

**FACTORS, CHALLENGES AND STRATEGIES FOR IMPLEMENTATION OF  
INCLUSIVE EDUCATION IN PRIMARY SCHOOLS: A CASE OF  
NANDI EAST DISTRICT, KENYA**

**BY**

**HELLEN CHEBET LANGAT**

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**JULY, 2014**

**DECLARATION**

**DECLARATION BY THE CANDIDATE**

This thesis is my original work and has not been presented for a degree in any other university; no part of this work should be copied without the permission of the author and/or Moi University.

.....

.....

**HELLEN CHEBET LANG'AT**  
**EDU/PG/EDH/1025/07**

**Date**

**DECLARATION BY THE SUPERVISORS**

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

.....

.....

**Prof. BARASA L.P.**

**Date**

Department of Curriculum, Instruction and Educational Media,  
Moi University.

.....

.....

**DR. WANYONYI D.**

**Date**

Lecturer,  
Department of Curriculum, Instruction and Educational Media,  
Moi University.

## ABSTRACT

The purpose of this study was to investigate challenges and strategies for the implementation of inclusive education in primary schools in Nandi East District. This study sought to achieve the following objectives: identify the approaches used in implementation of inclusive education; determine the teachers' attitudes towards implementation of inclusive education and investigate availability of resources for inclusive education. This study was guided by Lewin's (1951) Force-field theory of change which states that, in the change process, there are driving and restraining forces which affect the transition to a future state. This study adopted a descriptive research design. The target population of this study was constituted of 15 head teachers, 105 teachers, 60 pupils and 3 officers in charge of special education in the Nandi East District. A sample of 15 schools, out of the total of 51 primary schools in the District, was selected through simple random sampling. All (15) head teachers of the selected schools, all the 30 KISE-trained teachers and the officer in charge of special education in the District were included in this study. Purposive, simple random sampling was used to select 120 teachers from the selected schools. This study used questionnaires, interview schedules and observation checklists to collect data from the respondents. Analysis of data was done using descriptive statistical techniques which included percentages and frequencies. This study found that the strategies used in inclusive education included play method, discussion and demonstration. Further, the majority of the teachers felt that children with special needs should be sent to special schools while others felt that they be put in separate classes and few suggested that such children don't need to be in school. This implies that most teachers had negative attitudes towards learners with special needs. This study found that there were inadequate facilities for the learners with special needs. This study recommends that teachers should use appropriate teaching and learning methods that are sensitive to the needs of the learners with special needs. Parents and other educational stakeholders should pool resources in order to provide essential materials to the pupils in order to enhance the teaching and learning process of learners with special needs. The findings of this study will be useful to policy makers, teachers, parents and the Ministry of Education in enhancing implementation of inclusive education in Kenya.

## **DEDICATION**

This work is dedicated to: my husband, Emmanuel; my daughters, Gloria, Sharon, Tracy and Joy, to my parents and brothers to whom I owe what I am today.

## **ACKNOWLEDGEMENTS**

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I also thank my family members, especially my dear husband and our three daughters, my parents and brothers, for according me ample time and invaluable support while carrying out this research. I wish to appreciate my colleagues and Nandi East primary school teachers who assisted me dearly and some of the staff at the Nandi East District Education Office who made my research a success.

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**LIST OF ABBREVIATIONS AND ACRONYMS**

<b>AEO</b>	Area Education Officer
<b>A.T.S IV</b>	Approved Teacher IV
<b>CIEM</b>	Curriculum, Instruction and Education Media
<b>DEO</b>	District Education Officer
<b>ECDE</b>	Early Childhood Development Education
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>G.O.K</b>	Government of Kenya
<b>LRE</b>	Least Restrictive Environment
<b>MOEST</b>	Ministry of Education, Science and Technology
<b>P1</b>	Primary Teacher 1
<b>P2</b>	Primary Teacher 2
<b>SNE</b>	Special Needs Education
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization

## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.0 Introduction

This chapter expounds on the basis of this study as it covers: the background to the study; statement of the problem, i.e. the gap that is meant to be filled by this study; research objectives; research questions; significance of the study; justification of the study; assumptions of the study; scope and limitations of the study; theoretical framework and operational terms.

#### 1.1 Background to the Study

Inclusive education has been an issue in many countries the world over. Fullan (1982) conceptualizes a framework for special education in which he outlines a broad range of services within, or close to, the regular classroom. A landmark conference, sponsored by the U.S. Office of Education, was held at the University of Maryland where educators, psychologists, sociologists and representatives from a number of related professions met to discuss the variables and categories of learners with educational needs. The conference resolved that there was a need to involve regular educators more effectively in developing programmes for learners with special needs in the regular classrooms.

Cope and Anderson (1977) stated that the 1970s were to be remembered, as a critical decade in the development of special education of learners with special education needs in Britain. The report of the Committee of Enquiry into Special Education (The Warnock Committee) was tabled in 1978. It had set up the Department of Education and Science in

1973 to review the educational provision in England, Scotland and Wales for those with special Education needs (SENS). Cope and Anderson (1977, pp. 17) argue that:

Among the many strands which contributed to this current interest in integration, a major one, is the gradual change in society's attitude towards the handicapped. There is increasing recognition that no hard and fast line separates those who are and are not handicapped.

The least restrictive environment was one in which the students with special education needs could be met and at the same time closely paralleled a regular school programme (Heward & Olansky, 1984). The *Ominde Report* (Rep of Kenya, 1964) noted that there was a need for training teachers in special education and offering students in regular teacher training colleges' short- term courses on how to handle children with mild impairments in regular schools as well.

Least Restrictive Environment (L.R.E) may be achieved by placing the students with special education needs with their peers in regular classrooms. However, a few objectives have been realized as far as the implementation of integration of visually impaired learners is concerned. In 1976, the National Committee on Educational Objectives and policies (Rep of Kenya, 1976) (also referred to as *Gachathi* ) delved into the intricacies of the special education and made significant recommendations that have in one way or another had profound impact on special education. For instance, it led to the establishment of the Kenya Institute of Special.

Education which now offers both certificate and diploma courses at residential and distance learning levels (Ndurumo, 2004). In 1981, the Ministry of Basic Education, in a draft policy document on special education, stated that special education should not be viewed as an insignificant part of the education sector but one that has the potential to

emerge as a dynamic enterprise, with repercussions on the general education. Further, the Government of Kenya (ROK 1988; 1999) made significant inputs on issues touching on the management of special education and the integration of the visually impaired in universities and colleges. Some of the relevant recommendations stated in these reports include: expanding existing amenities and establishing additional services to enable handicapped learners to be integrated into normal institutions; the regular teachers be trained in teaching methodologies and guidance and counselling to enable them effectively handle learners with special needs at all levels of education; persons with various types of disabilities catered for in regular, vocational and technical institutions and necessary facilities and equipment provided for learners with special needs in integrated programmes.

### **1.2 Statement of the Problem**

Globally, there has been a desire to integrate learners with special educational needs into ordinary schools at all levels. Although some strides have been made to achieve this, much more still awaits to be done (Ainscow, 1995). Owing to this fact is the disturbing truth that there are many factors dynamically interacting to constrain the learners with special needs' participation and sustainability in education.

Integration has not been achieved in Kenya since the environment at learning institutions has not been adjusted to accommodate learners with special needs. Further, the *Kochung Committee (MOEST, 2003)* recommended that regular colleges and universities should be made barrier-free for ease of access by learners with special needs. Currently, the regulations covering general education in Kenya apply to children and young people with special needs (UNESCO, 2006).

Nandi East District, being a cosmopolitan area and in the Tea Estates, has learners with special needs in the regular school setting. The conference like Education for All, Kenya (E.F.A, 2000), and the Koech Commission (GoK, 1999) emphasised the need to offer equal learning opportunities to all children regardless of their disability. This formed the basis for this study, specifically: to identify the approaches used in the implementation of inclusive education; to determine the teachers' attitudes towards the implementation of inclusive education and to investigate the availability of resources for the implementation of inclusive education. These regulations imply that the integration of learners with special needs education into mainstream education systems is expected to have been done in Kenya. This prompted the development of this study, that is, to establish the implementation of inclusive education in primary schools in Nandi East District.

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

This study was aimed at investigating factors, challenges and strategies for the implementation of inclusive education in primary schools in Nandi East District.

### **1.4 The Objectives of the Study**

The study sought to achieve the following objectives:

- i. To identify the approaches used in implementation of inclusive education.
- ii. To determine the teachers' attitudes towards the implementation of inclusive education.
- iii. To investigate the type of resources available for the implementation of inclusive education.

## 1.5 Research Questions

The study sought to answer the following questions:

- i. Which approaches are used in implementation of Inclusive Education?
- ii. What are the teachers' attitudes towards the implementation of Inclusive Education?
- iii. Which resources are available for the implementation of Inclusive Education?

## 1.6 Justification of the study

For integration in education to be practiced, it means identifying and reducing or removing barriers within the school that may hinder learning. It is not surprising, therefore, that persons with disabilities and their specific needs have a low priority (GoK, 1988). The *Koech Commission* (GoK, 1999) further asserts that quality of service for disabled learners in Primary institutions of learning is adversely affected by acute shortage of specialized aids, shortage of specialized aids, shortage of equipment, inappropriate curriculum, inadequate staff support and specialist personnel among others. That is why it is necessary to carry out additional research in order to address these issues and make the education of the learners with special needs a success.

Both the handicapped and the non-handicapped get the opportunity to experience each other's world. This enhances the acceptance of the challenged and removes the stereotyping laid upon them. It gives them an opportunity to experience vocational and social integration later in life and, by so doing, they are able to choose their careers wisely and be able to socialise well in community.



### **1.7 Significance of the Study**

This study is important as it will facilitate the inclusion of vulnerable learners and reduce barriers to learning with special needs in the regular learning institutions under the Kenya Integrated Education Program. Such a study is crucial because of the substantial increase in the number of students with special needs in these institutions. The recommendation made would ease the work of policy makers in implementing the special education needs policy. This policy can form the basis for making laws that would help address the management of learners with special needs. The results can help those planning to implement the inclusive education to create public awareness about existing facilities and opportunities open to learners with special needs in education.

The study findings can also enable the teachers, parents and the community at large to assist learners with special needs achieve their education goals just like regular learners. It is expected that the Ministry of Education can utilise these findings to enhance inclusive education in learning institutions as a way of developing these learners educationally in the district.

### **1.8 Assumptions of the study**

The following assumptions were made:

- i. All respondents would co-operate and provide reliable information.
- ii. All public schools selected for this study follow and adhere to the Government's policy on inclusive education.
- iii. All public schools have implemented inclusive education.
- iv. Updated records on inclusive education would be availed to the researcher

### **1.9 Scope of the Study**

This study limited itself to the investigation of the implementation of inclusive education in primary schools in Nandi East District. The aspects covered included: the approaches used in the implementation of inclusive education; the teachers' attitudes towards the implementation of inclusive education and the availability of resources for inclusive education. The respondents were head teachers, teachers, pupils and the officer in charge of special education in Nandi East District.

### **1.10 Limitations of the Study**

First, this study was conducted in Nandi East District, which may not allow for the generalisation to all districts in the country. However, it may be applicable to districts with similar characteristics to the area of study. Second, this study was limited to head teachers, teachers, special education officers and pupils. Other education stakeholders may have had different perceptions. However, it is hoped that the key points were captured from the study's sample. Third, although each school had at least a child with different/special needs, yearly, and the few sampled schools may not have provided for generalization as the needs vary.

### **1.11 Theoretical Framework**

This study was guided by Lewin's Force-Field theory of change (1951) which states that, in the change process, there are two forces (the restraining and driving forces) which affect the transition to future state(s). The restraining forces include the reactions of those who see change as unnecessary or as constituting a threat. The driving forces include the reactions which favour the implementation of change.

For this study, the restraining forces included lack of policies that address the needs of the challenged students, lack of appropriate resources, poor learning environment, lack of

specialized teachers, poor infrastructures and lack of assistive technology. The driving forces included sound policies, the intervention of the Government and the provision of relevant materials, special needs teachers and personnel support with a positive attitude towards inclusive education.

Lewin (1951) proposes this mechanism for making change so that it can be accepted by all. This can be done through unfreezing, changing and then refreezing. Unfreezing involves altering the present stable equilibrium which supports existing behaviours and attitudes. At this stage, policy makers try to include all the stakeholders in the formulation of the policies touching on the education of the challenged students. This is done in order for the implementers of the policies to own the decision made so that they can implement it quickly. The changing stage involves the development of new responses based on new information and the refreezing stage deals with stabilizing the change by introducing the new responses into the personalities of those concerned. The study sought to identify the approaches used in implementing inclusive education, investigating the availability of resources for the implementation of inclusive education and to investigate teachers' attitude towards the implementation of inclusive education in primary schools in Nandi East District.

### **1.12 Operational Definitions of Terms**

**Approaches:** It is a way of thinking or reasoning which can either be deductive or inductive.

**Attitudes:** Its an expression of favour or disfavour towards a person, place or event. It is manner, disposition, feeling, thinking position with regard to a person or thing.

**Differentiated curriculum:** This is an approach that i used to identify the subjects in the curriculum that a learner should cover and plan for each learner according to his/her individual needs and disability.

**Disability:** It is any restriction or lack of ability to perform an activity in the manner or within the range considered 'normal' for human beings. In this study, it is the kind and degree of impairment which results in some loss of capacity or function.

**Inclusion:** This means recognizing individual difference thereby enabling children with special needs to obtain good quality of life in their natural environment regardless of their disability. In this study it refers to adjusting to the school, home and society at large so that all individuals can have the opportunities to interact, play, learn and experience of belonging and develop in accordance with their potentials and difficulties within their environment.

**Inclusive Education:** This is education which provides appropriate modification in the curriculum, teaching methods, educational resource and medium of communication or the learning environment in order to cater for individual differences in learning. In this study, this term refers to the kind of education provided to learners with special needs to suit the unique learning needs, as they learn together 'normal' learners in the same settings.

**Resources:** Something that can be used to help achieve an aim.

It is a source or supply from which benefit is produced.

Typically resources are materials, services, staff, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable.

Benefits of resource utilization may include increased health, meeting needs or wants, proper functioning of a system, or enhanced well being.

From a human perspective, a natural resource is anything obtained from the environment to satisfy human needs and wants.

**Special schools:** These are specifically designed institutions that meet or cater for the individual needs of learners with special needs. It offers a continuous form of special teaching for children who need a special environment, medical treatment, special methods of teaching or a special curriculum.

**Student with special needs:** A learner who has difficulty adjusting to the environment because of intellectual, physical, emotional or social problems.

**Strategy:** It is a way and means of organizing and facilitating learning experiences. According to Nasibi (2003) a Strategy is the deliberate planning and organization of experiences and situations with a view to achieving specific goals. It could be expository or heuristic.

**Implementation:** Putting into practice what is outlined in a policy. In this study, it means embracing the inclusive education in primary schools in Nandi East District.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of literature reviewed from the internet and the Kenya Institute of Special Education's modules. The following are addressed in this chapter: barriers to learning; learning needs in an inclusive setting; teachers' attitudes towards inclusive education to special needs learners; effects of social factors to the implementation of inclusive education and the intervention measures. The researcher also looked at the contributions made by other scholars and publications that have addressed the challenges faced by teachers in implementing inclusive education.

#### **2.1 Inclusive Education**

The principles of inclusive education, as expressed in the Salamanca Statement (UNESCO, 1994), have influenced legislation and policy internationally. The United Nations' Convention on the Rights of Persons with Disabilities (UN 2006) reiterates the call for the development of inclusive education systems at all levels of education. According to the Convention on the Rights of Persons with Disabilities, for inclusion to be successful, effective individualized support measures, including 'reasonable adjustments' are required (UN, 2006, pp. 17). In Australia, the Disability Discrimination Act (Commonwealth, 1992) and the Disability Standards for Education (Commonwealth, 2005) reinforce the right to education of students with a disability 'on the same basis as' students without a disability. Even though the Disability Discrimination Act does not specify the setting where students with a disability should be educated, there is an

expectation that regular classroom teachers would be able to meet the diverse needs of their students.

Inclusive education is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusions within and from education. It involves changes and modification in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate ages and a conviction that it is the responsibility of the regular system to educate all children.

Reynolds (1962) conceptualizes a framework for special education in which he outlines a broad range of services within or close to the regular classroom. In February 1967, a landmark conference sponsored by the U.S.' Office of Education was held at the University of Maryland where educators, psychologists, sociologists and representatives from a number of related professions met to discuss variables and categories of learners with educational needs. The conference resolved that there was need to involve regular educators more effectively in developing programmes for learners with special needs in the regular classrooms. In the U.S.A, there were marked improved education services. Not only do schools provide both resource rooms and general education classrooms through the collaboration of special education and regular classroom teachers. It also revealed that special education in Kenya has not been integrated in all Sub-Sectors and programmes due to inappropriate infrastructure and facilities.

In the U.S.A, the PL 94 – 142 (1975) mandated that learners with special education needs were to be provided with a free, appropriate, public education. The public law 94-142 of



1975 was a policy developed in the U.S.A that advocated for the type of education that was recommended for those with special needs. It referred to education in the least restrictive environment. Those in special schools and were suspected to be inappropriately placed were to undergo another assessment (Ndurumo, 1993). Lebanks versus Speras, in a court case specifically stated that the alternative educational provision which was preferred was placement in a regular school with provision of related services (Ndurumo, 1993). Cope and Anderson (1977) stated that the 1970s were to be remembered as a critical decade in the development of special education of learners with special education needs in Britain.

The report of the committee of Enquiry into Special Education (The Warnock Committee) was tabled in 1978. It had set up the Department of Education and Science in 1973 to review the educational provision in England, Scotland and Wales for those with special Education needs (SENS). Cope and Anderson (1977, pp. 17) argue that:

Among the many strands, which contributed to this current interest in integration, a major one is the gradual change in society's attitude towards the handicapped. There is increasing recognition that no hard and fast line separates those who are and are not handicapped.

Integration of learners with special needs in regular schools to learn with peers was significant. The least restrictive environment was one in which the students with special education needs could be met and at the same time closely paralleled a regular school programme (Heward & Olansky, 1984).

Kenya had its own policies of integration as well. The Government of Kenya (1976, as cited in Ndirangu, 1996) said the Least Restrictive Environment (L.R.E) was achieved by

placing the students with special education needs with their peers in regular classrooms. However, very minimal has been realized as far as the implementation of integration of visually impaired learners is concerned, particularly at higher institutions of learning. The *Ominde Report* (1964) noted that there was a need for training teachers in Special Education and the need for offering students in regular teacher training colleges short-term courses on how to handle children with mild impairments in regular schools.

In 1976, the Gachathi National Committee on Education Objectives delved into the intricacies of the special education and made significant recommendations that have, one way or another, had profound impact on special education. For instance, it led to the establishment of the Kenya Institute of Special Education which now offers both certificate and diploma courses at residential and distance learning (Ndurumo, 2003). In 1981, the Ministry of Basic Education, in a draft policy document on special education, stated that special education should not be viewed as an insignificant sector of the education but one has the potential to emerge as a dynamic enterprise with repercussions on general education.

## **2.2 Historical Development of Inclusive Education**

Inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. It is a commitment to seeing education as a fundamental to the development of individuals and societies. The International Commission of Education for the 21<sup>st</sup> century asserts that education is not simply a mechanism whereby individuals acquire basic skills. Rather, it is a crucial factor in social and personal development and an indispensable asset in human kind's attempts to attain

the ideals of peace freedom and justice. It is one of the principle means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

Inclusion has its origin in special education. The development of the field of special education has involved a series of stages during which education systems have explored different ways of responding to children with disabilities and to students who experience difficulties in learning. In some cases, special education has been provided as a supplement to general education or separate. In the recent years, separate systems of education have been challenged, both from a human rights perspective and from the point of view of effectiveness.

Special education practices were moved into mainstream through an approach known as “integration”. The main challenge with integration is that “mainstreaming” has not been accompanied by changes in the organization of ordinary schools, the curriculum, teaching and learning strategies. This lack of organizational change has proved to be one of the largest barriers to the implementation of inclusive education policies,

Revised thinking has, thus, led to a re-conceptualization of “special needs”. This view implies that progress is more likely if we recognise that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching reform and pedagogy needs to be improved in ways that will lead them to respond positively to pupils’ diversity: seeing differences not as problems to be fixed but as opportunities for enriching learning. Inclusion has to be framed within the context of

wider, international discussions around the United Nations' organizations agenda of "Education For All" (EFA) stimulated by the 1990 Jomtien Declaration.

The Salamanca statement on principles, policy and practice in special needs education provides a framework for thinking on how to improve policy and practice forward (UNESCO, 1994). It argues that regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all. In early documentation on EFA, there was a token mention of "special needs". This has been gradually replaced by the recognition of inclusion. This implies creating an environment in schools and in basic education programmes in which children are both able and enabled to learn. Such an environment must be inclusive of children, effective with children, friendly and welcoming to children, healthy and protective for children and gender sensitive.

There have always been schools and teachers taking particular trouble over children with educational, behavioural and social problems but the concept of special education as extending in to ordinary schools has only recently been more clearly and confidently expressed. The reasons for these are partly historical. In the early days of universal education, the main problem was to provide some kind of teaching for large mass of the child population.

Worldwide, since 1890, the needs of children with marked disabilities began to be recognized and the first special schools were organized. In 1899, an Education Act was passed permitting the provision for physically and mentally defective children. In the Education Act of 1921, five categories were recognised (the blind, deaf, epileptic, physical and mentally handicapped). These early enactments emphasized defects as a

basis for requiring special schooling and it was significant that 'defective' children were the subject of separate Acts or separate sections of Acts (Pritchard, 1963).

The Education Act of 1944 brought handicapped children within general provision and ensured that special education was made part of the general duty of local education authorities to ensure that children were educated in accordance with their age, ability and aptitude. The sections of the Act which required Education Authorities to provide primary and secondary schools also required them to provide for pupils who suffer from any disability of mind or body in special schools or otherwise. These legislations reflected the growing attitude that handicapped children were not to be regarded as a race apart and recognized the need to bring special school into closer relationship with the rest of education.

Currently, the regulations covering general education in Kenya apply to children and young people with special needs (UNESCO, 2006). Thus, there are no separate policies to provide a firm foundation for the development of integration education. Choices are limited because demand is higher than existing facilities can meet (UNESCO, 2006). This further negates the idea of integrating learners with visual impairment in public universities and colleges. When the integrated education program was implemented in Kenya, it was presumed that all services were in place. However, there is evidence that not all requirements were met. KESSEP acknowledges that special education has not been integrated in all sub-sectors and programmes due to inappropriate infrastructure, inadequate facilities and lack of equipment in addition to inadequate capacity among tutors, expensive teaching materials and low enrolment, among others (Ibid).

In Kenya, integration of children with disability started as early as 1964. The Ominde Commission (1964) made elaborate recommendations on children with special disabilities, one of which recommended that these children could learn in regular schools so long as their psychological and social needs were taken care of. In her development plan (GoK, 1984-1988), the Kenyan government formally indicated support for inclusive education. The government's commitment was geared at intensifying the inclusion of children with disabilities into the regular system, offer peripatetic services and set up community-based programs with parental involvement. The concept of inclusive setting involves the practice of including irrespective of talent, disability, socio-economic background or cultural origin in supportive mainstream education where all students' needs are met (Karagianis, Stainback & Stainback, 1996).

The basic premise of inclusive schools is that all children, with or without disability belong in school and should have access to similar broad educational outcomes. The challenge in inclusive schools is providing a diverse student composition and ensuring, to the maximum extent possible, that all students have the opportunity to achieve the highest of quality life. These challenges are met when we embody the concepts of inclusion and community collaboration and when all the challenged members of the community have a future of fulfilled human and community potential, security, sense of belonging and valued inter-dependence leading to meaningful contributions (Coots, Bishop, Grenot-Scheyer & Falvey, 1995). The term inclusion often focuses solely on the goal of having students with disabilities attend their neighbourhood schools and participate in general education classrooms with necessary support services. However, inclusive communities

are both a process and an outcome of social justice, equity and democracy within our education system (Siegel, Cutler & Yetter, 1996).

### **2.3 Teachers' Attitude towards Inclusive Education**

Education providers are concerned with the program variables that create an effective, high quality, successful inclusive programs. Guralnick (1994) and Bricker (1995) highlights on the major accomplishments in inclusion, as extensive thinking and planning to ensure successful integration efforts for children, teachers, parents and the larger community. Bricker (1995) believes that the successful inclusion of children with special needs is influenced by three interrelated factors: attitude, resources and curricular. Thus, teachers with a positive attitude also need resources to implement an inclusive program. Strategies that foster positive attitudes in children and adults alike include careful placements, increased training and strategies to assure the maintenance of positive attitudes. Resources include appropriate equipment while program content or curriculum refers to the interventions used by teachers in inclusive classrooms. An inclusive curriculum includes activities that promote interaction between children that encourage participation in activities in which the children are interested.

General education professionals have identified elements necessary for successful inclusive programs. Bradley et al. (1997) state that, with an increasing number of schools and classrooms striving to be inclusive, services and support for learners with challenges, need to be reconstructed and new skills for teachers acquired. Likewise, to accomplish the goals of inclusion, the education system must make notable changes in philosophy, funding and personnel, teaching methods and resource distribution.

While Bricker (1995) and Bradley et al. (1997) identified factors that facilitate inclusion, other researchers outlined specific program variables affecting child outcomes in inclusive settings. Guralnick (1981) identified the most important as the teacher-child ratio, level of teachers training and the quality of program, with other factors being elements outside of the classroom such as parental attitudes.

Teacher behaviour and attitudes are crucial in directing the extent to which inclusive practices can help special needs children to achieve. For example in a 'Finishing' school, (Hartlen, 1996), teachers showed reluctance to take on inclusive approaches in education (where learners with special needs in education required special approaches. Could this attitude be prevalent amongst teachers in Kenya's integrated schools? Such teachers did not want to undergo special training as well (with no extra salary), suggesting that learners who could not 'cope' should pull out or be transferred to become clients of special schools. These are negative teacher attitudes that, if present in Kenya, would surely lower the achievement of such learners. These teachers were reported to have said they could not or did not want to change their professional repertoire by undergoing further specialized training.

Focusing on the issue of teacher attitudes, previous research has suggested that teacher training courses have little impact upon student-teachers' attitudes towards children with special needs (Hastings & Oakford, 2003). In a case study of teachers in two rural school districts, Hastings and Oakford (2003) explored the practices regarding mainstreaming and if they are changing. They explored the attitudes and practices regarding the mainstreaming of 91 regular and special educators in two small rural school districts. Findings suggest that these teachers do not hold unfavourable attitudes towards



mainstreaming as reported by several investigators (Leyser & Tappendorf, 2001). The studied teachers did not express a liking for inclusion.

Teachers rely more on procedures which are typically geared towards large groups of students. Teachers did not frequently use individual adaptations to help those with special needs. The demographic variables showed that gender showed significant differences in mainstreaming attitudes. Females were more likely to accept it and have more positive attitudes than males. Special education teachers reported using more diversity and adaptations when teaching those with special needs than general education teachers. Teachers in high school reported using less differentiated strategies than elementary student teachers in bettering the needs of special children. Teachers with more training used more strategies in the classroom than those who did not have training. Female teachers reported using more strategies in the classroom than males. Research on teachers and their attitudes towards inclusion is needed with larger samples representing other urban, suburban and rural communities. This study discussed how teachers' attitudes are important in an inclusion classroom as well as general education and special education in pre-service teachers' attitudes towards inclusion. Shade and Stewart (2001) wanted to investigate general education and special education pre-service teachers' attitudes towards inclusion classrooms.

Traditionally, the general attitude for the impaired in many societies had negative connotations in that there was a social stigma, an attribute which impedes their social and economic welfare (Ndinda, 2005). However, the landmark in changing the philosophy and practices towards such people in the society is reinforced by UNESCO (1994). Those children with special needs must have access to regular schools which should

accommodate them within a child-centered pedagogy capable of meeting these needs. The Kenya Integrated Education Program picks up from this declaration to shift the paradigm from the traditional attitude towards visually impaired people as incapacitated beings, to viewing them as people with similar potential as their sighted counter parts.

The perception of learners with special needs in education will be a drawback to the implementation of inclusive education in Nandi East District. Many teachers lack the realisation that will be their responsibility to find out how to work with each child rather than generalizing and assuming them (Legan, 1994). Burton (1978) asserted that classroom teachers in regular schools do not feel that they do little or nothing extraordinary to help and accommodate them. The researcher realised this was an area that needed to be addressed in that it was a factor that affected the implementation of inclusive education in regular schools in Nandi East District.

#### **2.4 Educational Resources for Special Needs Children**

Inadequate facilities and the lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema & Peresuh, 1996). Studies carried out by Kristensen (1997) in Uganda and by Kisanji (1995) in Tanzania indicate that, in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. Another study carried out in Zambia by Katwishi (1988) indicates that there were no specialist teachers in most mainstream schools to provide important advisory services that would assist regular teachers with managing learners with special needs who were being integrated. In his research study in Zimbabwe, Charema and Peresuh (1996) indicates that, in some of the mainstream schools where children with hearing impairments were integrated, hearing aids had no batteries and/or cords, some of the ear moulds were chipped, some

speech trainers were not working and there were no spare parts to have them repaired. According to the writer's experiences in Zimbabwe, when he worked for the Jairos Jiri Association for people with disabilities, some of the wheel chairs were old-fashioned and cumbersome to push. One could not wheel oneself and, therefore, needed someone all the time, depriving him of independence and privacy. There is need for developing countries to make use of indigenous products to manufacture equipment that can be used and serviced within the country. Due to financial crisis, shortage of foreign currency to import the much-needed equipment, some people with disabilities in Zimbabwe are making wheel chairs and calipers for people with disabilities, using improvised materials. Other developing countries can also make use of the available resources to make some of the equipment instead of waiting for donor agencies to provide.

It is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes, thereby disadvantaging the rightful recipients. Mismanagement of funds has become a major setback in developing countries and, therefore, funds are diverted towards political security and personal gain. Ozoji (1995) states that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education. In Asia, Lloyd (1973) reports that institutional facilities are grossly inadequate in all countries in the continent as they are serving less than 1% of the population with special needs.

When the integrated education program was implemented in Kenya, it was presumed that all services were in place. However, there is evidence that not all requirements were met. KESSEP (July, 2005) acknowledges that special education has not been integrated in all sub-sectors and programmes due to inappropriate infrastructure, inadequate facilities and

lack of equipment, in addition to inadequate facilities and lack of equipment in addition to inadequate capacity among tutors, expensive teaching materials and low enrolment, among others. Choices are limited because demand is higher than existing facilities can meet (UNESCO, 2006). This further negates the idea of integrating learners with special needs in public learning institutions. Although there is the will and concern of the government, little seems to be realized.

### **2.5 Approaches used in the implementation of inclusive Education.**

There is recognition that it is more humane to treat exceptional children as normally as possible. The failure of numerous research studies to establish the effectiveness of special classes for the handicapped (Bradfield et al., 1973; Reynolds & Birch, 1977).

The realization that factors such as social class, race, personality and manageability had been operative in special class placement. There was recognition of the potentially pejorative effects of officially labelling and categorizing children. A growing awareness that commonly used categories of exceptionality is inadequate for programming purposes. Mainstreaming attempts to place the exceptional child with peers as much as possible and permits the exceptional child to receive necessary special help while enrolled in a regular class. It promotes teamwork because special education and regular teachers develop and additional skills brought by special education teachers to the classroom and lesson planning. It recognizes that all children can learn and understand that children are different in terms of abilities, ethnic groups, size, age, background and gender. It links the education system and the wider community. It is cost effective. It upholds dignity by maintaining the right of a person with disability within his or her community.

It enables and develops ordinary schools to remove barriers and make them meet children's learning needs and remove all types of barriers to learning. Inclusive education is not just concerned with the disabled, but also with children living in poverty, street children, girls, linguistics and minorities. Thus, it enhances flexible curriculum and the use of parental and community experiences to improve learning. There is the benefit of support services provided by different professionals. It enhances the fact that all learners are valued. It enhances the recognition and use of teachers with disabilities. It recognises that, if the child is not learning, it is the teacher or the environment which is failing. It recognises that impairment is just a part of the child. It recognises that qualities and characteristics of disabled learners are the same as those of other children.

According to Waruguru (2002) inclusive education is an educational system that must be open to all children. This means that it has become imperative to create equal opportunities for all learners to learn and succeed in Nandi East District. Clark et al. (1995) asserted that inclusive education address educational needs of learners in a non-threatening, supportive learning environment to all those learners who are disadvantaged and excluded from the mainstream of education. If inclusive education will be observed fully in Nandi East District, it will be beneficial and then learners will share enough educational resources and activities. Stanford (as cited in Warnock, 1978) in an overview in the Warnock report, asserted that total inclusion should include academics and that requires a high level of understanding of exceptional children. The central principle of inclusive education should not remain in special schools or units longer than necessary. They should be placed in an inclusive setting where curriculum, teaching methods, materials and environment should be adapted to the needs of the learners. Kenya, being a

signatory of the Salamanca Statement of Action (1993, as cited in Singleton, 1994) where children with special needs are mandated to inclusive education, has implemented this. This has been done by the Kenya Institute of Special Education through the training of competent teachers and in-servicing regular teachers to achieve the education for all goals by 2015.

The inclusion of children with disabilities in the education system has been achieved through advocating at schools and education agencies to take these children into account. Through participatory approaches, all stakeholders involved in the education process (from the children to the teachers) have been integrated in the identification and formulation process which led to adequate and sustainable interventions. The success of the project has necessitated the need to replicate it at the provincial level which is envisaged to build the capacity of different partners to engage in the implementation of Inclusive Education program at a wider level.

Inclusive Education is claimed, by its advocates, to have many benefits for the students. Instructional time in inclusive programs helps the learners to learn strategies taught by the teacher. Teachers bring in different ways to teach a lesson for special needs students and peers without challenges. All of the students in the classroom benefit from this. The students can now learn from the lesson how to help each other. Socialization in the school allows the students to learn communication and interaction skills from each other. Students can build friendships from these interactions. The students can also learn about hobbies from each other. Furthermore, a friendship in school is important for the development of learning. When a student has a friend the student can relate to a member of the classroom. Students' being able to relate to each other gives them a better learning

environment. Involving peers without special needs with special needs peers gives the students a positive attitude towards each other.

An inclusive program approach would assure that children with various challenges are included in all activities and actively involved based on their individual needs and interests (Bricker, 1995). As Bronfenbrenner (1989) observed, development occurs within a complex system of relationships affected by multiple levels of the environment. He further observes that children's relationships are reciprocal, with the environment being viewed as a series of nested structures which include the home, school and community. He emphasizes the fact that children do not live in isolation, but are part of a number of social systems that influence how they develop and learn.

Though children with developmental and health challenges may need a setting where they can interact with peers informally, just as typically developing children benefit from extra-curricular activities with their peers, societal institutions have not placed much emphasis on them, especially those with epilepsy (Fullan, 1982). Peck (1993) points out that the implementation of policies on inclusion is a major challenge, for example the quality of services for such children and the educational practices which more often discriminate against these children. The implementation of practices and policies supporting the inclusion of these learners in community programs may require changes in educational policies, human service policies and community values, for example. In particular, such policy changes are needed to support the inclusion of these learners in regular school set-ups.

Over the past decade, research on inclusion has focused on demonstrating the blending of typically developing children into the same program for all learners. A review of the research on the outcomes and implications of including children in general education programs (Bradley, King-Sears, & Tessier-Swittack, 1997; Brinker & Thorpe, 1984) established that the blending of typically developing children into the same program can be beneficial to all children.

### **2.6 Effects of social Factors to implementing inclusive Education.**

Legislation, which has now been in force for ten years in Scotland (there's also an equivalent legislation in England and Wales), states that no child, however handicapped, should be regarded as uneducable. This is not a very new idea. Parents can often be seen as stumbling blocks or being too sentimental, e.g. if the parents become almost certain, due to insensitive handling, poor communication and/or lack of information at vital stages, of the part played by the school or home. These parents may cause problems for their children, especially from the methods of child rearing which do not develop the mental capacities and attitudes favourable to school progress, emotional deprivation or disturbance resulting from the breakdown of a normal family pattern, overburdened or otherwise pre-occupied parents. Lack of parental interest in education or lack of understanding of aim and methods of education

The view that parents of handicapped children display strong emotional reactions to their predicament is frequently stated. Social factors encountered by learners with special needs in education impact negatively on their learning. According to Kithure (2002), a pupil's interaction matters a great deal in the development of the learner because the learners' interaction matters a great deal in modifying the behaviour of their peers and



helps to improve the learner's learning ability. Many communities where special needs learners are found had also viewed them as a curse in their families where they were found. The communities also found it difficult to let their 'normal' children interact with them, thus making them isolated. Parents believed that they should not be exposed to school and/or education since they were viewed as people of less importance who could not do anything at school.

In order to realize the right to education as outlined above, the EFA movement is increasingly concerned with linking inclusive education with quality education. While there is no single universally accepted definition of quality education, most conceptual frameworks incorporate two important components: the cognitive development of the learner on the one hand and the role of education in promoting values and attitudes of responsible citizenship and/or creative and emotional development on the other (UNESCO, 2004). In reference to the quality of basic education, the World Declaration on Education for All (1990) was emphatic about the necessity of providing education for all children, youth and adults that is responsive to their needs and relevant to their lives, thus paving the way for a concept of quality expressed in terms of needs-based criteria. The declaration further stipulated that these needs consist of both basic learning tools and basic learning content required by all human beings to be able to survive, develop their full capacities, live and work in dignity, participate fully in development, improve the quality of their lives, make informed decisions and continue learning.

The EFA's *Global Monitoring Report* (2005) stresses that learning should be based on the clear understanding that learners are individuals with diverse characteristics and backgrounds and the strategies to improve quality should, therefore, draw on the learners'

knowledge and strength. From this perspective, the report suggests five dimensions to influence the teaching and learning processes in order to understand monitor and improve the quality of education:

- i. Learner characteristics.
- ii. Contexts.
- iii. Enabling inputs.
- iv. Teaching and learning.
- v. Outcomes.

These dimensions are interrelated and interdependent and need to be addressed in an integrated manner.

Access and quality are linked and are mutually reinforcing. In the short term, quality may suffer when faced with large numbers of children attending school. However, long-term strategies for improving their learning can succeed in restoring the balance. Enhancing cognitive development, basic skills, physical health and emotional growth are normally considered part of the affective domain of a learner. However, these factors are equally important in the learning process and in reinforcing the quality of a learning experience. Planning, implementing and monitoring the progress of these interventions, however, presents an enormous challenge. The quality of education is of central concern in virtually all countries largely because both national and international assessments of learning outcomes continue to reveal alarmingly weak and uneven levels of achievement in many countries worldwide. Furthermore, there is a risk that assessments of learning only describe outputs or aspects of learning that are relatively easy to measure and ignore while ignoring aspects that are more important but difficult to measure.

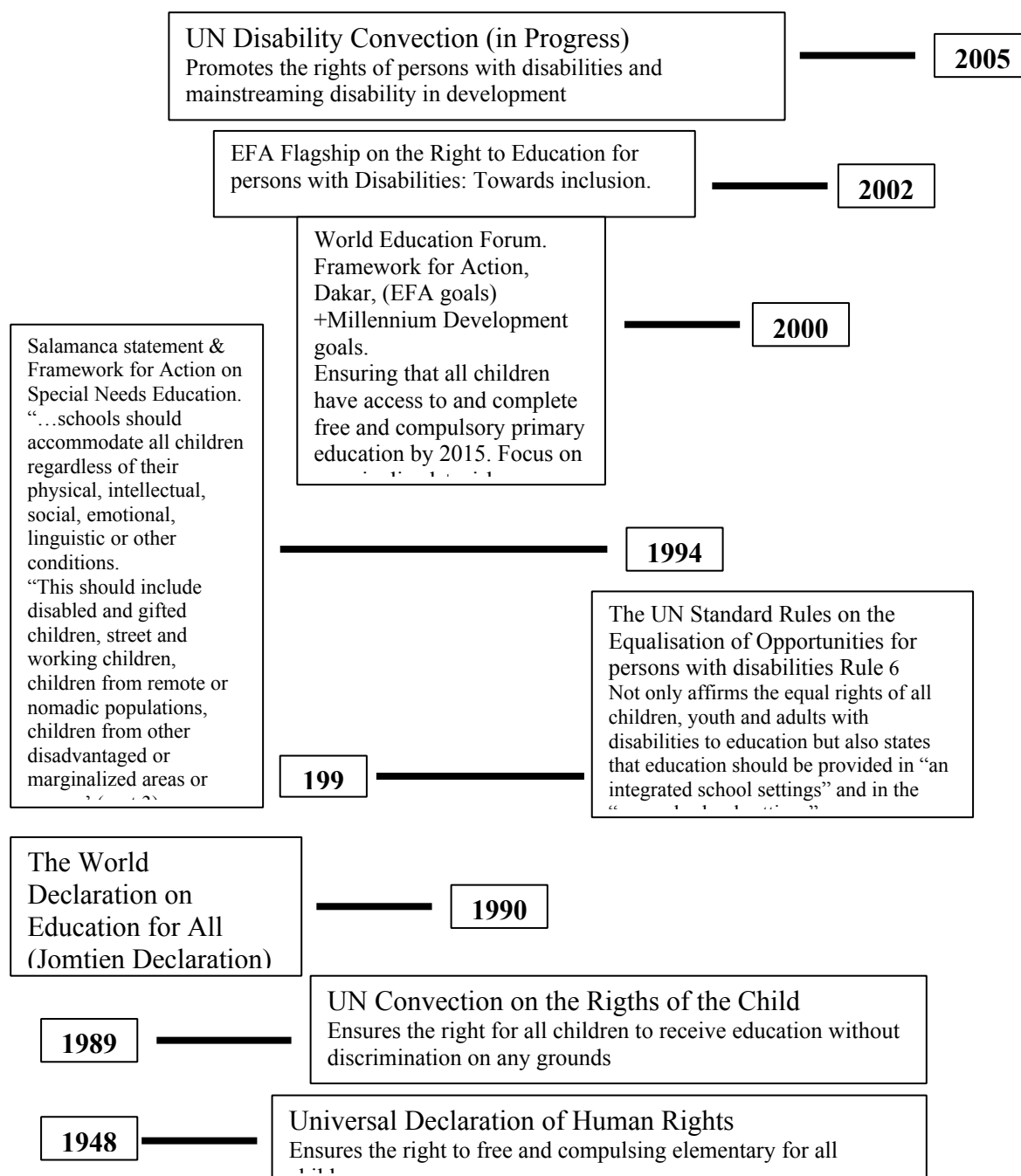
Numeracy and literacy skills are often measured which is not the case for social skills and the societal impact of education. The focus must be on supporting education and teachers' education aligned to inclusive approaches to support societal development, thereby ensuring that each citizen is able to participate effectively in society. Most assessments fail to measure emotional growth of learners or their development in terms of values and attitudes, generally agreed-upon indicators of the quality of learning processes and the environment. Even in countries where there have been significant increases in primary school enrolment, studies show that few children actually complete their basic education, having achieved minimal competencies in literacy and numeracy. The combination of weak performance and high drop-out rates is attributed to a wide range of external and internal factors that directly affect the quality of learning processes. Quality and equity are thus central to ensuring inclusive education.

## **2.7 The Legal Framework for Inclusive Education**

The following are the legal framework put in place in attempt to address the implementation of inclusive education in schools.

- i. 1948: Universal declaration of human rights.
- ii. 1975: Policies, like the Zero-Reject principle where no school should reject a child with a handicap whatever the degree of severity.
- iii. 1989: UN convention on the rights of the child.
- iv. 1990: The world declaration on education for all.
- v. 1993: The standard rules on equalization of opportunity for persons with disabilities.
- vi. 1994: The Salamanca statement and framework for action in Special Needs Education.

- vii. 1999: Salamanca 5 years on review.
- viii. 2000: World Education Forum Framework for Action Daka.
- ix. 2000: Millennium development goals focusing on poverty reduction and development
- x. 2002: EFA flagship on education and disability.
- xi. 2005: UN disability convection



**Figure 1.1: The Rights Framework for Inclusion**

**Source: Adopted from Kristensen (1997)**

## 2.8 Related Studies

One of the factors influencing the effective implementation of inclusion is teachers' attitudes. Although it appears that teachers tend to be in favour of inclusion as a social and educational principle, their support of the practical implementation of inclusion is dependent on the type and severity of disability, with more reluctant views expressed towards the inclusion of students with more 'severe disabilities' and students with behaviour disabilities (Scruggs & Mastropieri, 1996; Avramidis, Bayliss & Burden, 2000). As Scruggs and Mastropieri (1996) argue this implies that that the effect of societal attitudes and more positive perceptions of disabilities in recent years have none or limited influence on teachers actual perceptions. During training, the period is not enough to help teachers change the perceptions hence not effective at preparing teachers for mainstreaming/inclusion.

Research in teachers' attitudes reports the general dissatisfaction of teachers with their pre-service training in meeting the needs of students with a disability or special education needs. This is of significance since there is also evidence that the degree of teachers' perception of their preparedness for inclusion and their attitudes towards inclusion relate (Van Reusen, Shoho & Barker, 2001). This 'pedagogical shift' (Sharma, Forlin, Loreman & Earle, 2006) has created new demands for teacher education programs. There is an expectation that general education pre service training programs will instil teachers with positive attitudes towards inclusion and students with a disability as well as equip them with the knowledge and skills required for working in diverse classrooms. Research in the field focuses on a number of areas with the majority of studies exploring the attitudes that pre-service teachers hold towards inclusion and students with a disability

(Avramidis, Bayliss & Burden, 2000; Alghraza, Dodeen & Algaryoouti, 2003; Sharma et al., 2006; Lambe & Bones, 2006a; Lambe & Bones, 2006b). Most of these studies employ quantitative methodologies with the use of surveys and questionnaires. The variation in the language and terminology used as well as the research questions, instruments, sampling procedures and analysis of findings affect the extent that comparisons between studies and generalisations can be made.

## **2.9 Summary**

The literature reviewed indicates that the principle of inclusive education as expressed in the Salamanca Statement has influenced legislation internationally. In Kenya, students with special education needs have been placed with their peers in regular classrooms. The literature also shows that very minimal have been realised as far as implementation of integration is concerned. This prompted this study to seek to identify the approaches used in implementation of inclusive education in primary schools in Nandi East. It has also been established from the literature reviewed that teachers support inclusive education. This, therefore, provided a background to this study which sought to investigate teachers' attitude towards inclusion education in primary schools in Nandi East District. It is further revealed that, in countries like the U.S.A, schools provide both resource rooms and general education classrooms through collaboration of special education. It also revealed that special education in Kenya has not been integrated in all sub-sectors and programmes due to inappropriate infrastructure and facilities and, hence, this study investigated the type of resources available for implementation of inclusive education. This chapter has, therefore, discussed a review literature that is related to the study. The main aspects reviewed include inclusive education, historical development of inclusive

education, barriers to learning in an inclusive setting and the legal framework for inclusive education. The next chapter deals with research design and methodology.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the methodology and procedures that were followed when carrying out the study. The purpose of this section is to provide a description of the research area or setting, an outline of the study population, sample size and sampling techniques, data sources and instruments, data collection procedures, analysis and presentation of data. Each of the sub-headings mentioned above is separately explained below.

#### **3.1 Study Methodology**

This study adopted a mixed-method approach because data collected was both numeric (quantitative design) and non numeric or narrative data (qualitative design) from subject who were generally a representative sample from a defined population. It focuses on what people think, or feel about the topic (Robson, 1993:124) . A descriptive survey research design was used in this study. It gathers data at a particular point in time with the intention of describing the nature of the existing conditions, identifying the standards against which existing conditions can be compared and determining the relationship that exists between specific events (Orodho, 2005).

This study sought to investigate the implementation of inclusive education in primary schools. Therefore, a descriptive survey research design was better suited, in this case, to help describe the nature and behaviour of the implementation process of inclusive education as conducted in primary schools, generally than specifically in Nandi East



District to find information about the characteristics or features of particular content and possible relationships amongst those characteristics (Robson, 1993:130).

It describes behaviour in terms of percentages, frequency tables, means and models.

### **3.2 The study area**

This study was conducted in Nandi East District. Nandi East District is a recently (2007) created district that was carved from the larger Nandi District in Rift Valley Province, Kenya. The schools where this study was carried out are found within the Tea Estates. The area is cosmopolitan, is inhabited by people of different ethnic backgrounds, some schools are near Nandi Hills town and others are in the interior parts of the forests and the hills. The economic activities carried out in the District include maize growing, cattle farming and tea plantations.

### **3.3 Target Population**

Mugenda and Mugenda (2003) define a population as a complete set of individuals, cases or objects with some common observable characteristics. A target population is that population to which a researcher wants to generalize the results of a study. This study targeted 15 head teachers, 105 teachers, 60 pupils and 3 education officers in charge of special education in Nandi East District.

### **3.4 Sample Size and Sampling Technique**

For the purpose of getting a representative sample, the researcher stratified the schools into two educational divisions. The advantage in stratified random sampling is that it ensures inclusion in the sample of subgroups, which otherwise, would be omitted entirely by other sampling methods because of their small numbers in the population (Cohen & Maxion, 2003).

After stratifying the schools into two educational Divisions, fifteen schools, out of the total 51 schools, were selected proportionately from the Divisions. All the head teachers (15) from the selected schools and thirty teachers trained from KISE were purposively selected for inclusion in the study sample. Simple random sampling was used to select six teachers from each of the selected schools. In total 120 teachers participated in this study. This study also included the standard four to seven pupils from the selected schools in the study sample. This class was comprised of pupils who were able to respond to the items in this study. The class eight pupils were busy preparing for the KCPE examinations. The educational officer in charge of special education in the district also participated in the study.

**Table 3.1: Sample**

<b>DIVISIONS</b>	<b>No. Of</b>	<b>Sample</b>	<b>Head</b>	<b>Teachers</b>	<b>Pupils</b>	<b>Officers</b>
	<b>schools</b>	<b>schools</b>	<b>teachers</b>	<b>sampled</b>		
	<b>schools</b>		<b>sampled</b>			
Nandi Hills	24	7	7	42	35	1
Lessos	27	8	8	48	25	2
<b>Total</b>	<b>51</b>	<b>15</b>	<b>15</b>	<b>90</b>	<b>60</b>	<b>3</b>

### **3.5 The Data Collection Instruments**

Data collection instruments are tools used to collect information from the intended target population (sample size). The data collection instruments that were used in this study were developed by the researcher. This study used the questionnaire, interview schedule and observation checklist in data collection. These are briefly discussed below.

#### **3.5.1 Head teacher Questionnaire**

This is a collection of items to which a respondent is expected to react in writing. The designed questions or items were distributed to the respondents. The advantage of the questionnaire is that it generates a considerable amount of data and enables the researcher to obtain a wider coverage of description data at a comparatively low cost in terms of time, money and effort. Since it is a standard research instrument it allows for uniformity in the manner in which questions are asked and makes comparisons possible across respondents (Cohen & Manion, 2003). In this study, the respondents were given adequate time to complete the copies of the questionnaire before returning them for analysis. The questionnaire included both structured and semi-structured items. This allowed the respondents to give their own views concerned with facts behaviour and beliefs or attitudes.

#### **3.5.2 Teacher Questionnaire**

This is the study of data where teachers fill in for themselves, are very efficient in terms of researcher's time and effort. Copies of questionnaire were distributed to the teachers by the researcher in their respective schools and given ample time to fill them and give well thought answers. The questionnaires seek to cover the objectives of the study respectively. Questionnaire is free from bias of the interviewer because answers are in

respondents own words. Also respondents who are not easily approachable can be reached conveniently. Large samples can be made use of and thus the results can be made more dependable and reliable. It is also inexpensive.

### **3.5.3 Interview Schedule for Education Officers**

This study also employed the use of interviews as a method of collecting data. An interview is a kind of conversation with a purpose. It is initiated by the interviewer for the purpose of obtaining research relevant information and focused by on the content specified by research objectives of systematic description, prediction or explanation (Cohen & Manion, 2003). It provides in-depth data which is not possible using a questionnaire. It is possible to obtain data required to meet specific objectives of the study.

The reason for the use of interviews is that they are easy to administer since the questions are prepared in advance. They also allow a great deal of information to be gathered in a short period of time. Interviews also eliminate many sources of bias common to other instruments like observations. In addition, interviews help seek clarification through probing. You can also clarify and elaborate the purpose of the research. It yields higher response rates, very sensitive and personal information can be extracted from the respondents.

### **3.5.4 Interview Schedule for Pupils**

The researcher used interview schedule for pupils to gather In-depth data which is not possible using questionnaire. It was possible to obtain data required to meet specific

objectives of the study, since questions for the interview were constructed based on the objectives of the study.

Interview was also used since it is flexible and adaptable way of finding things out. Face to face interviews after the possibility of modifying one's line enquiry, following interesting responses and investigating underlying motives in a way those postal and other self-administered questionnaires cannot. Non-verbal cues may give messages which help in understanding the verbal response, possibly changing or even in extreme cases, reversing its meaning.

Since the researcher administered personality it establishes rapport between interviewer and interviewee. It also provides an opportunity to the interviewer to explain. It measures feelings of interviewee and all instruments are returned or filled.

### **3.6 Validity and Reliability of Research Instrument**

This section explains how the validity and reliability of the research instruments was determined.

#### **3.6.1 Validity of Research Instruments**

Validity is the degree to which results obtained from analysis of the data actually represents the phenomenon under study (Orodho, 2005). It is the accuracy and meaningfulness of inferences that are based on research results. Poor validity reduces one's ability to characterize relationships between variables of data in a research. In this study the research instruments were availed to lecturers in the Department of CIEM, Moi University who assessed whether the instruments measured what the study was set out to

achieve. The experts assessed content-related validity. Their comments and suggestions were used to improve the validity of the research instruments for this study.

### **3.6.2 Reliability of the Research Instruments**

Reliability is the measure of the degree to which research yields consistent results or data after repeated trials. This is the degree of consistency that the research instruments or procedures demonstrate (Cohen & Manion, 2003). The reliability of data collection instruments was determined from a pilot study that was done in five primary schools in the neighbouring Nandi South District where the researcher administered the research instruments to the head teachers, teachers, pupils and education officer in charge of education in that district. The research instruments were also administered to the same group of people after a period of two weeks. The results were compared and Cronbach's coefficient Alpha was calculated on the results obtained to determine how items correlated among themselves in the same instrument. Cronbach's coefficient Alpha of more than 0.6 was taken as the cut off value for being acceptable to enhance the identification of the dispensable variables and deleted variables.

### **3.7 Data Collection Procedures**

The researcher sought clearance from National Council for Science and Technology. A copy of the research permit is attached as Appendix VI. The researcher then visited the selected schools in order to request to carry out the research in these schools and to explain the purpose of the study as well. A covering letter to the respondents explaining the purpose of the study was attached to the research instruments. Questionnaire had an introductory statement which guided the respondents on how to answer the items and also assured the respondents the confidentiality of the information given. The researcher then

visited the selected schools twice. In the first visit the researcher distributed the questionnaire to the respondents, made arrangements on when to come back to collect them and interviews for the pupils were conducted on a face to face conversation after seeking permission from the school Administration. The researcher first explained the meaning and the purpose of the research and items. The researcher also created rapport and In-depth with interviewee to create a conducive atmosphere for the respondent to have very sensitive and personal information. In the second visit, the researcher collected the filled questionnaire for data analysis.

### **3.8 Ethical issues**

Kombo and Tromp (2006) note that researchers whose subjects are people or animals must consider the conduct of their research and give attention to the ethical issues associated with carrying out their research. The respondents were not required to write their names on the research instruments ensuring anonymity. The researcher considered the fact that participation in research was voluntary, this is why the researcher took time to explain the importance of this study to the respondents establish a good working relationship with the participants, the researcher endeavoured to develop a rapport with them by creating a conducive environment and ensuring them confidentiality in all their respondents or the gathered data and maintain privacy.

### **3.9 Data Analysis**

According to Mugenda and Mugenda (2003) an analysis survey research includes: coding; tabulating responses; translating responses into specific categories; recording them appropriately and computing them using appropriate statistical ways. The researcher used the descriptive statistics specifically percentages, frequency tables, means

and modes to analyse the collected data. The SPSS programme aided the data analysis process which formed the basis of interpretation of the study, conclusion and recommendations of the study.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents and analyses the data collected from teachers, pupils and education officers. The data obtained from the questionnaires was analyzed using descriptive statistics such as frequencies and percentages. The purpose of this study was to investigate the implementation of inclusive education in primary schools in Nandi East District. This study sought to achieve the following objectives:

- i. To identify the approaches used in implementation of inclusive education.
- ii. To determine the teachers' attitudes towards the implementation of inclusive education.
- iii. To investigate availability of resources for the implementation of inclusive education.

This study's findings are presented in form of tables and discussions.

#### **4.1 General Information**

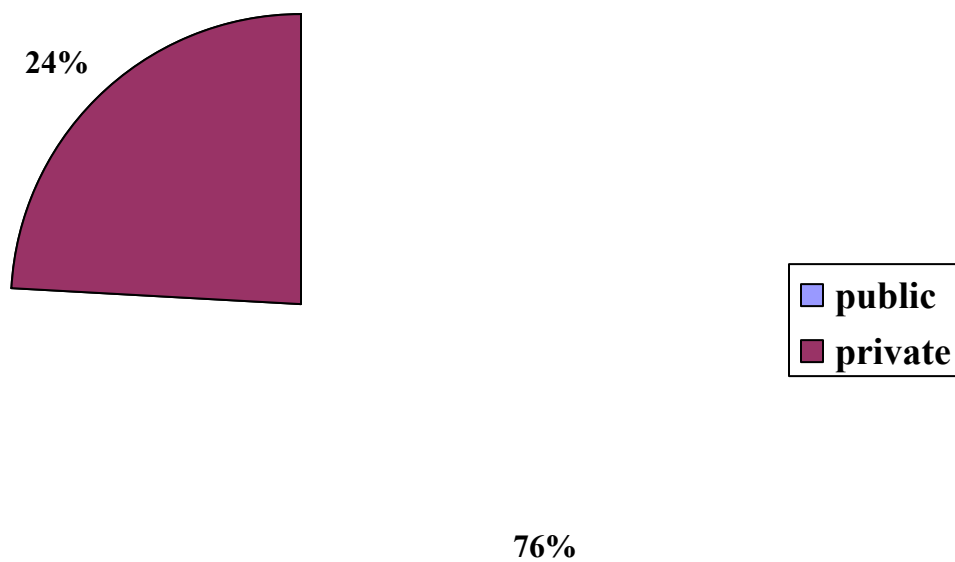
The teachers who participated in this study were asked to provide some general information which included status of the school, professional qualification, designation, duration of being a teacher and the number of learners with special needs in their schools.



The respondents' background information was worth establishing since it gives this study an insight of the respondents' background information in order to better understand them.

#### 4.1.1 Status of the School

The teachers were asked to state the status of their school and their responses are contained in Fig. 4.1.

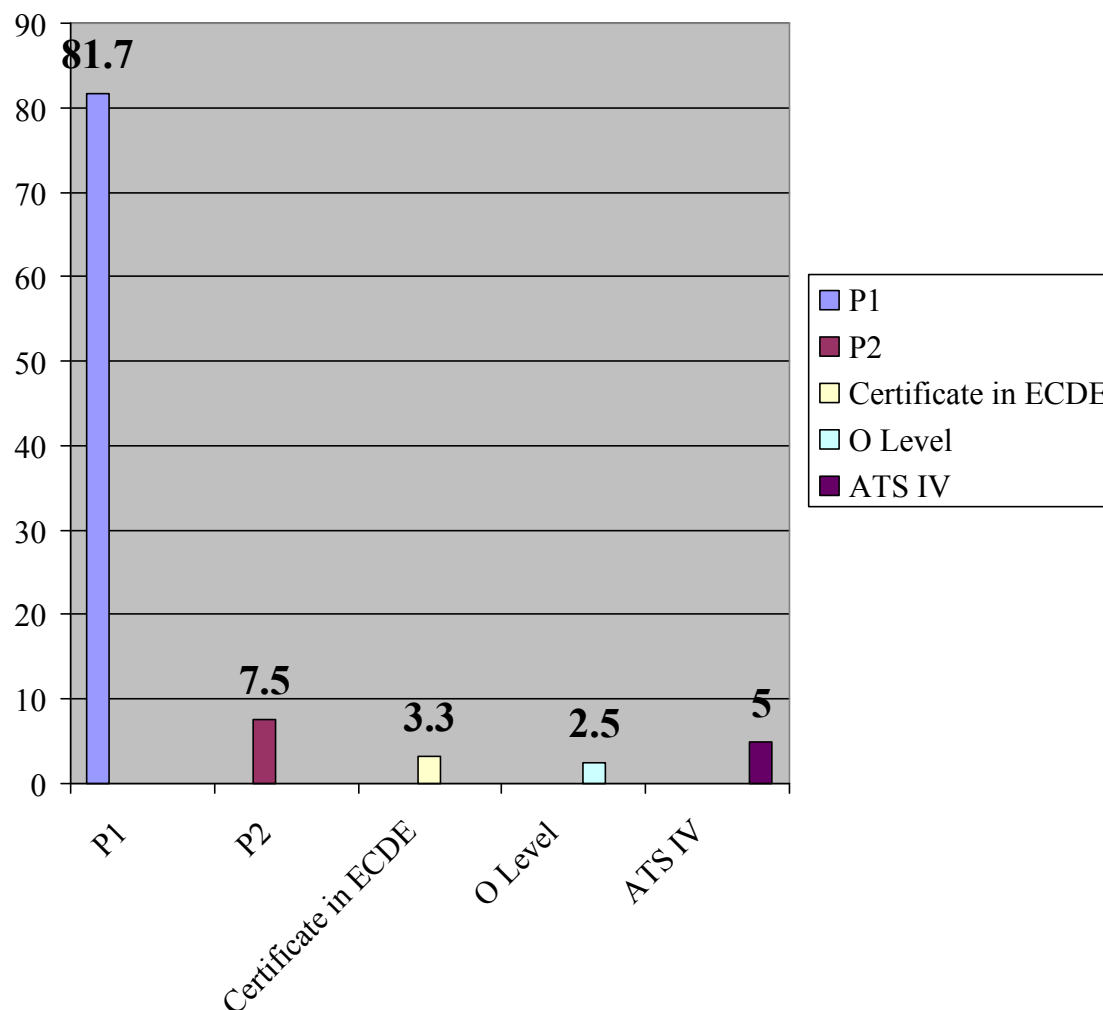


**Figure 4.1: Status of the School**

Figure 4.1 reveals that the majority (75.8%) of the schools were public while the remaining 24.2% (29) were private, the researcher went purposively for the private schools. The implementation of inclusive education might be influenced by the category of the schools. The environment in private schools tends to favour the smooth implementation of the inclusive education. This implies that majority of the schools included in this study were public primary schools, which is a representation of the total number of public schools in the area of study.

**4.1.2 Professional Qualification**

The teachers were required to state their professional qualification. These are presented in Fig. 4.2.



**Figure 4.2: Professional Qualification**

The data shows that 81.7%, 7.5%, 3.3% and 2.5% of the teachers had P1, P2, a certificate in ECDE and O level training respectively. The rest (5.0%) were ATS IV holders. This implies that the majority of the teachers were P1 holders. This was expected since the TSC employs P1 teachers to teach in primary schools. This implies that majority of the teachers who participated in this study had the required qualifications to teach at primary level of education and, therefore, facilitate the implementation of inclusive education.

### 4.1.3 Length of Stay in the Current Institution

The responses on the duration the teachers had stayed in their current station are presented in Table 4.1.

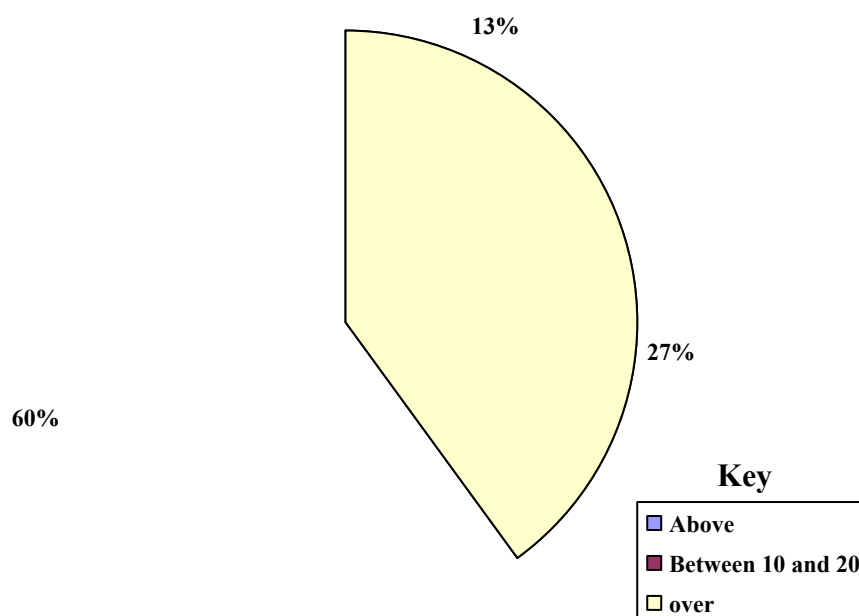
**Table 4.1: Duration in this Institution**

<b>Period</b>	<b>Frequency</b>	<b>Percentage</b>
1 – 2 years	42	35.0
3 – 5 years	46	38.3
6 – 10 years	17	14.2
Over 10 years	15	12.5
<b>Total</b>	<b>120</b>	<b>100.0</b>

The data revealed that 35.0%, 38.3%, 14.2% and 12.5% of the respondents had been in their institution for 1-2 years, 3-5 years, 6-10 years and over 10 years respectively. This implies that majority of the teachers had stayed in their current station for a period of more than 2 years. This shows that the teachers were at the right position to respond to the items in the research instruments and that their teaching experience would be useful in the implementation of the inclusive education in their respective schools.

### 4.1.4 Number of Learners with Special Needs

The teachers were asked to give the number of learners with special needs in their school and their responses are contained in Fig. 4.3.



**Figure 4.3: Number of Learners with Special Needs**

The data revealed that 13.3% of the respondents (a majority, above 20) of the learners who need special attention. Further, 26.7% of them had 10-20 learners with special needs while majority (60.0%) of the respondents had over 10 learners, respectively, in their schools. This implies that the majority of the schools that participated in this study had more than ten learners with special needs. This shows that there are learners with special needs integrated in schools that require special attention in terms of facilities and support socially through positive attitude towards the learners with special needs.

#### **4.2 Information on Special Needs in Education**

The respondents were required to give the type of special needs in education that learners had in their school and their responses are contained in Table 4.2.

**Table 4.2: Types of Special Needs**

<b>Type of special Needs</b>	<b>Frequency</b>	<b>Percentage</b>
Reading difficulties	66	55.0
Hearing impairment	18	15.0
Physical handicap	19	15.8
Visual impairment	17	14.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

The findings reveal that more than half (55.0%) of the respondents stated that learners with special needs in education had reading difficulties. Other special needs were hearing impairment, physical handicap and visual impairment as reported by 15.0%, 15.8% and 14.2% of the respondents respectively.

#### **4.2.1 Incorporation of Learners with Special Needs in Learning Activities**

The teachers were required to state how often they incorporated learners with special needs in learning activities. The results are presented in figure 4.2. The findings show that it was “not always” and was “always” that 18.3% and 63.3% of the respondents, respectively incorporated learners with special needs in learning activities while 13.3% of the respondents reported that they did so when facilities allowed. The remaining 5.0% of the respondents felt it was difficult to do so. This implies that the majority of the teachers incorporated learners with special needs in learning activities.

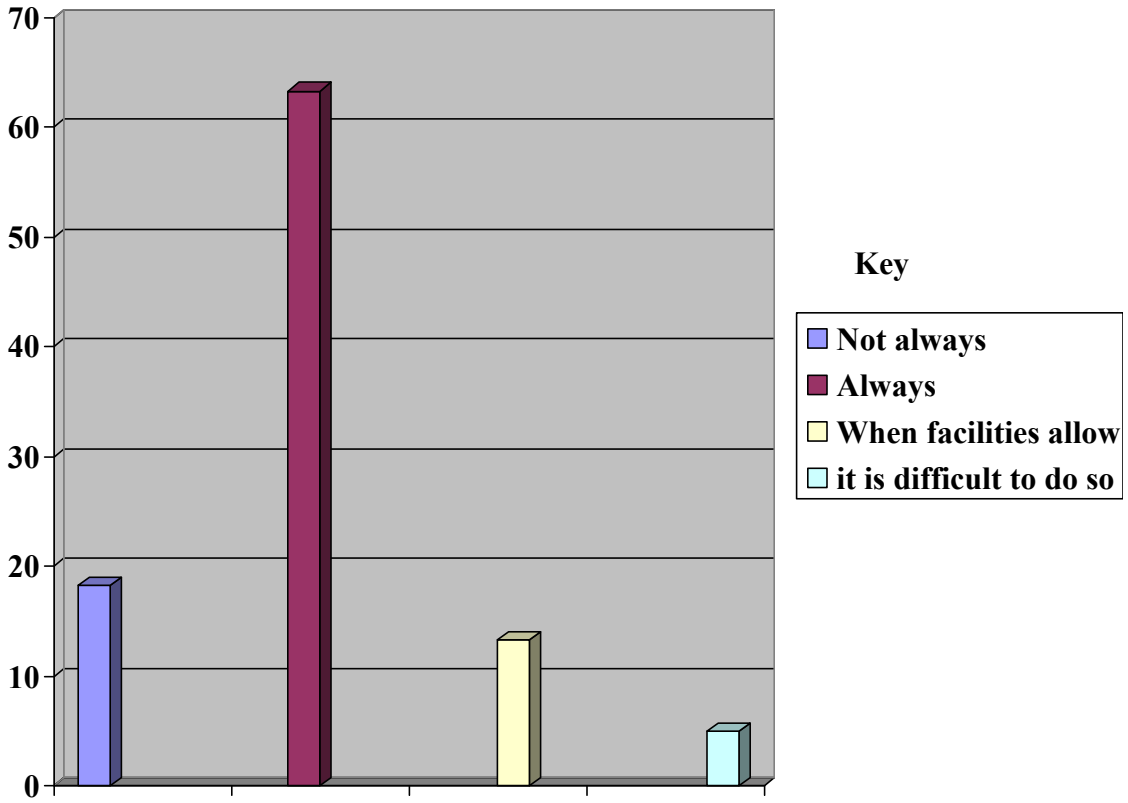


Figure 4.4: Incorporating Learners with Special Needs in Learning Activities

**4.2.2 Environmental Adaptations**

The respondents were then asked to state the environmental adaptations put in place to cater for learners with special needs in education and their responses are presented in Table 4.3.

**Table 4.3: Environmental Adaptations**

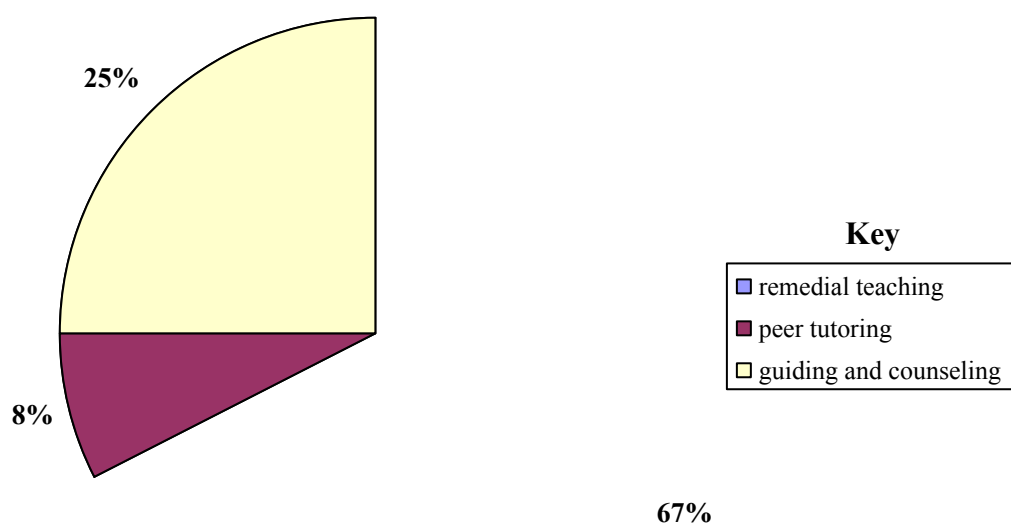


<b>Adaptation</b>	<b>F</b>	<b>%</b>
No adaptation	15	12.5
Seating arrangement	102	85.0
Ramps	1	0.8
Special toilets	2	1.7
<b>Total</b>	<b>120</b>	<b>100.0</b>

It is revealed that 12.5%, 85.0%, 0.8% and 1.7% of the respondents reported that there was no adaptation, seating arrangement, ramps and special toilets were provided to cater for the learners with special needs in education respectively. This means that majority of the schools included in this study planned for a seating arrangement that enable learners with special needs to adapt to the school environment.

#### **4.2.3 Assistance Offered To Learners with Special Needs**

When the respondents were asked to indicate the assistance offered to learners with special needs, their responses are as provided in figure 4.5.



**Figure 4.5: Assistance offered to learners with special needs**

It is revealed that remedial teaching, peer tutoring and guidance and counselling were provided to the learners according to 67.5%, 7.5% and 25.0% of the respondents respectively. Therefore, in most cases the teachers use remedial teaching to assist learners with special needs in the schools that participated in this study.

### 4.3 Educational Resources

The respondents were then required to indicate how often they used educational resources when teaching learners with special needs. Their responses are stated in Table 4.4.

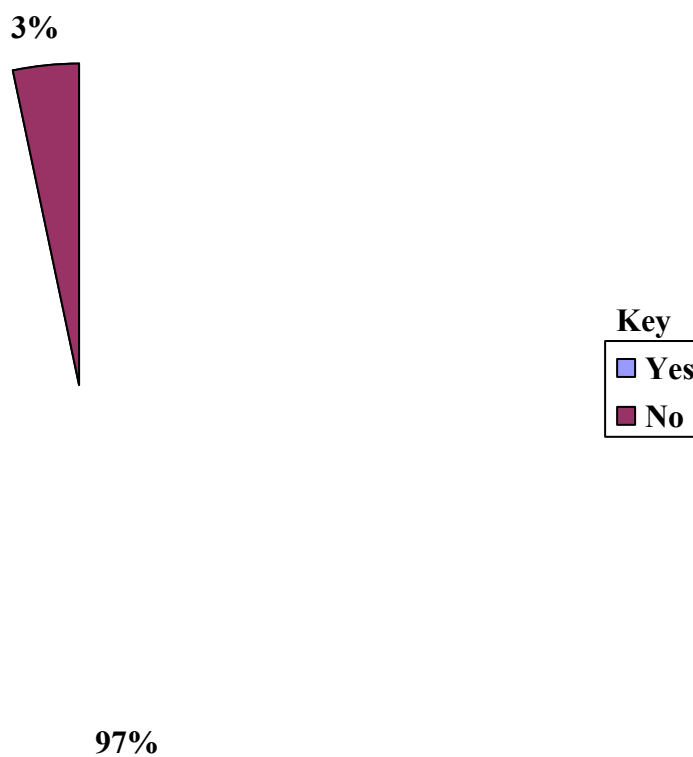
**Table 4.4: Educational Resources**

Resources	Regularly		Irregularly		Not used		Total	
	f	%	F	%	f	%	f	%
Playing field	91	75.8	20	16.7	9	7.5	120	100.0
Textbooks	110	91.7	5	4.2	5	4.2	120	100.0
Artefacts	25	20.8	53	44.2	42	35.0	120	100.0
Audio-visual	25	20.8	31	25.8	64	53.3	120	100.0
Real objects	96	80.0	20	16.7	4	3.3	120	100.0

It is instructive, from the findings, that the majority (75.8%) of the respondents regularly used the playing field while 16.7% of them irregularly used it when teaching learners with special needs. The remaining 7.5% of the respondents did not use it. Further, it is shown that textbooks were regularly used by 91.7% of the respondents while a paltry 4.2% irregularly used it. The remaining 4.2% did not use it completely. Concerning the use of artefacts, 20.8% and 44.2% of the respondents stated that they regularly and irregularly used them, respectively. The rest (35.0%) of the respondents did not use them. The table further shows that teachers regularly made use of audio-visual equipment when teaching learners with special needs as reported by 20.8% of the respondents while irregularly used it according to 25.8% of the respondents while the remaining 53.3% of the respondents did not use it. It is further revealed that real objects were regularly and irregularly used by 80.0% and 16.7% of the respondents respectively while the remaining

3.3% of the teachers were not using the real objects when teaching learners with special needs.

The respondents were required to give their opinion on whether they ensured their learners have resources that are at par with the rest of the students. Their responses are shown in figure 4.6.



**Figure 4.6: Educational Resources available**

The data show that the majority of the respondents (96.7%) agreed while the remaining 3.3% of the respondents did not ensure that learners share resources with the rest of the students. This would impact negatively on the implementation of inclusive education. Since educational resources are needed because it makes learning real and not abstract.

#### 4.4 Methods of Teaching

The respondents were asked to state the appropriateness of play method, storytelling, Discussion, Lecture and Demonstration of the teaching methods when teaching learners with special needs. Their responses are presented in Table 4.5.

**Table 4.5: Methods of Teaching**

Methods	VA		A		U		IA		VI		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Play method	71	59.2	44	36.7	3	2.5	2	1.7	0	0	120	100.0
Story telling	61	50.8	51	42.5	4	3.3	3	2.5	1	0.8	120	100.0
Discussion	58	48.3	49	40.8	2	1.7	6	5.0	5	4.2	120	100.0
Lecture	9	7.5	9	7.5	3	2.5	62	51.7	37	30.8	120	100.0
Demonstration	75	62.5	42	35.0	1	0.8	1	0.8	1	0.8	120	100.0

#### Key

VA – Very appropriate.

A – Appropriate.

U – Unsure.

IN – Inappropriate.

VI – Very Inappropriate.

The data reveals that 59.2% and 36.7% of the respondents felt that the play method was very appropriate and appropriate respectively to use when teaching learners with special needs. Other findings show that 2.5% were not sure while the remaining 1.7% of the respondents felt that the play method was inappropriate. Further, 93.3% of the respondents felt it was appropriate for teaching learners with special needs in education. The remaining 3.3% did not know. On the use of discussion as a method for teaching learners with special needs, 89.1% of the respondents reported it was appropriate, 9.2% felt it was not appropriate while the remaining 1.7% did not know. In addition, lecture method was believed to be appropriate according to 15% of the respondents and inappropriate according to 82.5% of the respondents. The remaining 2.5% of the respondents did not know about this method. Demonstration was viewed as appropriate by 97.5% of the respondents while inappropriate, according to 1.6% of the respondents, as a method of teaching learners with special needs with education. A small percentage (0.8%) did not know.

These findings imply that the majority of the respondents advocated for play method, storytelling, demonstration and discussion for use in inclusive education while lecture method was found to be inappropriate.

#### **4.5 Teachers' Attitude towards Children with Special Needs**

The respondents were asked to give their views on children with special needs in education and Table 4.6 provides the findings.

**Table 4.6: Teachers' Attitude towards Children with Special Needs**

Methods	SA		A		U		D		SA		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
I find challenging to have children with special needs in my class	52	43.3	60	50.0	0	0	5	4.2	3	2.5	120	100.0
I find assisting children with special needs a wonderful experience.	44	36.7	60	50.0	5	4.2	7	5.8	4	3.3	120	100.0

The table shows that 93.3% of the respondents felt that they found it challenging to have children with special needs in their class and the remaining 6.7% did not find it a challenge. Further, it is shown that 86.7% of the respondents find assisting children with special needs a wonderful experience while 9.1% disagreed. The remaining 4.2% of the respondents were not sure. This implies that most teachers had negative attitudes towards learners with special needs and this was likely to impact negatively on the socialization

and academic achievement of the learners, thus a barrier to the implementation of the inclusive education in primary schools in the area where the study was conducted.

#### 4.6 Type of Education for Children with Special Need

The teachers were asked to give their opinion on the kind of education learners with special needs require and they responded as presented in Figure 4.7.

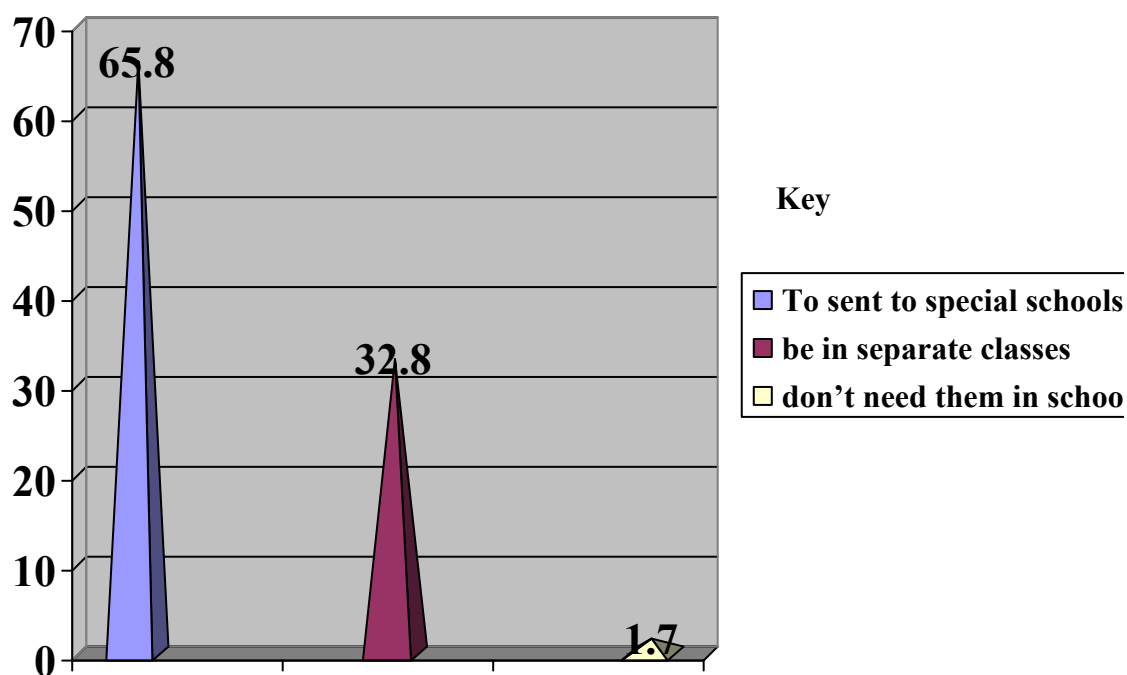


Figure 4.7: Type of Education for Children with Special Needs

It is revealed that the majority of the teachers (65.8%) felt that children with special needs be sent to special schools while 32.5% felt they be put in separate classes. The remaining 1.7% of the teachers felt that such children don't need to be in school.

#### 4.7 Challenges Faced By Teachers Teaching Learners with Special Needs

When the respondents were asked to state their view(s) on the challenges they faced when teaching learners with special needs, their responses were as provided by Table 4.7.



**Table 4.7: Challenges Faced by Teachers Teaching Learners with Special Needs**

Methods	SA		A		U		D		SA		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Lack of knowledge/skills	58	48.3	45	37.5	1	0.8	11	9.2	5	4.2	120	100.0
Lack of educational resources	58	48.3	51	42.5	2	1.7	8	6.7	1	0.8	120	100.0
Lack of support from the school	43	35.8	38	31.7	7	5.8	26	21.7	6	5.0	120	100.0

The findings show that 85.8% of the respondents agreed while 13.4% disagreed that teachers lacked knowledge/skills in teaching learners with special needs while the remaining 0.8% were undecided. It is further shown that 90.8% of the teachers agreed that they lacked educational resources while 7.5% disagreed. The educational resources mentioned include textbooks and teaching/learning aids. The remaining 1.7% of the respondents were undecided. Concerning support from the school, 67.5% of the teachers agreed they lacked such support while 26.7% did not agree and the remaining 5.8% were undecided. Lack of support from the school entailed failure to sponsor teachers to attend seminars on inclusive education.

#### 4.8 Strategies to Cater For Learners with Special Needs

The respondents were asked to suggest strategies that can be carried out to cater for learners with special needs. Table 4.8 gives the findings.

**Table 4.8 Strategies to cater for learners with special needs**

<b>Strategies</b>	<b>Frequency</b>	<b>Percentage</b>
Referring to special schools	21	17.5
Referring to hospitals	10	8.3
Setting aside more time for the children	89	74.2
<b>Total</b>	<b>120</b>	<b>100.0</b>

The data shows that 17.5%, 8.3% and 74.2% of the respondents felt that learners with special needs be referred to special schools, be referred to hospitals and more time be set for such children respectively. This implies that a majority of the respondents were of the opinion that learners with special needs should be given more time than their colleagues without disabilities.

#### 4.9 Benefits of Teaching in and out of the Classroom

The teachers were asked to state how learners benefit from their teaching in and out of the classrooms, Table 4.9 provides the findings.

**Table 4.9: Benefits**

<b>Benefits</b>	<b>F</b>	<b>%</b>
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Have been motivated to learn	41	34.2
Are able to socialize with others	63	52.5
Have accepted their conditions	16	13.3
<b>Total</b>	<b>120</b>	<b>100.0</b>

It can be seen from the table that learners with special needs have been motivated to learn, had been able to socialize with others and they had accepted their condition as reported by 34.2%, 52.5% and 13.3% of the respondents respectively. This implies that majority of the learners had been able to socialize with others in the schools.

#### **4.10 Interview Results**

Data was collected from the pupils and the area education officer through interviews. Their responses are presented in the following sub-sections.

##### **4.10.1 Pupils' Responses**

The majority of the pupils had special learning difficulties whereas others were physically handicapped. He researcher found out that there were pupils with low vision. Pupils stated ways in which their teachers assisted them when learning in class, the majority stated that learners with low vision are made to seat near the chalk board whereas those with learning difficulties were given remedial work. The pupils responded that they receive special treatment from teachers in and out of the classroom. Some of this special treatment includes remedial work after lessons and counselling. The pupils reported that their school provided learning materials and aided remedial teaching during weekends and providing medicine when they were not feeling well.

It was necessary to ask the pupils how often the teachers involved them in learning activities in and out of classroom teaching. It was revealed that the teachers always involved the pupils. They stated how their teachers helped them when they were not in class in order to follow and understand the lesson, it was reported that the teachers provided remedial teaching, repeating the lesson and referring the pupils to other pupils as well. The majority of the pupils reported that they were sharing toilets with the normal students and that there were no special books for use, especially for visually-impaired learners.

The pupils stated that their teachers taught in a simple way by the use of simple language and a lot of humour. All the pupils reported that they liked their teachers because of the good work they do. When the pupils were asked whether they enjoyed learning with the rest of the pupils, their response was positive. The pupils stated that their teachers used teaching aid, write legibly on the board, were more creative and gave more homework to make them enjoy classes the more. It was also reported that if the teachers use simple language, involve pupils more in classroom activities and using local examples, the pupils would enjoy their classes more.

#### **4.10.2 Area Education Officers' Responses**

When the AEO was asked to indicate how schools assist children with special needs in the division, the AEO reported that there was remedial teaching, paying individual attention to the pupils and giving them extra time to complete their work. The AEO was also asked how frequent seminars and workshops for the teachers were conducted on how to handle children with special needs. The findings revealed that they were done once per year due to limited funds. The AEO stated that the teachers found difficult in teaching

learners with special needs, especially when the children with special needs in a classroom were many. The AEO also stated that lack of trained personnel to implement the program, inadequate learning and teaching resources and negative attitude towards children with special needs by others were the main challenges facing implementation of inclusive education.

When the AEO was asked to give solutions to the problems, he suggested that more personnel need to be trained to handle pupils with special needs, modification of learning facilities and resources to suit the pupils with special needs and sensitivity. He added that the stakeholders to have positive attitude towards pupils with special needs and sensitivity the stakeholders to have positive attitude towards pupils with special needs. The AEO reported that the government policy is to give all children equal opportunities of education regardless of ability, race and religion. The AEO was asked to rate availability of resources for pupils with special needs in primary school education in the division. He revealed that physical facilities like chairs and desks for the special needs children and textbooks for the visually impaired learners were not available for an inclusive setting since the available one was in adequate. The AEO was also asked about the teacher's perception on the pupils with special needs in primary school education in the division. He reported that the teachers felt such pupils cannot make in education and should only be sent to special units and schools.

#### **4.11.1 What hinders Inclusion**

Lack of inclusion could be explained by Ozoji's (1995) findings which show that most institutions in developing countries do not have the basic units and materials necessary to provide adequate special needs education

Scarcity of other resources is explained by Kholi (1993) who reports that institutional facilities are grossly inadequate in all countries in institutions as they are serving less than 1% of the population with special needs.

These findings contradict those of Hartlen (1996) who found that teachers showed reluctance to take on inclusive approaches in education where learners with special needs in education required special approaches. Low use of audio-visual could be due to lack of materials as stated by UNESCO (2006) that choices are limited because demand is higher than existing facilities can meet.

This finding is consistent with Chimombo, Chibwana, Kadzamira, Kunkwezu, Kunje and Nampota (2000) who assert that inadequate provision and conditions of such facilities as toilets has negative effects on student persistence in school. Hallack (1990) stressed that while available adequate and relevant facilities promote academic achievement, unattractive school buildings, cracked classroom walls and floors, lack of or inadequate playgrounds and surrounding inhibit academic performance. The MoEST performed a multilevel analysis of the factors influencing standard 6 pupils achievement in Kenya which showed that pupils with most learning materials were estimated to achieve better than pupils who had hardly any learning materials (K.N.E.C., 2004). It was established that availability of physical facilities eradicate classroom boredom and monotony, makes learning effective and reduce stress. Pupils who had their own working places in class

were estimated to achieve better than pupils who shared working places or had no working places in class.

This concurs with a study done by Chimombo (2000) who asserted that teachers' attitude, behaviour and teaching practices have significant implications for learners' persistence and academic performance. Further, Hallack (1990) identifies some issues to be considered in helping the participation of special needs students in a regular school. One of the issues was the teachers' competency and attitude. The total number of students in a big class room, lack of skills in handling the special needs students, limited facilities or teaching aids to teach special needs students, result the inability of teachers to give sufficient attention to meet students' needs.

#### **4.11.2 Teachers Attitude towards children with special Needs**

Many different measures have been used to assess teachers' attitudes to inclusion. However, most fail to meet a minimum set of satisfactory psychometric criteria (Antonak & Livneh, 1988). The Opinions Relative to Mainstreaming (ORM) scale (Larrivee & Cook, 1979) was selected for this study. Antonak and Livneh (1988) identified its theoretical basis and acceptable psychometric properties as strengths. It continues to be widely used with relevant adaptations (Antonak & Larrivee, 1995; Everington, Stevens & Winters, 1999 as cited in Monsen & Frederickson, 2004) and it has been found to be readily adapted for use in national contexts beyond the USA where it was developed (Avramidis, Bayliss & Burden, 2000; Cope & Anderson, 1977). It was hypothesised that teachers with highly positive attitudes to inclusion are more likely than teachers whose attitudes are medium or low to provide classroom learning environments that are

perceived by pupils in ways likely to facilitate the acceptance of included pupils (i.e. high on satisfaction and cohesiveness and low on friction, competitiveness and difficulty).

#### **4.11.3 Strategies to cater for learners with special Needs**

These findings concur with those of Bricker (1995) and Bradley et al. (1997) who identified factors that facilitate inclusion as the teacher-child ratio, level of teachers training and quality of program, with other factors being elements outside of the classroom such as parental attitudes.

These findings are in accordance with those of the EFA's *Global Monitoring Report* (2005) stresses that learning should be based on the clear understanding that learners are individuals with diverse characteristics and backgrounds and the strategies to improve quality should therefore draw on learners' knowledge and strength. From this perspective, the report suggests five dimensions to influence the teaching and learning processes in order to understand, monitor and improve the quality of education: learner characteristics; contexts; enabling inputs; teaching and learning and outcomes.

#### **4.12 Discussion of the Findings**

From the findings of the study, it was found that child centred approaches were mostly used and are recommended. This is because the child takes an active role in the teaching/learning process. This motivates learners, makes learning interesting and real, it enhances children's imagination skills, it enhances interaction among learners' leadership skills, it enhances interaction among learners. Leadership skills are enhanced, sharing, turn taking and creativity is enhanced. It also boosts self esteem and self-worth of learners especially those with special needs. This promotes implementation of inclusive education. The teacher acts as a guide, an observer and a supervisor in the teaching/learning process.



Lecture method is inappropriate because it is teacher centred and learners take a passive role in the learning process. There are various situations under which teaching takes place. This depends on the existing circumstances in terms of the objectives to be achieved organisation of content methods to be employed during instruction, type of materials used and inherent interests in the child.

Attitudes towards inclusive Education are extremely complex and vary one teacher to the other. This is because traditionally children with special Educational Needs have been safe gated into separate learning environments. This practice is now being questioned by teachers who feel that this is infringement of their rights. Headteachers play a fundamental roll in implementing an open and inclusive environment for all children in the classroom. The research findings shows that, Secondary Education teachers have been described as less positive towards inclusive education than teachers of younger children (Mastopieri & Scruggs, 2001; Ross Hill, 2009). It has been suggested that this may be attributed to a results-centred Pedagogy in Secondary Schools rather than the child –centred Pedagogy more commonly found in Primary and Pre-Schools: (Nind & WearMouth, 2006; Pearcl & Fornin, 2005). It is essential that teachers in Primary Schools maintain a positive attitudes towards the implementation of inclusive education. Teacher attitude have been found to be highly related to successful inclusive education. (Arramids & Norwich, 2002). Teachers who hold positive and open attitudes towards creating an environment of inclusion for all students in the classroom, irrespective of differences or disabilities were found to have been more successful in implementing inclusive practices (Avramind, Bayliss & Burden, 2000). Research by Pearce (2009a, 2009b) suggested that education was even more important than either knowledge or

skills. This was supported in a review conducted by Boyle, Scriven, Durning and Downes (2011) who added that positive attitude towards implementation of inclusive Education was even more important than school resourcing as it was the teacher who had to implement the inclusive practices. Several studies have considered teachers' Attitudinal changes towards inclusive education over years of experience ( Forlin,1995; Leyser, Kapperman & Keller, 1994). Generally, teachers with more experience indicated less positive attitudes towards inclusive education.

Inclusion in education is any approach to educating students with special needs under the inclusion model. Students with special needs spend most or all of their time with Non-disabled students. Implementation of these practices varies. Schools mostly frequently use them for selected students with mild to severe special needs. Inclusion is about child rights to participate and the schools duty to accept the child. Inclusion rejects the use of special schools or classroom to separate students with disabilities. A premium is placed upon full participation by students with disabilities upon respect for their social, civic and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom. Fully inclusive schools, which are rare, no longer distinguished between "general education" and special education programmes; instead the school is restructured so that all students learn together. The goal of an inclusive education system is to provide all students with meaningful learning opportunities and supportive learning environments to enable them to be successful. It is about ensuring that each student belongs and receives a quality education no matter their ability, disability, language, cultural background, gender or age.

Traditionally children with special Needs have been segregated into separate learning environments. This practice is now being questioned by teachers who believe it is an infringement of the rights of children with special Needs; instead they should be included in the mainstream classroom to learn together with other normal/students. Teachers face an entirely different set of challenges and circumstances when it comes to inclusion of special education students into general education classroom.

The findings revealed that teachers lacked support from the school, especially the Administrators in the school. However Administrations need to help teachers gain a better understanding of the purpose of inclusion otherwise, teachers will lack the required commitment that is necessary to make such a program successful. It was also found out that teachers lacked knowledge /skills. Effective training in inclusive education would be reflected in an increased ability to define inclusive education. It would be expected that their understanding of an ability to define inclusion would improve, and that an improved ability to define inclusion would also result in more positive scores on measure of attitudes towards inclusive education. Teachers also lacked educational resources for children with special Needs. The school together with the Ministry of Education should provide schools with education to enable inclusive Education to be a success in Primary schools.

Special Needs are conditions or factors that hinder air individuals normal learning and development. They may be permanent or temporary. It may include disabilities social, emotional, health or political difficulties. These conditions are also referred to as barriers to learning and development. The barriers can be within the learners or in the environment or a combination of both.

Due to these differences, these learners requires special Needs Education with appropriate modifications on the curriculum, teaching, learning materials, medium of communication and the environment in order to meet their individual Needs. According to this study, it was found out that teachers set aside more time for the children. This will help the learners their intellectual and social confidence. The teacher will get ample time to understand these learners and help them set reasonable goals providing clean instructions to the learners, setting guidelines for appropriate classroom behaviour and help the learners to work towards them.

The teacher will also give learning activities that are equivalent and suitable to their abilities and interests. It will enable for modification of activities into simpler utilised limits planning from simple to complex, developing and implementing individual programmes. However some teachers suggested that these children be referred to special schools, this was due to lack of support and training that made them have negative attitude towards implementation of inclusive education.

A few thought that these children should be referred to hospitals for further screening and medical checkups. The National Strategy on Screening Identification Assessment and Support, (Department on Education 2008) guides inclusive education policy by defining the process of identification, assessment and the unnecessary placement of learners in special schools. The strategy also provided guidelines on central role of parents and teachers in implementing the strategy.

Arramidis and Norwich (2002) described inclusive education as the process of restructuring mainstream schools with the aim to be able to accommodate all children

regardless of disability or special education needs. Several researchers have suggested that the concept of inclusive education is more involved than providing education for all children within the classroom and is related to the much larger concept of social inclusion and valued status for all people in society irrespective of differences or disability (Forbes, 2007; Forlin, 2006; Mastopieri & Sruggys, 2001; Thomazet, 2009; Zoiniou – Sideri & Vlachou, 2006). It was also been suggested that an inclusive approach to education is beneficial for all children and the rewards of an inclusive environment limited to children with special Educational Needs (Nind and Wearmouth, 2006). The research found out that learners are able to socialise with others. These concerns with other research findings. Proponents inclusive education suggests that special needs students will benefit both in learning and social skills. It provides them an opportunity to learn by example from Non-disabled peers, it allows them to be part of their school community and identity with peers (Mastopieri & Scrugys, 2004) was also found out that learners with special Needs have been motivated to learn. According to (Salend & Duhaney, 1999) inclusion allows the special Needs Education learners more opportunity for social acceptance and friendship, and these motivates them to learn.

The other finding was that special Needs learners have accepted their conditions, this concurs with Vaughn, Elbaun, Schaimm & Hughes (1998) found that learners with special Needs and with learning disabilities made significant gains on peer ratings of acceptance, overall friendship and this has boosted them to accept their conditions and overall friendship quality after being placed in inclusive education situation. All these enhances the promotion of the policy on the implementation inclusive Education in Primary Schools.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter contains a summary of the study's findings, conclusion, recommendations and suggestions for further research based on the analysis of data. The main purpose of this study was to investigate the implementation of inclusive education in primary schools in Nandi East District. To collect data, questionnaires and an interview schedule were administered to the respondents. This chapter is divided into four sections. The first section presents a summary of the research findings, the second part presents the conclusion, and the third contains recommendations and, lastly, suggestions for further research.

#### **5.1 Summary of the Findings**

##### **5.1.1 General Information on the respondents**

It was believed that majority of the schools were public while a few were private. Most of the teachers were P1, Majority of the teachers had stayed in their institution for 3-5 years. Most of the respondents had above 20 learners with special needs in their schools.

##### **5.1.2 Approaches used in the Implementation of Inclusive Education**

The findings revealed that over half of the respondents stated that learners with special needs in education had reading difficulties. Other special needs were hearing impairment, physical handicapped and visual impairment, as reported by the respondents respectively. On how often teachers incorporated learners with special needs in learning activities, it was found that it was not always and was always that the respondents respectively

incorporated learners with special needs in learning activities while of the respondents reported that they did so when facilities allowed. Concerning environmental adaptations put in place to cater for learners with special needs in education, it was revealed that the respondents stated that there was no adaptation, seating arrangement, ramps and special toilets were provided to cater for the learners with special needs in education respectively.

It was revealed that remedial teaching, peer tutoring and guidance and counselling were provided to the learners, according to the respondents respectively. Further, the majority of the respondents regularly used the playing field while some of them irregularly used it when teaching learners with special needs. The remaining respondents did not use it. Further, it is shown that textbooks were regularly used by the respondents while a paltry others irregularly used it. The remaining did not use it completely. Concerning the use of artefacts, of the respondents stated that they regularly and irregularly used them respectively. The rest of the respondents did not use them. Teachers regularly made use of audio-visual equipment when teaching learners with special needs, as reported by the respondents; irregularly used, according to the respondents while the remaining the respondents did not use it. It is further revealed that real objects were regularly and regularly used by the respondents respectively while the remaining of the teachers were not using the real objects when teaching learners with special needs.

It was found that the respondents felt that play method was very appropriate and appropriate respectively to use when teaching learners with special need. Other findings show that some respondents were not sure while the remaining of the respondents felt that the play method was inappropriate. Further, majority of the respondents felt it was

appropriate for teaching learners with special needs in education. Another 89.1% of the respondents reported that the use of discussion as a method for teaching learners with special needs was appropriate while others felt it was not appropriate and the remaining did not know. In addition lecture method was believed to be appropriate according to a few of the respondents and inappropriate according to majority of the respondents. Demonstration was viewed as appropriate by most of the respondents while inappropriate according to a few of the respondents as a method of teaching learners with special needs with education.

### **5.1.3 Teachers' Attitude towards Children with Special Needs**

The findings revealed that most of the respondents felt that they found it challenging to have children with special needs in their class and many of the respondents find assisting children with special needs a wonderful experience as few disagreed. The majority of the teachers felt that children with special needs should be sent to special schools while others felt that they be put in separate classes. The remaining of the teachers felt that such children don't need to be in school. Results from the interview indicated that teachers felt that learners with special needs cannot make in education and should only be sent to special units and schools.

### **5.1.4 Educational Resources**

Concerning the availability and use of educational resources for learners with special needs, the majority of the teachers regularly used the playing field while most of the respondents use textbooks. Artefacts were not commonly use by the teachers when teaching learners with special needs in the inclusive setting. Further, it was found that teachers rarely made use of audio-visual aids when teaching learners with special needs



as reported by of the respondents. However, real objects were regularly used by most of the teachers. It was also reported by majority of the teachers that learners with special needs shared educational resources with the rest of the students in an inclusive setting. This was also reported by the learners, in this study, who reported that they were sharing toilets with the normal students and that there were no special books for use, especially for visually impaired learners.

Inadequate facilities for the learners with special needs was eminent as stated by the AEO who echoed that physical facilities like chairs and desks for the special needs children and textbooks for visually impaired learners were not available for an inclusive setting.

#### **5.1.5 Challenges Faced By Teachers Teaching Learners with Special Needs**

Concerning the challenges faced by teachers when teaching learners with special needs, the findings showed that the respondents agreed that teachers lacked knowledge/skills in teaching learners with special needs. It is further shown that majority of the teachers agreed that they lacked educational resources while a few disagreed. Concerning support from the school, most of the teachers agreed they lacked such support while a handful did not agree.

#### **5.1.6 Strategies to Cater For Learners with Special Needs**

Findings on strategies that can be carried out to cater for learners with special needs revealed that a few of the respondents felt that learners with special needs be referred to special schools others be referred to hospitals and majority of them felt that more time to be set for such children respectively. On how learners benefit from their teaching in and out of the classrooms, it was established that learners with special needs have been motivated to learn, had been able to socialize with others and they had accepted their condition as reported by of the respondents respectively.

## **5.2 Conclusion**

Based on findings of this study, the following conclusions were made:

- i. It was established that the majority of the learners with special needs in education had reading difficulties. Other special needs were hearing impairment, physical handicap and visual impairment. It was also established that teachers always incorporated learners with special needs in learning activities.
- ii. Concerning environmental adaptations put in place to cater for learners with special needs in education, most teachers use seating arrangement to cater for the learners with special needs in education. These are in accordance with EFA Global Monitoring Report (2005) that stresses learners have diverse characteristics and background.
- iii. It was established that remedial teaching, peer tutoring and guidance and counselling were provided to the learners with special needs. Further, the majority of the teachers regularly used the playing field, textbooks and real objects when teaching learners with special needs. However, the majority of the teachers did not use artefacts and audio-visual equipment when teaching learners with special needs. It was found that the majority of the teachers felt that the play method was very appropriate to use when teaching learners with special needs. Further, this study found that use of discussion and demonstration as methods for teaching learners with special needs was appropriate. However, most teachers believed that the lecture method was an inappropriate method of teaching learners with special needs with education.

- iv. Majority of the teachers felt that they found it challenging to have children with special needs in their class whereas others find assisting children with special needs a wonderful experience. Concerning the challenges faced by teachers when teaching learners with special needs, it was established that teachers lacked knowledge/skills while teaching learners with special needs. Further, the majority of the teachers felt that children with special needs should be sent to special schools while others felt that they be put in separate classes and few suggested that such children don't need to be in school. This implies that most teachers had negative attitude towards learners with special needs and this was likely to impact negatively on the socialization and academic achievement of the learners and, thus, a barrier to the implementation of the inclusive education in primary schools in the area where this study was conducted.
- v. Concerning the availability and use of educational resources for learners with special needs, there were inadequate facilities for the learners with special needs. Physical facilities, like chairs and desks for the special needs children and textbooks for visually impaired learners, were not available for an inclusive setting. This would impact negatively on the implementation of inclusive education.
- vi. Findings on strategies that can be carried out to cater for learners with special needs, majority of the respondents felt that learners with special needs be given more time to cope with others.
- vii. On how learners benefit from their teaching in and out of the classrooms, that learners with special needs have been motivated to learn, had been able to socialize with others and they had accepted their condition.

### **5.3 Recommendations**

Based on the findings of this study, the following recommendations were made:

1. Schools should plan seating arrangements that enables learners with special needs to adapt to school environments, to cater for children with special needs as is evidence in the study findings.
2. In most cases teachers should use remedial teaching to assist learners with special needs in schools. By so doing it will motivate learners to learn, and improve rapport.
3. Teachers should allow learners with special needs to share resources with the rest of the learners. This will improve their self esteem and remove stigmatization, as it enhances cooperation and friendship among peers.
4. The approaches that are useful in inclusion include play methods, storytelling, demonstration and discussion. To improve these approaches, teachers should also use variety of materials where learners use more than one of their senses and it also encourages creativity and exploration, which motivates learners to learn.
5. The Government should come up with clear policy by integrating special needs education in primary teacher education and early childhood development centres in their curriculum to impart knowledge to teacher trainees on the importance of inclusion. This will improve their efficiency and will make them to be prepared to handle learners with special needs with ease.
6. The Government should motivate teachers by recognizing teachers in special schools and units and giving them incentives, by increasing the allowances this in turn will improve their performance and it will enable them to have a positive attitude towards inclusion in general.
7. Learners with special needs should be encouraged to participate in co-curricular activities of their choice and interests and the government should provide them

with materials for learning and play, as the findings reveal that through play, children develop holistically.

8. The Kenya National Examination Council should device a way of assessing learners with special needs rather than the academic oriented assessment where learners with special needs are disadvantaged compared to their counterparts. Acc to EFA 2005.

#### **5.4 Suggestions for future Research**

1. Given the important role of administrators in shaping teacher attitudes towards inclusive education, it would be of value to research on.
2. Discerning overall teacher attitude towards their jobs prior to assessing attitudes towards inclusive education, could provide more valuable information in the area of inclusive education practices.
3. The role of parents in implementation of inclusive education could also be suggested.
4. Effects of intensive teacher training on the implementation of inclusive education.

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APPENDICES

APPENDIX I: MAP OF THE STUDY AREA NANDI COUNTY NANDI EAST

DISTRICT





**APPENDIX II: LETTER OF INTRODUCTION**

Dear respondent,

I am a Master of Philosophy student (M.Phil) in the department of curriculum, instructional educational media carrying out a research on “**a study of the implementation of inclusive education in primary schools: A Case of Nandi East District**”. All the information obtained as a result of your responses of this questionnaire will be used only for the purpose of this study and will be treated confidentially.

You are among those who have been selected to participate in this study. Your cooperation and assistance will be highly appreciated. Let me take this opportunity to thank you in advance for taking part in this study.

**Yours sincerely**

**Hellen Chebet Langat**

### APPENDIX III: QUESTIONNAIRE FOR TEACHERS/HEAD TEACHERS

#### a) General information

1. Name of school \_\_\_\_\_
2. Status of the school (Tick the one applicable)
  - (i) Public [    ]
  - (ii) Private [    ]
3. Professional Qualification
 

Degree	[    ]
Diploma	[    ]
Certificate	[    ]
4. What is your designation?
 

Head teacher	[    ]
Deputy Headteacher	[    ]
Assistant Teacher	[    ]
5. How long have you been in this institution?
 

1- 2 years	[    ]
3-5 years	[    ]
6-10 years	[    ]
Over 10 years	[    ]
6. How many learners with special needs in education do you have in your school?
 

Above 20	[    ]
Between 10	[    ]
Below 10	[    ]

#### b) Information on Special Needs in Education in Schools

7. What type of special needs in education do your learners have in your school?
 

Specific learning difficulties	[    ]
Hearing impairment	[    ]
Physically handicapped	[    ]
Visual impairment	[    ]
Epileptic	[    ]

8. How often do you in co-operate learners with special needs in education in and out of your classroom teaching?

Not always ( )

Always ( )

9. What are some of the environmental adaptations you have put in place to cater for learners with special needs in education?

No adaptation ( )

Seating arrangement ( )

Ramps ( )

Toilets

10. What way do you assist learners with special needs in education in your schools?

Remedial teaching ( )

Peer tutoring ( )

Guiding and Counselling ( )

11. How often do you use the following educational resources when teaching learners with special needs in Education?

-playing field

-textbooks

-art facts

-audio- visual

-real objects

Irregularly ( )

Regularly ( )

Not used ( )

12. Are the following methods used in teaching learners with special needs in education appropriate?

-play method No ( ) Yes ( ) I don't know ( )

-story telling No ( ) Yes ( ) I don't know ( )

-discussion No ( ) Yes ( ) I don't know ( )

-lecture            No        (   )    Yes    (   )            I don't know    (   )

-demonstration    No        (   )    Yes    (   )            I don't know        (   )

13. What are the teacher's attitudes towards learners with special needs in education?

Negative (Don't need them)            (   )

Positive (accommodative)                (   )

14. How do the communities living around the school regard learners with special need in education?

Be sent to special schools                (   )

Be in separate classes                    (   )

Don't need them in school                (   )

15. Are there problems that teachers face when teaching learners with special needs in education?

Lack of knowledge/ skills                (   )

Lack of educational resources            (   )

Lack of support                            (   )

16. What are some of the intervention strategies that you have carried out to cater for learners with special needs in education?

Referring to special schools                (   )

Referring to hospitals                    (   )

17. How do learners benefit from your teaching in and out of the classroom?

Have been motivated to learn

Are able to socialize with others        (   )

Have accepted their condition.            (   )

18. Do your learners with special needs in education share resources with the rest of your students?

Yes                (   )

No                (   )

**APPENDIX IV: INTERVIEW SCHEDULE FOR AREA EDUCATION OFFICERS**

1. How many children with special needs are there in your division?
2. How do Schools assist the children with special needs in your division?
3. How often do you conduct in-service for teachers on how to handle children with special needs?
4. In your own view, how can you describe the ‘teachers’ attitude towards inclusive education.
5. In your own understanding what do you consider as the main challenges facing implementation of inclusive education in your division?
6. Suggest some solutions to the challenges listed in (5) above.
7. What is the government policy on children with special needs in education?
8. What is your opinion on the suitability of the curriculum on pupils with special needs in schools?
9. How do you rate the availability of resources for pupils with special needs in education in primary schools in your division?
10. What is your opinion on the teachers’ perceptions on the pupils with special needs in education in primary schools in your division?

## APPENDIX V: INTERVIEW SCHEDULE FOR PUPILS

### Interview Schedule for Pupils

1. Indicate using (√) the special needs in education you have?
 

Specific learning difficulties	(    )
Hearing impairment	(    )
Physically handicapped	(    )
Visual impairment	(    )
Epileptic	(    )
2. Do teachers assist you in your educational tasks?
3. Is there any special treatment you receive from your teachers in and out of your classroom?
4. What are some of the environmental adaptations your school has put in place to cater for you?
5. How often do teachers involve you in education, in and out of your classroom teaching?
6. Do teachers in your schools offer you Remedial teaching, Peer tutoring and Guiding and Counselling?
7. Does your school provide you with the educational resources you require when teaching- learning is taking place?
8. Are methods used by your teacher assisting you to cope well with your academic work?
9. How do you relate with your teacher in and out of class?
10. Do your teachers give you personal attention during teaching and learning process?
11. How do you benefit from teaching-learning in and out of the classroom?
12. Do you consider what you learn in school to be beneficial to you?
13. Which are the activities you do during teaching and learning process that do not like most?
14. Which activities do you feel are supposed to be included in your learning activities to make your learning experiences enjoyable?