

**COMPARISON OF PROVISION OF LEARNING RESOURCES FOR
SPECIAL NEEDS EDUCATION PUPILS IN SELECTED PUBLIC
PRIMARY SCHOOLS IN KAKAMEGA COUNTY OF KENYA**

BY

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DECLARATION

Declaration

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

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DEDICATION

This work is dedicated to Association of African Universities (AAU), Ghana who sponsored the writing of this thesis. I take this opportunity to whole heartedly thank you.

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ABSTRACT

The importance of this study is to sensitize the stake holders, education administrators, staffing officers, teachers, parents and the community on what is going on in inclusive schools as far as provision of learning resources is concerned. The problem of suitable resource was echoed in the government report of 2004. The report had it that more than 90% of hand capped children were either at home or in regular schools learning without suitable learning resources and facilities. Once they go through this report and adhere to the proposals such situations will be corrected. They will be in a position to prevent similar situations occurring in future. The main objectives of this study were:(i) To investigate the achievement of equity in the provision of physical Education learning resources to physically challenged and typical learners in inclusive schools.(ii)To find outco-curriculum activities where inequality in the provision of physical Education leaning resources and facilities is prevalent. The study used Resource Dependence Theory and Social Development Theory. These theories were to be utilized to explore the key issue in the study which is the provision of suitable learning resources to physically challenged learners. After exploring the key issue in the study, proposals was forwarded that could be guidelines in the achieving of equity as far as the provision of suitable learning resources to physically challenged learners was concerned. A descriptive research design was used to explore this. The sample consisted of six inclusive primary schools randomly selected. To establish the content validity of the instruments the researcher carried out a pilot study in one school. Test retest method was used to establish the reliability of the instruments. Through interviews, questionnaires, schedules and observations, the study took a comparative perspective to analyze the extent to which physical education learning resources have been provided to pupils in inclusive primary schools in Lugari, Matete and Lukuyani Sub-Counties. Both quantitative and qualitative techniques were used in analyzing data depending on various objects and research questions. Qualitative data was in statement forms. Quantitative data was analyzed using descriptive statistics such as frequency counts, means, tables and graphs. The study findings revealed that no equality exists in the provision of physical Education learning resources in the selected schools. The findings of the study should help teachers, students, parents, and other stake holders in education to look at the barriers to accommodate physically challenged learners in inclusive schools and find solution to curb the vice. This would enable the physically challenged learner to gain access to education in these schools.

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LIST OF ABBREVIATIONS

C.D.F –	Community Development Fund
CWD –	Children with disabilities
EFA –	Education for All
GOK –	Government of Kenya
KISE –	Kenya Institute of Special Education
KNEC –	Kenya National Examinations Council
MoEST –	Ministry of Education, Science and Technology
P.C.L –	Physical Challenged Learners
P.E –	Physical Education
PWD –	Person With Disabilities
S.N.E –	Special Needs Education
T.L –	Typical Learners
Tr –	Teacher
Trs –	Teachers
U.N –	United Nations
UNESCO –	United Nation Education Science and Cultural Organization.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter contains the background to the study, statement of the problem, objectives of the study, research questions, significance of the study and justification of the study; it will also include the scope, limitations, theoretical framework, conceptual framework and operational definition of terms.

1.1 Background of the Study

One of the main functions of education is to develop the total human abilities and behaviors that are deemed good for the society. This means that education is a basic requirement of human beings as it accounts for their positive behaviors and personal growth in society. According to Ainscow (2004) education plays a key role in development, democratization, wealth creation and employment. Socially, education serves as a social process through which a member of the society achieves individual growth and development and social competence for being useful to the society. As such, basic education is a necessity for all regardless of their attributes.

In recognition of the significance of education, in 1948 the United Nations declared education as one of the fundamental human rights, which was to be made accessible to all human beings irrespective of their color, gender, creed, religion, economic background and disability. Even though this should be the case, in most developing countries, access to education has been dismally low. The challenge of access and equality therefore seeks redress. The 1989 United Nations Convention enshrines the rights of the child which includes education. On education it was said that the child with special needs should receive education and related services. Education should

make a child achieve fullest possible social integration and individual development, according to Randiki (2002) and Kidiga (2014).

This is in tandem with the Education for All (EFA) declaration that stressed the need for education for every child including those with special needs, (Randiki, 2002; UNESCO 2003). Even with the EFA declaration, it has still been observed that many children with special needs were excluded from mainstream education, (Randiki, 2002; Mushoriwa 2001). This will still be an elusive achievement even by the year 2015 targeted for the full attainment of the EFA goals.

These are also in tandem with the Millennium Development Goals (MDGS) which were adopted in 2000 and agreed by 147 heads of state and government under the auspices of the United Nations. This represented the international community's collective commitment to see that poverty is reduced and social development advanced for the world's poorest people. The eight development goals popularly known as Millennium Development Goals (MDGs) include achievement of universal education; this is the second goal in the hierarchy. This goal has also been stressed by the United Nations in its declaration of education as a basic human right (UN, 1948).

The major impetus for the inclusive education approach was given by the Salamanca World conference on special needs education in 1994. It was realized that EFA achievement in many countries was far from reality of children with disabilities faced barriers to educational opportunity (UNESCO, 2001; 2003). These could not be overcome simply by developing separate system and schools for children with special educational needs. Instead, a different approach in education systems was needed which could respond effectively to diversity. According to the Salamanca statement and a Framework for Action the fundamental principle of the inclusive education is

that all children should learn together wherever possible, regardless of any differences they may have (UNESCO, 1994). Inclusive schools must recognize and respond to the diverse needs of these learners, accommodating both different learning styles and rates of learning and ensuring quality education to all through appropriate curricula, teaching strategies, change of attitude, use of resources and partnership with their communities. All governments were urged to adopt the principles of inclusive education, enrolling all children in regular schools unless there were compelling reasons for doing otherwise (UNESCO 2001; 2003; 2004e).

At national level the main goal of education in Kenya are to promote national unity, national development, social needs, individual development and self-fulfillment, social equality, respect and development of cultural heritage and finally international consciousness (Eshiwani, 1983). The constitution of Kenya (GOK, 2011), enshrines the right of all Kenyans to lifelong education.

Achieving national development as a goal calls for giving equal opportunity to learners to contribute to national development. To achieve unity all learners must have cohesiveness. Wellington (2003) has listed participation in-group activities, which facilitate group cohesiveness. This can only be possible if all learners are provided with appropriate human and material resources. Studies done by Hiuhi (2002) and Kidiga, (2014) show that persons with special needs are denied equal opportunities in education and employment. A welcoming environment is essential for social needs of the learners. All learners need equal resources for participation in learning and extra curriculum activities Wellington (2003) established that pupils with special needs learn best when they are equally given an opportunity to participate. The learning resources need to be adopted at the same time there is need to have special

trained teachers who are specialized in teaching physical challenged learners Physical Education. On the other hand the typical learner needs a regular trained teacher with relevant learning resources. Most people have taken SNE people as less human they have miss used them and even seen no need to live Masakhwe (2009) established that some communities discriminated learners with disabilities and used them for cleansing widows before they are inherited. According to Masakhwe it is believed that a victim of HIV aids can be cured if the person can have sex with disabled person. Such believes cannot help in achieving EFA. This means that before this goal is respected the development of cultures has to take place so that they equally access them to educational opportunities. This means that all learners should participate in societal matters physical education is important because it enables the learner to be included in all aspects of school life. Games and sports is a social activity. The most energetic and active people are found in these activities. This productivity and energy is needed in research for development. If these groups of learners vanish through the above activity then innovations and development of physical education learning resources will be hampered with.

The population of people with disabilities in Kenya is estimated to be 10 percent of the total population (GOK, 2004). About 25 percent of these are children of school – going age (GOK, 2004). Out of a total of 750,000, an estimated 90,000 have been identified and assessed (GOK, 2004). However, only 14,614 are enrolled in educational programs for children with disabilities; while an equivalent number are integrated in regular schools. This implies that over 90 percent of handicapped children are either at home or in regular schools without suitable learning resources, (GOK, 2004).

Kenya National Commission of Human Right (2006) found flaws in provision of teachers and facilities to SNE learners in inclusive schools. This practice is against the Darka's framework of action (2000) which ensures that basic learning needs of every child are made within a generation and sustained thereafter, (UNESCO, 2001).

Since the majority of the SNE learners are either at home or in regular schools the study wanted to investigate whether the number in the regular schools is being provided with appropriate physical education learning resources.

Since 2002 the government of Kenya has been having some challenges in providing education for the in accessible groups who are vulnerable, disadvantaged or in difficult circumstances, (GOK, 2001). This is another challenge that affects equality in provision of Education. Some of these groups include: orphans, children involved in labor, street children, girls and special education needs children (GOK, 2004). In addition the government has been advocating for inclusive education to reduce segregation of the physical challenged learners. This idea was fully supported by the Kenya's children Act 2001 (GOK, 2001) as well as the ministry of education. The ministry of education directed all the regular schools to enroll all children even the SNE pupils, (MoEST, 2005)

1.2 Statement of the Problem

Apart from denying learners equal opportunity to access quality education, non provision of suitable learning resources denies learners their basic human right as enshrined in the 1948 United Nation declaration of education as a basic human right. The problem could further make Kenya ragger behind in its struggle to make education for all a reality; a policy set up by the United Nations and was to be achieved in 2015.

With over 90% of SNE pupils being at home or in regular schools without suitable resources, it implies that majority of SNE pupils in schools don't have equal opportunities of accessing quality education, as do their typical counterparts. Flaws in provision of teachers and facilities to SNE pupils in inclusive schools are barriers to effective learning and against the Darka frame of action (2000). Without appropriate learning resources, the SNE pupils will not access quality education as do their typical learners. This problem will make them not perform well as do their counter parts, hence majority of them may dissent schools, fail exams, and finally be excluded from other competitive learners. This is a setback towards achievement of EFA goal. Likewise, it limits the opportunities of SNE pupils to advance in a variety of professions admired in the society. The problem could be solved if regular primary schools with S.N.E students adopted inclusion practices and provided all learners with suitable learning resources.

1.3. Purpose of the study

The purpose of the study was to find out the truth concerning reports which indicate that the S.N.E learners in regular schools were not be in provided with suitable learning resources that could facilitate their smooth learning. Once this truth was established the study was to forward proposals and recommendations that could lead to provision of suitable learning resources to learners in inclusive schools.

1.4. Objectives of the Study

The study was guided by the following specific objectives.

- (i) To investigate the achievement of equity in the provision of physical education leaning resources to typical and physically challenged learners in inclusive schools.

- (ii) To find out co-curriculum activities where inequality in the provision of physical Education leaning resources and facilities is prevalent.

1.5 Research Questions

The objectives of the study were pursued through the following research questions;

- (i) Are the physical education learning resources and facilities suitable for the physically challenged learners?
- (ii) Which co-curriculum activities in physical education do we have in equalities in provision of physical education learning resources?

1.6 Significance of the Study

It is hoped that the study findings would be useful to the management of inclusive schooling so as to have a better understanding of the requirements of learners with special needs. It could also be important in sensitizing different stakeholders in society.

The staffing officers could use the study for staffing of teachers according to their qualifications and the needs in inclusive schools. In most cases they are expensive to maintain, this means that the funding for learning resources of such pupils should be higher as most of them may not be locally available as is the case with typically growing children.

It would also enable planners to understand the needs of learners with special needs in education. Programs should be planned to be in line with the universal declaration of human right on education that reads “everyone has a right to education, which shall be free and compulsory.” It could be used for sensitization of parents, stakeholders, peer

groups; teachers and community members to enable them appreciate the potential of such children.

1.7 Scope of the Study

The study was conducted in Lugari County which include: Lugari, Likuyani and Matete Sub counties of Kakamega County. The study was confined to physical education learning resources used by physically challenged and typical learners in inclusive schools of Kakamega County. The study was conducted in selected inclusive schools of Kakamega County. The aspects studied were provision of physical education learning resources and their relevance to the physically challenged and typical learners.

1.8 Limitations of the Study

The research budget and capital of work confined the study to Lugari districts instead of Kakamega County. A number of schools lacked proper filing system making the availability of records difficult and inaccurate. To counter this problem the researcher used data from the Lugari and Matete sub county offices.

1.9 Theoretical Framework

The resource dependence theory was relevant because it solve problems concerned with non availability of appropriate resources in institutions.

1.9.1The Resource Dependence Theory (RTD)

Physical education being a social entity requires individuals to develop their socialization skills that be accepted. Based on the nature of the study and after considering a number of theoretical approaches, this study adopted two theoretical approaches. The first is resource dependence theory (RDT) which sees organizations

dependent on resources in their environment and succeeds by maximizing on their power to compete and utilize those resources (Pfeiffer 1981). Research on the basis of power within organizations began as early as Weber (1947) and includes earlier works by schools and political scientists. Resource dependency theory proposes that actors lacking in essential resources will seek to establish relationship with others in order to obtain needed resources. The study objectives are to find out if suitable resources are being used by the typical approach.

To access quality of education. The study was meant to find out if there were suitable resources in the neighboring schools and how had the schools utilized the few resources amongst themselves. In 1948 the United Nations declared education as one of the fundamental human rights, which was to be accessible to all human beings irrespective of their color, gender, creed, religion, economic background and disability. In Kenya it was found over 90% of pupils with special needs are either at home or in regular schools without suitable learning resource, (GOK, 2004).

Pfeiffer and Salancik (1978) used the theory to get the necessary resources that were needed in most industries in Europe. This was during the study of external control of organizations. Under this arrangement the environment was utilized to get the scarce resources and this was successful. Also in 1981 Pfeiffer used the RTD in the study of power organization. Ulrich, David, & Barney, Jay (1984) used the theory in their works.

Schools being organizations possess this power that can make them acquire as much as is possible by utilizing what exist in the environment. This calls for the utilization of school power to exchange resources with other schools or organizations and the

more exchange of resources with organizations and schools the more the school accomplishes its survival and functional missions.

The Resource Dependence Theory calls for schools to utilize the environment. The study has to find to get suitable learning resources through interviews directed to head teachers if this factor is being observed. Booth (2000) advocated for reforms that would effectively equip teachers for the training of SNE pupils.

He advocated for a number of measures for making learning of SNE student in regular schools be possible. Booths suggestions are good because one will know whose responsibility it is to promote L.R. According to Brown (1975) there is need to have trained teachers so as to get effective learning, this resource is the responsibility of the government.

In the developing countries, governments could only take responsibility to legislate equality in education if it has the right resources. Salancik (1978) saw the literature in the environment as the factor that controls the scarce resources a school experiences.

According to Pfeiffer (1981), schools could come together and share the resources they have. The way things are, most pupils of SNE continue nowhere as concerns the provision of learning resources. Booths (2000) suggestion is good but needs careful studies. In Kenya, bills touching handicapped people have been made but the problem has been the implementation of these bills to become legalized this has been a major drawback. The SNE pupils continue being marginalized without any protection from Third World governments.

Meisels and Provence (1989) observed that the characteristics of a child are subject to environmental influences that operate to support facilities or enable development. For example the idea of inclusion makes the child with special educational needs meet his

daily environment. This will boost his or her learning morale and he or she will find the opportunity to access quality education. For him/her to get optimal education the equalized environment should be rich of learning resources that makes him/her learn easily. This resources provision should be fairly done so that the very child does not misinterpret the provisions. Individual difference among learners in inclusive school should be taken care of. All children must get optimal education. Discoveries that were made by Pfeiffer and Salancik (1978) were worth their salt. RTD schools have to exploit the environment and find out how to utilize the suitable resources for the benefit of all schools in the environment.

1.9.2 The Social Development Theory

The underlying principle is that the teachers should be mind knowledgeable then being theoretical.

The theory has been used by various scholars in their studies including Driscoll (1994), Crawford, (1996), Vygotsky, (1978), and Wertsc et.al (1995). It argues that every function in the child's cultural development appears twice first on the social level and later on the individual level, first between people (interpsychology.) and then inside the child (intrapsychology), this applies equally to voluntary attention, to logical memory and to the formation of concepts. All the higher functions originate as an actual relationship between individuals, (Vygotsky, 1981).

To get the learner internalize what he /she has been learned a lot of interaction needs to be carried out between the teachers and the learners. To effective teaching maximum interaction is needed (Vygotsky, 1978). Maximum interaction cannot be achieved without appropriate learning resources these include both human resource and material resources. The resources should be seen to function for all the learners.

This argument is what prompted the researcher to find out if equity is addressed in the provision of learning resources to both the physically challenged and typical learners. (Vygotsky, 1981).

To get logical memory and formation of concepts implies that the teacher should have confidence in what he /she is teaching, this will make him or her participate fully in his or her teaching. A teacher who is well trained and knows the content will use all the methodologies at his/her disposal to make sure that the pupils understand. The more the teacher practices what he/she teaches through the use of learning resources the better the understanding and hence internalization of the facts.

Both theories of Lev Vygotsky (1978) and those of the resource dependence theory have been employed to find solution to availability of suitable learning resources. In the application of the resource dependence theory the school has to use its powers to get appropriate learning resources. The school may ask directly from the state to the resources that are appropriate to all learners and through co operations with schools in the environment some of the shortages will be overcome. The utilization of the scarce resources will be a shared experience amongst schools in the environment once this theory has been used to get appropriate learning resource. The learning process will have to take place once application of the social development theory and resource dependence theory have been applied to get the needed resources the school will be on its way to accomplish its desired and expected mission.

Maximization of the interaction between the learners and teachers yields maximum learning. Exchange of ideas between pupils of the school and the teachers will to some extent yield some learning but this learning will be more refined if this interaction is extended beyond school boundaries; once this realization is noticed, the

school will use its powers to look for means of communication that conform for use by all learners, this again will call for the maximization of the school's power which is a tool for resource dependent theory.

Meisels and Provence (1989) observed that characteristics of a child are subject to environmental influences that operate to support facilities or enable development. The society should be sensitized about inclusiveness and more so the importance of educating a child with SNE. A lot of cooperation between the society and the school will boost the resource achievement goal. According to Levy (1977) children learn when they do things together. Once the idea of inclusion has been understood the parents and guardians will not object their typically growing peers to mix with the SNE pupils, this will enhance the latter's morale in learning. They will see themselves as part and parcel of the human race. This equality will be enhanced if the available resources are provided without any bias.

The quality of the teaching force and adaptation of learning resources as stipulated by the educational policy makers should be seen to operate to all without biases. It is the power of the school to see to it that every child is served with appropriate trained teacher. Brown (1975) found out that with an affectively trained team of teachers' students improve significantly hence this calls for all schools to get appropriate ratios of trained teachers to cater for all in such schools. The needs assessment exercises of all the pupils has to be done before provision of appropriate teachers to their students. Kaufman (1982) and Suarez (1997) defined need assessment as an information gathering and analyzing process in the identification of the quality of teaching force. Their need to know what the policy say about adaptations of physical education learning resources and finally need of every pupil before applying for more teachers.

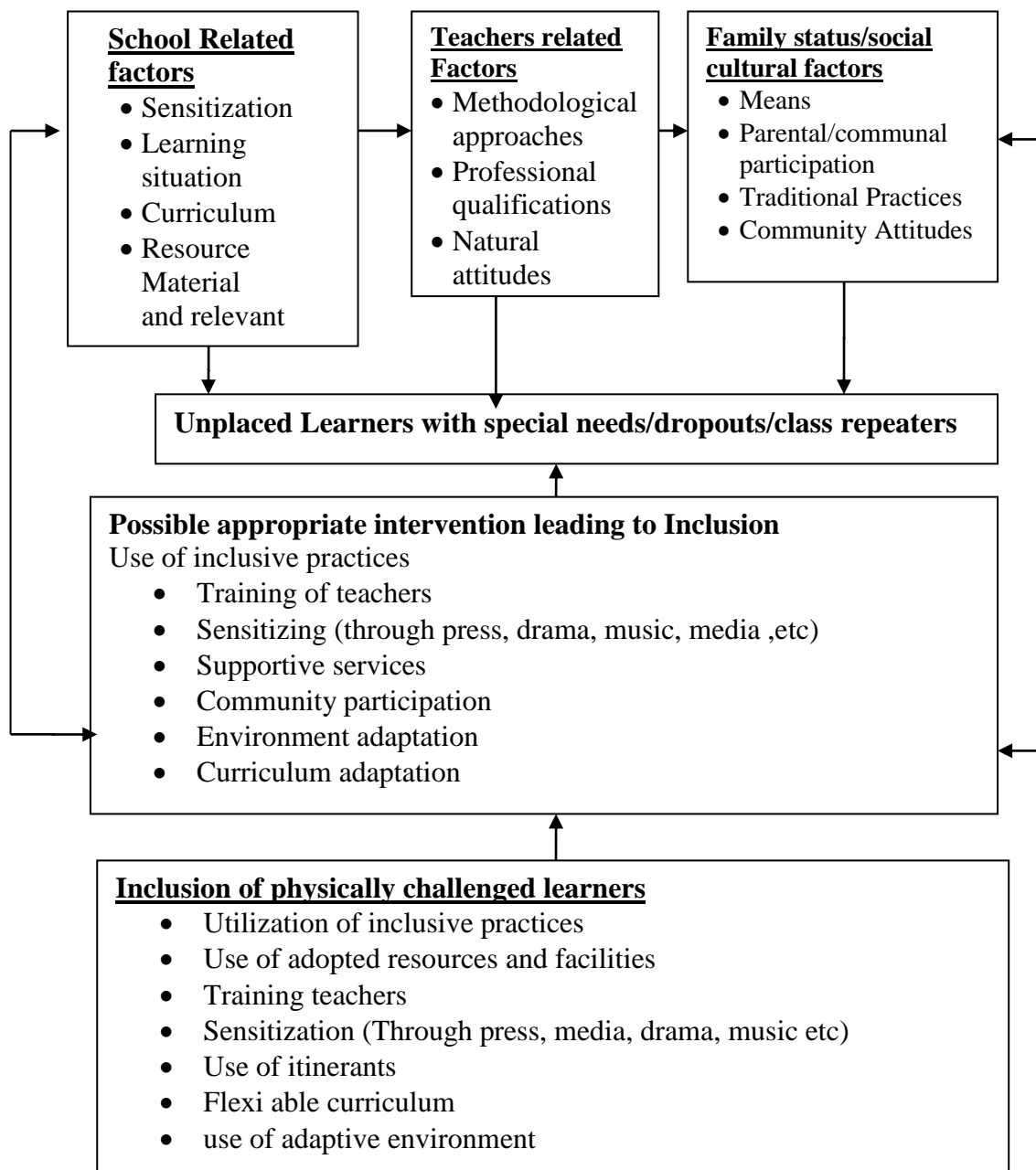
The study sought to investigate the existence of equity in the provision of physical education learning resources to typical and physically challenged learners in inclusive schools. Teachers form part of the human resource. Teachers need to be enough and functional. Slavin (1983) observed that small group learning makes the teachers work in the classroom less complex which enables them to spend less time on management than on instruction. The teacher is to give instructions, but if this role is disrupted by a lot of noise from idle pupils, learning will not be effective, a noisy classroom will mean that the pupil has been provided with inappropriate resources. Learners need to fully participate in their learning, this is only possible if all the learners are supplied with appropriate and enough trained teacher. Inclusion refers to the full time placement of children with mild, moderate, and severe disabilities in regular classroom, (Ayo, 2007 Pg 9).

Studies show that UNESCO (1997) gave the school the responsibility to adjust itself to make sure that all its learners have equal opportunities of ridding from education. This argument is supplemented by other scholars; Wormnaes (2005) argues that it is not our educational system that has a right to certain type of children. Therefore it is the school system of a country that must be adjusted to the needs of all its children. In the same vein Tomko (1996) says that children of all ages should learn and grow in environments that resemble the environment that they will eventually work or live in. In his study Ayo (2007) asserts “Inclusion is a step-father in main streaming as it presents a means by which a school attempt to respond to all pupils as individual by considering and structuring its curricula organization and provision and allocating resources and enhance equality of opportunity. Through these practice the school builds its capacity to accept all pupils from its local community who to attend and in so doing reduces the need to exclude pupils”, (Ayo, 2007).

The argument require schools to have appropriate human and material learning resources so as to make both the physically challenged and typical learners have an equal opportunity of gaining knowledge after learning physical education. This is the learning environment which conceptually includes: curriculum, appropriate facilities and resources and related factor as an appropriate resources is to do with how the teacher handles other learners.

1.10. Conceptual Framework

The conception framework was developed by the researcher to investigate the provision of school learning environment, teachers and their suitability for the learning of physically challenged and typical learners. The conceptual situation calls for a conducive environment which includes curriculum, appropriate facilities and resources, school and classroom requirements. The teacher related factors are: professional qualifications, individual learners with special needs and methods of instructions. The school learning environment and teacher could affect the learning of the physically challenged or typical learners either positively or negatively. Special need students as a result of physical and social barriers are experiencing problems in accessing quality education. However if intervention is done to remove the barriers there is a possibility that access problems facing this group of learners will not be an issue in inclusive schools .The conceptual framework is important in assessing the methodology and learning expectation of the pupils.



Source; Developed by the research based on ideas from Social Development Theory and Resource Dependence Theory. (Kidiga's equation model).

Fig.1.1: Relationship between factors that facilitate acquisition of knowledge and skills and inclusion of P.C.L

Figure 1 shows the relationship of factors that make S.N.E learners be locked out of or be accommodated in learning institutions. Improper utilization of these factors

lessens their opportunities in accessing quality education. Due to physical and social factors to the school, teachers and cultural factors as seen in the diagram, may account for their accommodation or exclusion. The nature or the situation of such factors in any given school would either support or oppose inclusion. It is only through inclusion that such factors could be adjusted to overcome the inclusion problem. There is need for the right intervention for this to succeed. Once such intervention is done, then discrimination and segregation would be a dream. Such interventions would create equal opportunities through provision of suitable resources and facilities to all learners in such schools. Suitable learning resources will only be achieved if there is positive utilization of the relationships shown in the figure. When positive utilization of the relationship has been utilized, the path to right intervention will have been opened. The right intervention will lead to a variety of opportunities which previously they were denied. Once such opportunities are created, the learner will easily be assimilated by the society. This will lead him or her to have the opportunity for self actualization and self reliance which will make him or her to be accepted in the society.

1.11 Operational Definition of terms

The following terms were defined as used in the study

Diversity: Various abilities and differences.

Inclusive needs: A situation where all the learning needs of pupils with special needs are addressed through mainstream learning.

Special Educational Needs: The abilities of people or learner's which may call for special provisions in their learning environment

Typical Learners: Typical Learners refers to learner's who have no special needs in education.

Physically Challenged Learners: Learners who have physical defects on their bodies.

Learning resource: a means of gaining knowledge.

Physical education: Training and practice in sports.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter introduces the literature review. It begins by providing information on inclusion and human resource factor and then proceeds to: Inclusion and availability of learning resources, physical education for learners with special needs, the convention on the right of persons with disabilities, adaptation of learning resources and facilities, evaluation of resources in British inclusive schools, utilization of resources in U. S.A. inclusive schools, assessment of resources in Danish inclusive schools, assessment of resources in Nigeria, development of human resources in Ugandan inclusive schools, reports and policies for inclusive education, the national special needs education policy framework, assessment of learning resources and facilities in inclusive schools and finally concludes by summarizing the literature review.

2.1.1 Inclusion and Human Resource Factor

Tomko (1996) says that inclusion involves adjusting and changing the practice in the home, the school and the society at large. This is also supported by Etscheidt (2002) who asserts that inclusion is based on the belief that everyone lives and works in inclusive communities, with people of different races, religions and various disabilities. Inclusion can occur in schools, churches, playgrounds, workplaces and in recreation areas. An inclusive society is therefore one in which individual differences among the members are respected and valued (Tomko, 1996; Aniftos and McLuskie, 2003).

Kluth, (2001) points out that in inclusion there is commitment to educate each child to the maximum extent appropriate in the school he/she would otherwise attend in his/her neighborhood if not identified as having disability. Inclusion is supposed to meet the normal requirements of the learner rather than the child with the special needs being made to adapt to suit the needs of the system it involves changes and modification in content approaches, structures and strategies. This calls for appropriate trained teachers to teach pupils with Special Needs Education (UNESCO, 1994). Wormness (2005) argues that it's not our Education System that has a right to certain type of children. Therefore, it's the school system of the country that can be adjusted to the needs of all its children. In the same vein, Tomko (1996) says that children of all ages should learn and grow in environments that resemble the environments that they will eventually work or live in. This is in line with inclusive philosophy "that the children who learn together learn to live together" Tomko,(1996), it's uncertain if this is really being practice in our inclusive schools. This study was to ascertain for equality exists in the provision of physical Education learning resources to physically challenge and typical learners in inclusive schools.

The basis of the study is the Salamanca statement which asserts:-

Schools should accommodate all children regardless of their physical, intellectual, social, Emotional, linguistic or other conditions. This should include persons with Disabilities' and those without, gifted, street and working children; among other marginalized groups (The Salamanca statement framework for action on Special needs education. (UNESCO, 1994: 4)

This was supported fully by the Kenya's children Act 2001(Gok, 2001), as well as the Ministry of Education directive. On all regular schools to enroll all children even the Special Needs Education pupils. That could successfully do if all the teachers and pupils were well versed with ideas and skills on inclusion. This study was to ascertain

for equity exists in the provision of physical education learning Resources to physically challenge and typical learners in inclusive schools.

2.1.2 Inclusion and Availability of Learning Resources

The most important thing with inclusive education is to make the regular schools welcoming for all learners Regardless of difficulties the learners may have. This means that availability of appropriate resources for both learners of special needs in Education and typical learners should be put in place. The resources should be functional and enough for all the learners. It is important that all schools be open to all learners. In 2003 the Ministry of Education and science in Uganda advised schools to have an atmosphere that is friendly, caring and supportive. This calls for equal opportunities and accessibility to all too all resources, services and responsibilities. There is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005; Kidiga 2013). Reducing this discrimination may best be done through education that not only academic values but also encourages acceptance diversities such as in sports and culture. Heijnen (2005) suggest that nations should empress the inclusive approach which seeks to identify any barriers and develop ordinary schools which are capable of meeting the diverse needs of the learner in an inclusive setting various adaptations are done on the resources and the environment to suit various learners according to the needs. This study was meant to investigate the existence of equity in provision of physical education learning resources to physically challenge and typical learners in inclusive schools. This was established through this study.

Inclusive education also includes children who are “at risk” and that group who have traditionally been excluded from educational opportunities (UNESCO 2001McCullough 2005, Heijinen, 2005). In order to achieve the above there is need to make educational institutions all inclusive. The teachers should also transform their thinking regarding how support should be delivered to all learners despite their diverse needs. This will include all children irrespective of their differences of diversity. This implies that the special needs education pupils are fully recognized by national and international legislation (Heijinen, 2002; 2005). The Salamanca statement clearly states that:-

Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO1994 :5)

This means that schools should accommodate all children regardless of their physical, intellectual social or other conditions. This should include special needs education pupils and gifted children, street and working children, ethnic and cultural minorities and from other disadvantaged or marginalized areas or groups. There is need to eliminate the barriers in schools in order to attract and retain children from marginalize groups such as physically challenged, this means that education system should respond flexibly to the needs of all learners (Scheyer, et, al, 2001; UNESCO 2001) this study was meant to ascertain the equity exists in the provision of physical education learning resources to physically challenged and typical learners in inclusive schools. Basing on Salamanca statement its objective was to find out if inclusive schools equally accommodate both the physically challenged and typical learners. Its objectives were to improve the equality in provision of resources in these schools.

Inclusive education is a human right issue. At the core of inclusive education is the human right to education. The 1948 Universal declaration of human right asserts that education is a basic human right. Equally important is the right of children not to be discrimination against as stated in article 2 of the convention of the right of children, (UN, 1989). A logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, and religion. Capabilities among others (UNESCO, 2003). Ainscow (2004) says that education is a human right with the immense power to reform. On its foundation, rests the cornerstones of freedom, democracy and sustainable development. There is no higher appropriate mission more important than that of education for all.

There is need to ensure that all those excluded from meaningful participation in economic educational, social and cultural life in their communities are involved by breaking all the barriers that hinder them from meaningful participation in their Communities making such people access education is important for it prepares those who were most likely to become self-reliant. However to overcome this barriers the people would have to change their attitude towards the Special needs Education pupils. It is disturbing that in many countries inclusive education is being introduced before thorough studies on the acceptability of the education system is contacted,. This is important for the government to prepare itself before embarking on implementation of a new system of education it was important to find out if the head teacher of the visited school had the basic concerning the education of the especial needs pupils. This would make them provide appropriate resources for learning physical education for the physically challenged and typical learners.

Madeline (1986) introduced regular education initiative which made pupils with special needs to take part in general education rather than special education. In these regular schools teachers and others were to be sensitized so as to accept a child with special needs as a part of the school community. Nearly all classrooms and other buildings did not take into consideration the needs of children with disabilities were expected to fit into settings which were designed for no disabled. Set tests were given to disabled to assess their suitability to learn in the regular classes.

Education committees and tax forces have recommended inclusive education has viable means of improving participation of all learners in education (MoEST 2001a;2005b). There is an urgent need to make all learning institutions truly inclusive by removing the key barriers. MoEST, 2005b). report on tax force on implementation on free primary education also recommended for implementation of inclusive education(MoEST,2003b) If pupils are put in special schools they would have been cut from the typically growing peers and that idea of attachment would not be in their minds, they will feel neglected hence their learning morale will go down. Once the learning morale has gone down; no matter what effort you make fruits worth your efforts will not come from these children. Inclusion is the only solution since under the setting the child feels he or she has connection with typically growing peers and will be willing to take responsibilities given to him with zeal. During normalization persons with disabilities were closely brought to the society through cultural mainstreaming and even their Rights were protected. Studies carried out by the Kenya National Commission for Human rights (2007) revealed that funding for special need education learners was insufficient and advocated for increased funding. Hiuhu, (2002) outlined policy issues that special needs education needed to address. This issues include : adaptation of the environment for the SNE pupils, reduction of

playing areas, increase size of the fields, modifying pools used for swimming and enlarging goal posts rings and swings. In another related study the Kenya National Commission on Human Rights (2006) found flaws in provision of teachers and facilities to SNE learners in inclusive schools. The findings and studies imply that the physically challenged learners who are part of SNE pupils have been denied their educational rights. They cannot do physical education in our fields with normal goal posts, strings and rings.

2.1.3 Physical Education for Learners with Special Needs

Achievement of maximum benefit in physical education for challenged learners means that physical training must be combined with functional training. For this to be possible inclusive schools must be equipped with relevant human resources and be in possession of crutches, artificial body parts, calipers, white cane and wheel chairs, (Kakui, 2003). Once a child is able to achieve maximum benefits from physical education he or she can have independent living and be of use to his or her country he or she may excel in one or more of the sports and games. Sport organizations like the Kenya Schools for the Physically Handicapped (KSPH) run games and sports for physically challenged pupils. These sports and games include: athletics, field events, football, netball and volleyball, (Kakui, 2003). Hence children who are physically challenged can be sponsored to take part in some of those games and sports.

The Kenya National Commission on Human Rights (2006) found that most of the learning institutions had no facilities for disabled people. They found that classes were inaccessible this led them to advocate for the rehabilitation of buildings so that they could conform for their use. In the institutions the buildings did not conform to the rules for use by pupils of specialized education hence a need to look into this

problem. In their struggle for reforms the persons with disability (1997) advocated for the establishment of a National Council for people with disabilities. The proposed function of the council was to ensure equal opportunities for persons with disabilities in obtaining education, employment and participation in everyday activities within their communities. It was also meant to encourage and secure the rehabilitation of persons with disabilities within their own communities and social environment. The above argument implies that learning institutions shall take into account the special needs of persons with disabilities with respect to the use of school facilities, class schedules, physical education requirements and other pertinent considerations. The learning institutions should provide auxiliary services to facilitate the learning process for persons with disabilities.

Amongst the primary schools to be put up one of them should be an inclusive primary school. This primary school should be boarding with all equipment and all facilities and be suitable for both boys and girls. Already our statement of the problem has it that the handicapped children in regular schools have little or no special assistance. The additional revenue should be used to make sure that more special teachers undergo training. Once enough teachers for SNE group of learners is achieved then appropriate learning for this group of children will be realized. The commission for inquiry into the education system of Kenya (1999) made very positive recommendations. In relation to education and training for persons with special needs. For effective learning to take place it advocated for the KIE to develop learning and instructional materials for learners with special needs including those who are gifted and talented, emotionally and behaviorally disordered, communication difficulties, and specific learning difficulties. To curb discrimination during registration of pupils no teacher, head teacher or education officer should refuse to register or influence in

the refusal to register an otherwise qualified and competent child with educational needs for national examinations. In addition the report recommended that examination papers for handicapped learners be adapted to suit the individual needs as dictated by the severity of handicap and the ability of the child to manipulate examination instruments.

Most head teachers refuse to register pupils with SNE in their schools this practice should be discouraged. The ranking of schools has contributed to this hence teachers think that due to their disabilities they may not write fast, think fast or even grasp what the question is about. If ranking of inclusive schools with regular schools is continued then this trend will not stop. It is high time inclusive schools were ranked separately. This also calls for adaptation of examination papers for this group of learners. The examination paper should be adopted as per the special needs of the child; such adaptations should take sizes of letters into consideration.

2.1.4 The Convention on the Right of Persons with Disabilities

This convention was rectified in May 2008. This convention recognizes the right of education without discrimination of special needs education learners. Article 24 states that:- state parties shall ensure an inclusive education system at all levels and lifelong learning directed to enabling persons with disabilities to participate effectively in a free society, (KCSSPP, 2009).

2.1.5 Adaptation of Learning Resources and Facilities

Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2004a: 2001) points out that; learners have diverse needs and inaccessible environment within or even outside the school may contribute in excluding them from learning institutions. Those views were

supported by UNESCO (2005a), which said that accessible environment helps to keep special need education learners in school unlike where schools had inaccessible environments. To alleviate this problem then the environment should be adopted to suit diverse learner's needs in inclusive schools. This involves organizing the classroom and the school compound.

UNESCO (2004d) shows that this can be possible by building ramps to classrooms and school buildings, construction of adopted latrines, enlargement of classroom windows, painting walls to improve the lightening, leveling of the playgrounds for easy mobility. The class environment should consider the learners learning pace; hence it should be equipped with rich learning resources which are appropriate to the learning pace of all the learners. Conducive social environment is also encouraged if regular schools environment is conducive; it becomes ideal for inclusion of learners with special needs. Schools need to have an atmosphere that is friendly, caring, accommodative, and supportive and have freedom and guidance. To make inclusive institutions accommodate the physically challenged who are parts of SNE the government established the national special needs educational policy framework in 2009. The national special needs education policy stressed the need for addressing the needs of learners equitably, developing diverse curriculum in education and adaptation of curriculum for special needs education. In addition the policy calls for provision of effective learning opportunity for all learners in inclusive schools. To enforce the policies schools were given guide lines to follow these guidelines contained the adaptation policies that had been put in place. Amongst the adaptation policies put in place were:-

An inclusive setting should be put in place and these calls for an adjustment in regular schools to meet these requirements. An inclusive education is supposed to provide education to both typical and children with SNE. In regular settings. In addition it calls for further development of positive attitudes in parents, teachers and community at large towards children with special needs in education. Such an education setup will provide equal opportunities to children to share knowledge resources and experiences. Sharing knowledge resources and experience means that the education set up has accommodated all learners regardless of their disabilities (Waruguru, 2002; UNESCO, 2004; 2001; Ogot, 2005a; Otiato, 2002).

The above argument calls for flexible curriculum which is accessible to all children and youth within regular education, Once this curriculum is implemented inclusion of the learner in all aspect of life will be realized, (Waruguru, 2002).

Inclusive call for services of an itinerant/peripatetic teacher. A peripatetic teacher is trained in SNE and moves from school to school where children with special needs are registered the role of this teacher is to advice the regular teacher and give technical support where need arise and minimization of barriers to learning and development. The availability of a peripatetic teacher with an adopted curriculum will minimize the effect of disabilities on the child, (MoEST, 2005; Waruguru, 2002, GOK, 1964).

For education to be meaningful for the entire learning environment has to adjust to suit the child with special needs. The adaptation of the environment goes along side with provision of appropriate human and material learning resources which should be enough for all learners in the institution. The environment is to be adopted using adaptation policy which stipulates;

The areas of play may be reduced. The reduction of the playing fields will make the physically challenged pupils get the same effect as the typical learners. This is translated in the amount of time he or she uses to score. Due to their physical handicaps they need smaller fields to achieve such. Some pupils have more stretched muscles than normal hence they need larger fields to enjoy the game. Their stretched muscles make them to kick the balls out of play most of the time and this would make the game boring, (Hiuhu, 2002)

Inclusive education includes children who are at risk and those groups who have traditionally been excluded from education opportunities (McCullough, 2005; UNESCO, 2001; Heijnen, 2005). In order to achieve equal opportunities for physically challenged and typical learners in provision of appropriate learning resources the adaptation guide lines have to be followed in the construction of fields, pools and courts. Pools should not be rough since they may harm the limbs of the physically challenged pupils further. Rings and swings of posts should be enlarged to enable the shorter ones be able to fulfill their ego by easily scoring goals, this same argument is to be advanced in the reduction of size of fields in badminton, volleyball and netball. This is done in order to achieve the same effect as typical learners. The goal lengths and heights of goal posts in soccer, netball, basketball, should be reduced this should also apply to heights of nets for example in volleyball, (Hiuhiu, 2002; Heijnen, 2005)

The playing materials and equipment should not be slippery: light wood for goals should be preferred because heavy materials will harm a physically challenged learner other than a light material he or she happens to knock on it. Different types of floats should be used because we have different types of challenges in inclusive schools.

Polythene papers for making light balls are preferred for physically challenged pupils. This is because they are light and make it easier to be used by those who have weak limbs. Sisal ropes cannot cut deep in comparison with synthetic ropes. This means that in case of an accident which may involve hurting the physical challenged child the damage caused by the sisal rope is mild in comparison to the one caused by synthetic fibers. Beanbags have been suggested to meet variety of challenges. The beanbag is adopted for a ball. Commonly used materials for physical education include balls, ropes and sticks adaptation of this materials may involve making them light or heavy and non-slippery, (Hiuhu 2002; UNESCO 2007, 2004d)

2.2.1 Evaluation of Resources in British Inclusive schools

The parents monitor and evaluate the learning resources used by their children in inclusive schools and their recommendations are forwarded to the school administration for implementation.

Parents in Britain have a very noble role to play in the development of inclusive schools. They actively participate in assessment and determination of the learning needs of their children. When statements detailing the recommended placement and service provision are given out, the parents are allowed by law to express their wishes which if justified overrides that of the assessment team. They also participate fully in the monitoring and evaluation of their children's learning, (Randiki, 2002)

This is contrary to Kenyan parents are not give responsibility to have a say when it comes to relocations of facilities in these schools. The British example seems to be better since parents are given a say in the education of their pupils.

2.2.2 Utilization of Resources in U. S.A. Inclusive schools.

In the U.S.A, special children learn under the same environment as normal children. Individuals aimed at involving children with disabilities into the same physical setting, social experiences, general curriculum and a system of accountability in academic Standards as their non- disabled peers are helped financially by the local administration, to make it possible for their children to pursue education in these schools. To support instructions for pupils with special needs in general education a number of models were established. The models include:-

Learners with facilities and support services pursue their learning through the Learning Environmental Model (LEM). The integrated classroom model is applied where the SNE pupils first learn with typical pupils and later at the time of need they are assisted in the resource room the class within a class caters for all learners this is where by all provision are met. To assist learners with special needs education specialized teachers are employed under the Resource/Casualty Model to attend to them. Finally individualized education program is used to address the learning needs of each child, Randiki, (2002). Appropriate physical education learning resources for physically challenged learners can be sorted out using resource/casualty model, individualized education program or class within class model all these take into consideration individual differences within learners. Using such models makes all learners accumulate equal opportunities after learning.

2.2.3 Assessment of Resources in Danish Inclusive Schools

In Denmark, it is the responsibility of the Danish government to provide learning resources. Resources are allocated in response to assessment of needs of the learner. Here it is to be known that resources are not a privilege. In such a situation all needs in a school are assessed and resources brought according to data collected. In this

country training takes cognizance of the fact that all learners are special. Under this programs, teachers can handle any type of disability, (Ngugi, 2002).

When you analyze what is happening in Denmark you will find that every individual child is catered for when allocation of special learning resources is concerned. This is because there is enough manpower to assess every child of special needs education and recommend the appropriate learning resources to be advanced to him/her. When it comes to training of teachers, the teachers come out being able to deal effectively with individual differences in children. Each weakness of the child is assessed and a teacher will take every child as a special case. This form of teaching leaves the child focused hence it is a child centered type of teaching, a method advocated for by many educationalists.

The Danish example should be applied to learners in the Kenyan setting. District Assurance officers should visit schools to assess the type of disabilities the school has before pouring in resources. In response to this, the researcher will find out if learning resources given by the free primary education can effectively satisfy all the learners.

2.2.4 Assessment of Resources in Nigeria

It is a matter of fact that no concrete step has been taken with regard to inclusive education in Nigeria. Even at policy level, integration remains the focus of planning special education programs. However, professional associations concerned with the education of people with special needs, have been addressing the issue of inclusive education in the country. For instance, inclusive education was one of the major issues examined at the 12th Annual National Conference of the National Council for Exceptional Children held at Mina, Niger State, in August, 2002. The examination of inclusive education at the 12th General Annual Conference was to prepare institutions

to welcome inclusiveness. The conference looked at what inclusive education entails this mend that before an institution was declared inclusive its human and material resources were supposed to be assessed. The learning resources were supposed to be adopted to meet the learning need of the SNE pupils, (Randiki, 2002).

Kenya is more advanced in this aspect. Both integration and induction exist in Kenya as means of cooperating pupils with S.N.E in Educational Programs. In addition to the above we have also special institutions that deal with severe cases of S.N.E. The implications of all these studies are discussed in chapter 5.

2.2.5 Development of Human Resources in Ugandan Inclusive Schools

To make education be meaningful for learners with special needs in education there exist a department for training teachers of special needs education at the Institute of Teacher Education Kyambogo (ITEK). We also have training programs for teachers of the blind at Iganga Centre for the blind. In 1991 the government of Uganda in conjunction with the royal Danish Government signed an agreement to develop special needs education and other services in the same category. This led the government to centralized teacher education. This led to the creation of Institute of Special Needs Education called Uganda National Institute of Special Education (UNISE). This institute specializes mainly in training of teachers and other personnel for education of persons with special needs.

To emphasize the determination of the government of Uganda to achieve the goal of education every teacher trainee gets introduced to the unique needs of learners with special needs. This way they graduate as teachers who have the capacity to handle learners with divers needs in the regular education systems. (Randiki, 2002) in Uganda there is a strong parental and community involvement of learning local

schools. The voice of the parents is heard during assessment and even at the evaluation stages of an end of every Programmers, (Randiki, 2002)

In Uganda each teacher training has basics in special education. The Ugandan case is better than the Kenyan one. Regular teacher training colleges in Kenya don't have basics in special needs education yet when they go to the field a good number of regular teachers are posted in inclusive schools such teachers have problems of understanding pupils with SNE.

2.3 Reports and Policies for Inclusive Education

The government of Kenya (GOK) is committed to providing EFA by 2015. The declaration of a free primary education as a basic right to all Kenyan children as articulated in Children's Act (GOK, 2001). The commitment of the government of Kenya for the provision of services to improve the welfare of PWDs is portrayed in various policies measures taken since independent 1963. The government of Kenya has been addressing challenges facing education sector through commissions, committees and task forces. Notable ones are:

The Kenya Education Commission 1964- (Ominde Report) advocate for integration of children with special needs in regular schools. A component of special education was to be included for regular teachers to enable the teachers to meet the needs of learners with special needs in regular classrooms (MoEST, 2005; Ngugi, 2002; GOK, 1964). Although it was said early enough, the aspect of teacher training in special needs education still remains an area of concern. The national committee of education objective and policies. (Gachathi Report, 1976) recommended the integration of children with special needs in the society by transferring learners with special needs in special schools and other centers as much as possible. This was a good step towards

limiting isolation of SNE. It was meant to prepare them interact with the members of the community in which they will live after schools (MoEST, 2005a; GOK 1976, Ngugi, 2002). Although this has been done, those programs do “not only alienate” learners from their communities, but only a few of them are available hence not all the categories of learners with special needs have been catered for.

The presidential working party on Education and man power Training for the next decade and beyond 1988 (Kamunge Report) was adopted through Session Paper No.6 of 1988. This mainly focused on improving quality and relevancy of education. It was recommended that the media and national programs be used more intensively to create public awareness of the need of the people with disability. The committee emphasized the strength of provision of education for learners with special needs in education in regular classroom. (MoEST 2005a; GoK 1988). The commission of Inquiry into the Education system of Kenya (Koech Report, 1999) emphasized on the need for early intervention for children with special needs. It also raised concern on improving ways and means of accessibility, equity, relevance and quality with special attention to gender sensitivity, the SNE and the disadvantaged groups (Go, 1999). The current practice of educational in Kenya emphasizes on the base of integration and special schools cater for the Education needs of the SNE. The special schools have become too limited to accommodate all learners with special needs. An alternative which is also inclusive is also needed. With conducive environment, the regular schools could be used to alleviate the problem.

The Children Act (2001) emphasized that `every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning`. The Act outlines the role of the government and parents in

protecting those rights. This Act ensures equal opportunities for SNE in obtaining education and participation for every day's activities in schools and within the communities. However with the Act in place, there are some schools going children among them the SNE who are out of school. This means that even with the law there are other contributors which are essential in the provision of education through this study, and needs to be addressed in pursuit of achievement of EFA by 2015.

The Persons with the Disabilities (PWDS) Bill ensures that the people with disabilities in education, employment, health, accessibility and mobility among others. The Bill provides for establishment of institutions dealing with special needs education, their welfare and rehabilitation the bill advocates for provision of quality education for special needs education. Quality education can only be achieved if all the learning resources are appropriate and enough for all learners in an inclusive setup. All these policies show that Kenya is committed to ensure maximum access, retention and completion in all levels of education, with the aim of achieving EFA goals by 2015. Education committees and taskforces have recommended inclusive education as a viable means of improving participation of all learners in education (MoEST, 2001a; 2003a; 2005b). There is an urgent need to make all learning institution truly inclusive by making sure that barriers such as non provision of appropriate resources are removed MoEST,(2005b). Report of task force on implementation of Free Primary Education also recommended for implementation of inclusive education, (MoEST, 2003b).

2.3.1 The National Special Needs Education Policy Framework

This policy came into force in March 2010. The policy advocates for provision of education for children with special needs through inclusive education. The government places emphasis on inclusive education through regular schools for

learners with special needs and disabilities as opposed to the practice of using special schools and special units, (MoEST, 2009). The minister of education shall recognize and reinforce inclusive education as one of the means for children with special needs to access education (MoEST, 2009). It should be noted that together with all these major commitments by the government, Kenya is a signatory to all major international policies and declaration noted above. However it would be difficult to achieve the set EFA goals by 2015, unless measures are taken to ensure that both the physically challenged and typical learners have equal and enough appropriate learning resources devoid of discrimination as advocated for those statements.

2.3.2 Assessment of Learning Resources and Facilities in Inclusive Schools

Studies carried out by Waruguru(2002) showed that the learning resources and facilities were some of the barriers to effective learning of the physically challenged learners in inclusive schools. This disparity is summarized in the figure below:

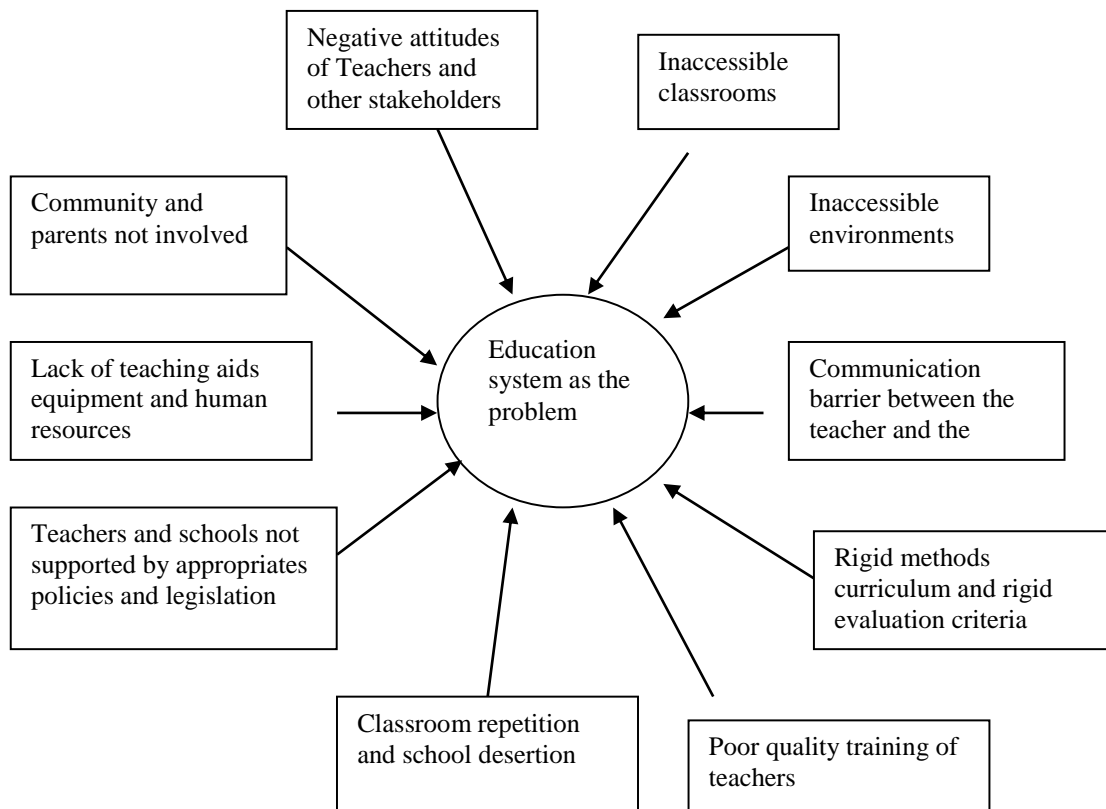


Figure 2.1: Barriers to effective accommodation of learners

Source: (Distance learning SNE Module 1 page 59)

The above diagram clearly shows that the main barriers to learning of SNE. Pupils in inclusive schools include non-provision of appropriate teaching aids and shortage of human resources. In addition schools are not supported by appropriate policies and legislation.

To solve the problem legislation has it that each inclusive school should be visited by an itinerant teacher. The work of this teacher is to update and make teachers competent. The teacher also organizes in-service training and workshops, offer guidance and counseling to teachers and learners and even arrange for exchange programs for further training.

The above findings are supported by studies carried out by the Kenya National Commission for Human Rights (2007), which revealed that funding for special learners was insufficient and advocated for increase of funding.

Hiuhu (2002) outlined policy issues that inclusive education needed to address. These issues include; Making the environment conducive for SNE pupils, reduction of playing areas, increase size of the field, modifying pools used for swimming and making sure that goal posts rings and swings are enlarged. In addition table for table tennis should be big. These are the appropriate learning resources and form conducive environment when Waruguru tells us about inaccessible environments and classrooms she is telling us that the learning resources in these schools are not appropriate.

2.3.3 Development of Learning Resources in Kenya

In response to the issues about special education, in 1986 the Kenya government setup, the Kenya Institutes of Special Education {KISE}. KISE was set up to make

sure that pupils with SNE are adequately catered for in the schools. To make this possible, it put in place service personnel. The service personnel's main task is to: prepare or conduct correspondence courses, running pre-school departments, act as a resource person and finally as research advisers.

For effective teaching of SNE. Pupils' teachers are supposed to be conversant with the current trend in teaching such children. The KISE set up a department that trains personnel who go to the field to in-service such teachers on modern trends and possibly help them overcome obstacles in their work. In addition the KISE prepares and conducts correspondence courses for teachers. These courses are meant to supplement what the teachers know about the learning of SNE pupils. Such correspondence courses effectively improve the teachers' performance. Young children need motivation in order to effectively take an active role in their learning. The KISE has set up a pre-school department that deals with training and the stimulation of young handicapped.

Many schools are ill equipped in resources that deal with SNE. Learning. This in effect makes the teaching of such children difficulty. To overcome this situation KISE has set up a resource center. Finally KISE has taken a great role in setting up a research department that deals with research in SNE learning. In addition it is mandated to maintain, repair, design, produce and assemble special materials and equipment.

Training of teachers at certificate level is done after one has had a regular P.T Certificate, those who have attained this level and have successfully qualified may enroll for a diploma course. While in this training they undergo education assessment of the SNE. Trainees are introduced to what a model intensive practice entails. Those

who are working could enroll for either a certificate or Diploma course through distance learning. The category of trainees attained the residential lesson during school holidays (KISE, 2002).

For effective teaching of SNE pupils KISE has taken the responsibility of training teachers for all levels this includes training of teachers at certificate level and Diploma level. First and foremost, pupils with special needs in education having the following categories of challenges are covered; hearing impaired, mentally handicapped, visually impaired and physically handicapped. The trainees first go through a general course then they specialize in one challenge in their final year of study. The specialization aspect makes them functional because this is the challenge they will teach when they go to the field, (KISE, 2002; Randiki, 2002).

2.4 Summary of literature Review

The fundamental principle of inclusive education is that all children should learn together, wherever possible regardless of any differences they may have (UNESCO, 1994). Inclusive school must recognize and respond to the diverse needs of these learners, accommodating both different learning styles and rates of learning and ensuring quality education to all through appropriate curriculum, teaching strategies, change of attitude, use of resources and partnership with their communities (UNESCO, 2003). Globally the prevailing view is that a single system rather than a dual system is referred in the provision of education to people with and without special needs, these needs that they should be educated in regular schools.

From the literature reviewed it emerges that education of special needs is still a big challenge to Kenya. It has been noted that the Kenyan Institute of Special Education was setup in 1986 with an aim of ensuring that pupils with special needs education are

adequately catered for in the schools. Though this realization has been put in place it has emerged that schools still have barriers to effective accommodation of learners with special needs education. In addition it has been argued that there are more advantages when the learners are educated together in regular schools. To achieve this inclusion has been viewed as the viable means of ensuring education for the learners with special needs is achieved.

It was noted that learning resources and facilities, curriculum, training of teachers, teacher attitude as well as their awareness have direct influence with special needs (Mushoriwa,2001;UNESCO,2001;2004c;2004e;Ogot,2004a).

However most of the researches done have viewed the issue of special needs wholesomely: most have not exhausted a research on a particular challenge. It was important to do a study on provision of learning resources to physically challenged and typical learners in inclusive school. This was established through this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology adopted for this study. This includes the area of study, the population, size sampling procedures and research design, and the methods of data collection and analysis and ethical consideration.

3.2 Research Design

This study employed descriptive research design. A descriptive research design is a process of collecting data in order to test hypothesis or to answer questions concerning the current status of the subject as presented in this study.

Descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in any way (Mugenda 2003). In descriptive research design was utilized as allowed for the subject being observed in a completely natural and unchanged environment. Indeed, the instruments of the study provoke observation and description of a subject without influencing it in any way. The subject in this case being physically challenged and typical learners were investigated in their natural forms. In addition this design involves describing a subject of a population of people in such a way as to present accurate descriptions of how the population would behave. The above facts were looked into and found to fit into this research. The design was found appropriate because it enabled the researcher to directly interact with respondents.

3.3 Target population

The target population included: schools, learners with disabilities, head teachers, PE/games teachers, regular teachers who teach both the physically challenged and S.N.E pupils and SNE teachers. All teachers in the schools were typical there was no challenged teacher in the schools.

3.4 Location of Study Area

The study was carried out in Lugari Matete and Likuyani Sub-Counties of Kakamega County. Lugari Matete and Likuyani Sub-Counties of Kakamega County are situated in the western part of Kenya. The reason for the choice of this area is because this area has inclusive schools yet many S.N.E pupils are still at home. Before going to the field the researcher made an appointment with the Lugari Education Office to get the names of inclusive schools. Table 3.1 shows the names of inclusive schools that have physically challenged learners. The area was chosen because during county sports and games the participation of physically challenged learners is usually low.

Table 3.1 The Nine inclusive Schools with Physically Challenged Pupils in Lugari, Matete and Likuyani Sub-Counties.

	NAME OF SCHOOL	NO. OF TEACHERS	NO. OF STUDENTS		
			BOYS	GIRLS	TOTAL
1	School A	13	280	355	635
2	School B	10	337	309	646
3	School C	09	0	321	321
4	School D	15	418	412	380
5	School E	23	554	526	1080
6	School F	15	259	252	511
7	School G	13	412	448	860
8	School H	19	613	591	1204
9	School I	20	589	578	1167
Total		137	7254	3792	6804

3.5 Sampling Procedure and Sample Size

Though there are different sampling methods, this study used simple random sampling techniques. Simple random sampling technique can be used if the sample size is small and the population is well defined (Mugenda, 2003). The sample size being small in the population, the simple random sampling technique was employed. In Lugari, Matete and Likuyani Sub-Counties there are only 9 inclusive primary schools which have physically challenged learners. Out of this, six schools were randomly chosen as the representative group for this study. The six were chosen so that the research could be completed in stipulated time. The nine schools were identified through the District Education Office, Lugari. The six representative schools formed 66.7% of the sample population. The respondents were head teachers, games teachers, special needs education teachers, regular teachers and both the physically challenged and typical learners.

During sampling the respondents were put into various groups. Each group had more less the same attributes. In each group at least 30% of the sample had to be represented in the study. Group one had the head teachers of the representative schools. All the head teachers of the representative schools participated in the study because they are the ones concerned with the implementation of policies in these schools. Group two had physically challenged learners. All the physically challenged learners who took part in the study were 16. Population of the typical learners was 30, but a sample of 10 was taken to represent this group. These groups of learners were many but priority was given to those who had recommendation from their P.E/Games and sports teachers to the effect that they could comfortably fill a questionnaire this was group three. In addition, they should have represented their

schools in P.E/games to higher levels during schools competitions. This group had only 10 pupils.

The regular teachers belonged to group 4. These were teachers who teach both the physically challenged learners and typical learners PE/Games and Sports. In addition the selection depended on the availability during the research period. There were 18 regular teachers. The special teachers belonged to group 5. All of them were purposely selected to take part in the study. There were 8 special trained teachers. Six of the special trained teachers were trained to teach mentally retarded pupils while the remaining two were trained to teach physically challenged learners.

The respondents included head teachers of the participating schools, selected games teachers, selected regular teachers, special teachers and finally both typical and physically challenged learners. The head teachers were to provide information concerning student population and profiles, staff population and profiles, schools policies and organizational structure and facilities available in schools. The head teachers were therefore useful in providing background information on the schools. In addition, the head teachers helped the researcher to organize the study by arranging meetings with different groups which included students and staff. They also allowed researcher access to all facilities and resources useful for this study. To make sure that the study was successful a day was chosen whereby at least 30% of the games teachers, regular teacher`s and other respondent could participate in the study

3.6 Distribution of Physically Challenged Learners

The main focus of the study was on physically challenged and typical learners in the selected schools. In total, there were 16 physically challenged learners of whom 12

were males while 4 were females. These were distributed as follows, as shown in Table 3.2.

Table 3.2 Distribution of Physically Challenged Learners

School	Male	Female	Total
School A	3	1	4
School B	2	1	3
School C	2	1	3
School D	1	1	2
School E	2	0	2
School F	2	0	2
Total	12	4	16

The study sought to investigate the existence of equity in provision of physical education learning resources to physically challenged and typical learners in inclusive schools. The physically challenged learners were useful in providing information on the availability and suitability of physical education learning resources in the schools. In addition to the physically challenged learners, the study sampled typical learners in all selected schools. Their information was to be in line with the information given by the physically challenged learners, the school administration and staff. There were 10 typical learners who took part in the study distributed as indicated in Table 3.3:

Table 3.3 Distribution of Typical Learners

School	Male	Female	Total
School A	1	1	2
School B	1	1	2
School C	1	1	2
School D	1	1	2
School E	1	0	1
School F	1	0	1
Total	6	4	10

The other groups of respondents involved were co-curriculum activity teachers. They were the ones who were engaged in games with these students and therefore were better placed to give information concerning the availability of physical education learning resources. They were also better placed to have insights, into challenges the physically challenged learners encounter in the use of the available physical education learning resources. They were distributed as follows:

Table 3.4 PE/Sports teachers

School	Male	Female	Total
School A	4	3	7
School B	1	2	3
School C	2	3	5
School D	1	2	3
School E	2	3	5
School F	1	2	3
Total	11	15	26

The games teachers gave information concerning provision and distribution of learning resources to physically challenged learners and typical learners. Regular teachers were supposed to give information concerning the areas of physical education. They taught physically challenged learners and typical learners respectively. Special teachers were supposed to give information concerning the appropriateness of the learning resources used by physically challenged learners and information on their professional qualifications.

3.7 Research Instruments and Methods

This study used several methods to collect data as discussed in details below.

3.7.1 Observations

At the onset of the study, the first method that was used was observation. This was also like a reconnaissance for this study. The main purpose was to establish how the issue of equality is addressed in the provision and distribution of physical education learning resources to physically challenged learners and typical learners in the selected schools. As such observation was done on the general contexts of the schools, school learning environment, and availability and utilization of physical education facilities. Observation was useful because it is direct hence more original in nature, saves time and money and finally the results reflect what is currently on the ground, (Mugenda, 2003).

During the visits, observation of physical education facilities and equipment was made and comparison done on their suitability for physically challenged learners. The observations also focused on learning facilities especially on their accessibility to physically challenged learners. The observations were guided by the observation tool whereby the data was recorded in a notebook.

3.7.2 Questionnaires

The next method of data collection used was a questionnaire. Self-completed questionnaires were developed for the different sample groups. The questionnaire for the head teachers mainly sought to obtain more information about the school, any policies on the physically challenged learners, how they dealt with these learners and on the availability of physical education facilities as well as trained staff for the physically challenged learners. In addition, the information from the head teachers

was also useful in confirming or corroborating information given by the other groups. The questionnaire has also an added advantage as it gives the respondents adequate time to give responses.

To find out the pupils who could comfortably handle the questionnaire the co-curriculum teachers were given the pupils' questionnaire to peruse through and find out who among the students had the requirements and capability of filling the questionnaire. From this exercise, it became clearer that most of the physically challenged learners were in lower classes and were not in a position to comprehend the questionnaire. The games teacher`s were directed to liaise with the pupils to select a pupils' leader who would lead them into discussion on the suitability of the physical education resources during focus group discussion. they were also to choose a secretary to write down what they discussed.

Self-completed questionnaires directed to the typical learners sought to find out the extent to which the facilities provided for physical education met their needs. The questionnaire for the physical education teachers was mainly meant to confirm whether they were trained in physical education and also in handling physically challenged students. It was further to establish if they were satisfied with the physical education resources available for physically challenged learners.

3.7.3 Interview Schedule

In addition the study used interviews for collecting additional information. The interviews were mainly utilized to gather more information and clarifications on the data already attained through observation and the questionnaires. Both structured and non-structured forms were used. The structured interviews took the form of direct personal investigation which involved the use of a set of predetermined questions.

The non-structured interview was characterized by a variety of questioning techniques. It did not follow a system of predetermined questions. This allowed opportunities for probing and asking supplementary questions. Probing questions were very useful when it came to the number of physically challenged learners in the school. For instance, through probing the head teachers it was realized that the registered number of physically challenged learners was about twice the physical number of physically challenged learners in these schools. From such interviews it was clear that the head teachers could not trace the physically challenged students who had deserted the schools.

Non-structured interviews were directed to head teachers and physical education teachers. They were mainly to confirm the validity of some information already obtained by the other methods. The result of the interview was noted down in the research note book.

3.7.4 Focus Group Discussion (FGD)

A group leader was chosen who led the group in discussion on the suitability of the physical education learning resources. A teacher took charge of this group and liaised with the pupils to get the secretary who recorded what was discussed. The report was presented to the researcher by the teacher in charge in of the discussions which they presented to the study.

3.8 Data Analysis

The data from the different sources were analyzed according to different sub themes as guided by the objectives and the research questions for this study. The classification involved grouping of data based on thematic clusters as follows: The first cluster concentrated on physical education facilities for physically challenged

learners'. Secondly the physical education facilities for typical learners and thirdly physical education teachers for physically challenged learners and finally the physical education teachers for typical learners. Simple tabulation of the results was done . The main data sources were questionnaire, the questionnaire grouped responses into themes that could provide answers to questions of this study. The themes included information about the school, information about staff and the students and information about physical education learning facilities.

Questionnaire for teachers sought to find out the nature of their training especially in physical education and the suitability to handle physically challenged learners. For the physically challenged learners, the data was grouped basing on their learning situations, the challenges they face in school, coping with these challenges and their participation in physical education activities. The data was grouped again into two. These groups qualitative and quantitative data. The quantitative data was analyzed and presented using descriptive statistics such as frequency distribution, tables and percentages and also in narrative form. Qualitative data was presented in statement form. The information from Likert scale were sorted and recorded according to research objectives. Similar responses from the Likert scale were grouped together during presentation. That meant the positive and the strongly agree responses and the disagree and the strongly disagree responses were grouped together as either positive or negative responses depending on the question. In some cases where it was deemed necessary responses given to all responses individual, the UN decided response was taken to mean neutral. For the items which required ranking, measures of central tendency were used to determine the most highly ranked contributing factor.

3.9. Ethical Consideration

In order to carry out this study, a research permit was sought from the National Commission for Science and Technology. After getting the permit to carry out the research, the researcher visited the selected schools, did a personal introduction to the head teacher of the schools and sought permission to do the research in the respective schools. The head teachers were informed of the purpose of the study and that the rights of the participants would be adhered to in the course of doing the research.

With the help of head teachers a research schedule was developed showing how the participants could be organized. The respondents were grouped basing on given characteristics. Any research involving human subject must be done ethically. The study was to involve different categories of people hence the need for grouping such people. Part of the sample included physically challenged learners who are already marginalized people in society and whose rights need protection. Before the start of research, the researcher requested for permission from the head teachers of the representative schools. After getting permission from the head of representative of schools, the researcher was made to reach the respondents whom he explained in details what the research entailed.

The exercise was done with a view of seeking their consent to carry out the research, it was also meant to assure them that the data of the research would be used out by the research and other people concerned with research. To put it into practice the actual names of the schools that took part in the study were concealed. Alphabetic letters were used to refer to names of schools that took part in the study. The head teachers introduced the researcher to the respondents. These subjects later on introduced me to the rest of the respondents. The head teacher was informed that the information provided was to be treated confidentially.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the research outcomes of this study. Data obtained was analyzed to determine how the distribution of learning resources to physically challenged and typical pupils in inclusive primary schools in Kakamega county were. Descriptive statistics such as frequencies and percentages were used to analyze responses to various items in the several questionnaires, interviews and observations which were used. All quantitative data has been standardized into percentages to be able to relate the information with target population.

4.2 Background Information of the Respondents

The study attempted to obtain information from respondents with diverse characteristics in inclusive primary schools. Situation of the school, the physical education resources for typical and physically challenged learners in the inclusive primary schools were taken into consideration. This diversity in characteristic had to be captured to provide the different views of the respondents. During observation the suitability of physical education learning resources and facilities used by the physically challenged pupils was put to test. The observation was meant to find out the suitability of such learning resources to physically challenged learners. The observation was uncontrolled and direct. Data from observation was tabulated and percentages compared. Pie charts were used to show results of the observation.

4.2.1 Information on the Respondents

There were six head teachers who took part in the study. There were 5 male head teachers and 1 female head teacher. The schools presented in the studies were 6 with

pseudonyms as school A,B,C,D,E and F primary school corresponding to Majengo Primary, Munyuki Primary, Kisigame Primary, Vuiga Primary, Chepsai Primary, and Mwiba Primary respectively. Apart from the head teachers the research also involved 26 teachers who teach PE/games and Sports to both typical and physically challenged learners. Of the 26, 11 were male teachers 15 female. In all we had six head teachers and twenty six teachers who were regular therefore the number of teachers were thirty two. The thirty two teachers composed of sixteen male teachers and sixteen female teachers.

Regarding the learners, the study involved 16 physically challenged learners involved in the study from the participating schools. These included 4 females and 12 males. The study also involved 10 typical learners of whom 6 were males while 4 were females. The ten students are amongst the students selected and recognized by the district education office as students' who take part and represent the district in various categories of games and sports. The names of the students were forwarded by their respective games and sports teachers. During selection the teachers based on the above requirement plus the capability of the students to comprehend a questionnaire and be in a position to fill it comfortably. The ten are the representative group, this represents 30% of the population otherwise other students in the school take drama, choir, verses speaking, choral singing, choral reciting, choral chanting, dancing, science congress and scouting as part of their co-curricular activities. 18(69.2%) of the learners involved were male.

All together there were 26 pupils involved, comprising of 16 physically challenged learners and 10 typical learners. The study involved 26 physically challenged and typical learners.

The data collected should that most of the pupils who participated in this study were drawn from upper classes with a few from other classes.

Table 4.1 Pupils Class Level

Class	Yes	
	Freq	%
One	2	7.7
Three	4	15.4
Five	6	23.1
Six	4	15.4
Seven	10	38.5
Total	26	100

4.2.2 Physical Education Resources/Facilities

According to Angela (1993) a resource is any supply that will meet a need. While a facility is a place built or set aside to provide a special service (Pg.762). Therefore physical education resources are meant to be supplies that meet the need of learning physical education. This study was concerned with the physical education resources found in these schools. Its main objective was to find out if the resources found in these schools were equally suitable for P.C.L and typical learners.

The facilities distributed in this course did not reflect equality in any case. The research revealed that none of the schools had balls that conformed for use by the physically challenged learners, while all balls conformed for use by typical learners.

For them to equally achieve maximum benefit from physical education as their typical counterpart. Physical training must be combined with functional training. For this to be possible, these schools were supposed to be equipped with relevant resources thus appropriate learning facilities, (Kakui, 2003).

The study revealed that no school had an appropriate field for physically challenged learners while all schools had fields that conform for use by typical learners. Under this category we saw no equality being addressed because no appropriate field was meant to cater for physically challenged learners. Hence their achievement in physical education will not match with that of their typical learners.

The data collected simply showed only 25% of specially trained were able to be P.C.L. but 100% regular trained were appropriate for typical learner. This meant that there was no equality as far as the distribution and provision of learning resource was concerned.

In 1948, the United Nations, declared education as one of the fundamental human right. Education based on this was to be void of discrimination basing on any status (Ngugi 2002). This declaration is strengthened by the United Nations rapporteur on disability which states; it is not our education systems that have a right over certain type of children. It is the school of a country that must be adjusted to meet the needs of all learners (Ngugi, 2002). Training such theories into consideration of the study Progress them to be raw materials to be used in setting up inclusive schools with. The theories have been employed in many areas to benefit learners' disabilities. In such countries programs have been put up to support instructions for special needs learners.

In the United States of America the standards of the physically challenged learners have been raised so as to equate with those of the typical learners. In the USA a number of models have been put in place to cater for the learning of all students in inclusive schools. The learning environmental models support learning with the facilities and also support services given to learners with disabilities during the visit none of the schools had balls for physically challenged learners. If this idea got

consideration then schools could have sizable balls to be used by the physically challenged learners.

In the class within class model, we meet a class with all provisions that could cater for all learners. To make sure that no student is disadvantaged as far as teachers are concerned resources/causality teaching model has been set up. This model involves specialized teachers who assist learners with Special Needs in Education.

Going by the study most of the resources found in these schools conformed for use by the typical learners. In brief, the study found out that there was biasness in the provision and distribution of physical education learning resources between the physically challenged and typical learners in the selected schools. The teachers who took part in the interview acknowledged that there was biasness as concerned the provision of physical education learning resources to physically challenged and typical learners. The sentiments given by teachers concerning the provision of physical education learning resources were echoed by the students who took part in the study. Inclusive must recognize and respond to the diverse needs of these learners. Accommodating both different learning styles at rate of learning and ensure quality education to all through appropriate curriculum, teaching strategies, change of attitude, use of resources and partnership with their communities.

4.3 Physical Education Resources for Physically Challenged and Typical

Learners

From the questionnaires to the physically challenged and typical learners, the researcher found out that the provision of physical education learning resources to physically challenged and typical learners in selected inclusive primary schools in Lugari district was wanting. Responses from the 16 physically challenged pupils show

that the typical learners were favored as far as the above question was concerned this was proved true during the visits. During the visits it was revealed that the 10 typical learners who took part in the study were taught PE by appropriately trained teachers. This contrasted sharply with challenged learners who had 2, 25% of the teachers appropriately trained to teach physical education. In her studies Waruguru (2002) found out that non availability of appropriately trained teachers was one of the barriers to effective learning and access to education in inclusive schools. When physically challenged learners do not have enough provision of appropriate teachers the blame is on the head teachers.

The head teachers should transform their thinking with regard to how appropriate resources should be delivered to all learners despite their diverse needs (Heijnen, 2002; 2005). The Salamanca statement clearly states that:-

Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (The Salamanca statement, UNESCO, 1994 Pg.5). This means that schools should accommodate all children regardless of their physical, intellectual, social or other conditions.

Through observation the study established that the balls were made of leather, a material recommended for balls for typical learner`s. Observation of the environment and probe questions posted to students revealed that boys could process fiber from sisal from raw sisal which was growing in the environment without a problem. These schools lacked this power which is a tool in the resources dependence theory. This study showed that the Resource Development Theory was not applied to solve these problems.

4.3.1 Use of Practicing Facilities

8(50%) of the respondents agreed that they could practice all the activities they would like to using the available facilities. It was summarized from the findings that half of the physically challenged pupils had the chance to practice the sports that they liked. Using available facilities and resources.

Both physically challenged and typical learners were asked to list three of their favorite sports and it was revealed that most of them 22(84.6%) and 14 (53.8%) listed football and volleyball as their favorite sports.

Table 4.2The three best favorite sports

Favorite three sports.	Yes			
	Physically challenged learners	Typical learners	Total	Percentage
Football	14	08	22	84.6
Leg ball	4	04	8	30.8
Discuss	4	04	08	30.8
Table tennis	02	04	06	23.1
Volley ball	07	07	14	53.8
Netball	04	04	08	30.8
Handball	2	02	04	15.4
Total	16	10	26	100%

Findings illustrated in table 4.2 interpreted meant that most of the physically challenged and typical learners loved playing football and volleyball.

The most favorite sport for PCL was football (14.87%) while 80% of typical learners was still football yet the PCL have 25% of their teachers appropriately trained for this purpose this contrast very much with the typical learners who had 100% of their

teachers appropriately trained. In brief the human resources were wanting in the distribution and provision of physical education learning resources.

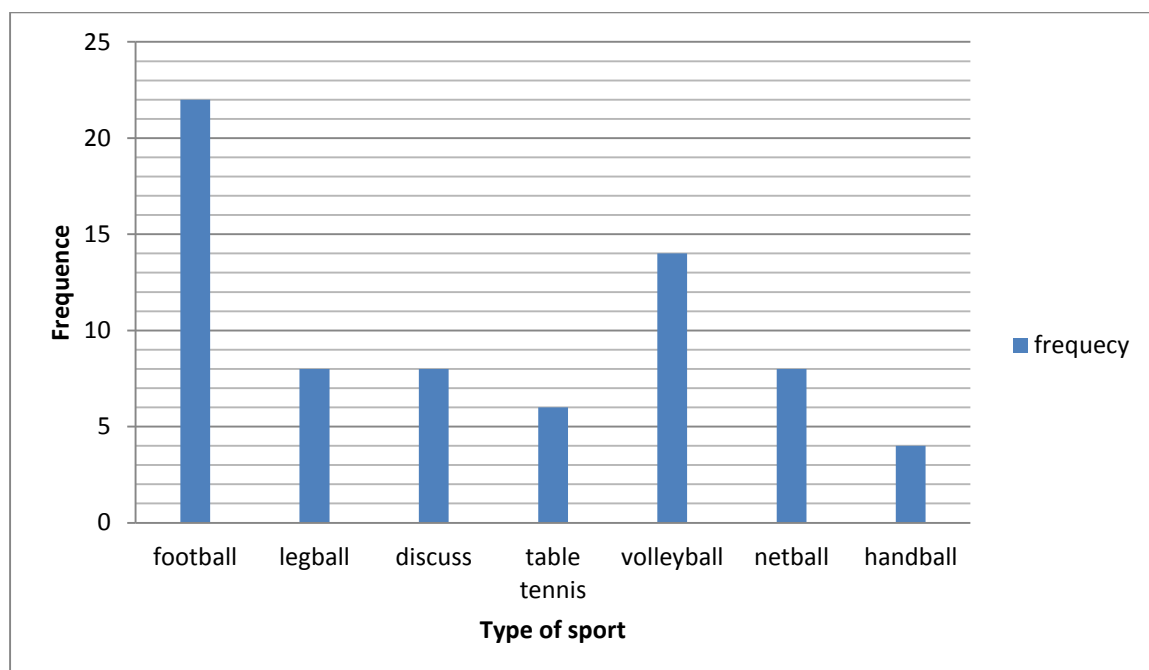


Figure 4.1: The three Favorite Sports

The findings indicate that football is the most favored sport among the physically challenged pupils in Lugari, Likuyani and Matetesub counties.

Though football is both a favorite sport for the physically challenged and typical learners the typical learners learnt the sport under an appropriately trained personnel but the challenged were taught by personnel who was not appropriately trained. The main objective sought to find out if equity is achieved in the provision of physical education L.R to typical learners and physical challenged learners. This study has established that there was no equity as revealed through the schedules. The study has revealed that one who teaches P.E to typical learners is appropriately trained but the one challenged learner was not appropriately trained. A school through the head teacher should create an environment where the interests of the child are accommodated. The national committee on educational objectives and policies (Gachathi, Report 1976) recommended the integration of children with special needs

in the society by transferring learners with special needs in special schools to regular schools and other centers as much as possible. This was a good step towards integration of children with special needs education. It was meant to prepare for socialization with other members of community in which they will live after schools (MoEST, 2005a; GOK 1976, Ngugi, 2002). Football is the vehicle that make one interact with members of his community. If the physically challenged learners are denied appropriate training through non availability of appropriate teachers, it will be hard for this group of learners to learn it and use it as a vehicle to interact with the community in which they live.

Through questioning schedule and interviews this study revealed that at least some schools in the environment had appropriate special needs education teachers. Collaboration between schools that had and those that did not could have enabled the services of those teachers be utilized by all schools in the environment. The specialized teachers were notutilized by the neighboring schools, this was contrary to the principle of Resource Dependence Theory. The resource dependence theory advocates for utilization of the environment to get appropriate resources. The schools never utilized their environment.

4.3.2 Reasons for not practicing sports activities

The physically challenged learners who do not have the chance to practice their favorite sport were asked to give some reasons hindering them and from the findings most of them 8(50%) indicated lack of teachers to lead and 4(25%) cited the size of the fields being too big, for those learners with stretched muscles.

Table 4.3 Reasons for not participating their favorite sports

Reasons for not practicing	Yes		No	
	Freq.	%	Freq.	%
Balls are few	2	12.5	6	37.5
Fields are big	4	25.0	4	25.0
Tracks are long	2	12.5	6	37.5
No teachers to lead	8	50.0	0	0
Cannot be able to compete with the able student	2	12.5	2	12.5
Balls are big	2	12.5	0	0
The fields are rough	2	12.5	0	0
There is no enough time	2	12.5	0	0

According to the physically challenged pupils the main factors hindering them from practicing their favorite sport is lack of teachers to lead them and the size of the fields being too big for them (The population of P.C.L was 16).

When the physically challenged learners say that they lack teachers to lead their practices, their favorite sport is taught by teachers who are not appropriately trained and that the size of the fields do not conform to their use this simply means that the facilities provided for the games and sports for the needs of physically challenged pupils are not suitable for their use. The Ominde Report (1964) advocated for inclusion of special trained teachers in regular schools to meet the needs of learners with special needs in education (MoEST, 2005; Ngugi, 2002; GoK 1964). If this report has been ignored then equity in the provision of physical education learning resources does not exist.

4.3.3 Accessibility of all Classes by Physically Challenged

The classroom serves as a theoretical place where illustrations of physical education learning takes place before the students take to the field. In some cases it also serves as a resource where audio visual learning of physical education takes place. It also serves as a place where indoor games take place. All visited schools lacked suitable changing rooms but used classrooms as changing rooms. The impact of this on learning was negative, since there was delay for the start of the next period

In inclusive schools it is prerequisite to consider accessibility of the classes by the challenged pupils. The pupil questionnaire revealed that. Half 4, 25% of the respondent said they could access and another half 4, 25% said that they could not access.

4.3.4 Reasons for not being able to access classrooms

The physically challenged students were further asked to indicate the reasons why they cannot access all classes with no problem and from findings all of them 16(100%), 6(37.5%) and 4(25%) agreed that they are unable because of favoritism in learning resources provision, high steps and class floor being too rough respectively.

Table: 4.4 Reasons for not being able to access all of the classrooms

Reasons for inaccessibility	Yes		Non response	
	Freq	%	Freq	%
Classes are too rough	4	25.0	12	75
They have high steps	6	37.5	10	62.5
Favoritism in the provision of learning resources	16	100.0	0	0

The study results showed that indeed physically challenged pupils are facing difficulties in accessing classrooms but the main reason behind it is favourism in provision of learning resources and class steps being too high. The pupils were further asked to indicate the favored group of students and from their own view all of them 16(100%) agreed that typical learners were the most favored.

When the physically challenged pupils say that class floors are too rough, they have problem in climbing steps and that there is favourism in the provision of physical Education L.R as being the main reasons they are simply admitting that the facilities provided for co-curriculum activities are not suitable for the physically challenged pupils. They need low steps to go and play indoor games.

This means that equity is not addressed in the provision of games and sports equipment in these schools. In comparison to the physically challenged learners typical learners are favored when it comes to ordering of games and sports equipment. This means that the typical learners are free to choose between indoor games and field games because they have no problem in accessing them.

4.3.5 Conformity of Fields

From the study findings, the head of games teachers were asked to indicate whether the field measurements for the physically challenged students was reduced all of them 6(100%) agreed that; 100m, 800m, 200m, 1500m, 4x400m, 10,000m, 400m, 4x4 relay, and marathon fields for the physically challenged pupils are usually reduced in their schools. The field for physically challenged pupils and typical learner is usually one but adjustments are made on the field so that it can cater for both. This meant that for a P.C.H to practice such sports, he or she was supposed to wait for an expert to adjust it.

4.3.6 Availability of Mobility Devices

It is crucial for schools to have mobility devices for pupils to move around while doing their day to day activities in the school. From the study the head of games teachers revealed that there is no crutches, wheelchairs, boot and clippers, walking bars nor scooter board for mobility as supported by 4(66.7%), 6(100%), 6(100%), 4(66.7%) and 4(66.7%) respectively. The study was meant to investigate the existence of equity in the provision of physical education learning resources to physically challenged and typical learners.

It was assumed that any physically challenged learner could join an inclusive school and participate in a game of ones' liking the same way a typical learner could join a school and start playing football. In such schools there are detailed provisions that have been prescribed for their existence Hiuhu (2002) Kakui (2003) Waruguru (2002). The typical learner does not wait for the football field to be made so as to play football. This situation should exist for the physically challenged learner. All the fields observed were of normal standard size.

Table 4.5 Availability of the physically challenged pupils' devices mobility

Facility	There is no		Non response	
	Freq	%	Freq	%
Crutches mobility devices	4	66.7	2	33.3
Wheel chairs mobility devices	6	100.0	0	0
Boot and clippers mobility devices	6	100.0	0	0
Walkers bars mobility devices	4	66.7	2	33.3
Scooter board mobility devices	4	66.7	2	33.3

The findings illustrated in table 4.5 revealed that the inclusive schools in the districts do not have mobility facilities for physically challenged students.

A physically challenged learner needs mobility device in order to have the same opportunity to gain from physical education lesson as the typical learner. The study revealed that none of the schools that were visited had any mobility devices. This gives a typical learner an upper hand to gain from PE lessons in comparison to a physically challenged learner. This is translated to mean that equity is not addressed when it comes to the provision of games and sports equipment in selected inclusive primary school of Lugari districts. The non-availability of mobility devices, balls that could not conform for use by the PCL, and non-conformity of goal posts for PCL denies the physically challenged pupils equal opportunities to gain from PE activities in comparison to their typical learners. This implies that equity in the provision of resources does not exist.

4.3.7 Availability of Racing Facilities

For achievement of maximum benefit from sports and games for physically challenged learners, means that physical training must be combined with functional training. For this to be possible inclusive schools must be equipped with relevant human resources and be possession of crutches, artificial body parts, calipers and wheel chairs (Kakui, 2003).

During the visits none of the schools possessed any of the devices .In quests to find out the availability of racing facilities none of the schools possessed any. It's in availability poses a problem when addressing the question of equity as far as the provision of PE resources to physically challenged and typical learners is concerned.

The study further revealed that in the inclusive schools in Lugari districts there was no any wheelchair for racing.

Whereas the typical learners do not need wheelchairs to perform physical education exercises, the physically challenged need them in order to perform the above activities. The non availability of wheelchairs means that equity does not exist in the provision of physical education learning resources to physically challenged and typical learners.

4.3.8 Resources Lacking According to findings

During an interview regarding lack of resources 12(100%) of games teachers agreed that there is lack of sizable balls and fields for physically challenged pupils also most of them 10(83.3%) agreed that there is lack of trained teachers for physically challenged pupils in the inclusive schools.

Table 4.6: Resources lacking According to findings

Resources lacking	Yes	
	Freq	%
sizable balls	12	100.0
Fields	12	100.0
Wheelchairs	8	66.7
trained teachers	10	83.3
Rooms	2	16.7

According to the interviewed teachers, there is lack of sizable balls, fields and trained teachers. Also it was revealed that schools lack wheelchairs and rooms. The study findings further revealed that physically challenged pupils have problems in transportation, at school level divisional and provincial levels.

4.3.9 Availability of Resources for Desired Activities

The curriculum teachers were subjected to a structured interview. When the co-curriculum teachers were interviewed regarding availability of resources for the physically challenged pupils all of them agreed that there was PE resources to enable pupils participate in all desired games. Ten of them said that there is lack of playing fields 10(62.5%), 2(12.5%) said that all activities lack resources, 8(50%) said there is lack of resources in volleyball, handball, netball and leg ball.

When teachers were asked to state whether physically disabled pupils failed to proceed to next level of competition (37.5%) agreed and when asked the activity 4(25%) co-curriculum teachers said it was games and sports and when asked the level, it was revealed that this happens at divisional levels as supported by 6 teachers (42.9%). It was further revealed that the games failed to take place in the year 2003 and 2008 as supported by 4(25%) and 2(12.5%) of the teachers respectively.

The study went further to find out if transportation has been a major hindrance to the activities 4(25%) of the teachers agreed on this. When asked the level at which transportation stopped them from proceeding 2(12.5%) said it was at the divisional level and the same percentage said it was at district level. At this stage one head teacher remarked, “Where on earth have you seen vehicles designed to carry physically challenge pupils “Such a remark simply implied that handicapped are never put in consideration when designing and making learning resources. A vehicle is a resource that facilitates the practice of what has been learned. The vehicle is a resource meant to facilitate their activities beyond school boundaries.

4.4 Physical Education Facilities for Typical Learners

4.4.1 Infrastructure in the Inclusive Schools

The interviewed head teachers were asked the number of classrooms in the schools and 2(33.3%) of them have classrooms ranging from 13-17 classrooms. When further asked to state the number of classrooms rehabilitated to conform to inclusive primary education 2(33.3%) of them have rehabilitated 1-5 classrooms.

When only 2 (33.3%) of the head teachers claimed to have rehabilitated 1-5 classrooms to conform to inclusive practices, this means that the facilities provided for games and sports in these schools are not suitable for the needs of physically challenged pupils. Indoor games form part of sports and game and are done in classroom hence need for classrooms to be easily accessible to physically challenged learners. One head teacher remarked, “Extra money we have should better be used for more worth projects instead of being used to construct highways for physically challenged pupils”. This remark shows that some heads take physically challenged pupils as when compared to their typical learners. The head teachers’ questionnaire revealed that a 100% of the typical learners had appropriately trained physical education teachers.

4.4.2 Availability of Balls and Playing Fields

Findings from observation schedules used in the six inclusive primary schools revealed that there are goal posts for all games used by typical learners and there is no special goal posts for the physically challenged, in regard to balls there are balls for typical pupils but none for physically challenged pupils same applies to playing fields in the schools. In all materials, conformity and size of various resources used by typical and physically challenged, the typical learners are well catered for but the

physically challenged are neglected as if they do not exist in the schools. The study findings showed that the size of fields and balls were the normal ones implying that none of them conformed for use by the physically challenged learners. It was also observed that all the balls were leather made which simply meant it was for the typical learners. The findings show that indeed there is biasness when it comes to provision of physical education learning resources in selected inclusive primary schools in Lugari districts.

4.5 Physical Education Teachers for Physically Challenged

The study took steps to critically assess the qualifications of the teachers who taught physical education to physically challenged learners.

4.5.1 Availability of Special Trained Teachers

According to the interviewed head teachers four of them which form 66.7% said that they had one special trained teacher in their school. The interview revealed that four of the schools each had at least a special trained teacher while two schools had each two special trained teachers. This meant that most of the schools were ill equipped as far as the provision of special trained teachers was concerned.

4.5.2 Capability of the Human Resources

The study further asked the physically challenged learners whether they have ever been able to compete in their favorite activities half of them 8(50%) agreed while the same number disagreed.

It was revealed that half of the pupils have never had the chance to practice in their favorite sport. After establishing the games taught by games teachers the study further sought to find out qualification that teachers had could make them teach other co-

curriculum activities. According to findings most of them 14(53.8%) agreed that handball could be possible.

4.5.3 Sports that Pupils are still Participating

The study further sought to find out the games that pupils were still practicing and from the findings most of them 18(69.2%) were still practicing football as shown in table 4.7

Table 4.7 Sports that pupils are still participating in

Games	Yes	
	Freq	%
Football	18	69.2
Walking race	6	23.1
Volleyball	6	23.1
Netball	6	23.1
Leg ball	6	23.1

The findings as shown in table 4.7 indicate that most student play football. The non availability of human resource is what is contributing to inequality in the provision of resources. Though most pupils like football, this sport is only enjoyed by the typical learners who are thought by an appropriately trained teachers, unlike the P.C.L whose teachers are not appropriately trained.

The Social Dependence Theory calls for a teacher who is supposed to do a lot of interactions with learners. This teacher should be more knowledgeable than the learner, looking at statistics, the findings show that football is liked by both typical and physically challenged learners; hence these two groups of learners should be given an equal opportunity of advancing it. During the study, it was revealed that only 25% of teachers are appropriately trained to teach physically challenged learners

physical education, while the typical learners had 100% of their teachers appropriately trained to teach the same subject. This type of inequality in the provision of suitable resources to learners is against the norms of education for all and promotes discrimination which denies the P.C.L the right to quality education.

4.5.4 Reasons for not participating in other Sports

When pupils were asked to give reasons as to why they were not participating in other sporting activities, most of them 10(38.5%) cited lack of teacher or a guide to lead them. A good number of pupils gave more than one reason.

Table 4.8: Why pupils don't participate in other sports

Games	Yes	
	Freq	%
Lack of facilities	6	23.1
Lack of time	4	15.4
No teacher to teach/guide	10	38.5
They are hard	2	7.7
Needs a lot of energy	2	7.7

As illustrated findings implies that the main reason as to why students are not participating in sport activities is due to lack of teachers or guides to lead them. This is further supported by the literature review which revealed that the human resource was wanting (Waruguru, 2002). The truth of the literature was confirmed through the study which showed that only 28% of the teachers were appropriately trained to teach P.C.L. physical education.

Desired sports for games which teachers were further asked indicated 14(53.8%), 14(53.8%) and 12(46.2%) where they agreed that netball, leg ball and football are their desired games respectively.

Table 4.9: Desired sports for games teachers

Desired game	Yes	
	Freq	%
Netball	14	53.8
Leg ball	14	53.8
Foot ball	12	46.2
Handball	4	15.4
Volley ball	4	15.4
Basket ball	6	23.1
Athletics	6	23.1
Table tennis	2	7.7

The table 4.9 findings imply that netball, leg ball and football are the desired games for the games teachers in the sub counties. Teachers were further asked whether some physical Education learning resources were not suitable physically challenged pupils and 26(100%) agreed.

4.5.6 Effectiveness of learning resources for physically challenged learners

The only way we can know if the resources used by physically challenged are effective is to investigate how these resources have been utilized to achieve their goals. This question can only be investigated through competitions amongst the learners. The study carried out such an investigation by asking questions concerning competitions. Such data can be used to find out what is making the P.C.L not advance very much in co-curriculum activities as do their counterparts.

4.5.7 Achievements with Learning Resources.

The physically challenged learners were further asked to indicate the highest level of achievement in co-curriculum activities that they have ever reached and from the findings 2(12.5%) have ever reached divisional level.

The 1989 United Nations Convention promoted the rights of a child as far as education is concerned. On education it was said that the child with special needs should receive education and related services. According to this convention, education was to make one achieve the fullest possible social integration and individual development (Randik 2002).

If a child has been denied a chance to compete in his or her favorite sport due to the non-provision of relevant resources, such a child cannot achieve the fullest possible social integration and individual development.

4.6 Physical Education Teachers for Typical Learners

The physical education teachers for typical learners are teachers who teach typical learners, physical, mental, social skills and fitness through physical activities. They are strictly trained to teach typical learners.

4.6.1 Physical Education Teachers

According to Angela (1993), physical education is a process through which an individual obtains optimal physical, mental and social skills and fitness through physical activity (Angela 1994, Pg.7). Therefore, a physical education teacher is a teacher who teaches one to achieve physical, mental and social skills and fitness through physical activities.

The focus of the research was to investigate the existence of equity in the provision of physical education learning resources to physically challenged and typical learners. The study revealed that there was an outcry from the physically challenged learners to the effect that they could not play their favorite sport because they lacked teachers to lead them. Such outcries imply that we do not have enough physical education teachers to meet the needs of the pupils.

According to the study, all the head teachers of the visited schools agreed that typical learners had trained teachers in various sporting activities. Only two teachers out of six agreed that they had trained teachers for physically challenged learners in these activities. The study established that though there were 8 special trained teachers, only two of them had specialized in teaching physically challenged learners, the rest specialized in teaching learning difficulty pupils. This implied that the physically challenged learners lacked appropriately trained teachers. The study sought to investigate if equality is addressed in the case of maximization of opportunities as a result of using the learning resources provided for typical learners and physically challenged learners. For a student to maximize such an opportunity, he or she must use relevant learning resources (Kakui, 2002). The researcher expected all the eight special trained teachers were expected to have specialized in teaching physically challenged learners but this was not the case.

Only two schools out of six had appropriately trained teachers to teach physical education to physically challenged learners. The remaining four schools all had their special trained teachers specialized in teaching children with learning difficulties. In brief majority of the schools do not possess appropriately trained teachers to teach physical education to the physically challenged learners. While all the schools that took part in the study have appropriately trained teachers to teach physical education to typical learners. The above argument implies that equity does not exist as far as the provision of human resources are concerned.

In quest to establish the sports that students have participated in without help of a teacher the pupils were requested to list the sports and most of them 18(69.2) % and

10(38.5%) indicated football and netball respectively. This information was important because the study concern the suitability of learning resources, for all learners.

In quest to find out if the schools have had the services of an itinerant teacher, all the schools confirmed that they have never had the services of such a teacher. This is a human resource which all inclusive schools are supposed to make use of non availability of the services of an itinerant teacher's means that the physically challenged are disadvantaged as far as the provision of physical education learning resources concerned.

Our research question sought to find out games and sports education where in equality in provision of physical education a resource is prevalent. During the study it was revealed that football, leg ball, netball, volleyball girls volleyball boys, and hand ball was taught to typical learners by appropriately trained teachers but only track events was taught to PCL by a special trained teacher. The rest of the activities were taught by teachers who were not appropriately trained.

According to Booth (2000) the state is supposed to create a learning environment for all learners. When we find that there are no special trained teachers in our schools, establish that indeed the statement of the problem needs a solution that set the study to find out. The Kenyan government has set up the Kenyan institution. This institute is charged with responsibility of providing special trained teacher to teach the physically challenged. This means that the attitudes and ignorance of some of the head teachers in these schools has contributed to the non-availability of enough appropriately trained teachers for the physically challenged learners.

This has made the students to go it alone because there are no trained teachers. Students have even undertaken some competitions without guidance. The head Teachers were further asked to indicate whether there were teachers to coach the physically challenged and typical learners in their favorite sports. From the study findings 2(33.3%) agreed that physically challenged pupils have trained teachers while all of them 6(100%) agreed that typical learners have trained teachers in various sporting activities. The typical learners had appropriately trained teachers in football, leg ball, netball, volleyball girls, volleyball boys, handball, track events and field events. But physically challenged learners had only appropriately trained teachers in track events and field events. The other activities undertaken by the physically challenged learners were taught by regular trained teachers, special trained teachers who were not trained to teach physically challenged pupils and those trained to teach typical pupils. The pupils were also taught PE by untrained teachers or outsiders whom the head teachers did not know their academic and professional qualifications. When asked why they do not apply for enough teachers to teach physically challenged pupils one head teacher remarked "What will the public think of me, when they see more than one special teacher in the school". When asked why he made such a remark the head teacher told me to mind about what brought me to that school and not engage in finding faults in him.

The pattern of the findings in summary showed that most of the head teachers are not sure whether there were trained teachers for physically challenged pupils in various sporting activities but they were certain of the typical learners. The study shows that whereas all the typical learners have their teachers who take them for football, netball, volley ball hand ball track event and field events appropriately trained the physically challenged learners have only track events and field events teachers being well versed

in their work. When this situation is interpreted it means that most activities in physical education for challenged pupils are undertaken by teachers who are not appropriately trained comparatively the typical learners have a hundred percent appropriately trained teachers for the same.

When analyzing the head teachers sentiments in comparison with some other data on achievements of the resources one comes to understand that the physically challenged pupils don't excel in their activities as do the typical learners because the physically challenged have most of their activities being taught by teachers or people who are not appropriately trained, this is in contrary to their counterparts who have 100% of the teachers taking them for such activities appropriately trained.

Football was a favorite sport for both the physically challenged and typical learners the study revealed that football was only taught in this schools by regular trained teachers. This means that this favorites sport was taught to physically challenged pupils by inappropriately trained teacher whereas the same favorites sport was taught to typical learners by appropriately trained teachers.

One primary school had two physically challenged learners who were taught football by a teacher who is not appropriately trained while in the same school just one pupil had an appropriately trained teacher to prepare him for district games and sports. The same story is found in other two schools. All together the six physically challenged learners from the three schools do not have an appropriately trained teacher while the three typical learners in these schools learn football under three appropriately trained teachers. In this case the majority of the learners are disadvantaged they cannot get maximum benefit from learning physical education because they are using irrelevant

learning resources. We need to increase the human resources in these schools both the quality and quantity is wanting. This was discovered during the visits.

When the trained teachers were asked to indicate their level of professional training it was revealed that 8(66.7%) and 6(50%) were regular teacher-primary and P1 teachers respectively as illustrated in table 4.2. Apart from the head teachers there were only 12 teachers who were professionally trained; the two Diploma teachers also possessed P1 certificates.

4.6.2 Hiring Competent Teachers for Typical Learners

The physically challenged pupils are usually segregated and sometimes denied right to education and in effort to establish whether there is tendency of schools to hire competent teachers for typical learners and not for physically challenged most of them 10(62%) strongly agreed.

The findings portray a typical Kenyan and worldwide state of education to physically challenged learners where they are given the last priority in everything.

4.6.3 Effectiveness of typical learners learning resources.

The only way we can investigate the effectiveness of the learning resources used by typical learners is to access the furthest point the resources have taken them to.

According to the games teachers most of them 6(23.1%) have reached district level as illustrated in figure 4.2

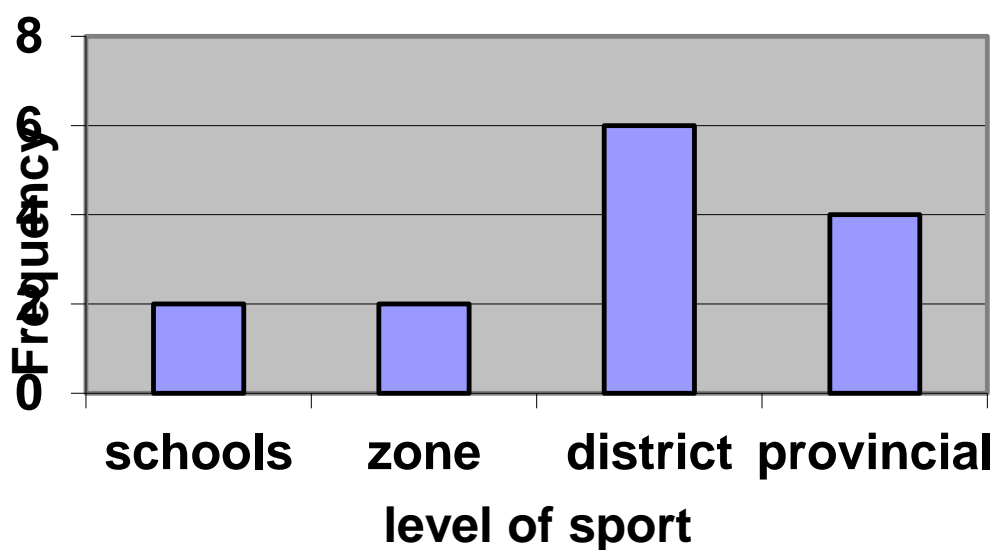


Figure 4.2: The level reached in the games coached

The findings show that schools in the district reach different levels in their sporting activities but most of them reach district level followed by those who reach the provincials. In response to a question on problems on transportation of physical challenged learners, one games teacher noted: Where on earth have you seen a vehicle designed to carry physically challenged pupils. This means that the games teachers see no reason to why they should not ignore the physically challenged pupils when training other pupils for participation in competition outside the school. This finding confirms what we saw in the literature review. Going through the literature review, we find that Waruguru (2002) listed attitudes of teachers and other stakeholders as one of the barriers to accommodate.

4.6.4 Need for Teachers for Physically Challenged Pupils

In quest to find out if there is private teachers to train some activities 2(33.3%) of them agreed that they do employ private teachers. The private teachers coach drama/plays, volleyball, netball and field events as revealed by 2(33.3%) of the interviewed head teachers. It was interpreted from the study findings to imply that indeed schools are capable of undertaking netball, football, volleyball and handball as

well as other sports. There was need for the schools in the environment to come together and workout ways in which they could easily utilize the few and trained special needs teachers. Such an arrangement will mean that no school should be left to suffer along. Indeed this is what the Resource Dependence Theory advocates for.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the findings of this study the chapter further makes comparison of these findings with government policy requirements and also draws insight from practices in other countries. The chapter concludes with some recommendations and gaps for further investigations.

5.2 Summary of the Findings

The main objective of the study was to establish the status of and compare the provision and distribution of physical education learning resources to physically challenged and typical learners in selected inclusive schools of Lugari, Likuyani and Matete districts. The second goal following from the first one was to identify whether there were inequalities in the provision of these resources between the physically challenged and the typical learners and provide explanations for any variations. Equal provision of resources to all will make it possible for the achievement of education for all. This is in line with the requirements of the U.N declaration of 1948 that outlined, among other things that all human beings have a right to education without any discrimination. These pronouncements therefore require that even the physically challenged learners have a right to quality and all round education just like their typical colleagues. They anchor most of the discussions in the next sections.

Waruguru (2002) advocates for equal opportunities to all learners to share knowledge resources and experiences. This is supported by the Salamanca statement which asserts:

“Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include person with disabilities and those without, gifted, street and working children among other marginalized groups (UNESCO, 1994. Pg. 4)”.

In their proposal the National Council for People with Disabilities (1997) advocated for equal opportunities for persons with disabilities in obtaining education, employment and participation in everyday activities within their communities. Equity is not seem to exist when those children who cannot access school due to their disability are not catered for. When the physically challenged pupils miss classes while their typical ones have 100% attendance, when only 25% of the professionally trained special teachers can comfortably teach physical education to physically challenge learners. The typical learners have 100% of their teachers well versed in the teaching of physical education. This clearly point to us that discrimination is being practiced in these settings. It contradicts the expectation of the 1948 united nation declaration of education as one of the basic human rights. The declaration in part reads: “Various forums have been made under which all countries have been compelled to adhere to this theme. Dates have been set when Education For All will have to be a reality globally”. Kenya being a member of this world body has to see to it that this date does not leave her behind. The question of equality in the provision of education should be addressed. During the 2009 budget reading an additional Kshs.1.3 billion was set aside to hire an additional 10,5000 primary school teachers or 50 primary school teachers per constituency.

5.3 Availability and Suitability of Physical Education Facilities

As a starting point the study looked into the availability and suitability of playing fields especially with regard to physically challenged learners. The study revealed that

all the six schools did not have appropriate fields for physically challenged learners. Comparatively all the above schools had standard fields that conformed for use by the typical learners. The study found that all the 21 fields, conformed for use by the typical learners.

No school had a specially designated field for the physically challenged. All the playing fields were of normal standards implying that they all conformed to use by the typical learners. Adaptation policy requires that fields for SNE pupils should be either larger or smaller than the normal fields this is a policy issues which needs special attention. All the six head teachers 6(100%) involved in the study confirmed that all fields were suited for typical learners without provisions for the physically challenged ones. Further findings from observation schedules used in the six inclusive primary schools revealed that there were goal posts for all games for typical learners without any special ones for the physically challenged learners.

Generally, there would have been enlarged goal posts, rings and swings to meet the needs of the physically challenged learners. The balls were also mainly for typical learners with none for physically challenged ones. In this respect all the six primary schools in this study. In inclusive schools such as these ones, it was expected that there would be light balls conforming to the needs of physically challenged learners. This situation was not noticed in all the visited schools where the balls mainly conformed for use by typical learners but not physically challenged learners.

Another discernable challenge was the lack of special facilities for the physically challenged learners to participate in particular sports. Almost all the physical education resources for typical learners were appropriate. Responses from heads of games and sports revealed that none of the schools had wheelchairs, mobile devices

such as crutches, boot and clippers, walking bars scooter boards non availability of this resources means that there is no equity in the provision of physical education learning resources. Report on task force on implementation of free primary education recommended implementation of inclusive education as a viable means of improving participation of all learners in education (MoEST, 2001a, 2003a, 20003b, 2005b) on the same vain the policy and adaptation of physical education learning resources for challenged learners stipulates that the adaptation is necessary so that the SNE child achieve maximum learning from education. On physical education the policy demands that maximum benefit from physical education must combine physical education learning with functional training. For this to be possible schools must be in possession of crutches boots and clippers, wheelchairs, walking bars and scooter boards (Kakui, 2003).

5.3.1 Availability of Trained Teachers

The training policy at KISE stipulates that all trainee teachers must specialize in one channel in their final year which they will teach SNE pupils (Randiki, 2002). The study revealed that only 25% of the special trained teacher had this qualification this shows that 75% of the special trained teachers were not qualified to teach physically challenged learners. On the other hand all the regular teachers (100%) were appropriately trained to teach physical education to the typical learners this findings show that equity does not exists in the provision of resources for physical education in inclusive schools. These findings are supported by studies done by Waruguru (2002) The training policy at KISE has to relate to what is happening in Britain and Denmark this could form a basis for solving the problem. Once such policies are in line with British trends, learners will have equal opportunities in accessing quality education.

In Britain the law allows the parents to recommend on placement and services given to their children. Parents will have to recommend all their children to be taught by appropriately trained teachers. A situation where some pupils are taught by untrained teachers or inappropriately trained teachers will not arise as we see it here in Kenya. In Denmark training of teachers take cognizance of the fact that all learners are special. Under this program teachers can handle any type of disability. This situation will enable a head teacher to generally know the needs of such students. This is contrary to what is the case in the country whereby most of the inclusive schools are headed by teachers who do not have basic in SNE.

Most games teachers 61.5% felt that there was tendency to favor the typical learners while applying for physical education learning resources. Further 10(62%) of them agreed that this was the same regarding hiring of teachers. The physically challenged learners expressed concerns about favoritism as far as provision of learning resources was concerned. 16 (100%) of them confirmed that typical learners were the most favored.

This situation was also felt by head teachers when only 2 (33.3%) of the head teachers confirmed that they had trained teachers for physically challenged learners while 6(100%) confirmed to have trained teachers for typical learners. When asked why equality is not addressed when it comes to the distribution and provision of PE learning resources to all learners. Their answers and remarks reflected their attitudes towards physically challenged learners. It was clear that they do not care about this group of learners. One of them remarked

“What will the public think of me when they see more than one special teacher in the school”

These statements simply show that professionalism has been compromised at the expense of the public.

All the inclusive schools studied had pupils with varied challenges. Apart from physically challenged pupils, there were also mentally retarded pupils and even those with visual impairments. These groups of learners do not belong to the physically challenged learners' category hence were not part of this study. However, it was expected there would be at least more than one special trained teacher in the respective schools especially due to the fact that each teacher is specialized for a specific challenge. Most of the visited schools had only one teacher who was specially trained. Apart from the two schools, the rest of the schools had specially trained teachers in learning difficulties.

The convention on the rights of persons with disabilities (2008) recognizes the right of education without discrimination for people with disability. A situation where physical education could appropriately be taught to physically challenged learners by 25% of the special trained teachers while typical learners is against this right.

. For a child to internalize what he/she learns a lot of interaction should be carried out between him/her and the teacher. The interaction should be meaningful. It becomes only meaningful if the teacher is vast in what she/he is doing. He should be more knowledgeable than the learner. (Vygotsky, 1981). The way it is the teacher has not specialized in the teaching of physically challenged learners, in simple terms it implied that we are not sure whether the teacher is more knowledgeable than the learner. This means that the leaning of physically challenged is still questionable.

Various studies have found flaws in the provision of teachers in inclusive settings or generally teachers trained in special educational needs(Waruguru,2002,

KNCHR,2006, and Koech Report 1999) non provision of appropriate learning resources for S.N.E pupils have provoked this study to provide proposals to remedy the situation. These proposals given by scholars if followed could arrest the situation. Though a good number of proposals are good, they have gaps here and there.

5.3.2 The Learning Environment

The physically challenged learners need an adopted environment rich in appropriate learning resources for achievement of optimal education. Hiuhu (2002) outlines what this environment should look like. An adapted environment calls for reduction of playing areas, increase in size of the fields, and that the playing materials and equipment should not be slippery. He recommends light wood for goals and use of bean bags for ball games to suit a variety of challenges he recommends the use of polythene papers in making light balls. During the visits none of the above features was noticed in the schools.

Special notice was that all the balls observed were leather made meaning that they were only fit to be used by typical learners. The adaptation rule recommends light balls made from polythene papers but this was not the case this simply means that the learning environment was not conducive to the physically challenged learners.

5.4 Reflections on Equity

Equity is an important factor in education especially for physically challenged learners. In the 2009 budget Kshs. 15 billion was set aside for upgrading two primary schools in every constituency in Kenya. Nothing concrete was spoken about setting up inclusive schools. Among other things the national council for the disabled

advocated for quality education for disabled people. At the same time, the Koech Report (1999) advocated for the establishment of a special education section in the ministry of education. The KNCHR (2006) advocated for boarding schools for such children.

In all the proclamations, the elements of discrimination are cited. For example people are fighting for equal opportunities in education with such people with special needs in education. Through their council, people with disabilities are advocating for employment and participation in the daily activities of their communities. The council is set to fight discrimination against persons with disabilities.

Waruguru (2002) argues for the provision of equal opportunities to all children to share knowledge resources and experiences as some of the objectives among others that provides for inclusive education. Inclusive schools should therefore ensure equal opportunities for persons with disabilities in obtaining education, employment and participation in everyday activities within their communities. They also have to ensure that persons with disabilities acquire quality education including equitable provision and distribution of learning resources to both physically challenged and typical learners.

It is also important to ensure that the institutions lay emphasis on the needs of learners with disabilities especially with respect to the use of school facilities, class schedules, physical education requirements and ethnic apartment considerations. This research has established that Lugari district is ill equipped as far as provisions to challenged pupils in inclusive schools is concerned this calls for budgetary elevation for this group of learners.

Learners' needs should be assessed and addressed accordingly. The Danish example cited in the literature review provides a good example for provision of learning resources after assessment of the special needs learners. It calls for assessment of learner needs and provision of educational resources according to data collected. The study revealed that most of physically challenged learners in the schools studied were unfairly treated with regard to access to appropriate physical education resources. This violates even the very fundamental rights of the learners enshrined in the 1948 United Nations Declaration on education states;

Everyone has a right to education which should be free and compulsory all are entitled to all the rights without discrimination of any kind such as race, color, sex, birth or any other status. (Ngugi, 2002, :23)

Ngugi (2002) shows that some of the barriers to inclusive education include lack of teaching aids, equipment and human resources. Right at the advent of Free Primary Education in 2003, Mutahi (2003) observed that Free Primary education had increased teachers /pupil ratio to 83:1 this increase implied that even the SNE pupils who had been denied tutorage in preference to typical peers found their way to the classroom. This development was supposed to call for reforms in teacher education, resource provisions in these schools, teacher recruitment and the structure of these schools. There was need to have counseling programs in these schools to make sure that pupils from diverse backgrounds coexisted.

The training policy at KISE stipulates that all trainee teachers in KISE learn interdisciplinary components that cut across the different fields of special education in their first year of training and specialize in the final year of study (Randiki, 2002). We expect to find a fully specialized team of teachers for every area of disability, in an inclusive school, this type of set up will equally tally with the provision of trained

teachers for the typical learners who have a 100% of their teachers appropriately trained to teach physical Education.

The findings have shown that all inclusive schools have their deputies and heads of schools as regular trained teachers. They don't have any basics in any discipline in the disability area, our colleges donot have a wing that train those groups of teachers vast in SNE basics. Uganda has made sure that all teacher trainees' have basics in SNE education and this has improved the learning environment in such schools. Our teacher training colleges could borrow a leaf from Uganda and have in their trainings basics in SNE.

The policies which are already enacted should be enforced so as to have the SNE pupils participate in the society just like other citizens. The head should know that it is not our education system that has a right to certain types of children. It is the schools of a country that must be adjusted to meet the needs of all children (UNESCO,1997 and Wormnaes, 2005).

Head teachers who have basics in SNE will adjust the school accordingly such teachers will sensitize the community about the essence of inclusive education. The national council for the disabled (1997) already are advocating for equal opportunity in obtaining education, employment and participation in everyday activities within their communities. They are against discrimination of persons with disabilities resulting from or arising out of their disabilities. In all respect they are advocating for: rehabilitations of persons with disabilities within their communities and social environment, acquire quality education and right of admission to institutions of learning, see to it that learning institutions take into account the special needs of persons with disabilities with respect to the use of school facilities, class schedules,

physical education requirements and other apartment consideration and provision of auxiliary services.

Once the 1948 UN declaration is observed the need to have head teacher and their deputies to have basics in SNE becomes a mandatory and not a privilege. Having basics in special education will initiate approaches to accommodate all children in regular classes' regardless of their disabilities. Their teaching methods will not be rigid; it will be flexible and accessible to all learners. Administration of the school will be in a position to have arrangements such that the unreachable can be reached through the iterant teachers. This is an environment that the Recourse Dependence Theory advocates for. As noted in theoretical approach, organizations depend on the resources in their environment and by maximizing on their powers to compete and utilize these resources, such organizations are able to survive. (Pfeiffer 1981).

A study by Waruguru (2002) summarized what inclusion entails. In her work she notes:

This is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economics, physical or any difference that exist are not excluded from any of the society's activities.
(Waruguru, 2002:3)

These sentiments point to the fact that an environment be made to make the disabled feel that their position in the world is as worth as that position of typical pupils. Maximization of opportunities is what is called for in the recourse dependent theory once the whole community has learned about SNE they will push their children towards achieving their education or goals. In effects the school mission will be achieved as it will witness the admission of learners with diverse learning needs.

Kenya could borrow a leaf from Denmark where the responsibility of providing learning resources to schools lies with the government. In Denmark the resources are

allocated in response to assessment of needs of the learners. Here it is to be known that resources are not a privilege. In Denmark all needs in a schools are assessed and resources provided as per the data collected .

There is a need for a flexible curriculum which takes into account the availability of resources, the nature of learners, the learning environment and the availability of learning time. Need assessment test should be set up in all districts.

Discrimination has been cited as one of the barriers of inclusive education. Our statement showed that over 90% of handicapped children are either at home or in regular schools with little or no specialized assistance.

At the moment special education is badly off as far as the supply of teachers is concerned. Most teachers have moved to regular schools in search of greener pastures. Very few institutions train special teachers. The government could use its budgetary provision first to bring about equality in the provision of teachers in inclusive schools. The budget could be used to raise the remuneration of special trained teachers to the extent that those who had gone to regular schools or joint other areas could be pulled back again due to the new remuneration. The budgetary provision could also be used to make the working conditions of those teachers in inclusive settings admirable.

Booth (2000) suggested that it is the responsibility of the government to develop national policies that protect people with disabilities. According to him there is need to enforce such policies that all can access education. On the same vein the UNESCO(1997) proclaims that it is not our educational systems that have a right over certain types of children'. It is the school of a country that must be adjusted to meet the needs of all the children. Once the above situation is arrested no special trained teachers will find it a burden in teaching in an inclusive primary school. Special

teacher training programs should be set up in all primary TTCs this could be the road to achieve equality in the provision of teachers in inclusive schools. The lucrative payment of teachers in such schools will make most people join the profession this will bring about equality in the provision of teachers for both physically challenged and typical learners in inclusive primary schools.

The lack of special equipment and facilities simply means that the learning of physical education is more difficult for this group of learners. Hiuhu (2002) shows that both human and other educational resources adopted for learners with special needs in inclusive settings make learning more concrete and therefore the basics become easy to understand. Once these resources have been advanced to the challenged learners these group of learners will have an equal opportunity in the participation of physical education activities. It should be noted that physical education is necessary for every child because it contributes to all round development of the Child. (Waruguru, 2002, the children's Act, 2001).

In most schools that took part in the study the learning environment was not conducive to inclusive education. For physical education to achieve its goals and objectives the learning environment has to be adopted to cope with inclusive set up. The adaptation of the environment Involves reducing the playing areas, increasing the size of the fields and the goal posts, rings, serving areas swings be enlarged. It calls for a reduction in the length, and height of goals in soccer and netball. In addition heights of nets for example for volleyball have to be reduced. Finally the learning materials such as goals and balls have to be adapted. Goals have to be adopted by using light wood and balls have to be adopted by using bean bags. Under the adaptation rule polythene paper is to be used for making light balls (Ben Hiuhu 2002).

Many studies have pointed out the lack of conducive environments as some of the barriers to inclusive education. In his studies (Ngugi 2002) found out that special education has been mystified by the believe that it is very special and only for special teachers trained in special institutions. Such believes have led to even school inspectors and other education officers avoid to carry out inspection in special education programs as they may not understand the special world.

The above practices cannot help an S.N.E pupil who is searching for conducive learning environment in such schools.

5.5 Conclusion

In inclusive schools great emphasis has been laid on the provision of learning resources' to the typical learners at the expense of the physically challenged learners. The facilities provided and distributed in these schools do not address equality in anyway. The provision of material resources' is wanting. The visits revealed that none of the schools had appropriate balls for the use by the PCL while all the balls would be appropriately be used by the typical learners.

The above trend has also been observed in the provision and distribution of teachers. It was observed that whereas all the six schools had physically challenged learners; only two of them possessed teachers who were trained to teach physically challenged learners while all the six schools had appropriately trained teachers to teach PE to the typical learners.

The study objectives were: To investigate the achievement of equity in the provision of physical education learning resources in inclusive schools, to find out co-curriculum activities where inequality in the provision of learning resources is prevalent.

This study revealed that the achievement of equity as far as provision of suitable physical education learning resources to typical and physically challenged learners has not materialized. It was revealed that only 25% of trained special teachers were appropriately trained to teach physically challenged learners physical education. This contrasted very much with their typical counterparts who had 100% of their physical education teachers appropriately trained to teach them physical education. On the fields observed conformed for use by the physically challenged but 100% of observed fields conformed for use by typical learners. The study revealed that almost all co-curriculum activities the school participated in lacked suitable resources for the physically challenged learners; it was only in athletics where the fields were adjusted to conform for use by physically challenged learners. In general the physically challenged lacked suitable learning resources in: netball, football girls and boys, volleyball girls and boys and handball among others. The study revealed that typical learners had suitable human and material resources in all co-curriculum activities the schools participated in.

In brief the study has not seen equity being achieved in these schools. For the school to adjust to inclusive practices the resource dependence theory by (Pfeiffer 1981) is to be applied under this arrangement actors lacking in essential resources will seek to establish relationship with others in order to obtain the needed resources. Once this arrangement has been put in place the social development theory by Vygotsky (1978) could come into play. The theory argues that social interaction precedes development. For this to work the teacher is supposed to be well versed in what he or she does so that meaningful interaction is realized. One cannot expect meaningful and constructive interaction to occur between learners and teachers who are not

appropriately trained to take place. By applying these theories the schools will share the resources they have and have exchange programs with neighbourhood schools.

Finally individualized education programmed which has the task of addressing the learning needs of each child has been set up. (Randiki, 2002). This move could also be used to get appropriate services for physically challenged learners because this study has found that appropriate human resources is waiting for physically challenged learners.

5.6 Recommendations

Based on these findings, this study makes the following recommendations;

- (i) That there was an urgent need to provide the inclusive schools with adequate specially trained teachers.
- (ii) There is need to have a selective learning Environment for all inclusive primary schools in Lugari district.

The essence of equity in the provision of physical education learning resources to typical and physically challenged pupils in inclusive primary schools cannot be over emphasized. The merits of this have been discussed extensively in the previous sections of this study. From the study findings, it is noted that there is no equity in the provision of these resources in the schools involved, which are representative of Lugari District as per the study findings.

The importance of appropriate trained teacher is further stressed in the Social Development Theory which was advanced by Vygotsky (1978). According to this theory social interaction precedes development. Cognition development in human being appears twice first on the social level and later on the individual level (Vygotsky 1978). Physical education is social; it is the social interaction between the

teacher and the learner. It will only yield fruits if the teacher is well versed in what he or she is doing. She or he may not be well versed if he or she is not appropriately trained in whatever he/she teaches.

In order to achieve a conducive learning environment, special selective admission panel be set up in every inclusive school to look into the admission of all those who would be admitted to such schools. Amongst other consideration is that all admitted should make the learning environment be conducive to both types of learners. Stakeholder, teachers, parents, the community and the pupils should work hand in hand to set up a selective learning environment panel to look into admission of students that could create a conducive learning atmosphere for learners in inclusive schools. Booth (2000) advocates for making learning of SNE students in regular schools be possible.

He argues the government to develop national policies that protect people with disability, legislate equity in education access for all and finally the government to take responsibility of enacting laws pertaining to inclusive education.

The above fact is still thriving. Various recent studies and proposals advanced by various organizations the quest for equality in the provision of learning resources is very popular (Waruguru, 2002: Randiki 2002) in their struggle for reforms the persons with disability (1997) established a national council for people with disability. The national council for people with disability proposed for learning institutions to take into account the special needs of persons with disabilities to the use of school facilities, class schedules, physical education requirements and other apartment's consideration.

To achieve equity in the provision of physical education learning resources. The learning environment has to be adopted to suit the children with special needs, under these circumstances, achievement, of maximum benefits in physical education for challenged learners will be realized. This means that physical training must be combined with functional training. For this to be possible inclusive schools must be equipped with relevant human resources and be in possession of crutches artificial body parts, calipers, white cane and wheel chairs (Kakui, 2003). During the research it was found out that only 25% of the human resources could effectively teach the whole spectrum of primary level physical education to physically disabled children this was no comparison to their typical learners whose physical education teachers were 100% conversant with the whole primary level physical education.

To achieve EFA, all governments were urged to adopt as matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there were compelling reasons for doing otherwise. (UNESCO, 2001; 2003; 2004e).

KNCHR (2006) also suggests that the Teachers Service Commission put in place a policy and mechanism to ensure that once teachers are trained in special needs education at KISE or other government institutions they must teach special needs for at least five years or otherwise pay the full cost for such training. On the same vein the commission spells out some of the responsibilities that teachers in inclusive settings should observe. According to the recommendation the teachers are to bear responsibilities beyond their traditional roles, this includes vocational training and being on call for twenty four hours. The Koech Report (1999) indirectly proposes what type of teachers, the inclusive settings should employ. In their recommendations they suggest that no teacher, head teacher or education officer should refuse to

register or influence the refusal to register an otherwise qualified and competent child with Special Educational Needs for national examinations.

5.7 Suggestions for Further Research

- (i) This study was limited to inclusive primary schools in Lugari district and thus the findings were limited to the region. There is also need to carry out further research in other topics related to the study. It would be important to investigate the relationship between learning facilities in sports and games and performance of typical and physically challenged learners in sports and games.
- (ii) It would also be insightful to compare the performance of non-inclusive physically challenged schools pupils and the inclusive primary schools pupils' performance in addition to establishing the impact of society perception of physically challenged pupils on their performance, in relation to non-availability of resources.
- (iii) To compare the performances of physically challenged learners in co-curriculum activities guided by appropriately trained teachers and those of typical learners guided by appropriately trained teachers.

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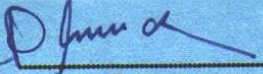
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APPENDICES

APPENDIX I: RESEARCH PERMIT

<p style="text-align: center;">PAGE 2</p> <p>THIS IS TO CERTIFY THAT:</p> <p>Prof./Dr./Mr./Mrs./Miss KIDIGA GIDARITY MUGILURI of (Address) MOI UNIVERSITY P.O. BOX 3900, ELDORET. has been permitted to conduct research in..... Location, LUGARI District, WESTERN Province, on the topic A Comparative assessment of Development & provision of Physical Education Learning Resources to typical & Physically Challenged Pupils in inclusive Primary Schools in Lugari District, Kenya. 31ST AUGUST 2010 for a period ending.....20.....</p>	<p style="text-align: center;">PAGE 3</p> <p>Research Permit No. NCST/RRI/12/1/SS/478 Date of issue 3/06/2010 Fee received SHS 1,000 </p> <div style="text-align: center; margin: 10px 0;">  </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Applicant's Signature</p> </div> <div style="text-align: center;">  <p>Secretary National Council for Science and Technology</p> </div> </div>
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APPENDIX II: OBSERVATION CHECKLIST**CHECKLIST.***Tick appropriately*

Item

Football field

Leg ball fields

Volleyball court for boys

Volleyball court for girls

Net ball

Track fields

Accessible learning areas

Hand ball field for boys

Hand bill field for girls

Balls – weight

Leg ball

Foot- ball

Valley ball

Hand ball

Net ball

Materials for making balls

Leg bill

Foot ball

Leg ball

Hand ball

Valley ball

Materials for making goals posts

Foot ball

Leg ball

Hand bill

Nets

Volleyball girls

Volley ball boys

APPENDIX III: PUPILS QUESTIONNAIRE PART ONE

1. The Pupil completing the form is

Male ()

Female ()

2. The Pupil filling the Form is in Standard

Nursery ()

One ()

Two ()

Three ()

Four ()

Five ()

Six ()

Seven ()

Eight ()

3. Indicate by a tick your 3 Favorite sports

Football ()

Leg Ball ()

Discus ()

Table Tennis ()

Volley ()

Net ball ()

Handball ()

4. Indicate by a tick the games and Sports you have Participated in without the help of a Teacher.

Football ()

Swimming ()

Lawn Tennis ()

Basketball ()

Hockey ()

Tug of War ()

Walking Race ()

Leg ball ()

Discuss ()

Table tennis ()

Volley ()

Net ball ()

Handball ()

Others ()

Where others, specify

5. Which of the above activities are you still practicing?

6. Which ones are you doing without help from teachers?

7. Why are you not doing the other activities?

PART TWO

1. Which is your favorite sports activity?

2. Have you ever competed in this activity?

Yes () No ()

If Yes, which level did you reach (Please tick the appropriate)

School () Unit () Division () District () National ()

Others ()

3. Are you able to practice all the activities you would like?

Yes () No ()

If No, give reasons to why you cannot practice all the activities you like

4. Can you access to all classrooms and learning areas without any problem?

Yes () No ()

If No, give reasons

5. Do you think there is favoritism in the provision of learning resources?

Yes () No ()

If yes, tell us which group is favored in the provision of learning resources.

Typically growing pupils ()

Physically challenged pupils ()

**APPENDIX IV: QUESTIONNAIRES FOR GAMES TEACHERS AND HEAD
TEACHERS**

PART ONE

**PERSONAL BACKGROUND INFORMATION FOR GAMES TEACHERS
AND HEAD TEACHERS**

Please tick/ fill in the blanks as appropriate:

1. This form is filled by:

Head teacher

Deputy Head teacher

Parent

Guardian

Others

Where others, please
specify.....

2. The person completing this form is

Male

Female

3. Indicate by tick your professional training, two ticks will indicate special at the relevant level.

P4

P3

P2

P1

Diploma

B/SC – General

B/ SC – with education

B/A General

- B/A with education
- B/ed (arts)
- B.Eds (P.T.E)
- B.ED (E.C.D)
- M.A
- M.SC
- M.PHIL
- M.ED
- P.H.D
- ED.DR,
- Others.....

4. What is your professional job?

Tick as appropriate

- Special teacher – primary
- Regular teacher – primary
- Untrained teacher- primary

Others.....

5. For how long have you taught?.....

6. What are your official teaching subjects?.....

7. For how long have you taught as special needs trained teacher?.....

8. Before gaining your special education training had you any other certificates?

.....

Tick as appropriate

- Yes
- No

If yes which one?.....

9. Other than teaching do you engage yourself in any or all of the following activities?

Yes

No

10. If yes which activity/activities do you engage in?

Please tick the appropriate activities you engage in.

Games

Sports

Music

Facilitation outside the school

Panel mentor outside the school

Invigilation outside the school

Marking outside the school

Examination setting outside the school

Trainer outside the school

Others please specify.....

PART TWO: HEAD TEACHERS QUESTIONNAIRE

AVAILABILITY OF TEACHERS

Please indicate who teaches children the following activities (Tick appropriately)

Use the following scores

Tt - Trained teacher

Ut - Untrained teacher

Ot - Outside Teacher

O - Outsider

I - Individual Initiative of the pupils

PART TWO: QUESTIONNAIRE FOR GAMES TEACHERS

1. List the number of games activities you teach typically growing peers

(i) _____

(ii) _____

(iii) _____

2. For each of the activities named above say to which level have you reached? (Tick as appropriate)

School () Zone () Unit () Division ()

District () National () Others ()

3. Which other games could be possible but due to resources are not being done

4. Which are your desired game activities?

5. Are some pupils given inappropriate learning resources?

Yes () No ()

6. There is a tendency to favor typically growing learners when ordering for games equipments?

Agree () Strongly Agree () Undecided () Disagree ()

Strongly Disagree ()

APPENDIX V: INTERVIEW WITH GAMES TEACHERS

1. Do physically challenged pupils have all the necessary resources of games?

Yes () No ()

If No, which resources are they lacking? _____

2. Do all typically growing pupils have all the necessary resources of games

Yes () No ()

If No, which resources are they lacking?

3. Has any team of physically challenged had a problem in transportation of their group to the next level of competition?

Yes () No ()

If yes, tell us which level and which activities

4. Has any team of typically growing pupils had a problem in transportation of their group to the next level of competition?

Yes () No ()

If yes, state the occasions and dates

APPENDIX VI: INTERVIEW FOR OTHER CO-CURRICULLUM TEACHERS

1. Do physically challenged pupils have all the facilities to participate in all possible desired activities in co-curriculum?

Yes () No ()

If no tell us which activities lack learning resources?

2. Do all typically growing pupils have all the facilities to participate in all possible desired activities in co-curriculum?

Yes () No ()

If No tell us which desired possible activities lack learning resources?

3. Has any team of physically disabled pupils failed to proceed to the next level due to lack of transport?

Yes () No ()

If yes, specify the dates and activities in question_____

4. Has any team of typically growing been unable to proceed to the next level due to lack of transport?

Yes () No ()

If yes specify which dates and activities involved_____

PART TWO

1. Which co- curriculum activities do you teach?_____

2. For every activity, what is its highest level it has gone?

(i) _____

(ii) _____

3. Which other co- curriculum activities could be possible but due to lack of leaning resources are not done?

4. Which of the above activities would you like to teach your pupils

5. Are some pupils given inappropriate learning resources to use?

Yes () No ()

6. There is tendency to look for teachers of typically growing learners for co-curriculum activities than to look for special teachers for the same for physically challenged children?

Agree () Strongly agree () Undecided () strongly disagree ()

FOR HT/Games teachers questionnaires-----

7. Which of the following races are usually reduced: use the following key

X – Remain same

√ - Usually reduced

100M () 800M ()

2000M () 1500M ()

5000M () 4X400M Relay ()

10,000M ()

400M () 4X4 Relay ()

Marathon ()

8. How often does an it nary teacher visit your school?

More often () rarely visits ()

Never visits () once termly ()

Daily () once yearly ()

None of the above ()

If non of the above, explain

8. Use the following key to tell us about the provision of special wheel chairs for the below races. Use the following keys:

X – Does not have special wheel chairs.

√ - Has special Wheel chairs.

Sprints:

100M

200M

400M

Wheel chair races

Middle distance races:

800M

1500M

4X4M Relay

4X400M Relay

Long distance races:

500M

10,000M

Marathon

9. Which of the following mobility devices do you have? Use the following key following key

(√) presence of device.

(X) Absence of the device.

Crutches

Wheel chairs

Boot and calipers

Walkers bars

Scooter boards

10. Which of the above do you borrow

.....

APPENDIX VII: INTERVIEW WITH HEAD TEACHER STAFFING

1. Do you need extra teachers to deal with extreme cases of physically challenged?
Yes () No ()
If Yes, how many _____
2. Do you have enough trained teachers to cater for the physically challenged in the school?
Yes () No ()
If No, how many do you need? _____
3. Do you have enough trained teachers to cater for the typically growing children in the school?
Yes () No ()
If No, how many do you need? _____

4. Which of the following races are usually reduced: use the following key

X – Remain same

√ - Usually reduced

100M () 800M ()

2000M () 1500M ()

5000M () 4X400M Relay ()

10,000M ()

400M () 4X4 Relay ()

Marathon ()

8. How often does an it nary teacher visit your school?

More often () rarely visits ()

Never visits () once termly ()

Daily () once yearly ()

None of the above ()

If non of the above, explain

Use the following key to tell us about the provision of special wheel chairs for the below races. 1 1 .Use the following keys:

X – Does no have special wheel chairs.

√ - Has special Wheel chairs.

Sprints:

100M ()

200M

400M

Wheel chair races

Middle distance races:

800M

1500M

4X4M Relay

4X400M Relay

Long distance races:

500M

10,000M

Marathon

9. Which of the following mobility devices do you have? Use the following the following key

(√) presence of device.

(X) Absence of the device.

Crutches

Wheel chairs

Boot and calipers

Walkers bars

Scooter boards

10. Which of the above do you borrow

.....

.....

APPENDIX VIII: INFRASTRUCTURE

1. How many old buildings have you rehabilitated to conform to inclusion? _____

2. How many classrooms do you have altogether? _____

3. How many classrooms have been rehabilitated to conform to inclusion? _____

4. Do you engage a private special teacher to train some of the activities?

Yes () No ()

If yes, which ones

5. Do you pay teachers who teach children but don't belong to the school?

Yes () No ()

6. Do all typically growing learners have all the necessary resources?

Yes () No ()

If No, which resources are lacking?

7. Do all physically challenged learners have all the necessary resources?

Yes () No ()

If No, which resources are lacking?

APPENDIX IX: OBSERVATION TOOL

HEIGHT OF GOAL POSTS

Table showing the number and percentage (shown in brackets) of adopted and non adopted goal posts. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenge and typical learners respectively.

TABLE3HEIGHTS OF GOAL POSTS

	Total Number	Normal	Shorter	Higher	Physically challenged learners	Typical learners
Football						
Leg ball						
Netball						
Volley ball – Boys						
Volley ball – Girls						
Hand ball – Boys						
Hand ball – Girls						

WEIGHT OF BALLS

The table showing the number and percentage (shown in brackets) of adopted balls for various activities. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenged and typical learners respectively.

TABLE 4: OBSERVATION: WEIGHT OF BALLS

	Total Number	Normal	Heavier	Lighter	Physically challenged learners	Typical learners
Football						
Leg ball						
Hand ball – Boys						
Hand ball – Girls						
Volley ball – Girls						
Volley ball – Boys						

OBSERVATION: PLAYING FIELDS

Table showing the number and percentage (shown in brackets) of the adaptation of playing fields. The table showing the number and percentage (shown in brackets) of adopted balls for various activities. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenged and typical learners respectively.

TABLE 5 PLAYING FIELDS

	Total Number	Normal	Reduced	Enlarged	Physically challenged learners	Typical learners
Foot ball						
Leg ball						
Net ball						
Volley ball						
Volley ball – Girls						
Handball – Boys						
Hand ball – Girls						

OBSERVATION; adaptation of balls

Table showing the number and percentage (shown in brackets) of activities adopted beanbags. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenge and typical learners respectively.

TABLE6ADAPTATIONS OF BALLS

	Football	Leg ball	Netball	Volley ball Girls	Volley ball Boys
Use of Beanbag					
Conformity to T.L					
Conformity to P.L					

Key

A tick implies conformity

Across implies nonconformity

T.L means typical learners.

P.L means physically challenged learners.

Table showing a termly No. and Percentage (shown in brackets) of P.E lessons on the timetable that can create an allowance for an appropriate trained teacher on the staff.

To be in position to teach effectively any of the two groups of learners.

TABLE 7 NUMBERS AND PERCENTAGE OF P.E LESSONS ON THE TIME**TABLE**

	Number and Percentage
Physically challenged	
Typical barriers	

1. Which of the following sports activities are supplies with at least a wheel chair; 800m (), 1500m (), 5000m { }, 10,000m. () 100m. () 200m. () 400m. (). Tick the appropriate activity.

Which of the following equipments are available in the school: Crutches (). Wheelchair () Boots and Calipers () Walkers () Walking bars (), Scooter boards ().....

(Tick the appropriate).

2. Which equipments do you borrow from other schools?

Below is a table showing No. and percentage (shown in brackets) of volleyball nets that conform to inclusion

.TABLE 8 NUMBERS AND PERCENTAGE OF VOLLEYBALL, NETS THAT CONFORM TO INCLUSION

	Normal size	Increased size	Reduced size
Girls volley ball			
Boys volley ball			

OBSERVATION**MATERIALS USED FOR MAKING PHYSICAL EDUCATION BALLS**

Table showing the number and percentage (shown in brackets) of balls made of polythene papers. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenged and typical learners respectively.

TABLE9: MATERIALS USED FOR MAKING PHYSICAL EDUCATION BALLS

	Normal material	Polythene made	Physically challenged learners	Typical learners
Football				
Leg ball				
Net ball				
Hand ball – Boys				
Hand ball – Girls				
Volley – Boys				
Volley - Girls				

MATERIAL FOR MAKING GOAL POSTS

Table showing the number and percentage (shown in brackets) of wooden goals and those made from heavier materials. The last two columns show number and percentage (shown in brackets) of cases that conform to physically challenge and typical learners respectively.

Table10: MATERIALS FOR MAKING GOAL POSTS

	Total No. of posts	Heavier materials	Wooden posts	Physically challenged learners	Typical learners
Foot ball					
Leg ball					
Net ball					
Hand ball – Boys					
Hand ball – Girls					
Volley ball – Boys					
Volley ball - Girls					

LEARNING AREAS

Table showing the number and percentage (shown in brackets) of accessible learning areas by the typical learners and physically challenged learners respectively.

TABLE11: ACCESSIBILITY TO LEARNING AREAS

	Resource	Class rooms	Staff rooms	Libraries	departmental-- offices
Physically challenged					
Typical learners					

|

TABLE12: AVAILABILITY OF TEACHERS TO COACH SPORTS

Physically challenged pupils				Typical pupils			
Activity	Type of teacher	Freq	%	Activity	Type	Freq	%
foot ball	trained teacher	4	66.7	football	trained teacher	4	66.7
	unavailable	2	33.3	leg ball	trained teacher	4	66.7
leg ball	trained teacher	2	33.3	netball	trained teacher	6	100.0
	untrained teacher	2	33.3	volleyball girls	trained teacher	6	100.0
Netball	trained teacher	2	33.3	volleyballs boys	trained teacher	6	100.0
	outsider	2	33.3	handball	trained teacher	6	100.0
	unavailable	2	33.3	track events	trained teacher	6	100.0
Volley ball girls	trained teacher	2	33.3	field events	trained teacher	6	100.0
	outsider	2	33.3				
Volleyball boys	Trained	33.3	33.3				
Handball	trained teacher	2	33.3				
Track events	trained teacher	2	33.3				
	special trained teacher	2	33.3				
Field events	trained teacher	2	33.3				
	outsider	2	33.3				
	special trained teacher	2	33.3				