

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
UGENYA DISTRICT, KENYA**

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the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

This work is in memory of my late wife Susan Atieno and dedicated to our children Jesca Adhiambo and Stacy Migenga.

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TABLE OF CONTENT

Declaration.....	ii
Dedication.....	iii
Acknowledgement	iv
Table of content	v
List of tables.....	x
List of figures.....	xi
Abbreviations and acronyms	xii
Abstract.....	xiii

CHAPTER ONE

INTRODUCTION

1.1 Background of the study	1
1.2 Statement of the problem	8
1.3 Purpose of the study	9
1.4 Objective of the study	9
1.5 Research questions	10
1.6 Significance of the study	10
1.7 Limitations of the study.....	11
1.8_Delimitation of the study.....	11
1.9Assumption of the study.....	11
1.10 Definition of significant terms	12

1.11. Organization of the study	13
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CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction	15
2.2 Concept of inclusive education	15
2.3 Rationale for inclusive education.....	16
2.4 Historical development of inclusive education	16
2.5 Status of inclusive education world wide.....	22
2.6 Status of inclusive education in Africa	24
2.7 Situation of inclusive education in Kenya.....	26
2.8 Teacher’s attitudes towards implementation of inclusive education	27
2.9 Suitability of school physical facilities in implementation of inclusive education	28
2.10 Influence of teacher qualifications on implementation of inclusive education	29
2.11. Appropriateness of teaching and learning resources in implementing inclusive education.....	31
2.12 Summary of the Literature Review	33
2.13. Theoretical framework of the study	34
2.14. Conceptual Framework	35

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction	36
3.2 Research design.....	36
3.3 Target population	37
3.4. Sample size and sampling procedures.....	37
3.5 Research instruments.....	38
3.5.1 Questionnaires	38
3.5.2 Interview schedule.....	39
3.6 Instrument Validity	39
3.7 Reliability of Instruments.....	40
3.8 Data collection procedure.....	40
3.9 Data analysis techniques.	41

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction	42
4.2 Questionnaire return rate.....	43
4.3 Demographic Characteristics of the respondents	43
4.3.1 Demographic information of the pupils.....	43
4.3.2 Demographic information of the teachers	44
4.3.3 Demographic information of the head teachers.....	45
4.3.4 Head teachers' teaching experience	45
4.3.5 Teachers' teaching Experience.....	46

4.4 Attitudes of teachers towards implementation of inclusive education	47
4.4.1 Head teacher’s views on inclusive education	49
4.4.2 Enrollment of normal and challenged learners in public primary schools	50
4.5 Suitability of school physical facilities for inclusive education.....	51
4.5.1 Facilities that enhance accessibility of challenged learners	52
4.6 Teachers’ training and qualification on implementation of inclusive education	54
4.6.1 Professional qualification of teachers.....	55
4.7 Appropriateness of teaching and learning resources.....	56
4.7.2 Text book ratio among the learners	57
4.7.3 Appropriateness of teaching and learning materials.....	58
4.7.4 Head teachers’ suggestions on easy access to learning resources	59

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	61
5.2 Summary of the study	61
5.3 Conclusions	64
5.4 Recommendations	65
5.5. Suggestions for Further Research	66
REFERENCES	68
Appendix I: Introductory Letter.....	71

Appendix II:Questionnaire For Std 8 Pupils.....	72
Appendix III:Questionnaire For Class Teachers	74
Appendix IV:Interview Schedule For Head Teachers	77
Appendix V:Letter Of Authorization.....	81
Appendix VI:Research Permit	82

LIST OF TABLES

Table 1.1 Statistics on enrolment and completion of three successive cohorts	7
Table 3.1: Sampling matrix	38
Table 4.1 Head teachers' teaching experience.....	46
Table 4.2: Teachers teaching experience.....	47
Table 4.3: Head teachers' views on inclusive education	49
Table 4.4: Facilities that enhance accessibility of challenged learners	53
Table 4.5: Availability of teaching/learning materials for special need learners .	56
Table 4.6 Head teacher's suggestion on easy access to learning resources.....	59

LIST OF FIGURES

Figure 2.1: Institutional based factors influencing inclusive education.	35
Figure 4.1: Demographic information for pupils	44
Figure 4.2: Demographic information for teachers	44
Figure 4.3: Demographic information for head teachers	45
Figure 4.4 Attitudes of teachers towards implementation of inclusive education	48
Fig 4.5 Enrollment of normal and challenged learners in public primary schools	50
Figure 4.6: Adequacy of physical facilities for inclusive education	51
Fig 4.7 Teachers training on special education	54
Figure.4.8 Profesional qualification of teachers	55
Figure 4.9 . Text book: Pupil Ration	57
Figure 4.10: Appropriateness of teaching and learning materials	58

ABBREVIATIONS AND ACRONYMS

EARC	Education Assessment and Resource Centre
EFA	Education for All
FPE	Free Primary Education
IEP	Individualized Education Programme
MoEST	Ministry of Education, Science and Technology
MoE	Ministry of Education
PWD	Persons With Disabilities
SNE	Special Needs Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education

ABSTRACT

The purpose of the study was to investigate the institutional factors influencing implementation of inclusive education in public primary schools in Ugenya district. It sought to provide valuable information on the challenges to educational planners and other stakeholders and suggest recommendations to curb the problem. The objectives of the study sought to determine the extent to which teachers' attitudes, suitability of physical facilities, teachers' qualifications and appropriateness of teaching resources influenced implementation of inclusive education in public primary schools in Ugenya district, Kenya. The study was conducted using descriptive survey design. The target population was 20 public primary schools in Ugenya district. The target respondents consisted of 20 head teachers, 110 teachers and 340 STD 8 pupils. From 470 members of the target population the researcher used purposive sampling procedure to select a sample size comprising 36 teachers, 18 head teachers and 102 pupils. The research instruments used included questionnaires and interview schedules. The analysis done was both qualitative and quantitative. Qualitative analysis considered the conclusions from the respondents' opinions. Quantitative analysis involved use of frequency counts and distribution, tabulation, totals and calculation of percentages aimed at condensing the data collected into meaningful groups and tables for further analysis. Data collected were analyzed using statistical package for social sciences (SPSS). In the study it was found out that inclusive education implementation in public primary schools in Ugenya District was faced by numerous challenges and the most prominent challenges were lack of trained teachers in special needs education, lack of physical facilities suited for challenged learners and inappropriateness of teaching and learning material. Therefore, the researcher concluded that inclusive education in public primary schools is not fully implemented in Ugenya district. This calls for concerted efforts between key educational stakeholders to conduct aggressive campaigns to sensitize the public on importance of the inclusive education programme. The government should come up with a comprehensive policy on inclusive education. More teachers should be trained on special needs education and schools to be provided with adequate and appropriate resources to cater for the challenged pupils. The researcher suggested that more studies should be conducted on institutional factors influencing inclusive education in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Inclusive Education (IE) philosophy is based on the principle that every school should be able to cater for all children including those with special needs. The philosophy was emphasized by The Universal Declaration of Human Rights in 1948 where it was declared that education is a fundamental right for all children regardless of individual differences. This right was further emphasized and affirmed as plan of action in the World Conference of Special Needs Education held in Salamanca, Spain, (United Nations Educational Scientific and Cultural Organization [UNESCO], 1994). The Salamanca statement firmly called on the international community to endorse the approach of inclusive schools by implementing practical and strategic changes in schools.

The world Education Forum held in 2000 in Dakar Senegal recognized education as an important basic right to all people that can be used to facilitate education for all policy. In Dakar meeting, 164 governments together with partner institutions adopted a framework of action focusing on the achievement of six Education for All goals pertaining to expansion of inclusive learning and the achievement of universal opportunities for all youths and adults, the achievement of gender parity and gender equality in education and the improvement in education quality and equity (EFA global monitoring Report,2005). The forum

also confirmed that education can play a pivotal role in overcoming exclusion. The same resolutions were adopted by the United Nations General Assembly in 2006 Article 24 ensures that persons with special needs are not excluded from general education system on basis of their handicap and that children with special needs are not excluded from free and compulsory primary education (United Nations, 2006).

The guiding principle of inclusive education is that ordinary schools should accommodate all children regardless of physical, social, emotional, mental and other conditions. Vittelo and Mithaug (2003) state that inclusion fosters institutional strategies to increase the participation and learning of children who are perceived to be vulnerable within the existing educational arrangement. Ndurumo (1993) notes that the concept of disability has undergone significant changes. Initially the physically and mentally challenged learners were placed in special schools. This was determined by people who thought that such children were not capable of learning the same concept as their non- disabled peers. Then there was a concept of integration. This meant educating children with disabilities together with their non- disabled peers. However, no environmental or instructional modifications were adapted to accommodate their different learning styles therefore the educational goals of the learners were not achieved. This creates a gap, hence there has been a need to have a deeper concern on the approach of educating learners with challenges. The earlier structures of special schools separate from where the children without special needs attended, has been

faulted as discriminative. Many nations are now increasingly recognizing that the policy of inclusion, where children learners with challenges are taught in ordinary schools with various forms of special support, is preferable to segregating them in those institutions (UNICEF, 2010).

According to Inclusive Education principle, every school should be able to cater for every learner including those with raging abilities and disabilities (Warnock, 2005). This is done by mobilizing appropriate human, physical and material resources for the transformation of such regular schools. Inclusion basically creates child friendly schools which operate with the interest of the learner by creating a safe and healthy environment endowed with trained teachers, adequate resources and appropriate physical, emotional and social conditions for learning .It also provides dignity and personal empowerment (UNICEF, 2010). Inclusive education is therefore a policy that involves reforming and restructuring of the school as whole to ensure that all pupils have access to a whole range of educational and social opportunities offered by school (Booth, 2008).

In many countries around the world, Inclusive Education has been supported to prohibit discrimination in education under the human rights law (Gallagher, 2003). In United States of America around 96 percent of children with disabilities are presently educated within the mainstream schools and almost half spend the majority of school days in general inclusive classrooms as opposed to being withdrawn from segregated lessons (United States Department of Education, 2005). This picture demonstrates a progressive increase in the number

of children with learning challenges being included in the mainstream settings . furthermore, ‘Public Law 108- 4462 individuals with disabilities Education improvement Act of 2004’, continues to advocate for the inclusion of learners with challenges within mainstream education settings. This law not only advocates accessibility to a high quality for children with challenges but also promotes accountability to the results (Block and Obrusnikova, 2007).

In Philippines, the ultimate goal of inclusive education is the integration of learners with challenges into ‘regular school system’ and eventually community. Korea, Malaysia, Sri Lanka, China, Indonesia and Thailand were among some of the first Asian countries to introduce individual learning programmes to support children with physical challenges. In addition, Thailand accepted sign dictionaries. In China classes, mainly for slow learners, affiliated to ordinary schools were began alongside the first in- service teacher training programmes to provide support for children with mild learning difficulties. According to Education for All report (2008), wide- ranging policies have been put in place in many countries to reduce some of the barriers to schooling, access to education for all remain wanting. Being fair and just refers, not so much on how the majority of the people attains or are accorded their rights, but rather to conscious and deliberate attention to extent to which the minority are also accorded and enabled to pursue their rights to education.

Children with special needs continue to be discriminated the education systems on the basis of access, provision of human and material resources and

negative attitudes of those entrusted in implementation of education policies. Every child has unique characteristics, interests, abilities and learning needs. Thus the education system should be designed and implemented to take into account the wide diversity of characteristics and needs of the learners (UNESCO, 2005).

Kenya's population of people with physical challenges is estimated at 4 million (10 percent) of the total population of 40 million people (National Coordinating Agency for Population and Development [NCAPD], 2012). About 25 percent of the 4 million are children of school going age. This translates to a total of 1 million children of which an estimated 90,000 have been identified and assessed. However, only 14,614 are enrolled in educational programmes for challenged children while an equivalent number are integrated in regular schools. This implies that over 90 percent of challenged children are either at home or have dropped out of school (Elimu Yetu Coalition, 2013).

Sessional Paper No.1 of 2005, indicates that the main challenges to access, equity and quality in provision of education and training to children with special needs includes , lack of clear guidance in implementation of all inclusive education policy, lack of reliable data on children with special needs and inadequate tools and skills in identification and assessment of special needs learners. These compounded by inappropriate infrastructure, inadequate facilities and lack of equipment make it difficult to integrate special education in regular programmes. There is still inadequacy of teaching and learning resources (RoK, 2005).

The demand for inclusive education in Kenya has increased due to government's commitment to Universal Primary Education. Implementation of Free Primary Education has created opportunity for a large number of children to enroll in already existing 23,900 public primary schools including those with special needs (UNICEF, 2013). While lack of access to education for children with special needs may be attributed to inadequate educational infrastructure, few qualified teachers to handle these children, social and cultural perceptions may widely influence decisions on enrolment of children in regular schools (UNICEF, 2009).

Ugenya district experiences a problem of low access of children with special needs in regular public primary schools. Unpublished reports by Ugenya Educational Assessment and Resource Centre [EARC], (2013) indicated that there were quite a number of challenged children who were out of school in Ugenya district and this might derail the achievement of EFA. This problem had led the researcher to investigate the factors influencing implementation of inclusive education in public primary schools within the district.

The enrolment in class one and completion in class eight of three cohorts were studied for three successive years and the findings were as indicated in Table 1.1

Table 1.1

Statistics on enrolment and completion of three successive cohorts

Year	Enrolment	Year	Completion (Std 8)	Drop- out
2003	54	2011	19	35
2004	46	2012	16	31
2005	59	2013	18	41
Total	160		53	107

Source: Ugenya District Assessment and Resource Centre

Table 1.1 depicts the rate at which three successive cohorts with physical and mental challenges were enrolled in class one, the number that completed the eight year course within the cohort and the rate at which a number of them dropped out of inclusive schools. In 2003, out of 54 challenged learners who enrolled in public primary schools only 19 completed in 2011. In 2004, 47 enrolled in class one but only 16 completed in 2012. In 2005 out of 59 enrolled learners with challenges in class one only 18 completed in 2013. From the findings it was clear that drop- out rate has been higher than the retention of challenged learners within the schools practicing inclusive education in Ugenya district.

1.2 Statement of the problem

The implementation of Free Primary Education (FPE) programme in Kenya aims at leading the country towards the goal of Education for All (EFA) by 2015. However, this goal might be theoretical in implementation as far as children with challenges are concerned unless effective equity of opportunities for the exercise of their right to education is effected (Kenya Nation Commission on Human Rights, 2007).

According to unpublished report by Ugenya Educational and Assessment Resource Centre [EARC] (2013) out of 84 public primary schools in Ugenya district , only 20schools practice inclusive education. The records of EARC Ugenya Chapter reveal that, the enrolment of learners with various physical and mental challenges in the 20 schools had been average and encouraging although retention and completion rates remained low as indicated in table 1.1.

Various development partners have tried to assist the parents of these challenged learners financially and materially in order to arrest possible home factors that might pose challenges to inclusive education but situation still persists. This disparity between the enrolment and retention rates has driven the researcher to carry out a study on institution factors that might be influencing implementation of inclusive education in Ugenya District.

1.3 Purpose of the study

The purpose of the study was to investigate on the institutional factors influencing implementation of inclusive education in public primary schools in Ugenya District.

1.4 Objective of the study

The following objectives were used to guide the study:

- i. To establish the attitude of teachers towards implementation of inclusive education in public primary schools in Ugenya district, Siaya county.
- ii. To assess the extent to which the schools' physical facilities influence implementation of inclusive education in public primary schools in Ugenya district, Siaya County.
- iii. To determine the influence of teachers' qualifications on implementation of inclusive education in public primary schools in Ugenya District, Siaya county.
- iv. To examine the appropriateness of teaching and learning resources that facilitates inclusive education in public primary schools in Ugenya District, Siaya County.

1.5 Research questions

This study was guided by the following question.

- i. To what extent do teachers' attitudes influence the implementation of inclusive education in public primary schools in Ugenya district, Siaya County?
- ii. To what extent do schools' physical facilities influence implementation of inclusive education in public primary schools in Ugenya district, Siaya County.
- iii. In what ways do teachers' qualifications determine effective implementation of inclusive education in public primary schools in Ugenya district, Siaya County?
- iv. To what extent do appropriateness of teaching and learning resources influence implementation of inclusive education in public primary schools in Ugenya District, Siaya County?

1.6 Significance of the study

The findings of the study have both theoretical and practical implication for the future of inclusive education in the country. The outcome of the study is expected to help future researchers who might wish to carry out further study in the field it might form the basis of training teacher and selection of curriculum resources. The study will be beneficial to teachers and other stakeholders because it will reveal the extent to which school environment can impact negatively to the

academic performance of the learners. Consequently, see the need to provide an enabling environment at school.

1.7 Limitations of the study

The vast distances between schools coupled with poor means of transport and poor road network was a hindrance. To cushion the study, the researcher made prior arrangements with the respondents. The other limitation was that some respondents did not have sufficient information about inclusive education. The researcher therefore gave a brief discussion on what inclusive learning entails.

1.8 Delimitations of the study

The study was conducted in public primary schools since they are funded by government through the MoE that supports inclusive education. The study was conducted within Ugenya District where findings were generalized to other public schools in the country. The respondents were pupils, teachers and head teachers in public primary schools in Ugenya District since they were the key stake holders with appropriate information.

1.9 Assumption of the study

- i. The study was based on the assumption that schools offering inclusive education were following the Kenya Institute of Curriculum Development (KICD) guidelines.

- ii. All the respondents had the required knowledge and they were competent to give accurate responses to the questions raised through the questionnaires.

1.10 Definition of significant terms

The following terms were defined in context of the study;

Attitude refers to thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Assess refers to evaluate or estimate the nature, ability, or quality of something.

Appropriateness refers to something suitable for a particular person, condition, occasion or place.

Children with special needs refer to those learners who experience conditions, barriers or factors that hinder normal learning and development of individuals. These include learner with visual, speech, language, learning, mental impairment and emotional difficulties.

Disability refers to any restriction or lack of ability to perform an activity in the manner within the range considered normal for human beings.

Determine refers to ascertain or establish exactly, typically as a result of thorough research.

Integration refers to an arrangement where the challenged child attends the same school with peers in the same neighborhood but confined to a special room/ unit.

Influence refers to capacity to have an effect on something else.

Institution factors refer to factors within the school's set up that influence effective implementation.

Implementation refers to put into practical effect of an educational system in order to produce the intended result and objectives in educational system.

Exclusive education refers to the type of education where learners with challenges are taught separately in special schools and special integrated units.

Inclusive education refers to addressing the learners' needs within the mainstream school and advocates for all children regardless of their physical and mental challenges.

Special needs education refers to an education with appropriate modification in curricula, teaching methods, educational resources, medium of communication and learning environment in order to cater for individual differences.

Special education needs refer to learning needs which may not ordinarily be met by regular services in mainstream educational institutions.

Teaching/Learning materials refers to the items and resources used in class that facilitate effective teaching and learning to take place.

1.11. Organization of the study

The study is organized to five chapters. Chapter one consists; the background of the study ,statement of the problem, purpose of the study, objective of the study research questions, significance of the study ,delimitations of the study the assumptions of the study ,limitations of the study and definitions of the key terms.

Chapter two consists the review of literature of institutional factors such as the variables that influence implementation of inclusive education. This included introduction , concept of inclusive education, situation of inclusive education in Kenya, teacher's attitudes , suitability of physical facilities, appropriateness of teaching and learning resources, influence of teacher qualification, summary of literature review, theoretical framework of study and conceptual framework.

Chapter three deals with research methodology, giving a detailed account of the procedures, instruments and the research design, the target population on sampling procedures, the methods to test for the validity and reliability of the research instruments to be used in the data interpretation. Chapter four presents the data collected, analyzed, and discussed the research findings. Chapter five provides the summary of findings, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter presents a comprehensive literature review of ten subsections. These included. Introduction ,concept of inclusive education ,situation of inclusive education in Kenya, teacher's attitude, teachers' qualifications ,suitability of physical facilities, appropriateness of teaching and learning resources, theoretical perspective and conceptual framework.

2.2 Concept of inclusive education

Inclusive education is where students with special education needs receive service and support appropriate to the individual needs in general education setting (Hardmen &Egan, 2005). It involves a series of shift from focusing on the child with disabilities as a problem for school to focusing on changes in the management of the classroom. This benefits those who are traditionally excluded from learning as well as all those in class. It aims at achieving quality education by making changes to accommodate all learners regardless of their physical, social and psychological differences (Savolainer, 2006).

The world education forum confirmed that education plays a key role in overcoming exclusion of disabled. The strong international endorsement of the convention of rights for persons with disabilities adapted by National General

Assembly 2006 represents an important shift from a “Medical Welfare” perspective to a human right one.

Article 24 calls for an inclusive education system at all levels ensuring that persons with disabilities are not excluded from general education system on basis of disability and these children are not excluded from free and compulsory primary education (UNESCO,2007). However, in sub-Saharan Africa, most of the children with disabilities are out of school due to financial constraints, lack of facilities, lack of qualified teachers to implement curriculum and negative attitude towards disabled (UNESCO,2008).

2.3 Rationale for inclusive education

Some of the reasons given by proponents for inclusive education include the fact that each child has a right to share normal experiences with family, neighbors and peers, each child has a right to a quality education in his or her school, all children can learn and develop, working side by side with peers with diverse skills and abilities help all children learn and develop the skills necessary to live and work in real world ,each child has a vital contribution to make to society, schools should strive to communicate the value of diversity.

2.4 Historical development of inclusive education

Inclusive education has evolved over the years starting with the period of neglect, private tuition, institutionalization, separation, normalization, deinstitutionalization and inclusion. The neglect period started before the 17th

century people with disabilities were considered socially and physical less capable. Hence, they were not easily accepted and regarded as part and parcel of the family and community. They suffered neglect and rejection since families and communities had negative attitude towards disability. Disability according to (Fredrickson and Cline, 2002) was regarded to be caused by witchcraft, curses or punishment from God for wrong done. It was also considered contagious. Consequently, persons with disabilities were isolated and their needs were not adequately provided for by families and communities.

In ancient Europe, children with disabilities were thrown in the bush because women were expected to give birth to healthy babies. Any weakling was not to be given any chance to live for they were considered a burden to the community. Families with children who were handicapped were also discriminated upon. People could not marry from a family with a history of disability in their genealogy (UNESCO, 2012). The negative attitudes of the society towards persons with disabilities have persisted towards challenged learners.

The 18th century, marked the private tuition period for persons with disabilities. Individual and families who saw the potential in children with disabilities started teaching with special needs at family level. St. John of Bervely, a Bishop taught a person with hearing impairment how to articulate and talk. In 865 AD Didymus devised touch reading materials for the visually impaired in

Alexandria. While by 1577 – 1620 Juan Milton Pablo Bonnet of Germany developed one hand manual alphabet. Other people such as Jacob Bernonili (1654 -1705) from Switzerland, Henry Baker (1698 – 1774) from United Kingdom, John Conrad Amman (1699- 1730) from New Holland, Napoleon Bonaparte (1768 – 178) and many others from France proved through teaching activities that it was possible to educate children with disabilities. This suggests that success requires commitment and strict policy.

The 19th century (institutionalization was a service provision method whereby a residential facility was put in place to house children with varied special needs. The aim was to provide higher level care and corrective rehabilitation with the objective of returning them to the society after improvement. The education was purely rehabilitative kind upheld medical care. However the conditions in the institutions deteriorated later to such levels that they became more of an asylum, where disabled children were abandoned and neglected. They were seen as lesser beings. In Kenya custodial approach was introduced by churches and service providers who gave special services and education. This started after the Second World War (1945) among them were soldiers who were casualties.

Like elsewhere the first institutions were meant for rehabilitation. Persons with disability who went through such institutions got so much of vocational education and rehabilitation at the expense of academic work. According to

Sessional Paper No. 5 of 1968 the deaf and partially impaired persons were subjected to strict speech therapy. It was believed that this way they could be taken out of a silent world. All this was done at the expense of prescribed school curriculum within regular education system. This could not help, something was still missing, possibly an adapted curriculum vitae.

Institutionalization period gave way to the separation period which took place in the early 20th century, lasting up to 1960s. It was realized that the children with challenges could not learn alongside the non disabled learners due to their special educational needs. As a result they were segregated and placed in special programmes. Special schools were started as residential institutions and grew in number in the first part of 20th century. This separated children from their families and communities.

Provisions of service did not meet educational needs. There remained a gap in the educational system. It was not benefiting the parents of the disabled children nor children with disabilities themselves. They wondered and asked why some of them who had some skills could not compete favorably within the society after training. To make matters worse, when they came back to live in the society from residential schools, they could not fit. A better system was still necessary which would be possibly inclusive education. In that Chronological order, separation period phased out and replaced by normalization period which started

in early 1960s in Scandinavia and later got popularized in the United States by Wolfenberger.

According to KISE distance learning bulletin (Module 8), the main objective of normalization was to create and maintain an environment that brings persons with disabilities as close as possible to the society and cultural settings and to guarantee the protection of human and legal rights of persons with disabilities. A number of movements which wanted persons with disabilities to be seen as part of the general society came up. This was achieved through deinstitutionalization, regular education initiative, least restrictive environment, integration, inclusion and community based rehabilitation. Each of the systems had good intentions though had some underlying limitation.

Deinstitutionalization advocated that people with disabilities be released from confinement institutions into their local community settings. They felt that children had to be within their own societies not far away from the family.

Some were placed in special classes within the regular schools. In Kenya for example, Agha- Khan Unit for the deaf (1958) was attached to Agha – Khan Primary School. Others were placed in small homes attached to the regular schools for example; St. John F. Kennedy Rehabilitation centre in Nyabondo (1960) was attached to Nyabondo School. This could still not end the problem. Lowered in academic expectations as a result of unfavorable classroom and competition were not eradicated.

Regular education initiative was the next alternative. This philosophy was introduced in the US by Madeline C. Will, Assistant Secretary of education. Regular education policy states that, general education rather than special education should be primarily responsible for general education remained unanswered and it was not clear on how much regular education should take over functions of special education. One obstacle was noted here whereby the provision of special needs in education was not at integrated level.

The children with special needs had to pass a test so as to qualify for integration. In some cases integration was for only a few subjects which a child with special needs was able to do. This was still discriminative deinstitutionalization and regular education moves tried to bring integration for children with special needs, but failed to iron out the elements of discrimination. Therefore education philosophers were compelled to come up with what they called a 'Least Restrictive Environment' philosophy. A learning environment modified to meet the needs within the regular schools. The modification was done such that children with challenges learn without hindrance. At every stage in the historical development of special needs education, some efforts of betterment are realized. Integration proponents for example felt that persons with disability be integrated in the society and be provided education.

Some of the reasons given by proponents for Inclusive Education include the fact that each child has a right to belong and to share normal experiences with

the family, neighbors and peers, each child has a right to quality education in his or her school, all children can learn and develop working side by side with peers with diverse skills and abilities to help them learn and develop skills necessary to work in the real world.

Students with special needs in education in general classes do better academically and socially than counterparts in non inclusive setting. They have greater success in achieving individualized Educational Programmed goals than those in traditional programs, students with special needs gain self esteem, acceptance by classmates and social skills. The academic progress of unchallenged students is not slowed down by having challenged peers in the classrooms (Smith, 1998 in KISE, 2007)

2.5 Status of inclusive education world wide

The World Health Organization (WHO) estimates that 10 percent of any population are disabled and in addition approximately 85 percent of the world's children with disability below 15 years live in developing countries. In 1994, UNESCO world conference on special needs held in Salamanca, Spain the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and those with challenges must have access to regular schools which should accommodate them with a child- centered pedagogy capable of meeting those needs. According to Ainscow (2010), some countries in the world such as Canada, Spain and United States of

America have shown considerable progress in the implementation of inclusive education programme. The field of inclusive education has developed relatively recently in different parts of the world observes Ainscow (2010). Some of the world's case studies reviewed as follows:

In the U.S.A, inclusive education has received more attention in the USA in the last few years. Educating children with disabilities is a modern day challenge for the people of America. Only small proportion (between 1%- 10 %) Of the children with physical and mental challenges have really access to schooling and those who do typically must attend are not in segregated schools.

In India, according to UNICEF's report of the 2012 there are around 30 million children in India suffering some form of disability, among India's 200 million school- aged children (6- 14 years), 20 million require inclusive education. While the national average gross enrolment in school is over 90 percent less than 5 percent with disabilities are in school. Therefore the India government and NGOs are initiating measures to review and plan appropriate strategies for inclusive education. Focus on children with disabilities has resulted to increased greater awareness towards these children.

In Canada, the Canadian association of statutory human rights agency (CASHRA) convened a national forum on human rights and inclusive education in Toronto. This focused on the well being and social inclusion of people with an intellectual disability. However, inclusive education is not seen as important in all quarters and therefore has not been consistent demand for it. Children with

learning disabilities lack confidentiality since everyone knows about their problems.

2.6 Status of inclusive education in Africa

The readiness for acceptance of inclusion varies across countries and continent of the world. According to Mittler (2006), many children do not receive any form of convectional schooling and this includes a large number of those with special learning needs. While countries within advanced economies have gone beyond categorical provisions to full inclusion, most countries in Africa are grappling with the problem of making provisions of children with challenges even on mainstreaming basis. Many African countries have shown theoretical interest in inclusive education by formulating policies such as mainstreaming family, community or social rehabilitation and showing desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards inclusive education has called for more radical changes in many African countries according to Ainscow (2010).

Some of the African countries case studies are as follows:

In Zambia, UNESCO and others in the international community have acclaimed Zambia's effort to reach out to the handicapped and impaired children. Apart from the number of the small number of special institutions, units and programmes, education and training opportunities remain very limited. Scarcity of resources and inadequate funding to the MoE to meet national education and

training needs. Zambia has had an articulated policy on inclusive education since 1998. In the current policy (Education our future, 2009) the MoE states that it will ensure equality of educational opportunities for children with physical challenges by providing them with the necessary facilities and materials.

In South Africa, there are 12 million children in school approximately 366,000 teachers in approximately 28,000 schools including 390 schools for children with various challenges. Teachers in South Africa deal with remnants of an inherited education system based on segregation and exclusion of a particular group of students. The introduction of inclusive education in South Africa was a direct response to Act 108 Of 1996 and a national commitment to the EFA as stated in the UNESCO Salamanca statement of 1994. The education white paper 6 of 2007 is the guiding document for the implementation of inclusive education. The values of inclusive education are embraced in the light of a progressive constitution of the republic of South Africa. However, support in inclusive education is a multi- layered phenomenon (UNICEF, 2012).

In Uganda, the government is constantly adopting its education structure and content to promote quality for all learners independent of special learning needs. The overall structure and content to promote quality learning for all learners with special needs in education in early 1990s is still a backbone in the education for all learners. To ensure that all learners with challenges were taken care of, inclusive schools were introduced by grouping schools in clusters of 15-20 schools. Each cluster had a special needs coordinator. In 2003, the MoE in

Uganda established a programme with two branches namely EARS and the institute of special education to train teachers. In 2007 Uganda shifted fully to inclusive education (UNESCO, 2011)

2.7 Situation of inclusive education in Kenya

The foundation of present inclusive education programme dates back to 1968 when the government published a Sessional Paper No.5 on Special Education. This laid a policy framework for the children with special education needs (MoEST, 2003).

The population of people with disability in Kenya is estimated to be 4 million (10 percent) of the total population of 40 million people (National Coordinating Agency for Population and Development [NCAPD], 2010). About 25 percent of these are children of school going age. However out of one million; only 90,000 children have been identified and assessed while 26,000 enrolled in education (NCAPD, 2010). This shows that a large number of these children are out of school while some drop out of school before completing their primary school (UNESCO, 2011).

Allen & Schwartz, (2005) noted that inclusion of children with special needs into the mainstream schools ensures equal status with other children who develop normally. Inclusive programmes consider uniqueness of every child and address their strengths and needs. Although Free Primary Education (FPE) has opened doors for many children, those with special education needs have less access to basic education (UNESCO, 2005). There is need for educational reforms

to plan for inclusive education in order to facilitate equality and EFA (Savoliner, 2006). The government of Kenya however, has taken initial support by providing finances to each public school to remove existing barriers in inclusive education and making school environment friendly to physically challenged (UNESCO, 2007).

2.8 Teacher's attitudes towards implementation of inclusive education

Positive attitudes towards an educational programme will favor its successful implementation. This view is shared by Shiundu and Omulando (2000) as they articulate the importance of positive attitude in curriculum implementation. Shiundu and Omulando (2000), observe that: the importance of attitude in implementation of a new programme cannot be neglected. Attitudes held by teachers, head teachers, pupils, parents and other education stake holders about a new programme such as Inclusive Education play an important role in determining how the programme will be handled and received. A positive attitude towards a programme will favor its successful implementation.

According to MoEST (2004) there is need to enhance mobilization and awareness programmes to eradicate taboos and beliefs associated with disabilities. There is need to create awareness among the teachers and pupils to take children with disabilities as normal human being (UNESCO, 2005). Teachers need to change their attitude mindset out of the retrogressive traditions that make them lockout the children with disabilities and deny them right to education and

participation in all spheres of human endeavors and promote human right (UNESCO, 2008).

The teacher training colleges develop knowledge and skills but less about attitudes and values (UNESCO, 2003). Their attitudes and values depends on their experience with learners perceived to be challenging (UNESCO, 2005). Positive attitude is very important for practitioners for a successful implementation of inclusive education (Muchiri & Robertson, 2007).

Teachers tend to view parents as their adversaries (Omorwa, 2004). They need to acknowledge and respect parents if inclusive education is to be successful. When parents feel valued as equal members of the team, they are likely to develop positive attitude towards the teachers which will help them to work together and understand the needs the child with disabilities (Hardman, 2005)

2.9 Suitability of school physical facilities in implementation of inclusive education

The quality and adequacy of physical facilities for teaching and learning is an important determinant of quality education (RoK, 2003). Children with special education needs require specific resources put in place for proper learning. Facilities needed for special need education are expensive and hinders most children with disabilities to access education (Saitoti, 2003). Most countries have realized the efficiency of administration and organization, structures and services in unrealistic option of Special education (UNESCO, 2005). Thus inclusive education has become as a solution to this unrealistic option.

Children with special education needs require special facilities to help the cope with barriers in learning. The physical access and learning environment causes barrier to implementation of inclusive education. There is need for simple ramps and internal classroom arrangement to accommodate the physically challenged (UNESCO, 2003).

The task force on implementation of FPE 2003 gave a general report on environment required for learners with special needs in inclusive schools. This includes barrier free environment with compounds used by children, adopted toilets and bathroom with added bars to assist the children to hold on while toileting or showering , ramps with the recommended gradients to entries and exits to classrooms, spacious classrooms which are well lit and ventilated, large classrooms to allow use of wheel chairs, in- built group hearing mechanisms and feedback mirrors, for mentally challenged there should be a water point for training in activities of daily living like washing of hands and face (MoE, 2003).

2.10 Influence of teacher qualifications on implementation of inclusive education

Teacher training is generally considered as a major element in the improvement of quality education (UNESCO, 2004). Teachers are an important resource in teaching/ learning process and their training and utilization therefore requires critical consideration. According to MoEST, (2004), training on challenges and inclusion is to be provided within the pre- service courses and offered as in- service provision. Teachers train in SNE so as to provide skills and

attitudes aimed at habitation and adjustment to environment; identify, assess and provide early intervention for correction and rehabilitation; promote awareness of needs of the challenged; promote measures to prevent challenges in order to limit the incidences of those challenges.

The first post independence education and manpower training enquiry, the Ominde Commission of 1964 recognized the need for education and training in special education sector in the early days; training in special education was conducted on the job within the respective institution who were either for the deaf or blind. In 1987, all the special education teachers training were consolidated at KISE. KISE provides specialized training at Diploma level to in – service teachers using distance and residential learning modes. KISE trains all teachers in certificate and diploma but does not have enough capacity to meet the demand (MoE, 2005).

If inclusive education is to become a reality, there a need for teacher education to involve every teacher in every school as well as those training as teachers in special needs education (UNESCO, 2008). There is need to incorporate special education curriculum in teacher training colleges and in-service those already in the field to equip the rest with knowledge and skills to enable them handle children with special needs (Kadima, 2006).

Teachers of special needs education have understanding of diverse theoretical approaches to the field knowledge in diagnostic procedures; skills in art of clinical teaching and familiarity with teaching techniques and materials

(Robertson, 2007). Some of the challenges facing training of teachers are lack of clear policies. There is need to encourage research in the field of IE (RoK, 2005).

2.11. Appropriateness of teaching and learning resources in implementing inclusive education

There is need for adequate resources to make teaching and learning effective in the inclusive programmes. The government resources are inadequate to meet the basic needs in education (UNESCO, 2003). According to UNESCO, (2005), there are no special facilities for children with various disabilities like hearing aids, braille materials, spectacles and white canes.

There is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs education (RoK, 2005). However, the government has set aside grants to facilitate procurement of necessary teaching and learning materials and equipment, provide instructional materials through waving of duty on specialized equipment and incentives for local production on such equipments to reduce the cost (RoK, 2005). The K.I.E development of teaching and learning material is influenced by regular school approaches (MoEST, 2003). However there is need to recognize difficult experiences of children with special education needs and improve on pedagogy need to respond positively to their diversity (UNESCO, 2005). The inadequacy of these resources could make it difficult for head teachers and teachers to perform their functions adequately. Olembo and Cameroon (1986) indicate that school heads face increasing administrative difficulties. These include inadequate and

badly constructed buildings; lack of proper school furniture particularly desks; poor or sometimes non-existent maintenance and repairs; over-crowded classrooms, Shortage of these resources could compromise the quality of instruction. For instance, inadequate classrooms would mean overcrowding and hence making the classroom environment unfavorable for learning.

The appraisal exercise on SNE (Kochung Report, 2003) noted that learners with special needs and disabilities required a barrier free environment to maximize their functional potentials. The physical environment where learners with special needs and disabilities operate should be accessible and or be disability friendly. It is important that learners with special needs and disabilities operate in educational environments with minimum support. Learners with special needs and disabilities require more conducive material resources for their education than their non-disabled peers.

The government provided support to each primary school in order to remove existing barriers that made the school environment unfriendly to learners with special needs and disabilities.

There is need to include essential and lifelong learning and focus on needs in terms of persons with special needs concerning resources and activities aimed at realization of EFA goal (UNESCO, 2006). Adequate resources must be matched with political will and pressure for government to live up with obligation of making education accessible even to those who are disadvantaged. Resources

to meet the needs of these children should not be expressed in general terms but rather in what they need (Wanjiru, 2012).

2.12 Summary of the Literature Review

Inclusive Education ensures schools and other centers of learning are open to all children because every child has a right to belong and to share normal life experiences with peers in his or her home. This involves changes and modifications in content, approaches, structures and strategies. These include physical facilities, teacher qualifications, pupils and teachers attitudes and teaching and learning resources among others.

The literature review in the study focuses on other studies carried out on some elements of inclusive education. Kiragu, (2006) carried out a study on challenges facing inclusive education programs in normal school systems in Mombasa district. Kadima, (2006) studied the factors affecting the implementation of IE in regular primary schools in Busia district. Kithuka, (2008) studied the factors affecting the implementation of IE policy of children with special needs in public primary schools in Kitui district. None of the studies addressed the institutional based factors which influence the implementation of IE in the country in general and Ugenya District in particular. The study therefore aims at providing information to fill the gap.

2.13. Theoretical framework of the study

Vygotsky theory (1987-1998) of proximal development discusses learning and teaching of challenged children as a shared or joint process in a responsive social context. It states that children can perform better when they have proper assistance by adults and capable peers. He advocated the process of ‘scaffolding’.

In this context, the children with disabilities are given support by professional personnel and capable peers. This can be effectively executed in an institution with adequate facilities as well as teaching and learning resources. In an inclusive class, dynamic assessment of children is crucial to identify the strength and weaknesses of children with disabilities.

This theory is applicable in this study because once challenged learners are included in the general school; they interact and are supported by teachers and peers in the learning process. The improved facilities and appropriate learning resources together with well trained personnel assist challenged learners realize their full potential since disability is not inability.

2.14. Conceptual Framework

According to conceptual framework, access and participation in education by physically and mentally challenged learners is affected by teachers' negative attitude, inadequate physical facilities, teachers qualification and inappropriate teaching and learning resources as illustrated in figure 2.1

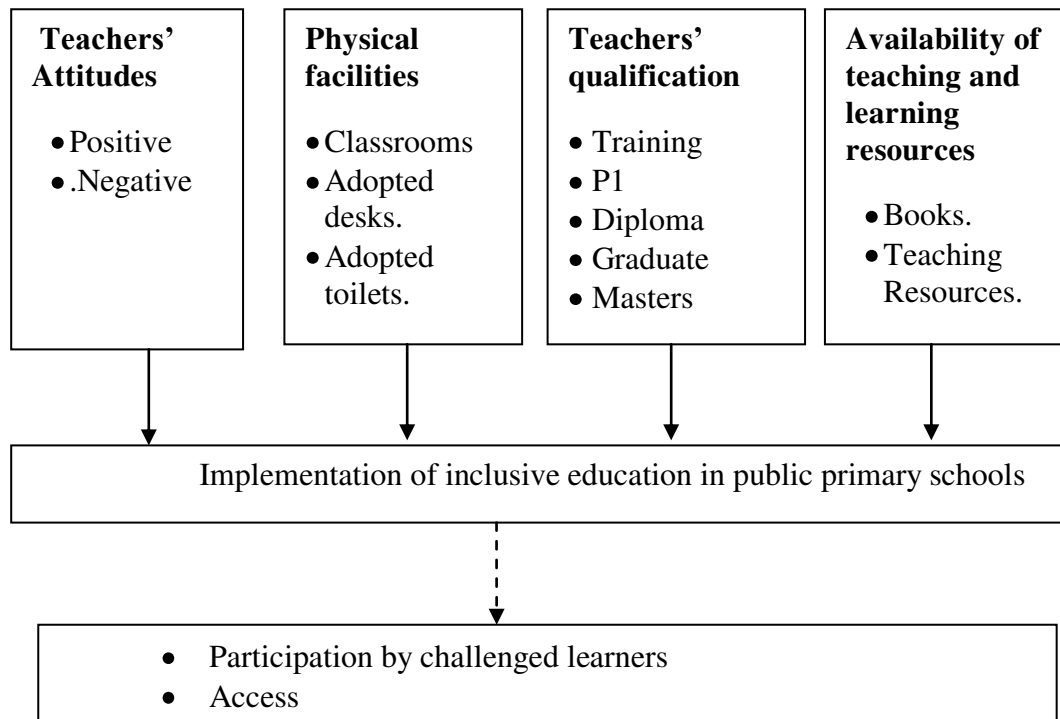


Figure 2.1: Institutional based factors influencing inclusive education.

According to conceptual framework in figure 2.1 there is strong correlation between the input that includes teachers' attitudes, physical facilities, teachers qualifications and availability of learning resources and implementation of inclusive education as a process. This is indicated by strong lines in between them. Between the process and output which is participation of learners with physical and mental challenges is indicated by a weak line since the output was outside the scope of the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter consisted methodology used to carry the study. It was subdivided into research design, target population, sample size and sampling procedures, research instruments, reliability and validity of research instruments, data collection and data analysis procedures.

3.2 Research design

The study was conducted using a descriptive survey. Mugenda and Mugenda (2003) define a descriptive survey as an attempt to collect data from members of population in order to determine the current status of that population with respect to one or more variables. Descriptive survey research is thus a study which requires collection of quantifiable information from the sample. According to Lovell and Lawson (1971) descriptive research is concerned with conditions that already exist, practices that are held, processes that are ongoing and trends that are developing.

This design was appropriate for the study since inclusive education, an already on- going policy under implementation in schools; whose implementation the researcher liked to investigate upon by identifying the institution factors affecting it. The researcher did this by establishing status of physical facilities,

teachers' attitude, teaching and learning resources and teachers training in the implementation of inclusive education.

3.3 Target population

Best and Kahn, (2006) define target population as any group with one or more characteristics in common that are interest to the researcher. The target population was 20 public primary schools in Ugenya District offering inclusive education of which 4 of those primary schools had special units attached to them. According to District Education Officer of Ugenya in (2013) there were 110 teachers in these schools. The total enrolment of the 20 schools was 340. The target respondents consisted 20 head teachers, 110 teachers and 340 STD 8 pupils.

3.4. Sample size and sampling procedures

Mwiria and Wamahiu (1995) suggests that for most research it is not necessary or even advisable to use all of the subjects in the population of study . sample is used in order to make estimate of the characteristic being investigated within the entire population. Gay (1992) suggests that when dealing with a large population a descriptive study could work with minimal sample of 10 percent and at least 20 percent for smaller population. In this study, the sampling unit was the primary schools practicing inclusive learning. Simple random sampling was used to sample 18 schools out of 84 schools in the district. All head teachers from 18 schools were further sampled purposively since they had the relevant information. Simple random sampling was used to select two class teachers from each school

adding up to 36 class teachers. Simple random sampling was used to select six pupils from each school. Thus forming a total of 162 respondents.

Table 3.1: Sampling matrix

Description	Target population	Sample size
Head teachers	18	18
Class Teachers	110	36
Pupils	340	108
Total	468	162

3.5 Research instruments

The researcher developed questionnaires for the teachers and pupils respondents and also organized an interview with the head teachers.

3.5.1 Questionnaires

Questionnaires are useful instruments of collecting primary data since the respondents can read and then give responses to each item and they can reach a large number of subjects (Orodho,2004). The research instruments for the study included two questionnaires one for teachers and the other for pupils. The questionnaire for teachers was divided into section I and II. Section I consisted background information on gender, age, academic qualification, professional and teaching experience. Section II was divided into A, B, C and D. Where A consisted teacher's attitude towards Inclusive Education, B consisted suitability

of physical facilities, C consisted teachers qualifications and D consisted appropriateness of teaching and learning resources. The questionnaire for pupils comprised questions on gender, age, disability and class.

3.5.2 Interview guide

The interview guide was administered to the head teachers. The interview schedule made it possible to obtain data required to meet specific objectives of the study (Mugenda & Mugenda, 1999). It also helps to standardize the interview such that the interviewer can ask the same question in the same manner. The interview schedule had two sections. Section A that sought background information. Section B consisted of questions related to institution factors influencing implementation of inclusive education in public primary schools in Ugenya District, Siaya County. In the development of the interview schedule, the fixed – choice and open – ended formats of items were used to avoid limiting the respondents’ response and to facilitate guidance and probing for further clarification.

3.6 Instrument Validity

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences based on research result. Both face validity and content validity was used for the study. Face validity refers the possibility that a question would be misunderstood or misinterpreted. Pre – testing was done during piloting stage to identify those items and hence the items were modified accordingly. The researcher prepared the document in close consultation with the

supervisors. Borg and Gall (1985) point out that validity of an instrument is improved through expert judgment.

3.7 Reliability of Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research yields consistent results or data after repeated trials. It concerns the degree in which a measuring procedure gives similar results over a number of repeated trials (Orodho, 2004). Piloting enables the researcher to test the reliability of the questionnaires. A pilot study was used to determine whether there were ambiguous items and ensure the instruments elicit the data anticipated to answer research questions (Orodho, 2004).

Test-retest method of reliability was employed; whereby the pilot questionnaires were administered twice to the same group, with a time span of two weeks. A correlation coefficient for the two tests was calculated. Through the use of Cronbach's Alpha which is used for polychotomous items, a reliability coefficient of 0.68 is recommended by Mugenda and Mugenda (2003).

3.8 Data collection procedure

The researcher got clearance from the Department of Educational Planning and Administration of University of Nairobi in order to obtain a research permit from the National Commission for Science, Technology and Innovation. After this, the researcher obtained an introduction letter from the Ugenya District Education Officer, to operate in his area.

The researcher then booked an appointment with head teachers of the sampled schools to visit and administer the questionnaires to teachers and pupils. The researcher visited each of the sampled schools and personally administered the questionnaires. The researcher also booked an appointment with the head teachers to carry out the interview. The data collection process took one month where the researcher personally visited each school and administered the questionnaires after explaining to the respondents their expected roles. He also conducted an interview to the head teachers.

3.9 Data analysis techniques.

After the data collection from questionnaires and interview schedules, the researcher conducted data cleaning which involves identification of incomplete or inaccurate responses. After cleaning, data were coded and entered into the computer for analysis using Statistical Package for Social Sciences (SPSS). Quantitative data were analyzed by narrative reporting and categorizing it into themes. On the other hand, quantitative data were analyzed using descriptive statistics. The statistics used included frequency, counts, means and percentages. Quantitative data required the use of a computer spreadsheet for this reason SPSS was used. The results were presented using frequency distribution tables and graphs.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate the institution factors influencing implementation of inclusive education in public primary schools in Ugenya District Siaya County, Kenya. The analysis of data collected and its interpretation was in relation to the objectives and research questions of the study. The researcher was guided by the following research questions: to what extent do teachers' attitude influence inclusive education, to what extent do physical facilities suit the learners, in what ways do teachers' qualifications determine implementation of inclusive education and to what extend are teaching and learning resources appropriate to implementation of inclusive education in Ugenya district.

The first section of the chapter presents the questionnaire return rate and demographic data of the respondents. Section two presents' data on teachers attitude towards implementation of inclusive education, Section three of the chapter covers data on schools' physical facilities, Section four covers data on teachers' qualifications . Finally, section five presents' data on teaching and learning resources.

4.2 Questionnaire return rate

The researcher targeted 102 Std 8 pupils, 36 teachers and 18 head teachers. Therefore in total all the respondents for the study were supposed to be 156. However, only 84 pupils filled in the questionnaires representing 82.35 percent. Out of 36 targeted teachers' only 30 completed the questionnaires representing 83.3 percent. All the 18 head teachers responded, representing a (100 percent) return rate.

This response rate was excellent for statistical inference as it conforms to Mugenda and Mugenda (2003) who stipulate that a response rate of 50 percent is adequate for analysis and reporting, a rate of 60 percent is good and a response rate of 70 percent and over is excellent.

4.3 Demographic Characteristics of the respondents

Responses to the Std 8 pupils, teachers and head teachers' were analyzed on the basis of their background information. This section focuses on gender, age and level of experience.

4.3.1 Demographic information of the pupils

The data for the study was collected from 18 public primary school in Ugenya District, Siaya County. An item was included in the questionnaire which sought information on the gender of the Std 8 pupils as indicated in figure 4.1

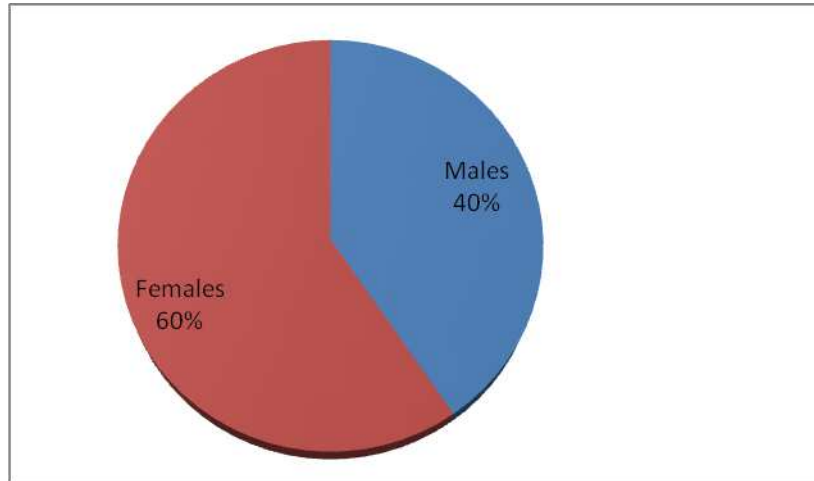


Figure 4.1: Demographic information of the pupils

According to figure 4.1 out of 84 pupils who responded, 51(60%) were females while 33(40%) were males. The study revealed that majority of the pupils who responded were females.

4.3.2 Demographic information of the teachers

The researcher requested the teachers to indicate their gender in the questionnaires. Their responses were illustrated in figure 4.2

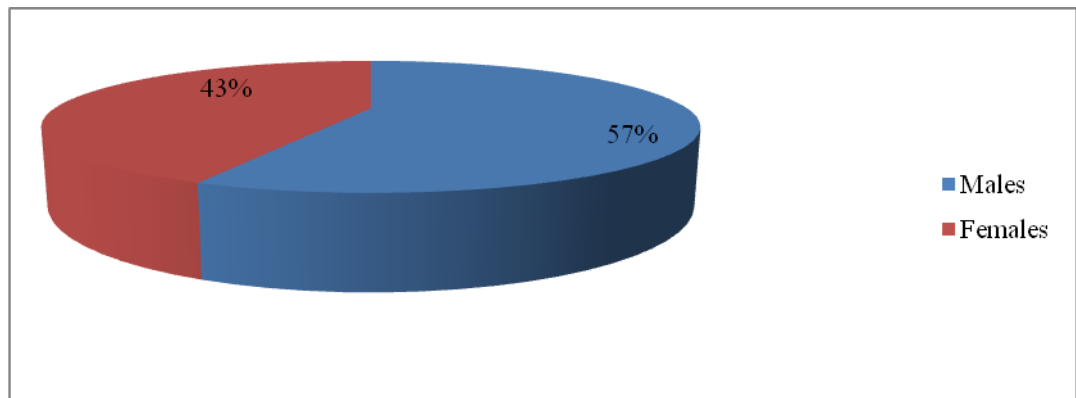


Figure 4.2: Demographic information of the teachers

According to the figure, majority 17 (56%) of the teachers were male, with 13 (44 %) of them being female. This indicates that more male teachers responded.

4.3.3 Demographic information of the head teachers

The researcher requested the head teachers to indicate their gender during the interview. Their response was as illustrated in figure 4.3,

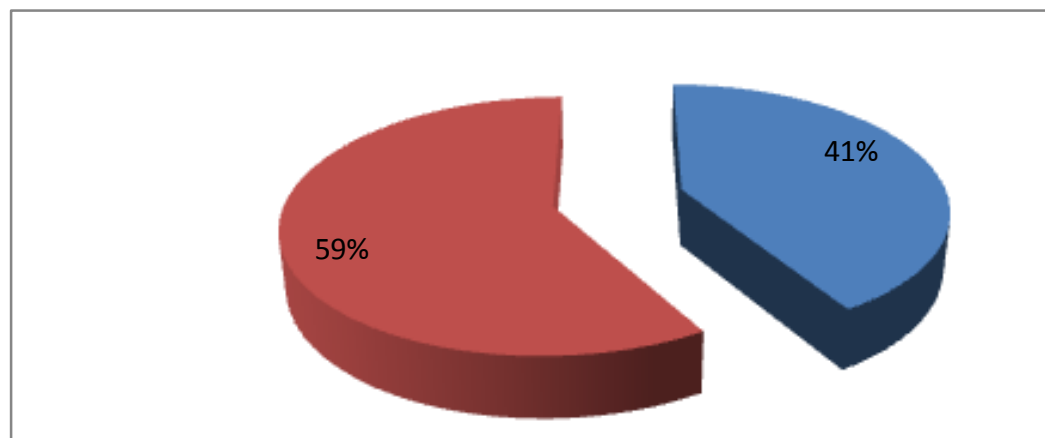


Figure 4.3: Demographic information of the head teachers

According to demography, majority 12 (83 %) of head teachers were male, with 6 (17 %) of them were female. This implies that females are under- represented in the managerial role in the district. It also indicates an old thought that females have to be dominated by male counterparts.

4.3.4 Head teachers’ teaching experience

An item was included on the head teachers’ questionnaire which sought information on head teachers teaching experience. The head teachers teaching experience was divided into classes of between 1- 5years, 6-10 years, 11- 15years and above 16 years as indicated in table 4.1

Table 4.1:

Head teachers' teaching experience

Teaching Experience (Years)	F	%
1 – 5	0	0.0
6 – 10	3	16.6
11 – 15	5	27.8
Above 16	10	55.6
Total	18	100

It shows that 55.6 percent of teachers have working experience above 16 years. 27.7 percent have working experience between 11- 15 years and 16.6 percent for those who have working experience between 6- 10 years. The study revealed that the working experience among the head teachers were well distributed and this could be beneficial to implementation of inclusive education.

4.3.5 Teachers' teaching Experience

An item was included in the teachers' questionnaires to find out their teaching experience. The teachers teaching experience was divided into classes between 1- 5 years, 6- 15 years, 11- 15 years and 16 years and above as shown in table 4.2

Table 4.2:

Teachers' teaching experience

Teaching Experience (Years)	F	%
1 – 5	5	16
6 – 10	7	23.3
11 – 15	10	33.3
Above 16	8	26.6
Total	30	100

Majority of the class teachers have a teaching experience of between 11-15 years, a clear indication that most teachers in the district are mature which make them conversant with inclusive education.

4.4 Attitudes of teachers towards implementation of inclusive education

A total of 30 teachers drawn from the sample schools were asked to respond to question; items that sought their attitudes towards including the learners with physical and mental challenges in the mainstream classes. Their response was captured in figure 4.4

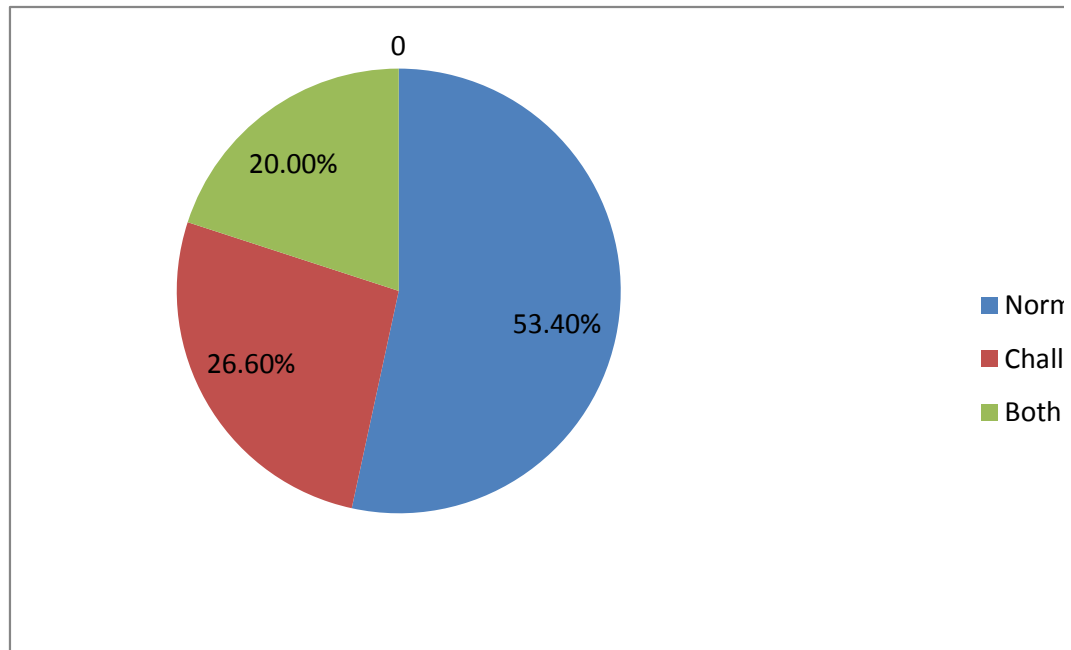


Figure 4.4: Attitudes of Teachers towards implementation of Inclusive Education

17(53.4 %) of the respondents prefer teaching normal pupils without mixing them with challenged learners, 8 (26.6%) preferred handling only challenged learners while 5 (20%) of the respondents preferred handling both normal and challenged learners in inclusive classes. The study revealed that most of the teachers had negative attitude towards inclusive education as majority of teachers preferred teaching normal pupils without mixing them with challenged learners.

4.4.1 Head teacher's views on inclusive education

The head teacher's view was sort to gauge their attitude towards including the learners with physical and mental challenges into mainstream schools. Their views were as indicated in table 4.3

Table 4.3:

Head teachers' views on inclusive education

Statements	SA	A	U	D	SD
Inclusive education has positive effect on social and emotional development of special children	0	10 (55%)	6 (33%)	2 (12%)	0
Inclusive education is beneficial to both normal and children with special needs	0	12 (66%)	4 (22%)	2 (12%)	0
Inclusive education lowers the quality of instruction for all pupils (27%)	1 (6%)	1 (6%)	2	0 (61%)	0
Teachers have positive attitude towards inclusive education	12	6	0	0	0

From the information shown in table the respondent had a positive attitude towards inclusive education. Majority also indicated that inclusive education had a positive effect on social and emotional development of challenged pupils as well as beneficial to both normal and special need learners. A few of the respondents indicated that inclusive education lowers the quality of instruction for all pupils. These findings concur with the study of Hawkins (2009). He observed that

although attitudes are not the only factors which account for the teaching and learning they direct and influence learning considerably. As most of the teachers have positive attitude towards inclusive education can significantly influence its implementation.

4.4.2 Enrollment of normal and challenged learners in public primary schools

The researcher also sought to establish from the head teachers the enrollment of challenged learners in comparison to normal pupils as captured in figure 4.5

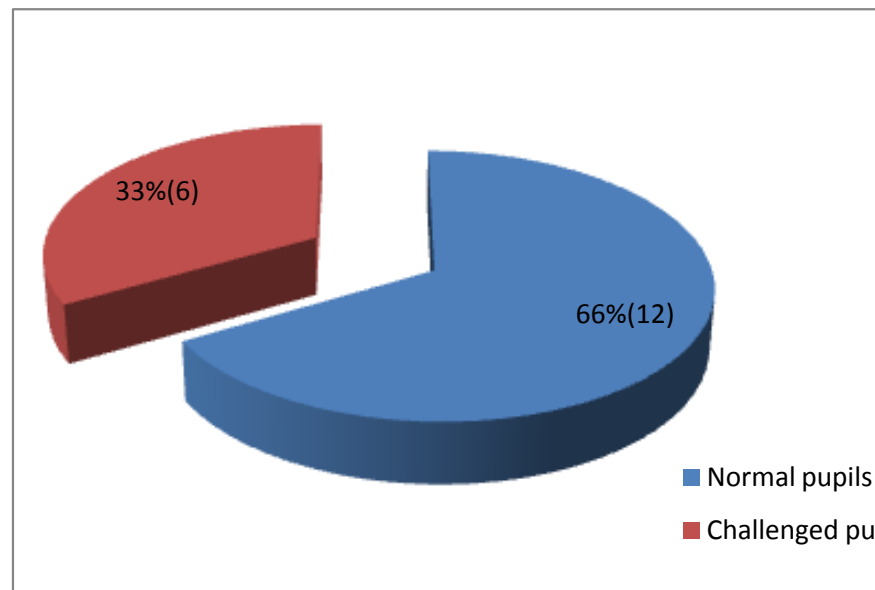


Figure 4.5: Enrollment of normal and challenged learners in public primary schools

From the figure 4.5, 12 (66%) of the respondents indicated the enrollment of normal pupils in their schools while 6 (33 %) confirmed enrolment of challenged learners in their school. This data shows that majority of the learners are normal

even though there are a number of challenged learners amongst them in the classrooms.

From the above findings it is clear that school head do admit challenged learners in their school in line with the government policy of implementation of inclusive education.

4.5 Suitability of school physical facilities for inclusive education

The second research question sought to find out the suitability physical facilities in the implementation of inclusive education in Ugenya District. To determine this, teachers were asked to rate the adequacy or inadequacy of physical facilities in their schools, to which they responded as shown in figure 4.6.

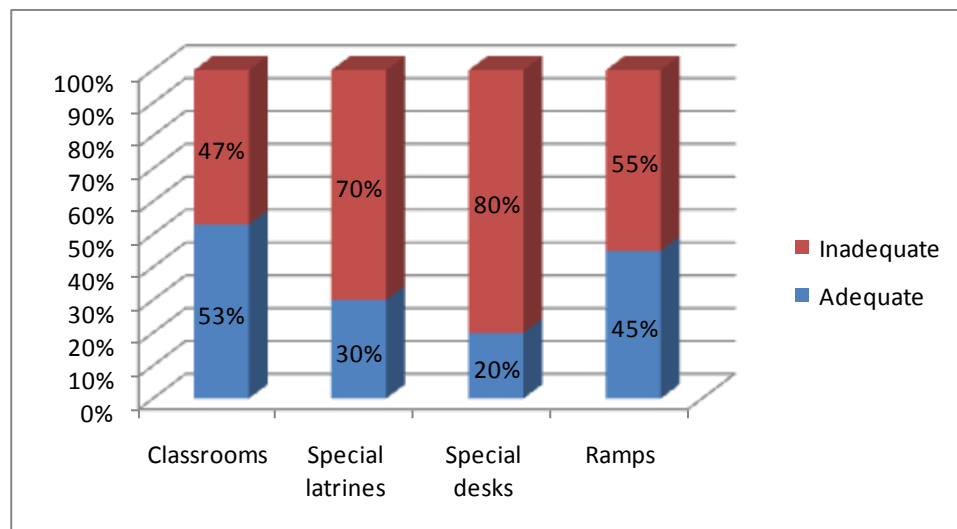


Figure 4.6: Adequacy of physical facilities for inclusive education

From the results, 16 (53%) of the teachers indicated that the classrooms were adequate while 14 (47 %) indicated that they were inadequate. Special latrines were rated adequate by 9 (30%) of teachers and inadequate by 21 (70%) of teachers. 6 (20%) of the respondent reported that special desk were adequate while 24 (80%) said it was not adequate.14 (45%) of the respondent confirmed that ramps were adequate while 16 (55%) confirm the inadequacy.

From the finding above it is clear that most primary schools in Ugenya District have not put up enough structures in place to accommodate learners with challenges. This was in line with Wachira (2012) who had 55 percent of the teachers who were of the opinion that physical facilities were not well structured to accommodate inclusive learners. These findings corresponds to findings of the Republic of Kenya (2005) report which stated that inclusive education was faced by lack of appropriate classrooms. This showed that the challenged learners are left to cope with undesirable structures.

4.5.1 Facilities that enhance accessibility of challenged learners

In line with (objective 2) the researcher requested the respondents to report the state of facilities as concerns accessibility of learners with challenges as shown in table 4.4

Table 4.4:

Facilities that enhance accessibility of challenged learners

Facility	Adequate	%	Inadequate	%
Pavement	2	11	16	89
Spacious classrooms	10	45	8	55
Handrails	1	5	17	95
Spacious playgrounds	12	66	6	34

From the data, 11 percent of the respondents reported that pavements were adequate while 89 percent said it was inadequate. 45 percent of the respondents confirmed the adequacy of spacious classroom while 55 percent said they were inadequate. Handrail adequacy was reported by 1 percent of the respondents while 95 percent said they were inadequate. 66 percent of the respondents reported their schools had spacious playgrounds while 34 percent said they were inadequate.

From the foregoing data gathered it is clear that most public primary schools in Ugenya district lack physical facilities that allow accessibility of challenged learners thus hampering implementation of inclusive education. These findings are in line with a study by Kamene (2009) which found that, of the responses by teachers only 11.1 percent were of opinion that physical facilities were well structured.

4.6 Teachers' training and qualification on implementation of inclusive education

Teacher training focuses on preparing school teachers in pedagogical content as well as academic content. Here, the emphasis is laid on equipping a school teacher with adequate competencies in special education.

The aim of this study was therefore to ascertain whether teachers received pre-service training on special need education as illustrated in figure 4.7

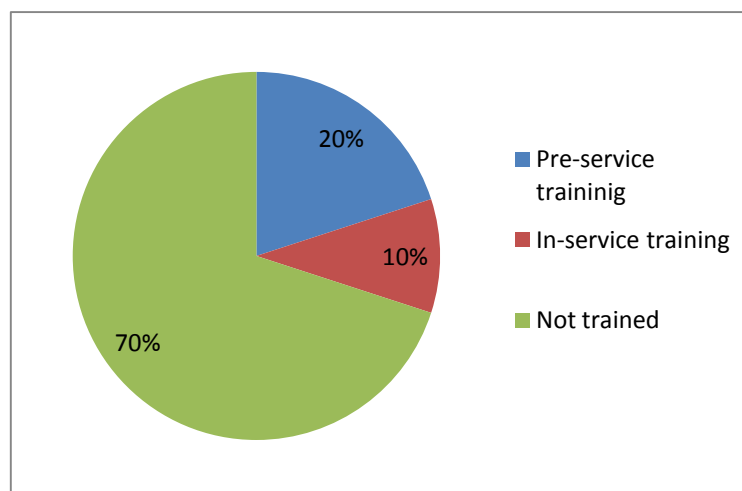


Fig: 4.7: Teacher training on special education

The response confirmed 9 (30%) of teachers have training in special education of which 6 (20%) through pre-service training and 3(10%) through in-service training. 21 (70%) had not received any training in special education. Though teachers are trained and have teaching experience with challenges which might be an impediment in the implementation of inclusive education in Ugenya district. These sentiments are echoed by Wachira (2012) who studied school

based factors influencing inclusive education and found that majority of teachers lacked the skills and knowledge of handling challenged learners in the inclusive settings.

4.6.1 Professional qualification of teachers

The objective 3 of the study required the researcher to investigate on professional qualification of the teachers to unearth the qualification of teachers handling challenged learners for efficient implementation inclusive education. The findings were as illustrated in figure 4.8

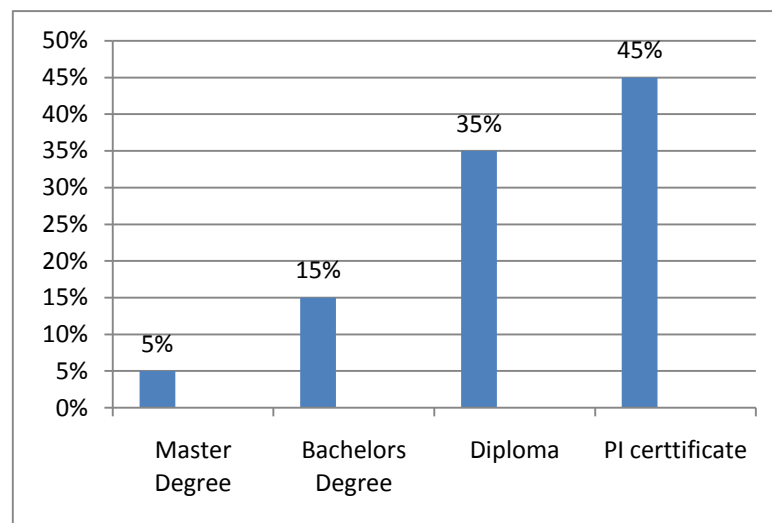


Figure 4.8: Professional qualification of teachers

It is clear that a bigger percentage of teachers in public primary school in Ugenya District possess PI certificate although there is a concerted effort of a number of them undergoing school-based programmes to acquire higher qualifications. This can enhance effective implementation of inclusive education if they can be equipped with skills to handle learners with challenges.

Teacher training is an important component of education. Through it school teachers who are considered mentors of any society are prepared and produced produce school teachers for the established system of education (Kazmi, 2003). Its importance in human life has been recognized for a long time.

4.7 Appropriateness of teaching and learning resources

According to research objective (4) the researcher sought to find out the availability of teaching and learning material required for effective implementation of inclusive education in public primary schools as shown in Table 4.5

Table 4.5:

Availability of teaching/learning materials for special need learners

T/L material	Available	%	Not available	%
Special Text books	10	34	20	66
Special Charts/Posters	5	17	25	83
Magazine/Newspapers	15	50	15	50
Audio-visuals	2	6	28	94
Magnifying lenses	1	3	29	97

According to the response, 10 percent of the respondents have special textbooks while 66 percent do not have, 5 percent of the respondents do have special chart/posters while 85 percent do not have.50 percent had magazines and newspapers while the same percentage did not. 2 percent have audio-visuals

equipments while 94 percent don't. The above findings indicated that they did not have adequate teaching and learning materials. These sentiments were echoed in an article by (UNESCO, 2005) which found out that in many developing countries, teachers only rely on obsolete and out dated resources. This could be a major hindrance in the implementation of inclusive education in the district.

4.7.1 Text book ratio among the learners

The researcher requested the pupils in their questionnaire to find out the textbook ratio among them to ascertain the availability of teaching learning resources as indicated in figure 4.9

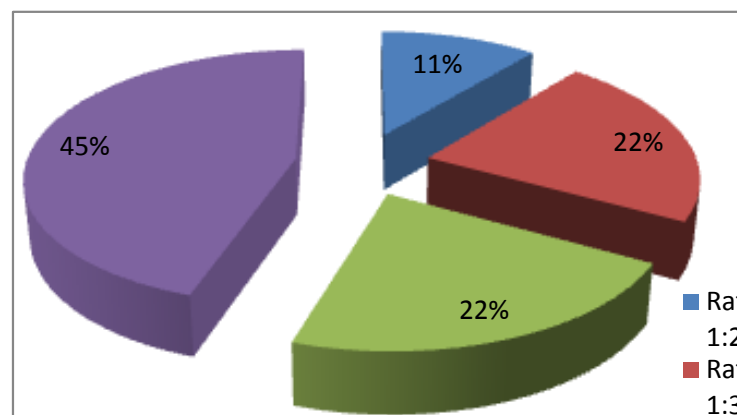


Figure.4.9: Text book: Pupil Ratio

The figure shows that 45 percent of the respondents had a textbook: pupil ratio of 1:5, 22 percent had a ratio of 1:3 as well as 1:4 while 11 percent had a ratio of 1:2. From the above data, it is clear that majority of the schools had a textbook: pupil ratio of 1:5. The availability of text books could be attributed to government allocation of funds to purchase instruction materials. However,

findings of the study also revealed that inclusive education instructional materials were inadequate.

4.7.2 Appropriateness of teaching and learning materials

Pupil's views on the use of instructional materials were sought. Pupils were asked to respond to question items that sought their feelings about the appropriateness of text books and other reference materials such as dictionaries, Atlases, and related illustrative materials such as diagrams for children with special needs. The questions were asked to both boys and girls. The findings were as indicated in figure 4.10

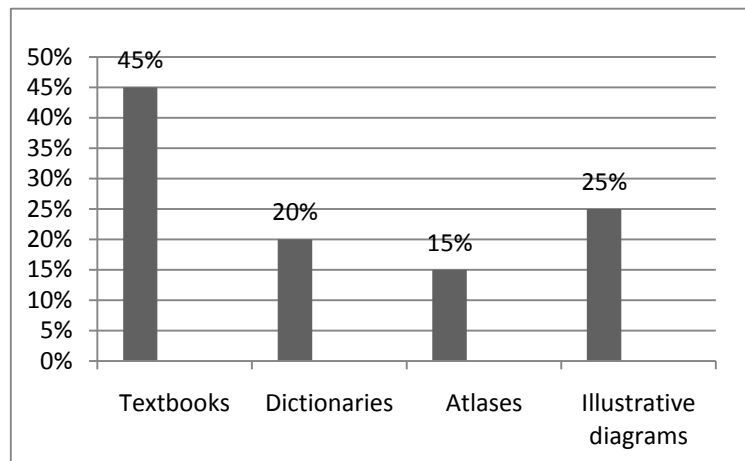


Figure 4.10: Appropriateness of teaching and learning materials

The figure shows that 38 (45%) of the respondents reported of the inappropriateness of textbooks, 17 (20%) confirmed inappropriateness of dictionaries, 13 (15%) reported inappropriateness of atlases while 21 (25%) said illustrative diagrams were inappropriate. From the data finding above it can be deduced that though most school have enough textbook, other reference materials

and illustrative diagrams were insufficient. These findings were in line with Kadima (2006) and Wachira (2012) studies which found out that teaching and learning materials were inappropriate to cater for effective implementation of inclusive learning in most public schools. This confirms high drop- out rate among the challenged learners in the district.

4.7.3 Head teachers’ suggestions on easy access to learning resources

Learning resources serve as the channel between the teacher and the pupils in delivering instructions. They may also serve as the motivation on teaching - learning process .The researcher sought to find out from the head teachers view on what should be put in place to ensure easy access to teaching/ learning materials and the response was as shown in Table 4.6

Table 4.6

Head teacher’s suggestion on easy access to learning resources

Response	Frequency	Percentage
Provisions of resources by govern.	8	48.84
Improvisation of materials	2	11.63
Adequate resources be provided	6	33.33
Government development relevant resource	2	11.63
Total	18	100

According to the table majority of head teachers 48.84 percent suggested for the provision of suitable teaching/ learning resources for the learners with challenges by government followed by 33.33 percent who suggested that the teachers should apply adequate and relevant materials to suit learners with challenges while 11.63 percent suggested for the development of materials specifically for challenged learners. The same 11.63 percent suggested that teachers should improvise teaching and learning materials to suit the learners. This shows that a lot needs to be done in the inclusive education as concerns provision of suitable materials for the learners in the inclusive classes. This echoes (UNESCO, 2005) which recommended special facilities to help challenged learners cope with barrier in learning.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusion and recommendation of the study.

5.2 Summary of the study

The purpose of this study was to find out institutional factors influencing implementation of inclusive education in public primary schools in Ugenya District. The research objectives were: To establish the attitude of teachers' towards implementation of inclusive education in public primary schools in Ugenya district, to assess the extent to which the schools' physical facilities in Ugenya district suit learners' with special needs, to determine the influence of teachers' qualifications on implementation of inclusive education in Ugenya District and to examine the appropriateness of teaching and learning resources that facilitate inclusive education in Ugenya District Siaya County.

The study was conducted using descriptive survey design. The target respondents consisted 20 head teachers, 36 teachers and 340 Std pupils. The researcher used purposive sampling procedure to select 18 head teachers, 36 teachers and 102 pupils. Data was collected using questionnaires and interview schedule. The findings, analysis and interpretations of the data are summarized in chapter four. The respondents of the study were pupils, teachers and head

teachers in 18 schools. The questionnaire return rates was 82.35 percent for pupils and 83.3 percent for teachers. All the head teachers responded for the interview this was considered satisfactory for the study.

The study revealed that majority of head teachers 83 percent was male as compared to 17 percent females. The study also revealed that most of the head teachers are highly experienced with 16 years and above. On the teachers experience it was found that majority of teachers had a teaching experience between 6- 10 years.

The findings of the study revealed that the physical facilities in the schools were not suitable and adequate to accommodate learners with physical and mental challenges in the inclusive classes. The physical environment was not barrier free. Many classes lacked ramps at the entrances of the buildings. The classes and other buildings had no spacious entrances and accommodated large number of learners hence movement in and out for the learners with wheel chair was a nightmare.

The desks, book shelves and toilets were not adapted/ renovated for easy use and access by the learners with physical and mental challenges. Those available were designed for use by the normal (unchallenged) learners. The study revealed that teacher's professional competence levels may be an impediment to the implementation of inclusive education in public primary schools. Though the teachers were professionally trained, they lacked skills and knowledge for

handling challenged learners in the inclusive classrooms since majority of the teachers had no training in special education.

Another major finding of the study was that teaching and learning materials/ resources were inappropriate and inadequate for the implementation of inclusive education in public primary schools. Though text books were available in most schools, they were designed and printed for use by the ordinary learners. Challenged learners therefore had difficulties in using the text books especially with low visions that need text books with large prints. This lowered their rate of reading or made it difficult especially in reading lessons where they were suppose to participate as their able peers. Braille and braille machines were totally unavailable and this seems to have made the parents not to enroll their vision challenged learners in public primary schools.

The study revealed the suggestion of the respondents on what should be done to make the implementation of inclusive education successful. One of the suggestions was creation of public awareness to act as remedial measure upon negative attitude some teachers and learners have against the challenged learners. On the physical facilities, there was suggestion to make them disability friendly and barrier free environment be created in all schools.

On teaching and learning materials, the respondents suggested for the provision of appropriate and suitable for all the learners by the government through the MoE. On teachers needs, they stated that there was a need for all teachers to train so as to gain necessary knowledge and skills on how to handle

challenged learners in the inclusive schools. This could be through in- service, pre- service training in the teachers training colleges, seminars, workshops or any other mode the government deems good.

5.3 Conclusions

The study achieved its objectives of investigating institutional factors influencing the implementation of inclusive education in public primary schools in Ugenya district. These factors included attitude of teachers, suitability of physical facilities, influence of teacher's qualification and appropriateness of teaching/ learning resources.

The first research question was to establish the teachers' attitudes towards implementation of inclusive education and the study revealed that majority of teachers in Public primary schools in Ugenya District have positive attitude towards inclusive education. Some had negative attitude towards inclusion.

The second research question was to assess the extent to which physical facilities suit the learners with special needs and these revealed that physical facilities were not suiting challenged learners and were inadequate to accommodate the same learners. The school environment was not barrier free hence inhibited free movement within the school's compound and into and out of buildings.

The third research question was to find how teachers' qualification determine effective implementation of inclusive education and findings of the study show that majority of the teachers lack training in special needs hence are unable to handle learners with challenges in ordinary classrooms. This has led the

learners with challenges being ignored since teachers lacked knowledge and skills of how to handle such learners.

The last objective question examine appropriateness of teaching and learning resource sand the study established that teaching/ learning resources were inadequate and were not appropriate (well-structured) to comfortably accommodate learners with physical and mental challenges. This inhibited learning and made challenged learners to feel out of place in the learning process.

5.4 Recommendations

In the light of the findings, the following recommendations were made,

- i. The MoE should consider increasing the provision of teaching and learning resources in public primary schools to ensure that pupils with special needs are adequately and appropriately catered for. This can be done through establishing equipment scheme for individualized materials according to diversity of learners needs. This will help in the provision of functional and assistive devices to facilitate teaching and learning in inclusive schools.
- ii. The Schools should consider immediate restructuring physical environment in schools aiming at making them barrier free and disability friendly. This can be through sourcing for funds from Constituency Development Fund. This will ease accessibility to educational opportunities for learners with challenges.

- iii. The government and T.S.C should recruit more teachers qualified in special education to teach in inclusive schools. The MoE should mobilize all teachers to under INSET training, seminars, workshops and symposia. This will constantly offer professional development which will improve the handling skills, instructional methodologies and competence in providing supportive devices to meet needs of all learners.
- iv. The government should endeavor to source funds from donors, well wishers and NGO's to diversify provision of appropriate facilities. This will supplement funds released from government kitty which is not sufficient to put in place adapted facilities, appropriate learning resources and functional devices for inclusive learning.
- v. In a bid to produce teachers with skills in handling inclusive classes, the government should restructure teacher education in primary school Teachers Training Colleges so as to introduce inclusive curriculum. This can be organized in collaboration with Kenya Institute of Curriculum Development and concerned NGO's so as to effectively implement curriculum.

5.5. Suggestions for Further Research

The following are some of the areas that could be considered for further research.

- i. Institutional factors influencing implementation of inclusive education in public secondary schools

- ii. The influence of teaching methodology on the implementation of inclusive education in public primary schools.
- iii. The influence of the home-based factors on implementation of inclusive education in public primary schools.
- iv. The influence of classroom interaction pattern on the implementation of inclusive education.

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APPENDIX I

INTRODUCTORY LETTER

University of Nairobi
College of Education and External Studies
Department of Educational Adm. & Planning
P.O Box 92,
Kikuyu.

THE HEAD TEACHER,
.....SCHOOL

Dear Sir/ Madam

RE: PERMISSION TO COLLECT DATA IN YOUR SCHOOL

I am a post graduate student in the University of Nairobi, pursuing degree of Masters in curriculum studies. I am researching on **institutional factors influencing the implementation of inclusive education in the primary schools in Ugenya District**. Your school has been selected to participate in the research. You are requested to respond to the questionnaire to the best of your understanding. This research is purely for academic purpose.

Thanks in Advance.

Yours faithfully,

Otieno James Ochieng’.

APPENDIX II

QUESTIONNAIRE FOR STD 8 PUPILS

Instructions

This research is meant for academic purpose. It will try to find out the

Institutional factors influencing the implementation of inclusive education public primary schools. Kindly provide answers to these questions as precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided.

1. What is your gender? [] Boy [] Girl
2. What is your age? _____ (years).
3. a) Do you have any physical problem [] Yes [] No
b) If yes, which one [] Walking [] Hearing [] Talking [] Seeing
[] Holding
4. At what age did you start attending school? [] 5 Years [] 6 Years
[] 7years [] 8 years [] Over 9 Years
5. a) Do you have learning groups in your class? [] Yes [] No
b) If yes, how frequent do you carry group 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 reading
in class? [] Yes [] No

8. Do you have special desks in your class? [] Yes [] No.

9. Do you have special latrines used by pupils with physical difficulties
in your school? [] Yes [] No

10. a) Do you have a playground in your school? [] Yes [] No

b) If where do you play during games time _____

11. Do you have the following teaching and learning resources?

T/L Resources	Yes	No
Text books		
Charts		
T.V/Radio/Video		
Magnifying lenses		
Speech aid		
Hearing aid		
Braille and Braille machine		

Thank you for participating in the study

APPENDIX III

QUESTIONNAIRE FOR CLASS TEACHERS

This research is meant for academic purpose. It will try to find out the Institutional factors influencing the implementation of inclusive education public primary schools. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided.

Section 1: Demographic information of teachers

1. What is your gender? Male () Female ()
2. What is your age bracket? Below 20years () 21- 30 () 31-40 ()
Over 40 ()
3. How long have you been a teacher? _____ Years.
4. What is your highest academic qualification? KCSE () Degree ()
Masters Degree ()
5. What is your professional qualification? P1 () Diploma () Degree ()

Section 2:

Part A: Teachers' attitudes

6. How do you find teaching challenged learners? _____

7. (a) Which pupils do you prefer to handle Normal challenged
 Both

(b) State the reason why _____

Part B: Physical facilities

9. Does your school have newly built classes to accommodate pupils with special education needs? Yes () No ()
10. Are your pupils able to access classrooms with ease? Yes () No ()
11. Has the school provided desks specifically designed for use by pupils with special educational needs? Yes () No ()
12. Are there specially made toilets for learners with special needs?
Yes () No ()
13. Does your school have the following facilities:
- (a) Pavements Yes No
 - (b) Spacious classrooms Yes No
 - (c) Handrails Yes No
 - (d) Spacious playground Yes No

Part C: Teachers qualifications and training

14. Are you trained in special education? Yes () No ()
15. What professional qualification do you possess in relation education?
Certificate level () Diploma level () Any other? Please specify

16. What areas of special education do you feel teachers need to be trained in?

State them _____

Part D: Teaching and learning materials

17. What challenges do you face in relation to teaching materials for Special needs education _____

18. (a). Does your the schools provide teaching materials specifically designed for special needs education? Yes () No ()

(b) How would you rate your school in terms of availability and adequacy of teaching and learning materials for children with special needs?

Poorly equipped [] Averagely equipped [] Well equipped []

Thank you for participating in the study

APPENDIX IV

INTERVIEW SCHEDULE FOR HEAD TEACHERS

Introduction

This research is meant for academic purpose. It will try to find out the

Institutional factors influencing the implementation of inclusive education public primary schools. Kindly you are requested to provide answers to these questions as Honestly and precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided.

Section 1: Demographic information of the head teachers

1. What is your gender? _____
2. What is your age? _____
3. How long have you been a head teacher? _____ years.
4. What is your highest academic qualification? _____
5. What is your highest professional qualification? _____

Section II

Part A: Teachers attitude

6. Do the pupils in your schools relate well with special needs learners?
Yes () No ().
7. Are the teachers receptive to the special needs learners? Yes () No ()
If no, specify _____

8. What initiatives have you and your teachers undertaken to assist special needs learners? _____

9. Does your school admit children with special needs? Yes () No ()

10. If no specify

(b) What is the enrolment of challenged pupils in your school_____

11. 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. Put a tick in the appropriate box.

Statement	SA	A	U	D	SD
Inclusive education has positive effect on social and emotional development of special children					
Inclusive education is beneficial to both normal and children with special needs					
Inclusive education lowers the quality of instruction for all pupils					
Teachers have positive attitude towards inclusive education					

Part B: Suitability of physical facilities

12. Does your school have enough classes to cater for all the enrolled pupils?

Yes () No ()

13. Have desks been made for use by learners with special educational needs?

Yes () No ()

a. Have the classrooms and other buildings been renovated for easy access by learners with special educational needs? Yes () No ()

Part C: Teachers' Training and Qualification

14. Have teachers requested you for teachers to be trained in special needs education? Yes () No ()

15. Have you been trained in handling children with special needs?

Yes () No ()

16. How many of the teachers in your school are trained in special needs education? _____

Part D: Appropriateness of teaching and learning resources

17. Are there teaching and learning materials for use by teachers in the provision of special education? Yes () No ()

18. Has your school provided reading materials for those learners with special educational needs? Yes () No ()

19. What measures do you suggest should be put in place to ensure that those pupils with special need access learning materials with ease?

20. What is the pupil /textbook ratio_____

Thank you for participating in the study.

APPENDIX V

LETTER OF AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

7th May, 2014

NACOSTI/P/14/1607/1464

James Ochieng Otieno
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing inclusive education in Ugenya District, Siaya County,*" I am pleased to inform you that you have been authorized to undertake research in **Siaya County** for a period ending **30th June, 2014**.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Siaya County.

APPENDIX VI

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. JAMES OCHIENG OTIENO
of UON No. 49-40607 UKWALA, has been
permitted to conduct research in Siaya
County
on the topic: INSTITUTIONAL FACTORS
INFLUENCING INCLUSIVE EDUCATION IN
UGENYA DISTRICT, SIAYA COUNTY.
for the period ending:
30th June, 2014

Permit No : NACOSTI/P/14/1607/1464
Date Of Issue : 7th May, 2014
Fee Received : Ksh 1,000

[Signature]
Applicant's Signature

[Signature]
Secretary
National Commission for Science, Technology & Innovation