Disabilities
DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
M. Ed	Master of Education
MOE	Ministry of Education
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
TSC	Teachers Service Commission
UNESCO	United Nations Education, Scientific and Cultural Organization
UPAIS	Union of Physically Impaired Against Segregation
WASCE	West Africa School Certificate

## ABSTRACT

This study sought to determine the influence of school based factors on performance of children with disabilities in Kenya Certificate of Primary Education in Public Primary Schools in Igembe South District, Meru County, Kenya. The study was guided by four objectives, i.e. influence of pre-service teacher training on performance of CWDs, influence of teacher strategies, teaching and learning resources and teacher attitudes on performance of children with disabilities. The study was based on the social model of disability which states that disability is situated in the wider external environment and is the failure of society to provide adequate and appropriate services, hence the needs of disabled people are not accounted for in the contemporary social organization of the society. Questionnaires were the main instruments of data collection. There was a questionnaire for Headteachers, one for teachers and a different questionnaire for pupils. Document analysis guide was used for collecting data on pupils' performance in KCPE. The design of the instruments was guided by the study objectives. The study yielded both quantitative data and qualitative data. Quantitative data was analyzed using descriptive statistics; frequencies and percentages and the finding presented on pie charts, bar graphs and tables. Qualitative data was categorized under themes that were then analyzed and presented on tables and graphs. Findings from the study have established that majority of head teachers had not undergone training to handle pupils with disabilities. Nevertheless involved in the study had at least one teacher who had undergone training in handling learners with special needs. The study also established that teachers adopted various teaching methods to assist pupils with disabilities and that having these teaching and learning techniques combined enhances the process of learning for the disabled pupils. Findings from the study also show that schools were less equipped with teaching and learning resources for use with children with disabilities and this definitely influences their school grades. The study has also shown that though teachers accepted learners with special needs in their schools, most (64.1%) found it challenging to handle learners with special needs due to lack of training in SNE. The study recommends the training of all Head teachers in SNE. The KICD should develop and disseminate teaching and learning resources specifically made for CWDs and incorporation of SNE training in primary teacher education curriculum. The researcher suggests further research to be done on assessment of social-economic factors influencing wastage rate among boys in the study locale.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

The practical implementation of inclusive education places considerable pressure on teachers who are on the frontline of inclusion (Floreen 1998). Individuals with disabilities often internalize negative attitudes (Briihart, Jay and Uyers 1990). Likewise, other people's negative actions and attitudes may negatively affect social relationships, behavior, educational outcome, health and employment of disabled persons (Yuker 1994) because their self-perception is significantly impacted by other people's expectations and attitudes. For instance, if their teachers possess low expectations concerning their academic achievement and right behaviors from disabled students consequently, the probability of these students behaving and performing so is significantly high (Beattie1999). This is the reason why they might show improper behavior and low productivity in their school work. Forlin (2001) reported that teachers felt stressed when working with students with disabilities because they did not poses the knowledge or felt incompetent.

In a study done in Mashonnal and, Zimbambwe , involving 186 care givers, 183 teachers and 67 headteachers by Marcella, Tramatana and Kett (2014), revealed that both head teachers 67.2% and teachers 81.4% reported not having gone a great deal of pre-service training. With consideration of in-service training, head teachers (17.6%) are inclined to report undergoing general training very often than the teachers (48.6%), while to be more

particular on special needs education it was deficient for both teachers and head teachers 64.5% and 65.7% respectively. Typically, attitudes and beliefs are positive. However a significant fraction of teachers (21.9%) feel that disabled children ought to learn in their special schools and are not comfortable by the thought of disabled children in the mainstream schools. However, the same views are nominal amongst head teacher.

The learning process should engulf disabled children in order to integrate them to the general society. Inclusion of children with disabilities requires the customizing the current curriculum in order to meet each child's academic needs (Ridsaleand Thompson, 2002). The supporters of inclusion of disabled children in the mainstream classes lobby for total reconstruction, as well as the integration of fundamental changes in the current curriculum. These advocates of Inclusion states that different curriculum deepens exclusion by separating normal children from disabled/special children. (Ainscow, 1991 and 1994; Jenkison, 1997).

According to an Australian study which investigated the inclusion of 20 visually impaired children in several mainstream preschool and primary school environment, Brown (2012) posited that several teachers from those schools adopted strategies to make the existing school curriculum more inclusive. Nevertheless, they were in short of support, as well as, competency in both using visual aid and also preparing a conducive learning environment

for these disabled children. On the other hand, these teachers had limited resources as well as expert support which would facilitate a valid inclusion.

Lyons (2012) saw learning as a complex process which incorporated relationship between the motivation of learners/students, physical amenities, training/teaching resources, instruction/teaching skills, as well as the demands of the curriculum. Accessibility of teaching /learning resources consequently improves learning efficiency because they are fundamental in the learning process. Financial and other physical resources, human capital (teachers/tutors and support staff), as well as, physical amenities (class rooms, laboratories, libraries, social halls, computer rooms etcetera), are fundamental resources that facilitates learning.

Momoh(2010)investigated the impact of teaching/instructional resources on productivity of students in West Africa School Certificate (WASCE). He discovered that student's productivity in WASCE was closely linked to the existing teaching resources. He therefore concluded that material/physical considerably influences student's achievement because these resources facilitate the learning of theoretical ideas and concepts, and depresses rote learning.

Adeogun (2001) on the other hand, discovered a strong bond linking academic performance and instructional/learning resources. Adeogun consequently, posited that schools gifted with several learning resources/materials performed better than those that weren't.

Teacher attitudes influence the implementation of inclusive education practice in the classroom. Carlson (2012) argued that the attitude of teachers is the medium by which teachers are motivated to create inclusive teaching/tutoring methods in cases where definite support systems are available. This implies that Teacher education is directly linked to the attitudes of teachers. Teachers trained in inclusive education are better equipped with positive attitudes concerning inclusion of disabled children in mainstream schools.

Data from the District Education Office of Igembe South show that the prevalent disabilities in the district are mentally handicapped, hearing impaired and the physically handicapped. Hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild the person has difficult hearing faint or distant sounds. A person with this degree of hearing impairment may use hearing aids to amplify sounds. According to Lisa Packer (2015) hearing is critical to speech and language development, communication and learning. Hearing impairment causes delays in speech development and those delays result in learning problems often resulting in poor school performance.

A condition portrayed by shortfall in adaptive behavior, and deficient general logical functioning is referred to as mental handicap Ndurumo (1993). The American Association on Mental Retardation definition positions that mental handicap is a disability typified by considerable inadequacy in both adaptive behavior and intellectual functioning as articulated in practical and theoretical



social skills. Mental retardation develops before a child is 10 years old (Luckasson, 2002).

Physically disabled children perform academically normal in mainstream schools. Nonetheless teachers in these schools play a significant role in counseling these children to cope with their feelings of aggression, self-pity, and hostility (Ingule, Ronoand Ndambuki, 1996). The academic achievement of physically handicapped children is vitally impacted particularly in cases whereby they are hospitalized following health issues. Disability also has a depressing effect and can affect the academic achievement of learners.

The performance of the children with disabilities in KCPE examinations for a sample of five schools is presented in table 1.1 below giving a summary that covers a five year period that begins from the year 2012 to the year 2016.

**Table 1.1: Summary of performance of sampled integrated schools**

	2016	2015	2014	2013	2012
<b>Kathima Primary School</b>					
<b>Entry</b>		39	42	40	34
<b>Mean</b>		261.13	265.55	266.45	296.15
<b>No. with S.N</b>		2	0	0	0
<b>Marks scored</b>		160			
		130			
<b>AthiruGaiti Primary School</b>					
<b>Entry</b>	54	52		52	50
<b>Mean</b>	257.32	251.34		242	234.14
<b>No. with S.N</b>	1	2		1	2
<b>Marks scored</b>	173	199		144	91

	159			91	
<b>Nthambiro Primary School</b>					
<b>Entry</b>	75	51	37	37	
<b>Mean</b>	191.04	224.04	235.5	244.19	
<b>No. with S.N</b>	1	2			
<b>Marks scored</b>	110	203			
	203				
<b>Antobochiu Primary School</b>					
<b>Entry</b>	89	84	90	79	94
<b>Mean</b>	270.08	268.38	268.34	268.14	268.91
<b>No. with S.N</b>	2	3	2	4	2
<b>Marks scored</b>	131	109	201	116	112
	163	121	148	121	101
	145			103	
	140				
<b>Kathathene Primary School</b>					
<b>Entry</b>	40	88		61	
<b>Mean</b>	239.75	185.11		191.5	
<b>No. with S.N</b>	1	2		2	
<b>Marks scored</b>	133	73		99	
	79		92		

As depicted in table 1.1 above, pupils with special needs generally display a performance level that is lower than the average mean scores. It is worth noting that most children with disabilities do not complete the primary cycle of education. “Most parents just bring their disabled children to school in order to grow, once they reach class six or seven parents withdraw them from school since they do not see the need for them to complete class eight”. These are the words echoed by one deputy head teacher in one of the sampled schools. This explains the low enrollment of children with disabilities in schools as shown in table 1.2 below.

**Table 1.2: Enrolment of Children with disabilities in Meru County**

District/sub county	Number of schools	Pupil Population	Pupils with disabilities
Buri	86	19008	234
Igembe North	84	55663	369
Igembe South	101	56639	617
Imenti South	120	28558	942
Imenti North	59	17858	620
Meru Central	82	16666	315
Tigania East	93	38810	453
Tigania West	80	28981	410

Source: TSC Meru County Office. 2016.

## **1.2 Statement of the problem**

A study done by Angela Michael(2013) on provision of pre-primary and primary education in Tanzania revealed that teachers felt that children with disabilities were not performing well due to discrimination and mistreatment from teachers at school. Other factor mentioned were; discrimination and mistreatment from non-disabled children at school, absence of a special needs teacher and the absence of extra time for educating children with disabilities, inadequate supportive facilities such as lack of teaching aids or specific materials to use with children with disabilities and unsupportive parents.

1.3 million Persons in Kenya presently live with disabilities. 39% of these persons have enrolled and graduated from a mainstream primary school, and only 9% attending secondary schools. (Kenya National Survey for Persons with Disabilities 2008). In respect to the draft education policy (2012) learners/students enrollment to special schools/institutions and units was 102,749students. 21,050 of these learners were in special learning institutions. 81,649 were enrolled to integrated special units both at primary, and high schools .Kenya adopted a new constitution in 2010 which commit the government in making sure that people with disabilities can access relevant education and training and that all schools are able to include children with disabilities. Despite these efforts by the government to guarantee right of entry to education by CWDs still they are not well represented in the schooling system. Only very little t has been made to put into practise existing legal frameworks and many CWSDs in comparison to non- disabled children have

access to education. Not much has been done to collecting data on the number of CWDs in schools to enable staffing accordingly. Table 1 below illustrates the enrollment of Meru County's disabled children.

### **1.3 Purpose of the study.**

The aim of this study was to explore the influence of school based issues impacting the performance of disabled children in KCPE at Igembe South District in Meru County, Kenya.

### **1.4 Objectives of the study**

The study sought to achieve the following objectives:

- i. To determine the influence of teachers' pre- service training on disabled children's performance in KCPE at public primary learning institutions in Igembe South District, Meru County, Kenya.
- ii. To determine the influence of teaching strategies on performance of children with disabilities in KCPE in public primary schools in Igembe South District, Meru County, Kenya.
- iii. To examine how teaching /learning resources affect disabled children's performance in KCPE at public primary schools in Igembe South District, Meru County, Kenya.
- iv. To establish the influence of teacher attitudes on performance of disabled children on KCPE in public primary learning institutions at Igembe South District in Meru County, Kenya.

### **1.5 Research questions.**

- i. To what extent does teachers' pre- service training influence performance of disabled children in KCPE in public primary learning institutions at Igembe South District in Meru County, Kenya.
- ii. In what ways does teaching strategies affect performance of disabled children in KCPE in public primary learning institutions at Igembe South District in Meru County, Kenya?
- iii. In what ways does teaching /learning resources affect performance of disabled children in KCPE in public primary learning institutions at Igembe South District in Meru County, Kenya?
- iv. In what ways do teacher attitude affect performance of children with disabilities in KCPE in public primary schools in Igembe South District, Meru County, Kenya?

### **1.6 Significance of the study.**

The study was aimed at investigating the influence of school/institution based factors impacting disabled children's performance in KCPE in public primary learning institutions in Igembe South District. The findings may be useful to the teachers in primary schools with special units whom it is hoped may take a step forward to counter the challenges. The results may also be useful to MoE and KICD and other educational agencies that may use the findings to improve planning, curriculum design and implementation for children with disabilities.

Further it may be of interest to the public and private educational providers who are involved in ensuring equal educational opportunities especially for children with disabilities in Kenya. The study findings will immensely contribute to the existing pool of knowledge on inclusive education practice, challenges and opportunities in Kenya.

### **1.7 Limitations of the study**

The study was done in public primary learning institutions in Igembe South District therefore the findings may not reflect the situation of CWDs in secondary schools. Due to time and financial constraints the research was limited to a small section of Meru County that is Igembe South District. The findings of the study may not reflect the situation in other parts of the country.

### **1.8 Delimitations of the study**

The study was conducted in public primary schools with mainstream classes in Igembe South District, Meru County. The respondents were limited to head teachers, teachers and pupils since they were the key stakeholders with the information the researcher wished to gather

### **1.9 Basic assumptions of the study**

The basic assumptions of the study are:

That the respondents provided correct information to the items in the questionnaires

That teachers have a positive attitude toward children with disabilities.

Children with disabilities are provided with learning/teaching resources.

### **1.10 Definitions of significant terms.**

**Administrative support** – refers to assistance given to teachers in discharging their duties in school and particularly in the classroom.

**Curriculum-** The total learning experiences provided by the school, it includes the content of courses, the methods employed and other aspects like norms and values which relate to the way school is organized.

**Disability** - .A physical or mental impairment that has a substantial and long term negative effect on one’s ability to do normal daily activities.

**Inclusive education**– refers to children with and without disabilities participating and learning together in the same classroom. It is based on simple idea that every child and family is valued and is entitled to the same opportunities and experiences.

**Integration** – Education of children with disabilities in the mainstream education setting with some adaptations and resources but on condition that the disabled people are able to fit in with preexisting structures, attitudes and unchanged environment.

**Mainstreaming-** Practice of educating children with special education needs in the regular classroom.

**Performance** – means the outcome of schooling, the degree to which a learner or teacher has achieved the education objectives.

**Special units** –refers to special classes attached to the ordinary school in which children with special needs are educated.



**Teacher attitudes** – refer to action employed by a teacher that can ultimately make a positive or negative difference on the lives of learners

### **1.11 Organization of the study**

The study is organized into 5 chapters.

The first chapter provides the introduction: background information, problem statement, purpose/aim of the study, research questions, research objectives, significance of the study, delimitations, and limitations of the research, assumptions of the study, and definition of significant terms as used.

Chapter two details literature review which focus on pre-service teacher training, the teaching strategies, teaching/learning resources and teacher attitude as the factors that affect the performance of handicapped children with special education needs in public primary learning facilities. Chapter two also has theoretical and conceptual frameworks. Chapter three is research methodology dealing with research design, target population, sampling and data collection procedures. Chapter four deal with data presentation and interpretation and discussions while chapter five presents the summary, conclusions and recommendations. Suggestions for research have also been presented.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction.**

This chapter focuses on reviewing literature related to factors that affect school outcome of children with disabilities in public primary schools in Igembe South District in Meru County. The review focused on the effect of teachers' training on academic performance of children with disabilities, teaching strategies, teaching and learning resources and teachers' attitude towards children with disabilities.

#### **2.2 Basic concepts on inclusion**

Special education, also known as special needs education is the practice of educating students with special educational needs in a way that addresses their individual differences and needs.

The process involves individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials and accessible settings. These interventions are designed to help individuals with special needs achieve a high level of personal self-sufficiency and success in school and in the community that may not be available if the student were given access to typical classroom education.

The principle of inclusion was adopted at the 'World conference on special needs education: Access and Quality'. (Salamanca declaration, Spain 1994) and was restated at the World Education Forum (Dakar Senegal, 2000). The

idea of inclusion is further supported by the United Nation's standard Rules on Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all.

Inclusive education is defined as a process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment. It means attending the age appropriate class of the child's local school, with individually tailored support (UNICEF 2007) .It is the process of strengthening the capacity of education system to reach out to all learners.

At the Jomtien world conference (1990) in Thailand, the goals for 'Education for All' were put in place and it was proclaimed that every person shall be able to benefit from opportunities which meets their basic learning needs.

The Kenyan government commits itself to the provision of inclusive education to all children through regular schools for learners with special needs education as opposed to the regular practice of special schools and special units attached to the regular schools. Main streaming of special needs education in all subsectors of education has been faced with challenges such as inappropriate infrastructure, inadequate facilities which make it difficult to integrate special needs education in the regular classroom program.

Kenya is also signatory to international conventions and declarations on inclusion which include: Universal Declaration on Human Rights (1948), Conventions on the Rights of the Child (CRC) 1989; Jomtien World Conference (1990; Dakar Framework of Action on EFA (2000); Milenium Development Goals of 2000; Convention on the Rights of Person s with

Disabilities (2000) as well as goals of African Union. All these conventions provide a frameworks for the attainment of the rights of every citizen to quality education.

### **2.3Teacher pre-service training and performance of children with disabilities.**

Appropriate training of human asset in the education sector is a key aspect in supporting progress towards inclusive learning facilities. (UNESCO 1994:27) training of tutors/teachers is important in any school setting. This is particularly so if the students have conditions that necessitate expert skills in passing on knowledge. Paragraph 4 of the Salamanca Declaration provides that; the skills and knowledge necessary in an inclusive learning setting are those of good coaching/teaching. They include evaluating special needs, adapting the curriculum, maximally utilizing aid devices and individualized teaching procedures to suit a large number of abilities. Ajay K Das and Amed (2013) conducted a study which analyzed the level of skill needed for teaching disabled students in both regular primary, as well as, secondary school in inclusive educational setting in Dehli, India. 223 primary school teachers were included in the research, as well as, 130 secondary school teachers. Results showed that a significant number of primary school teachers 146 (67.59) lacked training on special education skills. Additional, a large number of teachers 169 (77.88), which is a significant number of teachers lacked basic any experience in handling physically handicapped children .These matters became more complicated when 184 teachers approximately (86.38%)

reported that they didn't have support services such as special needs education tutors/ teachers, paraprofessionals or resource room services in their school settings. A study done in Uganda by Nyende (2012) on Children with Disabilities in Universal Primary Education in Uganda revealed that primary school teachers had no training to deal with children with disabilities. The absence of training paved way for both disabled and none disabled children to be jointly subjected to the equal teaching conditions/strategies devoid of considerations for CWDs. Three of the four visited schools in the study reported that at least 1 teacher was trained in handling CWDs. Surprisingly, this so trained teacher was only trained in handling some form/s of disability thus, lacking skills in handling others. Alongside this, the study disclosed that this teacher was also assigned other duties outside handling CWDs. This study is in agreement with my study since among the schools I visited to collect performance data on CWDs, there is only one trained teacher in Special Needs Education. The rest had no training in SNE at all. However, the study by Farouk Nyende did not reveal if lack of training by teachers affect performance of CWDs. This study undertakes to reveal this phenomenon and Performance of Children with Disabilities

#### **2.4 Teaching strategies and performance of children with disabilities.**

Inclusive education challenges educators to develop a wide range of teaching methods within the classroom. In cases where pupils possesses complex requirements, they are likely to benefit more from various teaching/learning approaches like the use of braille for visually impaired children and sign

language for hearing impaired children. In a comprehensive review of teaching strategies for pupils with special education, Davies and Florian (2004) concluded that research evidence show that a combination of teaching methods and approaches produces most positive effects than just one strategy. The approach of Cooperative learning is the most documented method of supporting productive inclusion in schools with different groups of students (Fredrickson and Cline 2002). The cooperative learning approach entails Students working jointly in small learning/study groups and learning activities with the objective of maximizing self-learning, as well as, that of others (Johnson and Johnson 1991). The advantage of cooperative learning approach encompasses enhancement of academic achievement, improves students' behavior, and discourages school absenteeism. Several researches have revealed that utilizing cooperative learning approach with special education needs boosts the CWDs social acceptability as well as, their schooling achievement (McMaster and Fuchs 2002, Slavin, 1995). Peer tutoring is a teaching strategy devised to efficiently teach /coach learners with a diverse skill. Peer tutoring employs a blend of instructional elements including systematic content coverage, partner pairing, instantaneous error correction and also point earning (Greenwood 1997).

Peer tutoring has stood out to be efficient with learners from pre- school to high school graders and has been employed both in special and general education classrooms. Studies on the efficiency of peer tutoring have shown an increase in reading spelling, vocabulary skills and Math, Social studies to

students with mild disabilities and the low achievers (Harper, Maheady, Malleteand Karnes, 1997). Results of a research carried by Veerkamp, Buldwin, Kamps and cooper (2007) showed improved performances on middle school performances on middle school students' weekly vocabulary tests under peer tutoring conditions in relation to traditional instruction. In another research involving middle school learners with emotional or behavioral disorders used peer teaching to teach summarizing paragraphs (Spencer and Mastropier, 2003) found that the learners scored higher on the social studies content tests and showed higher levels of task behavior compared to traditional instruction methods.

### **2.5 Impact of teaching /learning resources on performance of children with disabilities.**

A study on Access and Provision of Pre- primary and Primary Education to children with special education needs in Tanzania by Angela Michael(2013) showed that 85.7% of the children who needed additional facilities did access any of them, only 14.3% of the children with special education needs in the schools surveyed were getting the appropriate levels of support for disabilities. Moodley (2002) posits for the students to participate actively in the teaching and learning process, the learning institutions must guarantee the use and availability of teaching/learning resources to special needs learners depending on their needs. UNESCO (2004) states that learners should be supplied with learning resources in formats that suit their individual requirements.

In an inclusive environment learners would generally need other resources besides that provided by their schools. They consist of resources to help in communications and mobility such as: wheelchairs, positioning devices, crutches, hearing devices, optical and non-optical devices etcetera. In inclusion approach, great emphasize is laid on the teacher use/improvise locally accessible materials/ resources to foster learning (Moodley 2002;Randiki, 2002andOgot (2004) recommend that these readily locally available materials ought to kept on resource centers whereby various schools can access them. They also recommend the use of local artisans to design the devices intended to assist in reducing the problem (Moodley, 2002). With the knowledge that these devices are not locally available and consequently very expensive, it is therefore uncertain if ordinary primary schools are in possession of suitable resources for every learner's with special needs. Conclusions were not yet made to determine whether this factor could negatively impact the productivity of children with disabilities. My study aims to fill this research gap.

## **2.6 Teacher attitudes towards children with disabilities and performance**

Teacher perception of inclusion of children with disabilities has been investigated with differing findings. According to a survey comprising of 381 special and general education educators (Semmel, Abernathy, Butera, and Lesar, 1991) found that teachers deemed that the full time positioning of learners with mild disabilities have no social advantage to those students. In a research carried by Vaughn et al. (1996), the researcher paid attention on the



view of both special and integrated tutors concerning inclusion by means of focused interview groups. The study found out that several respondents not actively participating in any inclusion program possessed strong very negative feelings and thoughts towards children with disabilities.

Research has shown that general educators with no training in handling CWDs tend to possess negative attitudes about inclusion of CWDs. (Cochran 1998, Cook, Semel, and Gerber 1999; Forlin 2001; Heflin and Bullock 1999). In a relatively small sample investigation conducted in the New York school system, Familia-Garcia (2001) investigated the attitude of educators concerning inclusion of CWDs in the regular classroom. All the special education teachers investigated possessed positive attitudes towards working in an inclusive learning environment, even if they were mandated (Familia-Gacia 2001). On the Contrary though, half the general educators agreed to try inclusion while the rest declined. The half of teachers that declined inclusion sighted that inclusion would not work and 80% of them indicated that they would transfer if mandated to work with CWDs. Florian (2012) posited that quit a number of general academic teachers in Scotland opposed inclusion of CWDs in their classes believing inclusion interferes with effective education of other learners.

Agbenyegu (2006) states several regular education teachers who feel that they are not competent to work with CWDs in regular classes exhibit anger, frustration, and negative attitudes to inclusion as they belief it facilitate poor

academic grades (Gary 1997; Tiegerman-farber, 1998). These teachers' attitude exhibits their strong opposition toward CWDs more particularly those with sensory impairments enrolled in a regular class and rather supports them to be segregated in existing special schools. These teachers sighted their incompetence in teaching/handling CWDs in an ordinary classroom. Yet other teachers expressed panic and worry that they are unskilled to teach CWDs in an ordinary classroom sighting it to facilitating poor academic performance in their schools.

Joblings and Moni (2004) found that majority of their sample of pre-service teachers believed that responsibility for academic progress of students with disabilities would remain with special education personnel and that the reason for placing them in an integrated classroom was for socialization purposes only. Teachers' attitude also affect the acceptance of the child by their peers (Paris 2000), thus teacher commitment to inclusion can be seen as one of the most critical factors in the success or failure of inclusive education. A study conducted by Angela Michael (2013) revealed that enrolling children with disabilities is one step but that does not mean they are receiving quality education. Teachers felt they were not performing well due to; discrimination and maltreatment from non-disabled pupils at school, inadequate supportive facilities such as lack of teaching aids or specific materials for use with children with disabilities and unsupportive parents. The fact that 2.6% of teachers reported not knowing the performance level of their pupils is

supportive of the fact that teachers have very negative perceptions towards children with disabilities.

## **2.7 Summary of review of related literature.**

The review of related literature has focused on literature related to impacts of institution based factors on performance of children with disabilities. These factors highlighted are teachers' pre-service training, teaching strategies, teaching/ learning resources and teachers' attitude towards children with disabilities.

Literature reviewed includes studies by Nyende (2012), Abosi (2008), and Angela (2013). Studies by Florian and Davies (2004) has indicated that research evidence show that a combination of teaching methods and approaches produce more positive effects than one strategy. Findings from the study by Nyende(2012) showed that primary school teachers were not trained to teach children with disabilities. This implied that same teaching approach was used for both children with/without disabilities. The study by Nyende did not show if lack of training for teachers affected performance of children with disabilities. Studies by Angela (2013) revealed gaps in the provision of teaching and learning resources for children with disabilities. The study also showed that teachers had very negative attitudes towards children with disabilities since they did not know the performance level of their pupils. This study differs with my study since it did not show whether lack of teaching resources and negative attitudes towards children with disabilities affected their performance. Florian & Davies (2004) culminated that research evidence

indicated that a combination of teaching approaches/strategies yielded more positive impact as opposed to a single strategy. Findings from Mc Master and Fuchs (2004), Slavin, (1995) showed that using cooperative learning approach with learners with special education needs increased their academic achievement. Findings from Florian and Davies concur with my study that teaching strategies influence performance of children with disabilities. However no studies have been done on institution based factors affecting productivity of CWDs in Igembe South district, Meru County: this study aims to fill this gap.

## **2.8 Theoretical framework**

A theoretical framework guides research, determining what variables to measure and what statistical relationships to look for. This research is founded on the social model of disability which was introduced by Mike Oliver in 1976. Mike Oliver was a disabled lecturer and he adopted the Social Model from a booklet written by the Union of Physically Impaired Against Segregation (UPIAS). According to the social model of disability, disability is on the external environment as opposed to individual cognitive or physical deficiencies. Impairment is the failure of the society to avail sufficient and proper services hence, the needs of people living with disability not satisfactorily met in the current social institution organization. It is therefore, viewed as a social- cultural as opposed to a biological making.

Another major principle of the social model of disability is that despite the religious, political and economic nature of society in which they live, persons with disabilities are exposed to negative attitudes and oppression which really dent their self-esteem and their position as full citizens of that particular society. The environment disables impaired people when it is not accessible enough to allow mobility, function and communicate as effectively as those people without disabilities. A great deal of the environment is designed by non-disabled people for non-disabled living for example a person in a wheelchair is only impaired if the environment is not designed for people with wheel chairs. A wheelchair friendly environment will include ramps, lifts, wide doorways and corridors and accessible fittings such as motorized doors. Economically society does not provide equal opportunities to people with disabilities. This begins at school and goes throughout one's career. People with disabilities are more than twice likely to have no qualifications as those without disabilities and only about half of disabled people of working age who are able to work are working. (Shaw Trust, 2005). In school lessons are designed for non-disabled people using environments and instructional strategies that do not suit people with impairments.

The Medical Model of Disability holds that impairment is as a result of an individual person's physical or mental deficiencies and largely has no connection to the society or geographical environments. The Medical Model place the source of impairments within single disabled person and concludes that solutions are found by focusing on the person with disability. The model

assumes that the first step solution is to find a cure or make the impaired people normal. This invariably fails because people with disabilities are not necessarily sick or they are not improved by remedial treatment. In this model people are viewed as weak and defective needy and dependent and generally not able to get sound employment, become dependent, or fully participating in their society.

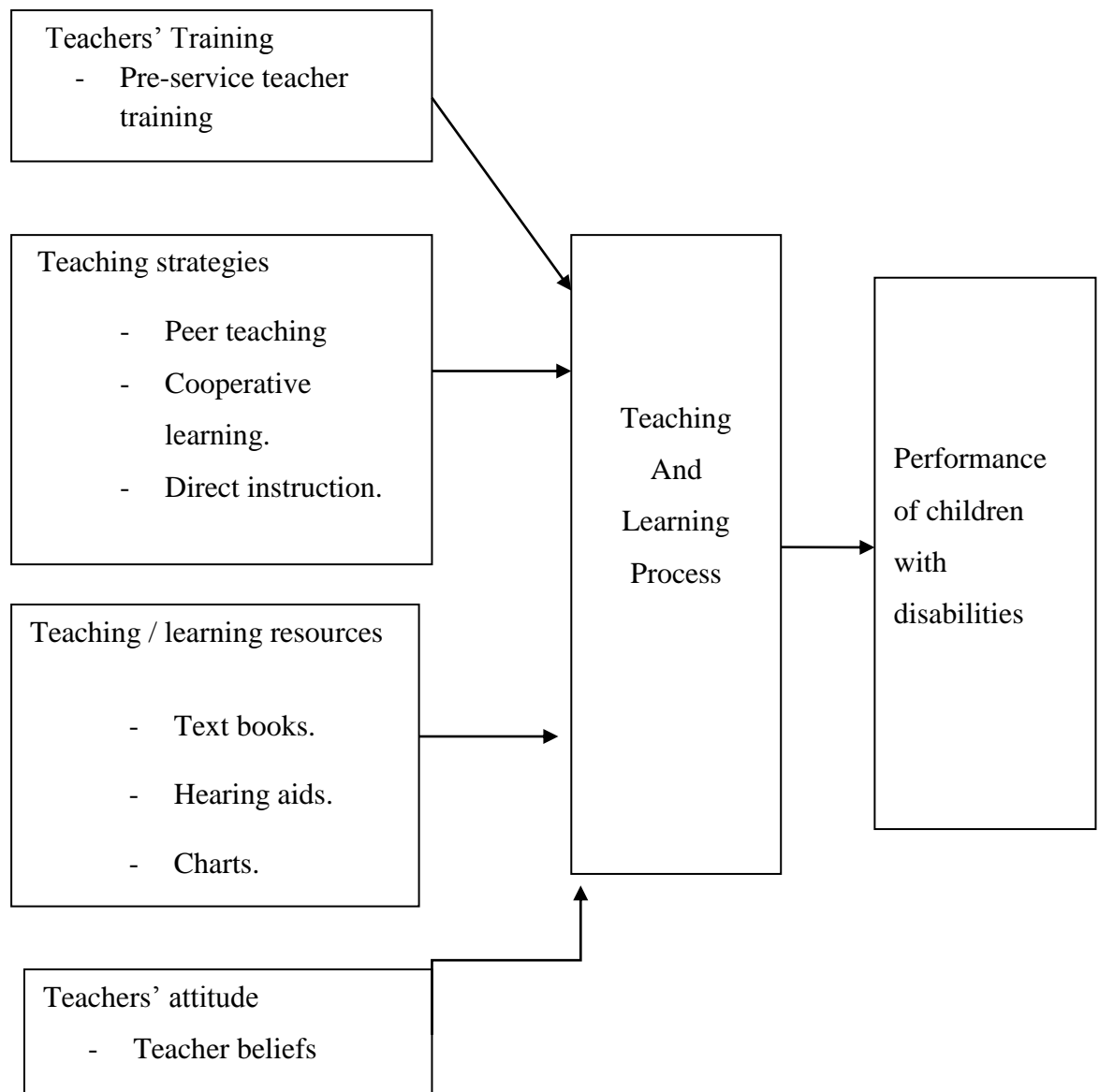
In the medical model however, the society has no underlying duty to put up with persons with impairments. Instead, these persons are to cope with existing environment while usually receiving minimal assistance from medical professionals in terms of providing medical interventions/treatment, and rehabilitation. This model also presupposes that access issues faced with disabled persons are a consequent of their medical impairment and will be solved if these persons are 'cured'. This paradigm therefore, explains the weight this medical model places on disability as a personal limitation

## **2.9 Conceptual framework**

A conceptual frame work is a written or visual diagram that explains either graphically or in narrative form the main variables to be studied- the key factors, concepts or variables and the presumed relationship among them. (Miles and Huberman, 1994).

According to Kombo and Tromp (2006) a concept is a word or phrase that symbolizes several interrelated ideas. A conceptual frame work illustrates the relationship between the independent and the dependent variable in a diagrammatic presentation. (Orotho, 2005).

Figure 2.1 shows pre-service teacher training, teaching strategies, teaching/ learning resources, and teachers' attitudes as the independent variables and performance as the dependent variable. It shows that pre-service teacher training; teaching strategies, teaching/ learning resources and teachers' attitudes interacts in the teaching and learning process to produce quality results, increased enrollment and participation rates of children with disabilities.



**Figure 2.1: School based factors influencing performance of children with disabilities.**



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research design, targeted population, sample size, sampling procedures, research instruments validity of research instruments, instrument reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The study was conducted using descriptive survey research design. A descriptive survey research is one in which information is collected without altering the environment i.e. nothing is manipulated. It is used to get information about the current status of the phenomena to describe what exists with respect to variables or conditions in a situation. In descriptive survey research design, research participants answer questions administered through interviews or questionnaires, researcher describes the responses. The choice of the design was based on the fact that the aim of this research was to investigate the influence of school based factors on the school outcome of children with disabilities in Kenya Certificate of Primary Education in public primary schools in Igembe South District in Meru County. Gay (2006) observes that descriptive survey research is concerned with the prevailing practices, beliefs, points of view, attitudes that are held, effects that are being felt or the trends that are developing in an attempt to include students with special education needs in regular schools. It is for this reason that the study used descriptive Survey research to examine the factors that influence

performance of children with disabilities in Igembe South District, Meru County.

### **3.3 Target population**

According to Mugenda and Mugenda (2003) target population is defined as the entire group of individuals or items under consideration in any field of inquiry and have a common attribute. In other words population is the aggregate of all that conforms to a given specification. The study was conducted in eleven public-primary schools at Igembe South District in the County of Meru. The Target population was 216 teachers and 9,986 pupils in the selected public primary schools.

### **3.4 Sample size and sampling procedures**

According to Mugenda and Mugenda (2003) a sample is a subset of a particular population. We use samples of the population to represent the reality and / or variables under investigation. Purposive sampling method was employed to sample the eleven schools with integrated classes, their teachers and pupils since they have the information required by the researcher. Purposive sampling is a sampling method that enables the investigator to utilize cases possessing required information in regard to the aims of his/her study. The Cases are hence carefully chosen since they hold the information required (Mugenda and Mugenda, 2003). Purposive sampling was used to sample eleven public primary schools with integrated classes for purposes of this study and this represents total number schools with integrated classes in

Igembe South District. The researcher purposively sampled the eleven head teachers because of the few schools with integrated classes.

Simple random sampling was used to sample one hundred and twenty-one teachers to participate in the study, thus eleven teachers were sampled from each school to participate in the study. Simple random sampling involves giving a number to every subject or member of the accessible population. The numbers are then placed in a container. The numbers are then picked at random and the numbers corresponding to the numbers picked are included in the sample. Pupils were placed in small groups entailing children with special needs and those that aren't. Simple random sampling was employed to sample the necessary number of pupils to play a part. This aspect gave equal chance to each pupil to participate. This was used to select 370 pupils giving 34 pupils per school. Thus the study sample included: 11 head teachers, 121 teachers, and 370 pupils.

### **3.5 Research instruments**

Questionnaires were the main instruments of data collection. They were designed in accordance with the objectives of the study. Each item in the questionnaire was developed to address a specific objective or research question. There were different types of questionnaires for each group; head teachers, teachers, and pupils. Questionnaire for pupils captured information on teachers' attitudes towards children with disabilities and teaching/learning resources. The questionnaires for teachers and head teachers captured

information on teacher pre-service training, teaching strategies, teaching/learning resources and teachers' attitudes towards children with disabilities. A document analysis guide was used for KCPE results analysis for four years in the sampled schools. This enabled the researcher to compare performance of children with disabilities and those without.

### **3.6 Validity of instruments**

Validity is the ability of an instrument to measure what it intends to measure. It's the extent to which the findings derived from data analysis actually represent the incident under investigation (Mugenda and Mugenda 2003). A pilot study was conducted to test if the questions in the questionnaire were well understood. To validate the instruments, the researcher administered the questionnaires on her own in one of the schools where class teachers were purposively sampled. Questionnaire items were discussed with the respondents who were asked to identify ambiguities which were then be rectified before administration of questionnaire to the sampled population. Brown (1996), content validity includes any validity strategies that focus on the content of the test. To validate the content in the questionnaire, the researcher relied on expert advice of the supervisors. Any comment on the coverage of objectives was strictly adhered to.

### 3.7 Instrument reliability

Reliability is the extent to which measurements resulting from a test are the result characteristics of those being measured. It is the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and are inferred to be dependable and repeatable for an individual test taker (Berkowitz, Wolkowitz, Fitch and Kopriva 2000). Test-retest method was used to assess reliability in which the same test was given to the same respondents after a period of time. The reliability of the test (instrument) was estimated by examining the consistency of the responses between the two tests.

Steps involved in test-retest are: select a suitable group of participants, give the test to the participants; the initial conditions are kept constant and then give the same test to the participants. Correlate the scores from both testing periods using Pearson's product moment correlation formula.

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

Where: r = reliability coefficient

n= number of respondents

x = total scores of the test administration

y= total scores of retest administration

Kasomo (2007), if the reliability coefficient is 0.8 to 1, the instruments are considered reliable. Should the coefficient be less than 0.5 revisions of

instruments is done. A correlation co-efficient of 0.91 depicted a strong reliability of the research instruments

### **3.8 Data collection procedures**

Data was collected from the sampled schools after clearance from the department. Authorization to carry out the research was acquired from the National Commission for Science, Technology and Innovation. Clearance to carry out the study was obtained from the County Director of Education, Meru County and from the school heads of the participating schools. Pre visits were made to the respective schools to make arrangements with the head teachers on when the questionnaires would be administered

### **3.9 Data analysis techniques**

Data was analyzed based on the research objectives. Quantitative data derived from close ended questions from the questionnaires was analyzed using descriptive statistics. Qualitative data from the questionnaires was organized to allow the researcher to pick up themes and concepts which emanated from the research objectives. Qualitative data was then coded according to themes and was processed using Statistical Package for Social Science (SPSS) software. Data was then presented using pie charts, bar graphs and tables.

### **3.10 Ethical considerations**

The research was meant for academic purposes only. The research involved children and therefore informed consent was sought from the school principals in the schools chosen to participate in the research. The participants were assured of anonymity and confidentiality. No one was required to write his or her name in the questionnaire. Participation in the research was voluntary and the safety of all respondents was assured.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS.**

#### **4.1 Introduction**

This chapter presents the findings, discussions and interpretations on the impact of institution-based factors on the performance of CWDs in Kenya Certificate of Primary Education in public primary schools in Igembe South District, Meru County, Kenya

#### **4.2 Instrument return rate**

Data was collected from 9 schools through questionnaires that were administered to 9 head-teachers, 99 teachers and 306 pupils. This represented a response rate of 81.8% for head teachers (9 questionnaires collected out of 11), teachers 81.8% (99 questionnaires collected out of 121) and pupils 82.7% (306 questionnaires collected out of 370). The return rates deemed reliable for purposes of this study because they were above 70% (Best and Kahn 2006).

The collected Quantitative data was evaluated through descriptive statistics; frequencies and percentages and the outcomes presented on pie charts, bar graphs and tables. Qualitative data was categorized under themes that were then analyzed and presented on tables and graphs.

#### **4.3 Demographic information**

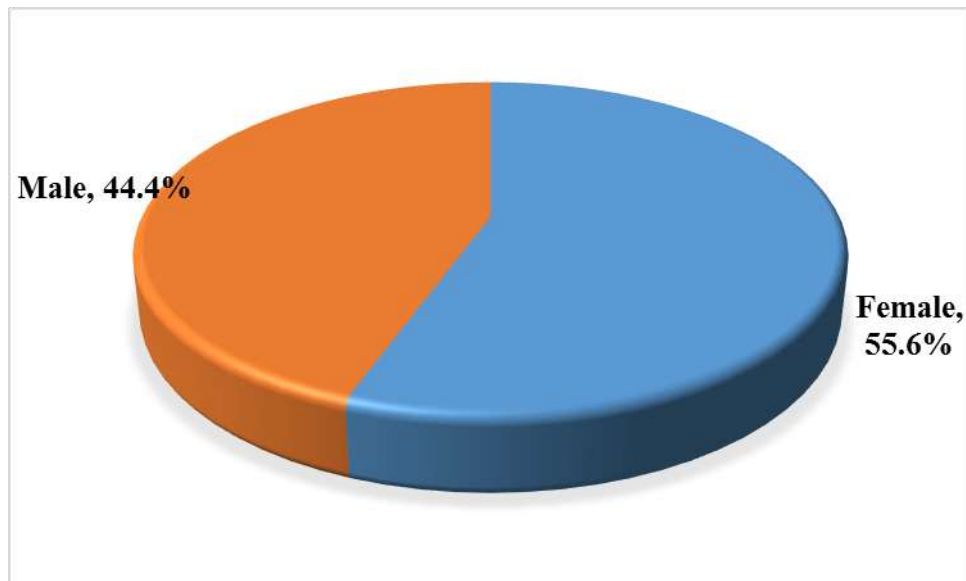
The demographic information of the respondents was sought for by the researcher in order to determine the suitability of the respondents to participate in this study. This information pertained to the gender, age years of experience



in teaching and headship as well as kinds of disabilities from the respondents. This was also needed to acknowledge the various characteristics of the respondents who were engaged in the study by responding to the questionnaires.

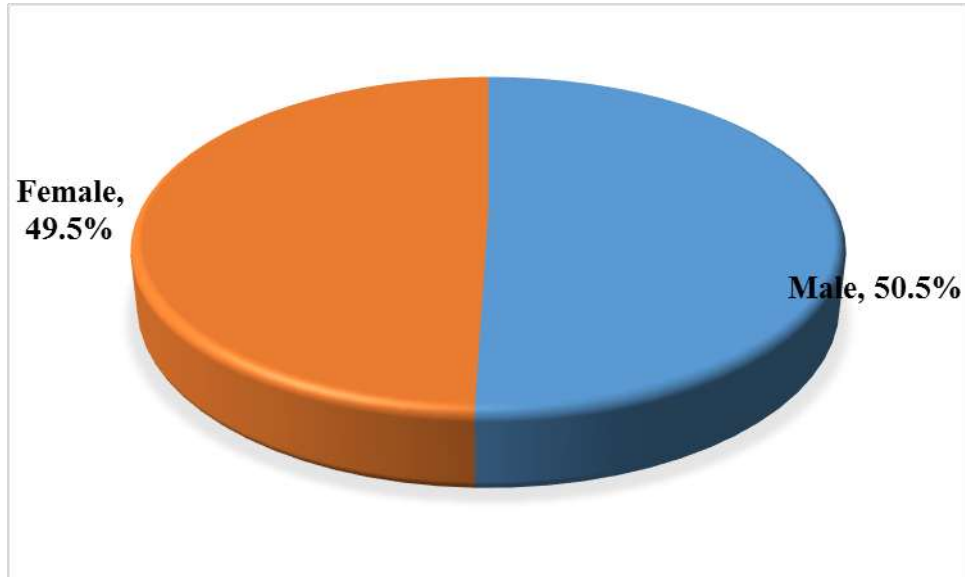
#### **4.3.1 Gender of respondents**

The researcher sought to establish the gender of the respondents so as to determine the distribution of females and males for the sample. Gender generally has an effect on the way individuals relate with each other and their interactions with different responsibilities and circumstances in life. Additionally, gender of teachers for this study had the ability to affect the level of interaction with the disabled pupils and in a way influence the performance of the disabled pupils. The sex of head teachers, and teachers is presented in figure 4.1 below.



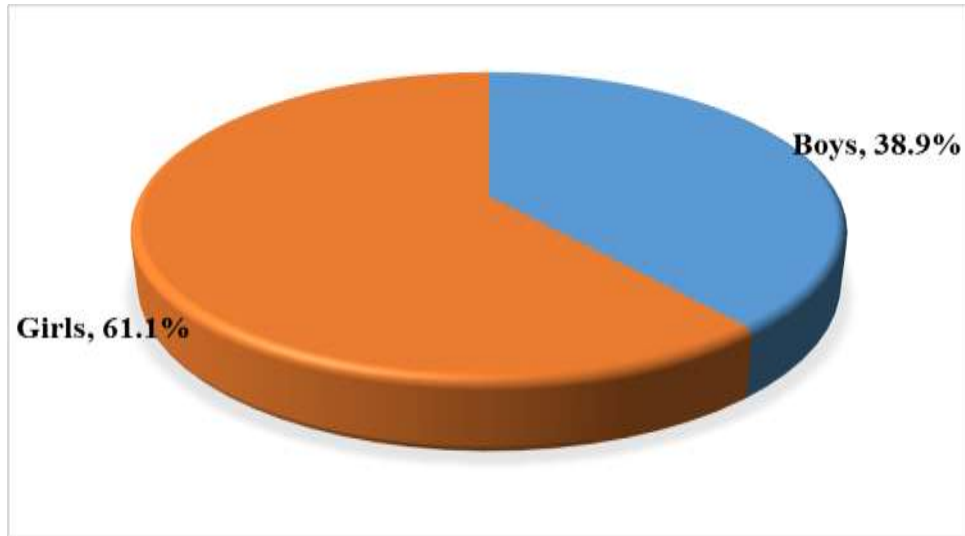
**Figure 4.1: Gender of School Heads**

The findings of this study show that 55.6% (N=9) of the head teachers were females representing a majority of the head teachers. The gender of teachers was presented in figure 4.2 below.



**Figure 4.2: Gender of teachers**

As presented in figure 4.2 above, the findings of this study male teachers were 50.5% of the 99 (N=99) valid responses showing an almost equal distribution of gender for the teachers in the study area. The gender of the pupil respondents was also sought for by the researcher. The findings are presented in figure 4.3.

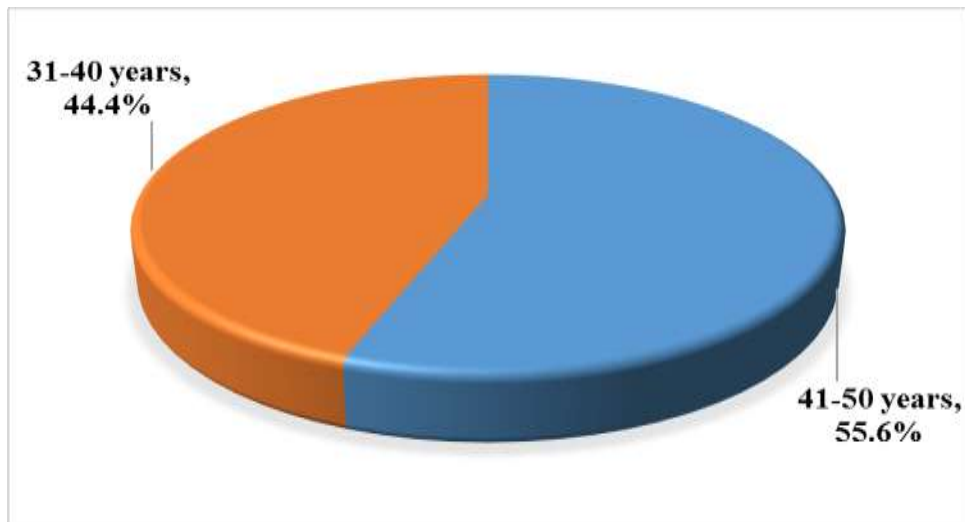


**Figure 4.3: Gender of pupils**

From figure 4.3 above, the greater proportion of the pupil respondents were girls (61.1%, N=306). The researcher therefore drew conclusion on the basis of this finding of a likelihood of low enrolment for boys in the study area.

#### **4.3.2 Age of respondents**

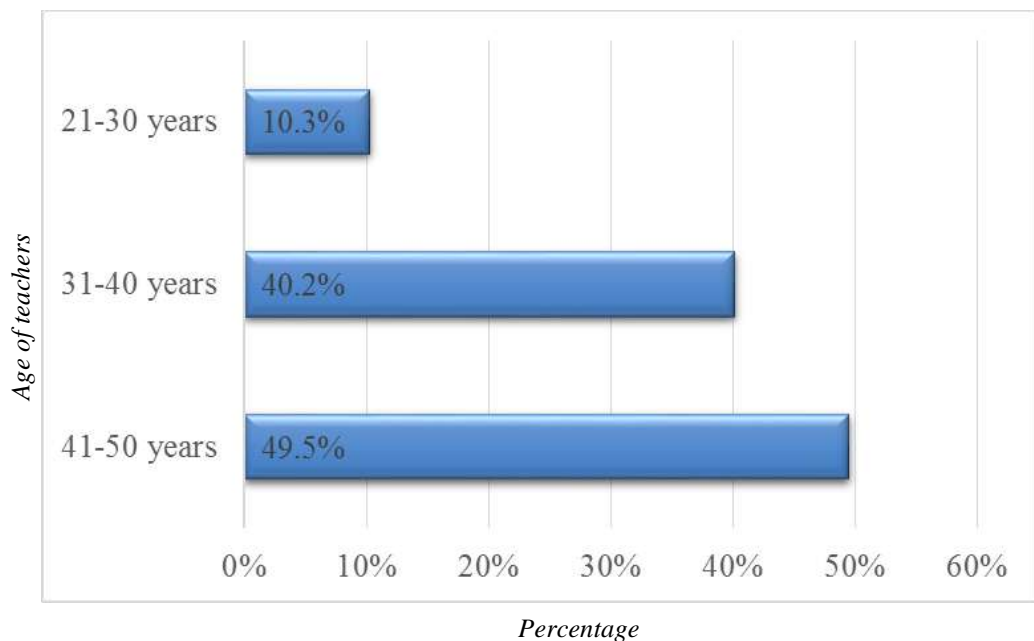
The age of the participants was also sought for by the researcher and is presented in figures 4.4, 4.5 and 4.6 below.



**Figure 4.4: Age of head teachers**

The outcome of this investigation shows that a majority of the head teachers (55.6%, N=9) were aged between 31-40 years. Given this age distribution, the researcher was assured that the head teachers were aged enough to have interacted with various factors that influenced the performance of not only the normal but also the disabled pupils. Given this findings on the age of head teachers, the researcher remained confident that the head teacher had most likely had numerous opportunities to interact with these challenges and most likely solve them.

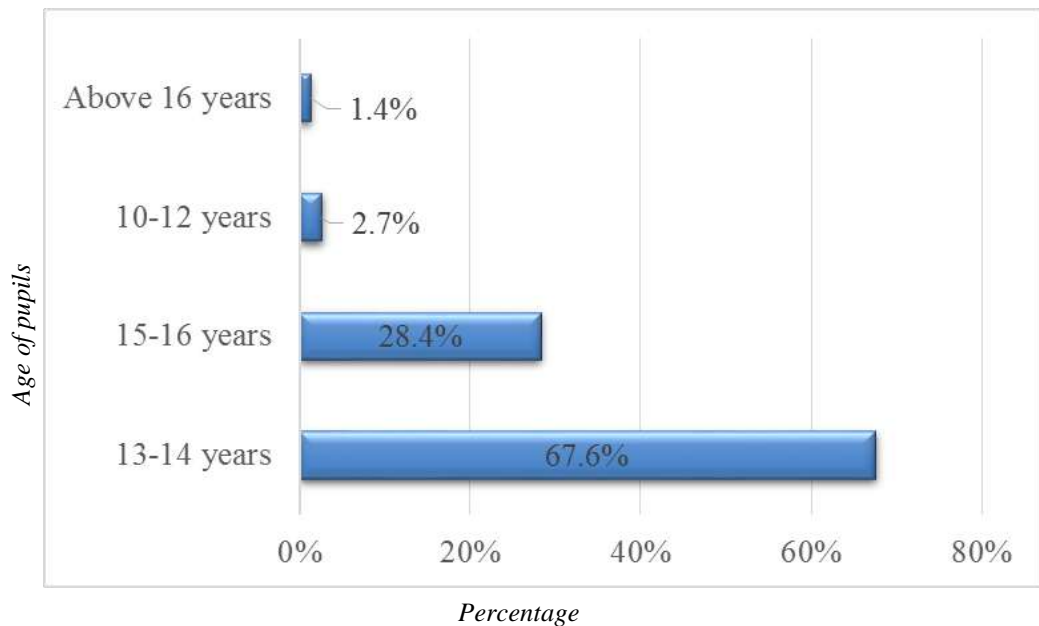
The teachers' age was also sought for by the researcher and was presented in figure 4.5 below.



**Figure 4.5: Age of teachers**

From the findings presented in figure 4.5 most of the teachers (49.5%, N=97) were aged between 41-50 years. The findings on the age of teachers showed that the teachers were aged enough to have had an interaction with various

school based factors that influenced the performance of challenged pupils. This therefore meant that they were at a position of effectively responding to the questions that this study adopted to understand the school-based factors that affected the performance of the challenged learners.

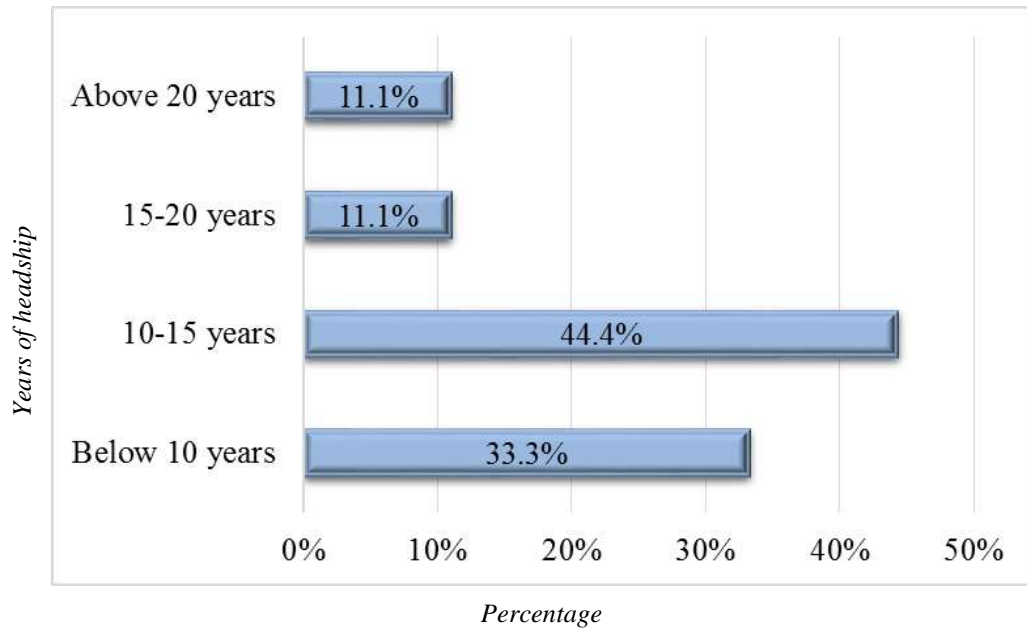


**Figure 4.6: Age of pupils**

From the findings of this study, majority of the pupil respondents interviewed (67.6%, N=72) were aged between 13 and 14 years which is the average age for pupils in the senior levels of primary education. This therefore assured confidence in the researcher of the ability of the pupils to effectively respond to the questions in the questionnaire for pupils. Additionally, pupils at this age were mature enough to have interacted with various factors that affected their performance as normal or physically challenged learners from the experiences they undergo through their junior levels of primary education to the senior level of primary education.

### 4.3.3 Years of service for head teachers and teachers

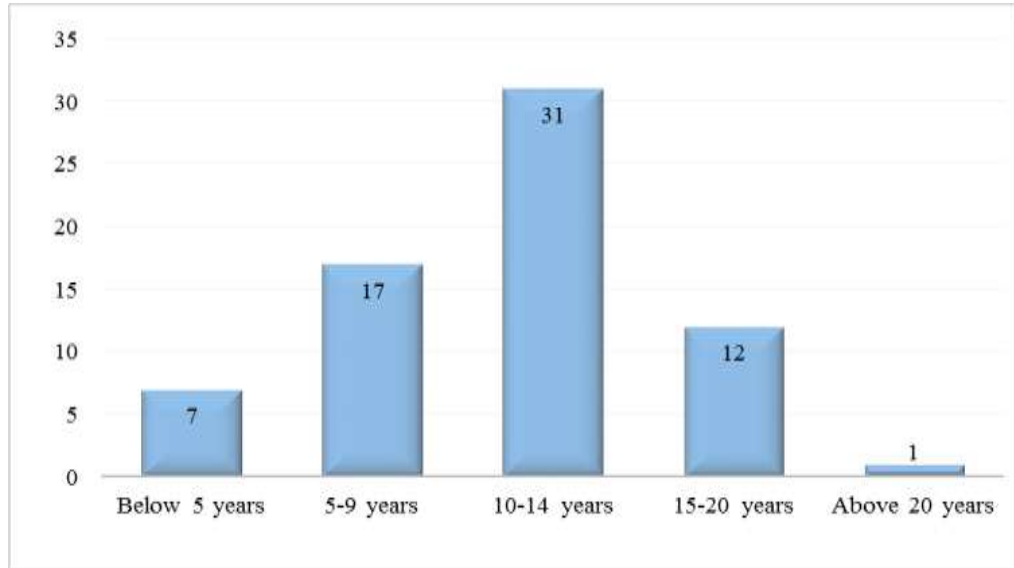
The researcher also sought to know from the teacher respondents the number of years they had served as teachers or head teachers. The findings are presented in figure 4.7 and 4.8 below.



**Figure 4.7: Years of headship for school head teachers**

From the findings of this study as presented in figure 4.7 above, a higher proportion of the head teachers (44.4%, N=9) had been serving as primary school head teachers for over ten years. This finding was necessary because the years of service as a head teacher bestowed to these head teachers the opportunity to have an experience and effectively interact with the various school based factors that impact the performance of the disabled pupils in their schools. The numerous years of experience that most of the head teachers had also meant that they were also at a position of highlighting some solutions to the challenges faced in the learning process of the disabled learners.

The researcher also sought to know from the teachers the duration for which they had been teachers/educators. The answers are presented in the following figure 4.8.



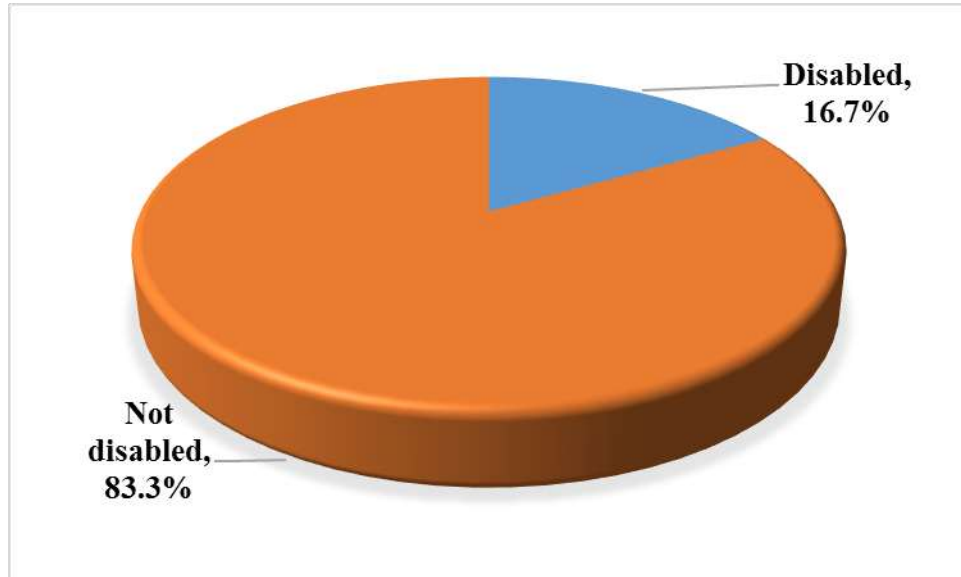
*Teachers' years of service in teaching*

**Figure 4.8: Teachers' years of service in teaching**

From this investigation's outcome, many of teachers had served for between 10 to 14 years. Given that a majority of the teachers had served as teachers for more than 5 years, the teachers were able to effectively identify with some of the school based factors that influenced the performance of the disabled pupils in the schools they had taught in. This is for the reason that this duration of serve as a teacher gave these teachers the opportunity to interact with such factors.

#### 4.3.4 Disabilities of the pupil respondents

The researcher sought to know from the pupils interviewed if they had any form of physical disability. The outcome is presented in figure 4.9 below.



**Figure 4.9 Proportion of disabled pupil respondents**

From figure 4.9 above, majority of the pupils who took part in this study (83.3%, N=305) were not disabled. The findings of this study align with the enrolment rates for disabled pupils sitting for KCPE exams presented in table 1.1 showing that despite integrated schools opening their doors to learners with disabilities, only a few learners with disabilities actually enroll to undertake their studies in these schools.

The researcher further sought to know the various kinds of disabilities that the disabled learners who took part in the study had. The answers are presented in table 4.1 below.



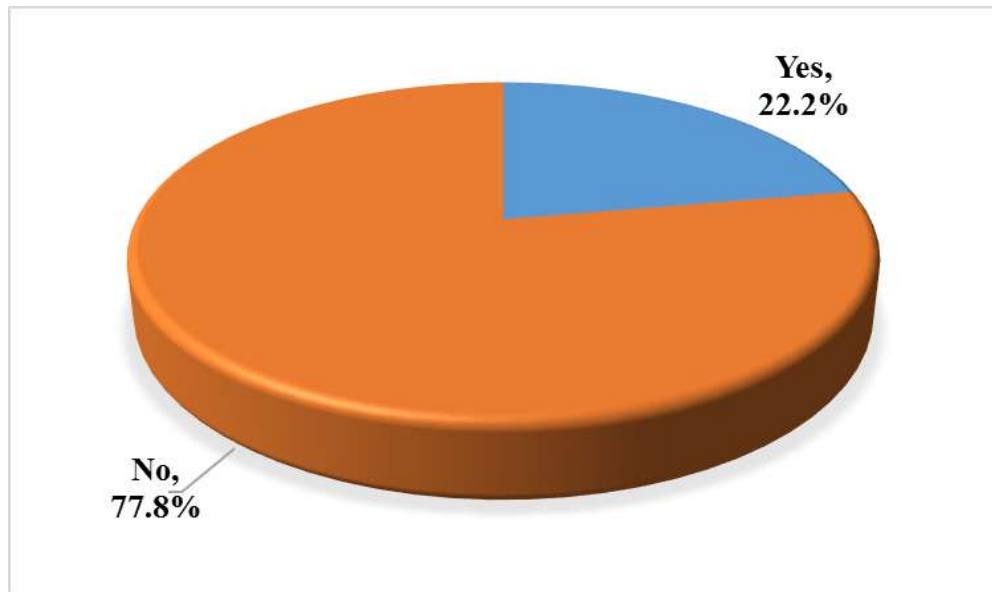
**Table 4.1: The types of disabilities by the disabled pupils**

<b>Kind of Disability</b>	<b>Frequency</b>	<b>Percentage</b>
Walking	5	10.0%
Seeing	9	19.0%
Talking	13	27.0%
Hearing	21	44.0%
<b>Total</b>	<b>48</b>	<b>100%</b>

The findings of this study reveal that the common disability with the challenged learners was hearing impairment.

#### **4.4 The effects of pre-service teacher training on performance of the challenged children**

In order to have a deeper understanding of the influences of school/institution based factors on the performance of CWDs in KCPE, the researcher sought to know the various aspects pertaining to the pre-service training of teachers and their influence on the performance of the disabled learners. In line with this research question, the head teachers were asked if they had been trained in handling children with disabilities. The results are presented in figure 4.10 below.



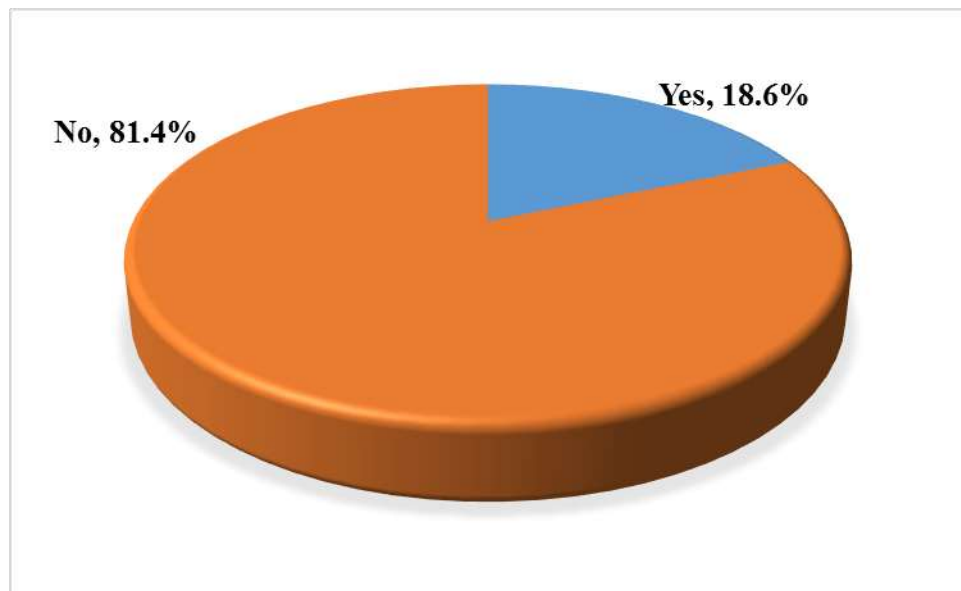
**Figure 4.10: Head teachers' pre-service training in SNE**

The study's outcome tells that majority of the head teachers (77.8%, N=9) had not been trained on how to handle pupils with disabilities. This finding contravenes the need for teachers to possess appropriate training that promotes progress towards learning within inclusive schools as highlighted by UNESCO (1994:27).

An additional question on whether the schools headed by the interviewed head teachers had any teachers trained in special needs education indicated that every schools had at least one teacher who had undergone training in handling learners with special needs. The study however resonate the findings of various studies carried out in different countries. For instance, a study carried out by Ajay K Das and Amed in 2013 to examine the level of skill of regular secondary and primary school teachers to teach students with special needs under inclusive education settings in Dehli, India revealed that a majority of

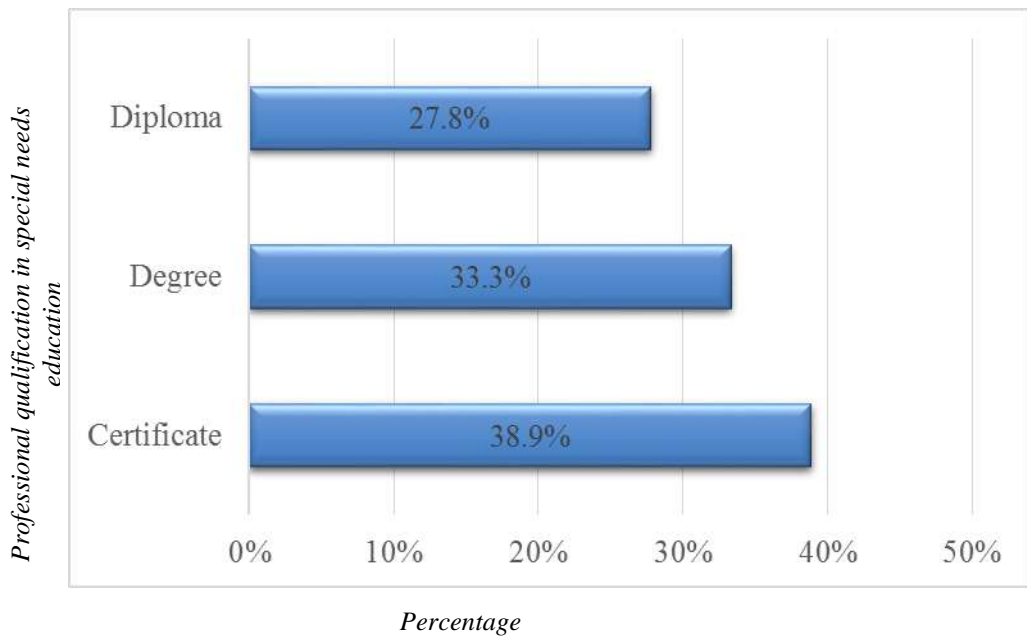
the primary school teachers 146; approximately (67.59%) had not undergone any training pertaining to special needs education. Similar to the findings of the current study, a study carried out in Uganda by Nyende in 2012 also revealed that a lack of training for most primary school teachers in special needs education with only one teacher having received some training on the same.

The researcher further asked the teachers if they had received any training in special needs education in an attempt to find out the proportion of teachers who had received such training in special needs education. The responses are presented in figure 4.11 below.



**Figure 4.11: Teachers undergone training on handling disabled children**

The study findings reveal that majority of the teachers (81.4%. N=97) had not been trained in special needs education. These are findings also revealed by Nyende in 2012 in a study carried out in Uganda revealing how only a few teachers had been trained in handling children with special needs. These findings have an implication on the performance of the learners with special needs in that the trained teacher per school will only handle one or two forms of disabilities while other are left untapped. Such untapped form of skills to teach the respective disabled learners hence translates into poor performance. The researcher sought to identify from the teachers trained in special needs education, their levels of training. The findings are presented in figure 4.12 below.

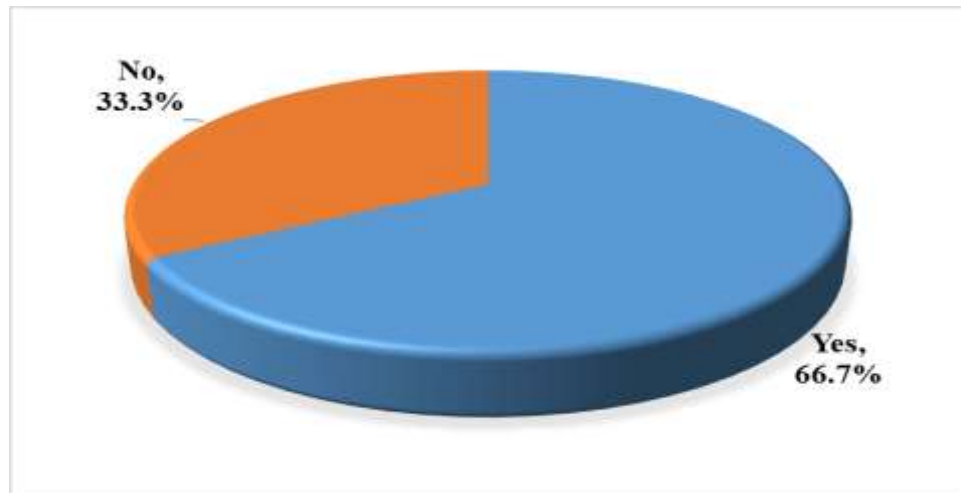


**Figure 4.12: Professional qualification in special needs education**

As presented in figure 4.12 above, the study findings show that most of the trained teachers in special needs education (38.9%, N=18) were certificate holders. Despite the low numbers of trained teachers as revealed by this study and the other reviewed studies, this study further reveals that majority of the trained teachers still needed to advance their levels of qualification in handling special needs learners. This is to align with the needs of UNESCO (1994) that reveals the value of teachers being trained in skills necessary for handling disabled children to encourage a conducive environment for learning and imparting knowledge to learners with special needs. More teachers therefore needed to advance their training in handling special needs education in order to have well trained and qualified teachers handling the learners with special needs for an improved performance.

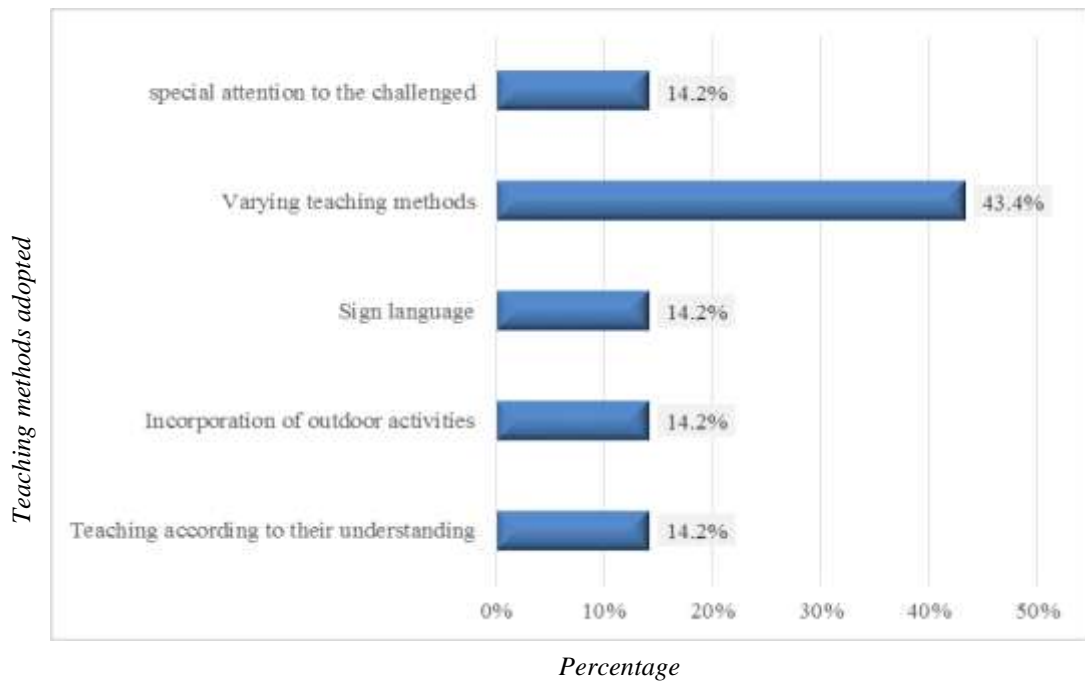
#### **4.5 Teaching strategies adopted by teachers under special needs education**

The researcher sought to know the different strategies adopted to handle special needs education in order to enhance performance of the disabled pupils. The head teachers were asked if teachers in their schools had adopted any specific teaching methods together with the details of such techniques. The results are presented in figure 4.13 below.



**Figure 4.13: Adoption of SNE teaching methods in schools by head teachers**

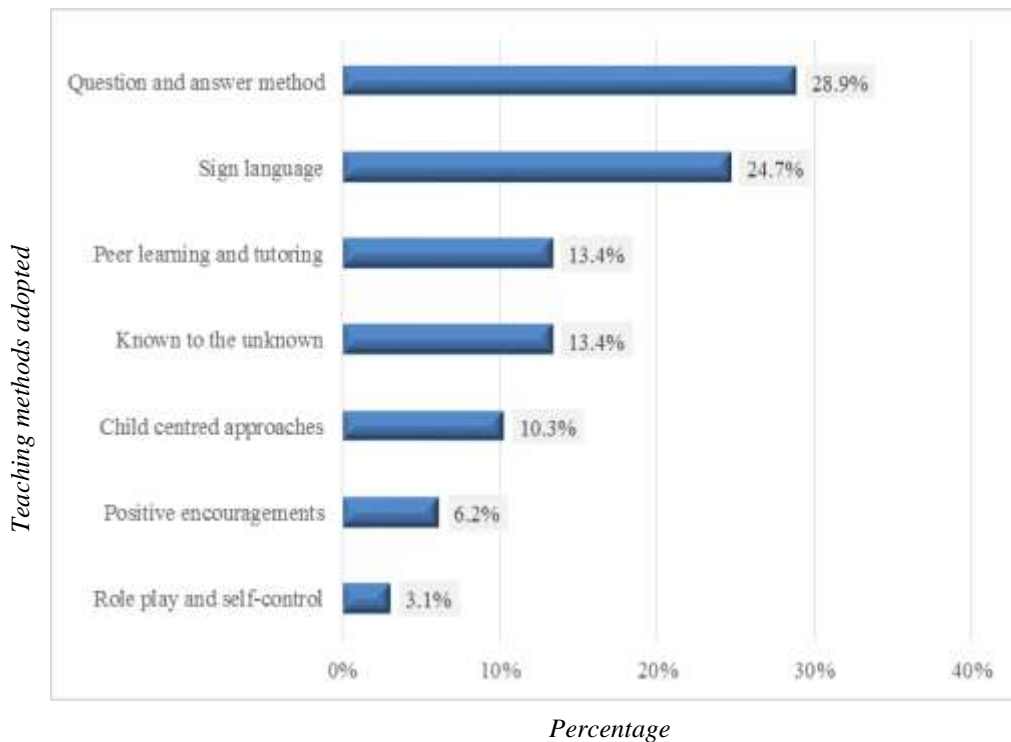
From the research findings, a majority of the head teacher participants (66.7%, N=9) indicated that the teachers in their school had adopted various teaching strategies to assist the pupils with disabilities. Various studies have revealed the necessities of adopting various teaching strategies to handle learners with special needs so as to benefit these learners (Davies & Florian, 2004). These are such as the use of sign language and Braille machines, cooperative learning as revealed by Fredrickson & Cline (2002), and peer tutoring as highlighted by Greenwood, (1997) and so on. In addition, combining teaching strategies and approaches has a greater impact as opposed to a single strategy. As such, the current study revealed that teachers incorporated various learning strategies in order to effectively handle the learners with disabilities. The various methods that are utilized by teachers as revealed by this study are presented in figure 4.14 below.



**Figure 4.14: Teaching methods adopted as indicated by head teachers**

The findings of the research presented in figure 4.14 above show that most teachers and head teachers (43%) N=106) had adopted a technique of alternating between techniques to effectively handle pupils with special education needs in their schools. Most scholars including Davies and Florian (2004) strongly advise for the reliance on combinations of strategies in handling learners with special needs which is revealed by this study.

The researcher additionally sought to know from teachers the various teaching methods they used in order to accommodate learning for pupils with special needs. The findings are indicated in figure 4.15 below.

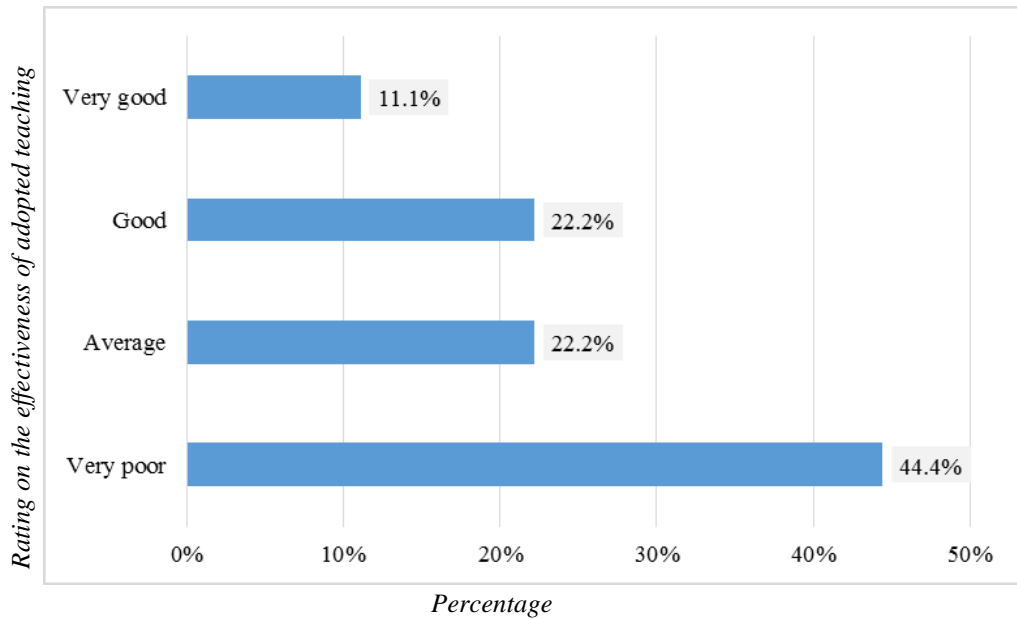


**Figure 4.15: Teaching methods adopted by teachers**

Figure 4.15 above gives the most used techniques by teachers to cater for the pupils with special needs where the study revealed that most teacher preferred the question and answer method. The question and answer method was revealed to be the commonly used teaching method by 28.9% (N=97) of the teacher respondents. The findings of this study are nevertheless contrary to that of various other scholars on effective teaching methods for learners with disabilities. For instance, Veerkamp, Buldwin, Kamps and Cooper (2007) demonstrated the enhancement of performance when peer tutoring is relied on in learning vocabulary for mid school students.



The head teachers were then asked to give their rating on the effectiveness of the teaching methods adopted by their teachers to enhancing the performance of the challenged pupils. The study outcome is represented in the following figure 4.16.



**Figure 4.16: Head teachers rating on the effectiveness of adopted teaching methods**

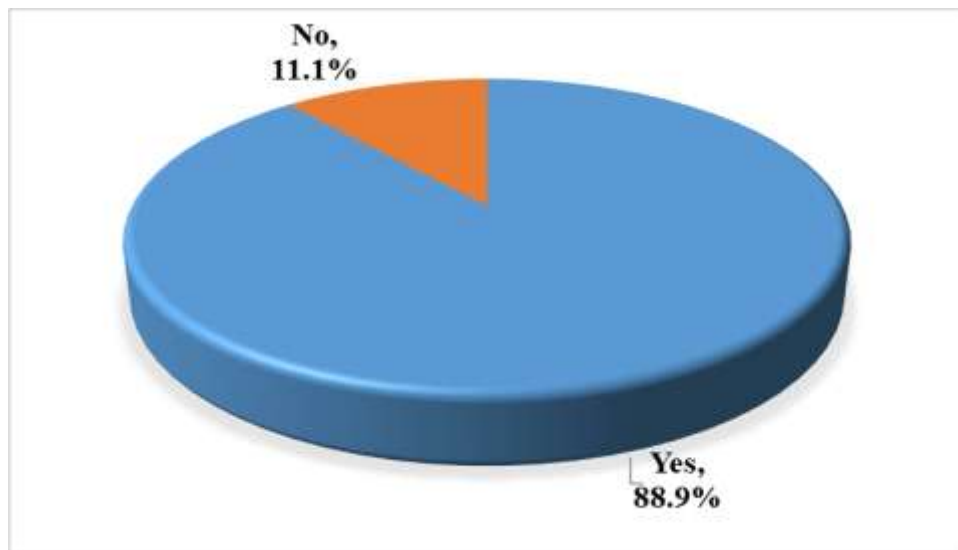
The study's outcome indicates that most of the head teachers (44.4%, N=9) rated the methods adopted in teaching to be very poor.

As earlier revealed by the findings of the current study presented in figure 4.15 that contradict the findings of the study done by Veerkamp, Buldwin, Kamps and Cooper (2007) on the effective technique to teach learners with special needs, it is important to note that teachers need to adopt the teaching and learning strategies recommended by Veerkamp, Buldwin, Kamps and Cooper (2007) to address the ineffectiveness of the methods adopted by the

interviewed teachers that have been ranked as poor by the head teachers going by the findings in figure 4.16.

#### **4.6 Availability of learning and teaching resources**

The study also set out to find out the effects that learning and teaching resources had on performance of pupils with special needs. In line with this study objective, the researcher sought to know from the head teacher respondents if their schools had availed teaching and learning resources for the disabled and their rating on these teaching and learning resources. This is presented in figure 4.17 and figure 4.18 below.



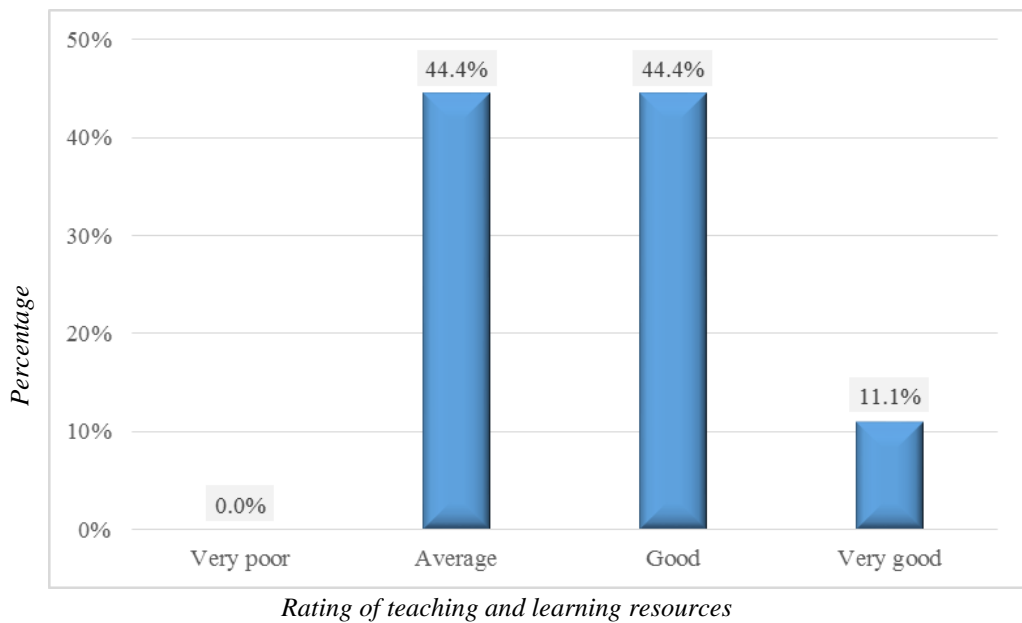
(N=9)

**Figure 4.17: Headteachers' response on Teaching and Learning Resources Available**

The findings of the current research revealed that majority of schools had the necessary instructional resources to cater for the needs of the challenged pupils. As noted by Moodley (2002) on the necessity of having the necessary teaching and learning material availed for learners to enhance their learning

process and active participation during the learning processes, the current study fulfills this need by indicating the availed necessary resources for learners in most of the sampled schools as indicated by the teachers.

It is also worth noting that the head teachers who participated in this study further gave their ratings on the teaching and learning resources to be as follows.



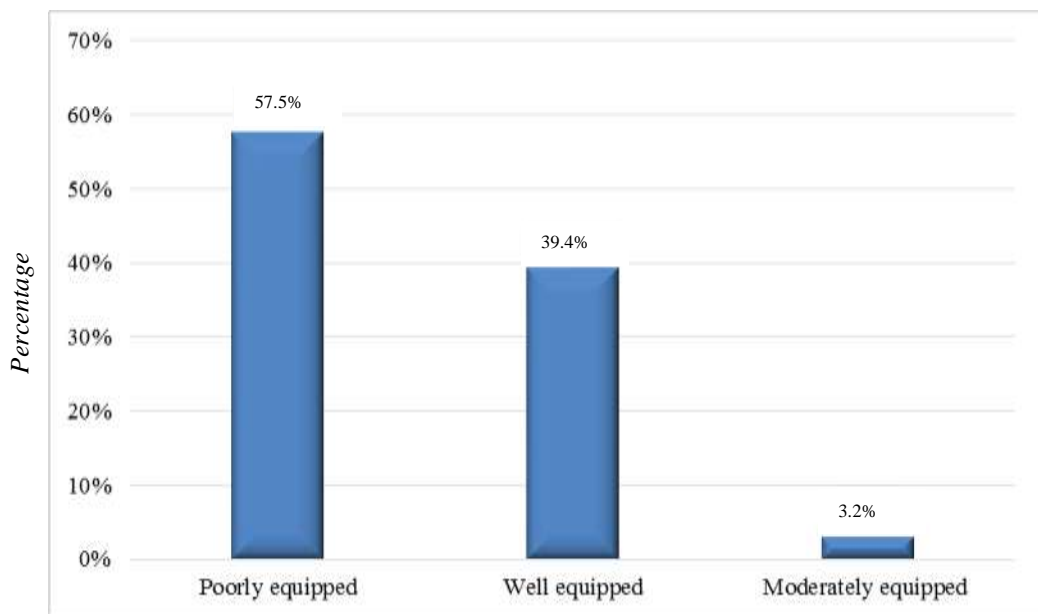
(N=9)

**Figure 4.18: Head teachers rating of the teaching and learning resources**

This study outcome indicates that 44.4% of the head teachers rated the instructional resources available in the schools to aid the disabled as good and the other 44.4% of the head teachers rated them as average. Despite the availability of the basic resources, considerations needed to be given to their state of performance in order to assist learning in the most effective way. This is as indicated by UNESCO (2004) which highlights the need for learners to be provided with effective learning materials in ways that meet their needs.

Impaired materials or resources that are deficient will therefore not promote an ideal environment for the active learning of pupils with special needs.

Teachers on their part indicted poorly equipped schools in terms of the teaching and learning resources for the disabled pupils as indicate in figure 4.19 below.



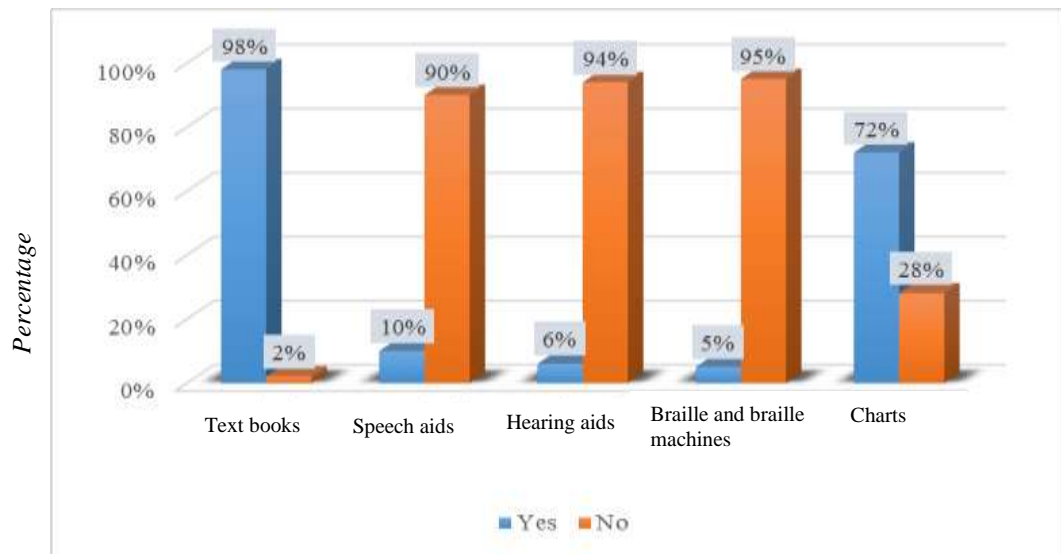
*Teachers' response on equipping of schools*

(N=94)

**Figure 4.19: Teachers rating on teaching and learning resources**

These findings are therefore contrary to the recommendations by Moodley (2002) who highlighted the need to effectively provide and avail teaching and learning resources for learners with special needs to aid in their learning processes.

In addition, the researcher sought to know the level of availability of some of the teaching and learning resources. The researcher therefore asked pupil respondents on the availability of various resources for teaching and learning.



*Teaching and learning resources available in schools*

**Figure 4.20: Teaching and learning resources available in schools, (N=302)**

The findings of the current study show that texts books and charts were largely available in the schools for use by the pupils with special needs while items such as speech aid, hearing aid, braille and braille machines were largely lacking in most of the schools to be used in assisting the learners with special needs as indicated by the student respondents. The current study reveals the inadequacy of teaching and learning resources as highlighted by all the respondents. These are findings also echoed by Angela Michael (2013) in their study on access to and the provision of facilities to children with disabilities in Tanzania. Their study revealed that only 14.3% of the learners with disabilities had the appropriate support in terms of them being provided with the vital facilities for effective learning.

The researcher additionally sought to know from the head teachers the interventions they had put in place to ensure that the disabled learners had access to adequate teaching and learning resources. Some of the initiatives highlighted by the head teachers included Requisition from the Ministry of Education, purchases through the Free Primary Education Funds as well as engagements with parents, stakeholders and well-wishers for donations.

The current study reviewed literatures that highlighted the need for other additional facilities to be provided including resources that enhanced the mobility as well as communication of learners including crutches, wheelchairs, optical and non-optical devices, positioning devices and hearing devices as highlighted by Moodley (2002). The findings of the current study reveal a lack of resources that aid in the movement of the physically challenged learners which then is an initiative that need to be implemented to enhance the mobility of this group of learners.

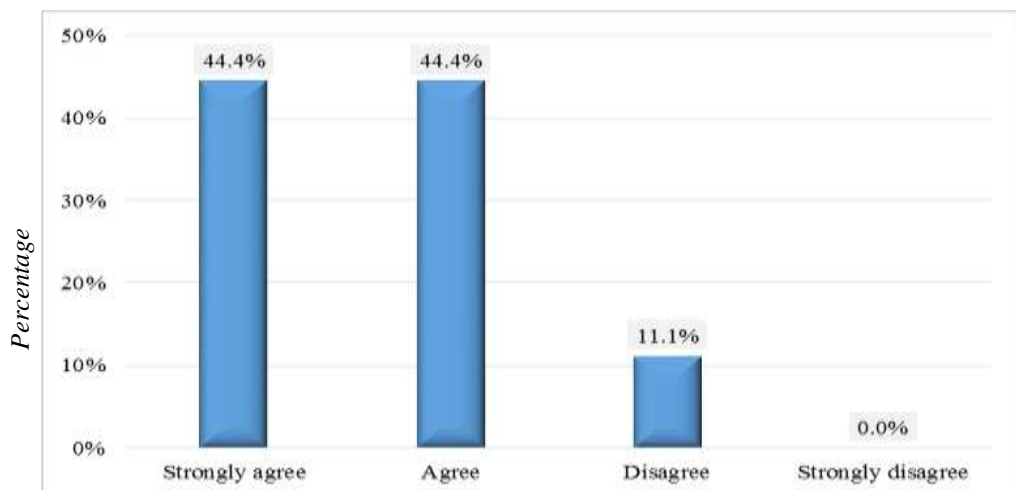
#### **4.7 Attitude of teachers towards children with disabilities.**

This study set out to establish the effects of teacher attitude on performance of the pupils with special needs. In line with this objective, the researcher sought to know from the head teachers if other pupils related well with the learners with special needs.

It was worth noting that all the head teachers indicated positive relations between the normal pupils and the other learners with disabilities. In addition, all the head teacher respondents further indicated that teachers in their schools accepted learners with special needs. This is contrary to various other

researchers that revealed negative perceptions on the inclusion of learners with disabilities with other learners (Cochran 1998, Cook, Semel and Gerber 1999; Forlin 2001; Heflin and Bullock 1999). On the other hand, the findings of the current study partly concur with the findings of a study by Familia-Garcia in 2001 in New York that assessed the attitude of teachers on the inclusion of learners with disabilities in regular classrooms. Similar to the current study, the study by Familia-Garcia (2001) reveal that only a half of the teachers were at will to attempt inclusion even as the other half declined such attempts. Florian (2012) also in a study in Scotland revealed the resistance towards inclusion of learners with special needs.

The researcher again sought to know from the head teachers if they agreed the handling of learners with disabilities by teachers affected their performance. The findings are presented in figure 4.21.



*Rating on effect of teacher handling on performance*

**Figure 4.21: Head teachers’ responses on the effect of teacher handling of CWDs on performance**

The study findings indicate that the manner in which teachers handle the pupils with special needs had a bearing on their performance as indicated by 44.4% of the head teachers (N=9). The findings of the current study on the effect of the way teachers handle pupils including the influence of their attitude on the performance of learners with special needs is also echoed by Paris(2000). Paris(2000) indicates that teacher attitude as well as commitment towards inclusion remains a critical aspect towards the failure or success of an inclusive education system which therefore has a bearing on the productivity of learners with special needs.

Consequently, the investigator sought to know from the academicians their perception on handling learners with disabilities. The findings are presented in table 4.2 below.

**Table 4.2: Perception of teachers on handling learners with special needs**

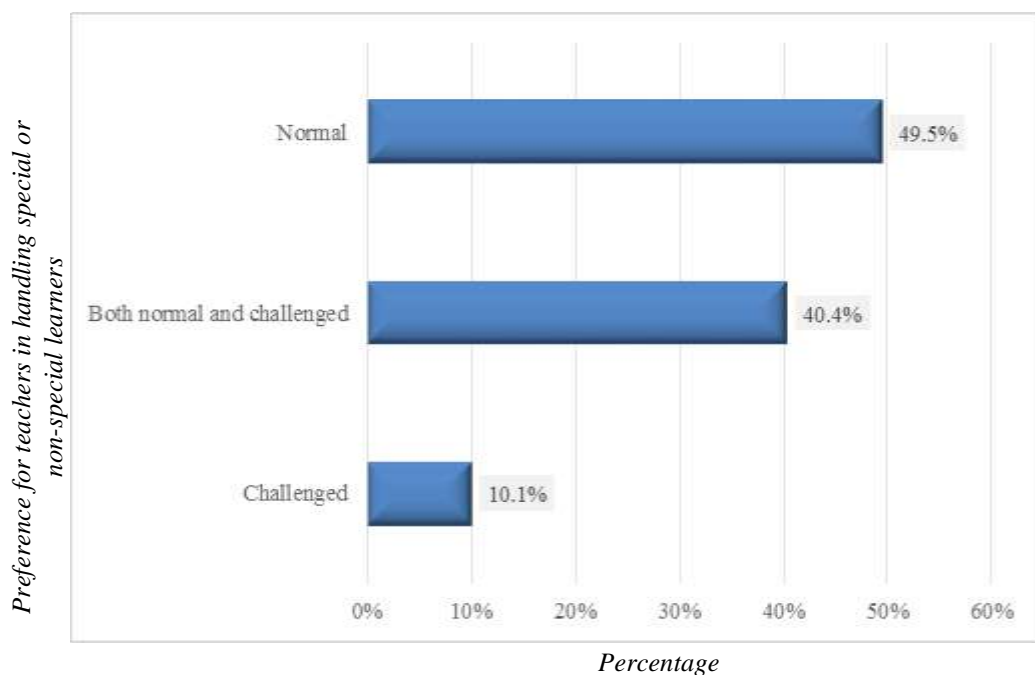
<b>Perception</b>	<b>Frequency</b>	<b>Percentage</b>
Challenging	66	64.1%
Good and encouraging	11	10.7%
Unenjoyably	10	9.7%
Enjoyable	7	6.8%
Noble and humbling	5	4.9%
Needs a lot of commitment	2	1.9%
Challenging and needs commitment	2	1.9%

From the findings, most of the teachers 64.1% (N=103) find it challenging to handle learners with special needs. These are findings also echoed by other scholars including Cochran (1998) who suggest that few teachers will find the process of educating the special need learners to be enjoyable and Florian



(2012) who indicated that teachers in Scotland resisted the inclusion of learners with disabilities for the reason that inclusions resulted in interferences with the effective education and learning of the other learners.

The teachers were additionally asked to give preference between the challenged and the normal children for which they would most likely be comfortable to handle.



**Figure 4.22: Preference for teachers in handling special or non-special learners**

As revealed by the study, most teachers (49.5%, N=99) had a preference of handling the learners without special needs even as a high proportion also had preference for handling pupils having special needs and the normal pupils. This shows how much teachers were are willing to assist both the special need learners and the normal learners to access education. This however is contrary to the findings of the study by Familia-Gacia (2001) that revealed only a

partial acceptance of teachers to accept the incorporation of learners with special education needs in their classes.

#### **4.8 Challenges that hinder the performance of learners with special needs**

As part of the study, the researcher posed questions to the respondents on some of the challenges that hindered the performance of learners with special need. The teachers and head teachers highlighted some of the challenges that they faced in relation to the teaching methods adopted and the instructional resources. These challenges are summarized in table 4.3 below.

**Table 4.3: Challenges hindering performance of the disabled as indicated by teachers**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
Inadequate teaching and learning resources	60	76.0%
Poor equipping of the available facilities	9	11.0%
Inadequacy of funds to buy facilities	4	5.0%
Lacking support from stakeholders	4	5.0%
Resources are expensive to acquire	2	3.0%

**N = 79**

The findings in table 4.3 above show that the inadequacy of teaching and learning resources and the poor equipping of the facilities available for pupils with special needs were major challenges that hindered the achievement of high performance for the pupils with special needs.

**Table 4.4: Challenges hindering performance of the disabled as indicated by the head teachers**

<b>Challenge</b>	<b>Frequency (N=9)</b>	<b>Percentage</b>
Inadequacy of teaching and learning resources	5	55.5%
Lacking support from stakeholders	2	22.2%
Inadequacy of funds to buy facilities	1	11.1%
Inappropriate skills applied by teachers	1	11.1%
Inadequate teaching time	0	0.0%

The findings in table 4.4 above show that the inadequacy of teaching and learning resources and the lack of support from stakeholders are some of the highly ranked challenges that hindered the achievement of high performance for the pupils with special needs.

## **CHAPTER FIVE**

### **SUMMARY, CONNCLUSIONS AND RECOMENDATIONS**

#### **5.1 Introduction**

This research investigated the influence of school based factors on the performance of children with disabilities in Kenya Certificate of Primary Education in public primary schools in Igembe South District, Meru County, Kenya. The study was guided by four research questions that required investigation into the effect of pre-service training, the effect teaching strategies adopted by teachers, the effect availability of learning and teaching resources and the effect of attitude of teachers/tutors on the performance of children with disabilities in Kenya Certificate of Primary Education. This chapter presents a summary of the findings and conclusions derived.

#### **5.2 Summary of findings of the study**

The purpose of the study was to explore the influence of school based factors on performance of children with disabilities in public primary schools in Igembe south district in Meru County, Kenya. The objectives of the study were; to determine the influence of teachers' pre- service training on performance, to determine how teaching and learning strategies adopted by teachers influenced performance, to examine how teaching and learning resources affect ted performance and to establish the influence of teacher attitudes on performance of children with disabilities in KCPE in public primary schools in Igembe South District of Meru County. Questionnaires were the main instruments of data collection and a document analysis guide

was to collect data on pupils' in KCPE. Quantitative data was analyzed using descriptive statistics; frequencies and percentages. Qualitative data was categorized under themes that were then analyzed and presented on tables and graphs. The findings are as summarized in the subsequent sections.

### **5.2.1 Pre-service teacher training on performance of the challenged in KCPE**

From the research findings, majority of the head teachers had not undergone training on how to handle pupils with special needs as presented in figure 4.10, to the need for all teachers in inclusive Schools being required to get the appropriately training on handling learners with special needs as revealed by UNESCO (1994). In addition, it was also worth noting according to the findings of this study each school that took part had at least one teacher who had undergone training in handling learners with special needs. The investigation also revealed that a good number of teachers had trained in handling special needs teaching with a most of the teachers who had received the training being holders of certificate qualifications as presented in figure 4.12. This therefore reveals the need for more teachers to get advanced training in handling learners with special needs as highlighted by UNESCO (1994), revealing the need the value training teachers in the skills of handling learners with special needs.

### **5.2.2 Teaching strategies adopted by teachers under special needs education**

The findings of this study also revealed that most head teachers in their schools relied on various teaching methods to teach the integrated learners as presented in figure 4.13. The use of different teaching strategies to handle such learners has been proved to be beneficial by other studies for instance Davies and Florian (2004). The methods that this study established to be used included the question and answer method, sign language, child centered approaches and starting from known to the unknown as presented in figure 4.14. The findings of this study also revealed that a most preferred mode of teaching the learners was the question and answer method that most head teachers felt was very poor as presented in figure 4.16. Indeed, other scholars for instance Veerkamp, Buldwin, Kamp and Cooper (2007) agree with the findings revealed by the head teachers by further indicating that the best and most effective technique to use for learners with special needs was peer tutoring.

### **5.2.3 Availability of teaching and learning resources**

This study additionally revealed that many schools had the basic teaching and learning resources as presented in figure 4.17. This is deemed to be essential in enhancing the learning of pupils with special needs. Contrary, findings of this investigation also reveals that most of the basic teaching and learning resources available in schools to assist the disabled learners were not good enough as presented in figure 4.18. This is contrary to the need for these

resources to be in good conditions to effectively enhance learning (UNESCO, 2004) which highlights the need for learners to be provided with effective learning materials in ways that meet their needs as impaired materials or resources never not promote an ideal environment for the active learning of pupils with special needs.

The findings of this study also revealed that texts books and charts were largely available in the schools for use by the challenged pupils while items such as speech aid, hearing aid, Braille and Braille machines were largely lacking in most of the schools assist the disabled in their learning process as presented in figure 4.20. Learners with special needs needed to have access to the various teaching aids to effectively facilitate and support their learning. In consequence, the research revealed that some of the initiatives adopted by head teachers to ensure the adequacy of these materials included the requisition from the Ministry of Education, purchasing of the items through the Free Primary Education Funds and engagements with parents, well-wishers and stakeholders for donations. Moodley (2002) revealed the necessity of providing other items that facilitated the mobility of learners with special needs for example crutches and wheelchairs which the current study observes to lacking in the schools assessed. This therefore presents the need to also avail such resources for effective learning of the disabled learners.

#### **5.2.4 Attitude of teachers towards learners with disabilities**

This study also determined that teachers as well as the learners who had no special needs accepted the learners with special education needs in their learning institutions. Additionally, the findings revealed that the way teachers handled learners with special needs had a strong impact on their performance as presented in figure 4.21. This is a finding that was also revealed by Paris (2000) indicating teacher attitude and commitment towards inclusion was critical in the failure or success in inclusive education systems. On the other hand, majority of the respondent teachers felt that handling learners with special needs was challenging as presented in table 4.2. A good proportion however finds it encouraging, good and enjoyable to teach learners with special needs. The study therefore revealed the positive attitude directed to integrate learning systems despite the challenges that come with it. Most teachers also preferred to handle learners with special need and a good proportion also preferring to teach both the special need and the normal learners in integrated settings as indicated in table 4.22.

#### **5.3 Conclusions**

The study sought to establish the influence of school based factors on performance of children with disabilities in KCPE. From the study findings several conclusions were arrived at;

The study revealed the lack of training for most head teachers. This is supplemented by the fact that at least one teacher in each of the schools had undergone a training on how to handle children with special needs with at



least at a certificate qualification. This therefore has the impact of below average performance of the disabled pupils as presented in table 1.1.

Various teachers were found to use various methods in delivering the curriculum content. These included question and answer methods, child centered approaches, peer learning and tutoring, known to the unknown formula, positive encouragements of such students and self-correction. This study revealed that having these teaching and learning techniques combined enhanced the process of learning for the disabled pupils.

From the research findings, it is conclusive that many schools are not adequately equipped even with the basics requirements for effective learning of the disabled. This study therefore derives the conclusion that special needs pupils are not able to display exemplary performance and perform below average with lacking teaching and learning resources as presented in table 1.1.

This study found adequate reasons to conclude that teachers accepted the learners with special needs in their schools therefore presenting a positive attitude. Attitude is generally essential in every aspect of life and as such and as such for the disabled for an exemplary performance.

#### **5.4 Recommendations of the study**

- i. The Ministry of Education should train more teachers in Special needs Education and deploy them to schools accordingly since one trained teacher in SNE cannot adequately cater for the needs of all children with special education needs.
- ii. All school head teachers should be trained in SNE to enable them acquire the necessary skills in teaching children with disabilities since they are key in the curriculum implantation and assessment for all learners.
- iii. The KICD should develop and disseminate teaching and learning resources specifically made for children with disabilities to schools with integrated classes as soon as possible
- iv. All teacher trainees in pre-service teacher education should be trained in special needs education. KICD should incorporate special needs education training in primary teacher education curriculum.

#### **5.5 Suggestions for further research**

The researcher suggests further research to be conducted in the following areas in the study locale.

- i. An assessment of social- economic factors influencing wastage rate among boys in primary schools in the study locale.
- ii. Influence of institution- based factors on performance in Kenya certificate of Secondary Education (KCSE) in public day schools in the study locale.

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## APPENDICES

### APPENDIX I: LETTER OF INTRODUCTION

Grace K. Murungi  
University of Nairobi  
Kikuyu campus  
P.O Box 92  
Kikuyu.  
May 2016.

Dear Sir/Madam,

#### **RE: PARTICIPATION IN RESEARCH**

I am a post graduate student at university of Nairobi perusing a master's degree in Education Administration. I request you to permit me to collect data in your school. I am researching on influence of school based **'factors on performance of children with disabilities in public primary school in Igembe South District, Meru County, Kenya'**. Kindly fill the attached questionnaire and respond to all items please. You are also free to withdraw from filling in the questionnaire without being penalized.

Thank you.

Yours faithfully

Grace K. Murungi

## APPENDIX II: QUESTIONNAIRE FOR PUPILS.

The research will be meant for academic reasons only. It will try to establish school based factors affecting performance of children with disabilities in public primary schools in Igembe South District of Meru County. You are kindly asked to provide answers as precisely as possible.

Do not write your name anywhere in this questionnaire.

Tick  $\surd$  where appropriate or fit in the required information on the spaces provided.

1. What is your gender [  ] Boy [  ] Girl
2. How old are you in years —
3. Do you have any physical disability [  ] Yes [  ] No,  
If yes, which one (s)?  
[  ] walking [  ] seeing [  ] talking [  ] hearing.
4. At what age did you start attending school?  
[  ] 4 years [  ] 5 years [  ] 6 years [  ] 7 years. Above 7 [  ]
5. Do you have discussion groups in your class? Yes [  ] No [  ]  
If yes, how often do you carry your activities within a week? [  ]  
once [  ] twice [  ] thrice.
6. Do teachers ask questions to all pupils in class? [  ] Yes [  ] No.
7. Do teachers give time to pupils with learning difficulties while teaching in class? [  ] Yes [  ] No.

8. Do you have the following teaching and learning resources in your school?

	Yes	No
Text book	[ ]	[ ]
Speech aid	[ ]	[ ]
Hearing aid	[ ]	[ ]
Braille and Braille machine	[ ]	[ ]
Charts	[ ]	[ ]

9. How do you perceive the effectiveness of head teachers and teachers in teaching learners with special needs?

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Thank you for participating in the study.

### **APPENDIX III: QUESTIONNAIRE FOR TEACHERS**

This research is meant for academic purpose only. It will try to find out the school based factors influencing the performance of children with disabilities in public primary schools in Igembe South District of Meru County.

You are kindly requested to provide answers to these questions as honestly as possible.

Do not write your name or name of your school anywhere in this questionnaire.

Please (√) where appropriate or fill in the required information on the spaces provided.

#### **Part I: Demographic information of teachers**

1. What is your gender? [  ] Female [  ] Male
2. What is your age bracket?  
[  ] 21-30 years [  ] 31-40 years [  ] over 40 years
3. How long have you been a teacher? \_\_\_\_\_ years
4. What is your highest academic qualification? M.Ed [  ] E.Ed [  ]  
Diploma [  ] P1 [  ].
5. What is your professional qualification?  
Masters Degree [  ] Degree [  ] Diploma [  ] p1 [  ]

#### **Part II: Teacher attitudes**

6. How do you find teaching children with special needs? \_\_\_\_\_  
\_\_\_\_\_



7. Which pupils do you prefer to handle? [  ] Normal [  ]  
Challenged [  ] Both

Kindly give reason(s) for your answer\_\_\_\_\_

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### **Part III: Teachers' qualifications and training**

8. Are you trained in special education? Yes [  ] No [  ]
9. What professional qualifications do you possess in relation to special education?

Certificate [  ] Diploma [  ] Degree [  ]

Any other qualification? Please

specify.\_\_\_\_\_

---

### **Part VI: Teaching / learning resources**

10. What challenges do you experience in relation to teaching and learning resources for special needs education?

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11. Does your school provide teaching aids specifically made for special needs education?

Yes [  ] No [  ]

12. How can you rate your school in terms of availability and adequacy of teaching and learning resources for children with special needs?

Poorly equipped [  ] well-equipped [  ] moderately equipped [  ]

**Part V. Teaching Strategies**

13. Do you often use teaching methods that take into account children's individual needs when teaching children with special education needs?

Yes [ ] No [ ]

(b) If yes specify,

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14. What challenges do you experience in relation to teaching methods when teaching learners with special education needs?

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#### **APPENDIXIV: QUESTIONNAIRE FOR HEADTEACHERS.**

The research is meant for academic purposes only. It will try to find out the school based factors influencing the performance of children with disabilities in public primary schools.

You are kindly requested to provide answers to these questions as honestly as possible.

Please do not write your name or that of your school on this questionnaire.

Please ✓ where appropriate or fill in the required information on the spaces provided.

#### **Part I: Demographic information of the Head teacher.**

1. What is your gender? \_\_\_\_\_
2. What is your age bracket? 21-30 years [  ] 31-40 years [  ] 40- 50 years [  ] Over 50 years [  ]
3. How long have you been a Head teacher? \_\_\_\_\_ Years.
4. What is your highest academic qualification? \_\_\_\_\_
5. What is your highest professional qualification? \_\_\_\_\_

#### **Part II: Attitudes toward Learners with Disability**

6. Do the pupils in your school relate well with special needs learners?  
Yes [  ] No [  ]
7. Do teachers in your school accept learners with special needs in their classes? Yes [  ] No [  ]  
If No, please specify \_\_\_\_\_  
\_\_\_\_\_

8. What initiatives you and your teachers undertake to assist special needs learners?

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9. Does your school admit children with special needs? Yes [ ] No[ ]

If no, specify \_\_\_\_\_

How many challenged children are there in your school?

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For the following items please indicate the extent to which you strongly agree (SA), agree (A), uncertain (U), disagree (D), strongly disagree (SD) with the statement.

(a) Do you agree that the way teachers handle or treat pupils with disabilities influence their performance? (Tick accordingly)

Strongly agree [ ] Agree [ ]

Disagree [ ] strongly disagree [ ]

(b) Do you agree with the following statement concerning the relationship of Head teachers, teachers and pupils in your school? Tick  $\surd$  as appropriate.

i. There is open communication on issues that affect disabled children.

Strongly agree [ ] Agree [ ] Disagree [ ] Strongly disagree [ ]

ii. We frequently hold meeting to discuss issues affecting children with disabilities.

Strongly agree [ ] Agree [ ] strongly disagree [ ] Disagree [ ]

iii. The school administration normally involves teachers, parents and pupils in decision making on inclusive education.

Strongly agree [ ] Agree [ ] Strongly disagree [ ] Disagree [ ]

iv. School administration is less concerned with issues that affect children with special needs.

Strongly agree [ ] Agree [ ] strongly disagree [ ] Disagree [ ]

**Part III. Teacher training and qualification.**

10. Have your teachers undertaken any pre- service training on special needs education?

Yes [ ] No [ ]

If yes how many? \_\_\_\_\_

11. Have you ever been trained in handling children with disabilities? No [ ] Yes [ ]

If yes please give details of your training.

---

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**Part IV. Teaching and learning resources**

12. Are there teaching and learning resources for use with disabled children?

Yes [ ] No [ ]

13. Please rate teaching and learning materials available for learners with disabilities.

Very good [ ] Good [ ] Poor [ ] Very poor [ ]

14. What is the pupil text book ratio? \_\_\_\_\_

15. What interventions have you put in place to ensure disabled children have relevant and adequate teaching and learning aids?  
\_\_\_\_\_  
\_\_\_\_\_

**Part V: Teaching Strategies.**

16. Do your teachers use specific teaching methods when teaching children with special needs?

Yes [ ] No [ ]

If yes, give details \_\_\_\_\_

17. How would you rate the teaching methods as far as disabled children are concerned?

Very good [ ] Good [ ] Average [ ] Poor [ ] Very poor [ ]

(a) The teachings methods used by teachers affects the performance of children with disabilities.

Strongly agree [ ] agree [ ] strongly disagree [ ] disagree [ ]

(b) The teaching methods should be adjusted to suit the needs of the disabled learners

Strongly agree [ ] Agree [ ] strongly disagree [ ] disagree [ ]

**Thank you participating in the study.**

### APPENDIX V: DOCUMENT ANALYSIS GUIDE

Item	What to check	2013	2014	2015	2016	Source of data
1	KCPE Results for learners with Special Needs Education					
2	KCPE Results for normal learners					

## APPENDIX VI: LETTER OF AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318243, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 50623-00100  
NAIROBI-KENYA

Ref No: **NACOSTI/P/16/65657/15240**

Date:

**21<sup>st</sup> December, 2016**

Grace Kajuju Murungi  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of school based factors on performance of children with disabilities in Kenya Certificate of Primary Education in public primary schools in Igembe South District, Meru County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **21<sup>st</sup> December, 2017**.

You are advised to report to **the County Commissioner and the County Director of Education, Meru 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.

  
DR. M. K. RUGUTT, PhD, MSc.  
DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.



**APPENDIX VII RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
**MS. GRACE KAJUJU MURUNGI**  
**of UNIVERSITY OF NAIROBI, 0-60600**  
**maua ,has been permitted to conduct**  
**research in Meru County**

**on the topic: INFLUENCE OF SCHOOL**  
**BASED FACTORS ON PERFORMANCE OF**  
**CHILDREN WITH DISABILITIES IN KENYA**  
**CERTIFICATE OF PRIMARY EDUCATION**  
**IN PUBLIC PRIMARY SCHOOLS IN**  
**IGEMBE SOUTH DISTRICT, MERU**  
**COUNTY, KENYA.**

**for the period ending:**  
**21st December,2017**

**Permit No : NACOSTI/P/16/65657/15240**  
**Date Of Issue : 21st December,2016**  
**Fee Received :Ksh 1000**





.....  
**Applicant's**  
**Signature**

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

**CONDITIONS**

1. You must report in 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**

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

**RESEARCH CLEARANCE**  
**PERMIT**

Serial No.A **12438**

**CONDITIONS: see back page**