

**SCHOOL-BASED FACTORS INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC SECONDARY SCHOOLS IN
MAKADARA SUB COUNTY, KENYA**

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DECLARATION

The research project is my original work and has not been presented for award of any degree in any university.

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DEDICATION

This research project is dedicated to my dear husband Silas K'otwala and our lovely children Ferdinand, Charlette and Neville. May God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

CEDCs	Children in Especially Difficult Circumstances
CRC	Convention on the Rights of the Child
DOE	Department of Education
EFA	Education for All
IDEA	Individual with Disability Education Act
KICD	Kenya institute of curriculum Development
KISE	Kenya Institute of Special Education
MDG	Millennium Development Goal
SAFD	South Africa Federation of the Disabled
UNESCO	United Nations Educational Scientific and Cultural Organization
UPIAS	Union of the Physically Impaired Against Segregation

ABSTRACT

The purpose of the study was to investigate school based factors influencing implementation of inclusive education in public secondary schools in Makadara sub county, Nairobi County, Kenya. It was guided by the following research objectives; to establish the influence of teachers' attitude, teaching methodology, teachers training and availability of physical facilities on the implementation of inclusive education in public secondary schools in Makadara sub-county. The study reviewed related literature from different scholars' works informed by the study objectives. Social Model Theory of Disability was used in this study. The study was conducted using a descriptive survey design. Makadara had a total of 11 public secondary and so all the 11 principals were considered for the study. A population of 297 teachers and 5994 students both with and without disability were targeted. The researcher sampled 10 principals to participate in the study. Simple random sampling was used to select 30% of teachers which was 89 teachers. As for the students, 10% of the total population was taken amounting to 599 students. Purposive sampling was used to select students with disabilities in mainstream schools. The researcher used questionnaires and observation checklist to collect quantitative and qualitative data. Piloting was conducted in order to determine the reliability and validity of the instruments. Validity was also established by use of expert judgment while, the reliability was also tested using test-retest technique. Data were analyzed qualitatively and quantitatively. The study realized a total response rate of 87.6 percent. The study findings revealed that most of the teachers had negative attitude towards inclusive education as majority of teachers preferred teaching normal pupils without mixing them with challenged learners. Though, the study findings showed that a few of the teachers involved all students in the teaching and learning process, to enable effective implementation of Inclusive Education. Although most of the teachers were trained and had relevant teaching experience various challenges were impediment in the implementation of inclusive education in Makadara Sub-County. Therefore, the study concluded that inclusive learning was not effectively implemented. This study made recommendations that the schools should consider immediate restructuring of physical environment in schools aiming at making them barrier free and disability friendly. This can be through sourcing for funds from parents and Constituency Development Fund.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education refers to how society pass-on skills, knowledge, and beliefs from a generation to the next. It can also be defined as the acquisition of desirable knowledge and skills and development of positive attitudes towards life. It is vital both in an individual's life and the society. Inclusive education is a philosophy that ensures education is provided to all persons regardless of their status (Foreman, 2005). UNESCO view inclusion as, 'a dynamic approach of responding positively to pupils diversity and of seeing individual differences not as problems but as opportunities for enriching learning'. It also involves adopting a broad vision of education for all by addressing the various needs of learners including those who are vulnerable to marginalization and exclusion (UNESCO, 2000).

Inclusive education portrays a belief that all learners can learn and should be given equal access to education. It is echoed in 1993 United Nations Standard Rules calls on the Equalization of chances for people with disabilities and 1994 Salamanca Framework for action and statement on special needs education which reaffirms all Nations commitment to Education for All. Inclusion which could either be referred to as integration or mainstreaming dates back to 1900s and has often remained a debatable topic and an area of concern to many nations. Most

developed and developing countries endeavor to implement inclusive education have shown successes and failures in some cases in the implementation.

All stakeholders have important roles to play for successful implementation of inclusive education because meeting educational needs for children with challenges is not an easy task. The children may be referred to as those who experience various conditions which hinders their normal learning in schools. According to Block and Volger (1994), inclusion is ensuring that every individual is catered for regardless of their abilities or physical condition in learning. Cheshire (2007) noted that inclusive education is about restructuring the school systems, making strategic planning, adoption of desirable policies, acquisition of resources and facilities enabling all children acquire education.

Globally, inclusive education has been promoted to avoid discrimination in education under the human rights law (Gallagher, 2003). According to the United States Department of Education, 2005 in the United States of America (USA), about 96 percent of learners with disabilities are mainstreamed in schools with a good number of them participating in inclusive classrooms rather than in separate institutions or lessons. The Public Law called Individuals with Disabilities Education Improvement Act of 2004, advocated for Children's inclusion within the education system. According to Block & Obrusnikora, (2007), the law also stressed accountability of results, increased parental involvement and the use of desirable methods and resources in learning. The law was passed in 1975 and initially called, The Act on Education for All

Handicapped Children. A new version in 1990; the individual with Disability Education Act (IDEA) pioneered an inclusive movement which affirmed that no child should be put in a special classroom or be segregated upon.

In Japan Inclusive Education has been given much attention due to the international campaign on inclusion like the United Nations Convention on the Rights of the child held in 1989, the Education for all declarations of 1990 and 2000 and the Salamanca statement of 1994. The school education law was revised by the Japanese government in April 2007 promoting educational reforms from segregated special education to special support education (Miyoshi, 2009.) Education changed from segregating learners with special needs to supporting their diverse educational needs (Central council for Education, 2005). Lack of enough teachers trained to handle learners with special needs is a challenge facing Japanese Inclusive Education. Teacher's knowledge level on inclusive education was found to be low and they showed high anxiety on inclusion of learners with disabilities in their classrooms (Ueno and Nakamura, 2011). In order to meet educational needs of children with special needs teachers need to change their attitudes and perception of such children. They should possess a positive attitude towards Inclusive Education to add on skills and knowledge gained from training. Studies by Avramidis and Norwich (2002) found out that even though teachers may have positive attitudes towards Inclusive Education they do not agree on 'total inclusion' and their attitudes are influenced by child-related factors as well as environment-related variables.

In sub-Saharan Africa, Inclusive Education is gaining momentum, this is because it got support from three initiatives that is; EFA goals, The African Decade for Persons with disabilities and the New Partnership for African Development. It is upon the various governments in African continent to embrace and fulfill these initiatives. In South Africa, the South Africa Federation of the disabled (SAFD) provides coordination and support for national level initiative. In October 1996, the Ministry of Education in South Africa set up two teams to look at how the old system of education took into account learners with difficulties and those who are disabled. The teams were National Commission on Special Needs in Education and Training and the National committee on Education Support Services. A draft report was presented to the Minister of Education in November 1997 which was later published in 1998. The findings of this report showed that education for learners with difficulties and the disabled was called Special Education under apartheid education system. The learners were called learners with special education needs and special education had been provided to a small number of learners with special needs in special schools or in special classes in ordinary schools; Education was provided on racial grounds with attention being given to white learners and that the curriculum had failed to meet the different needs of learners. The education department took the reports seriously making a new policy called; Education white paper 6 on special needs Education, Building on inclusive education and training systems.

In the policy, the education department vowed to, “promote education for all and foster the development of inclusive and supportive centers of learning that would enable all learners to participate actively in the education process so that they could develop and extend the potential and participate as equal members of the society” The goal of the new education being, “Build an inclusive education and training system that provides good quality education for all learners over the next twenty years beginning in 1998 to 2018.

Swaziland embraced the international declaration setting the basis of Education for all aiming to achieve basic education for all goals (Booth and Pather 2010).They adopted Inclusive Education in 2008 which increased enrolment in most schools. One of the challenges which faced implementation of Inclusive Education was inadequate teaching and learning resources in most schools as noted by Wanjohi (2014).He further stated that most schools in developing countries were characterized by inadequate physical facilities such as properly ventilated classrooms, furniture suitable for the disabled and non-disabled learners, playgrounds among others. These limited enrolment of disabled children in mainstream schools.

In Uganda teachers are made aware of the diverse needs of children with special needs and so they employ various teaching methodology like peer tutoring, group discussions, and individualized education programs among others (Powers, 2002). It was also noted in South Africa by DOE (South Africa 2005) that in applying teaching methods, educators should consider diversity among

learners as there is no single classroom where all learners will be the same or learn at the same pace (Moodley, 2002).

The Government of Kenya is committed to the provision of education to all its citizens which has been shown by committing to various policy documents. Since independence, education in Kenya has often been guided by policy documents in form of legal frameworks, committees, commissions, presidential working parties and development plans. The government has passed legislations that support Inclusive Education such as; Education Act, Cap 211, Children Act (2001) , Persons with Disability Act (2003), Session paper No. 1 of 2005, Special Needs Education Policy (2010) among others. The government has enacted various policy documents like Article 26 of the Universal Declaration of Human rights (1948), 1989 United Nation Convention on the rights of the Child (CRC), the 1990 African Charter, the Millennium Development Goals (MDGs) and Education for All Goals (EFA) among others. The Gachathi report (1976) emphasizes the improvement of education to persons with disabilities in schools and in the community at large. This was also strengthened by the Kamunge report which stressed the need for integration of learners with special needs in normal schools.

The country sees inclusion as a way of adopting a broad vision of Education for All by putting into consideration varied educational needs of all learners including those vulnerable to marginalization and exclusion. Mechanisms have been put in place to mainstream gender, marginalized groups, Children in

Especially Difficult Circumstances (CEDCs) and other excluded categories. The inclusion of emerging issues like child labor, HIV and AIDS, drugs and substance abuse among others into the curriculum during curriculum revision in 2002 aimed at empowering learners with necessary knowledge and skills to enable them cope with the challenges (RoK, 2003). Inclusive Education implies these key elements; looking for appropriate ways of responding to diversity, employing appropriate procedures/ methodology to stimulate creativity and problem solving skills in all learners; recognizing the fact that every child has got the right to education especially prioritizing those children who are discriminated upon and those at risk of being marginalized hence being excluded from school. The study was based in Makadara Sub County in Nairobi County since not much has been realized in the sub county as far as implementation of inclusive education is concerned.

Table 1.1

Learners with special needs in secondary schools in Nairobi County in 2015

SUB-COUNTIES TOTAL	Boys	Girls	TOTAL number of SNEs
DAGORETTI	260	200	460
NJIRU	15	21	36
EMBAKASI	64	35	99
KAMUKUNJI	72	14	86
KASARANI	165	125	290
LANGATA	86	75	161
MAKADARA	20	15	35
STAREHE	300	120	320
WESTLANDS	120	62	182
TOTAL	1102	667	1769

Source: Regional county education office Nairobi region 2015

According to Table 1.1 Makadara Sub County has got low enrolment of learners with disability as compared to the other sub counties found in Nairobi region.

Makadara Sub County has 11 public Secondary schools with one mainstream school integrating learners with special needs. This low number of secondary schools for special needs raises a lot of concern on the transition of these learners and the completion rate of the compulsory basic education within the sub county.

Table 1.2

Enrolments of students in public secondary schools in Makadara sub county

Year	Without Disability	With Disability		
		TB	LV	PI
2014	5534	14	15	10
2015	5357	12	13	10
2016	6338	9	12	12
Total	17229	35	40	32

Source: Makadara sub county educational office 2017

Key: TB – Total blind LV- Low vision PI – Physically impaired

1.2 Statement of the problem

Kenya has embraced inclusive education as one of the strategies to attain Millennium Development Goals (MDGs) and the Sustainable Development Goals (SDGs). Nairobi County has a total of 9 sub counties with Makadara being one of them. Majority of learners with disabilities in Nairobi County do not access education in regular secondary schools but rather prefer special schools for their education as reported by the regional coordinator for special needs education

Nairobi region. This depicts the gap which requires an urgent need to restructure the school system in order to realize proper implementation of Inclusive Education in the County. Makadara Sub County as depicted in Table 1.1 has shown low enrolment of learners with disabilities as compared to the other sub counties in Nairobi like Dagoretti and Starehe. The enrolment as depicted in Table 1.2 seems to be reducing over the years thereby raising concern on the implementation of inclusive education. The sub county has 11 public secondary schools with only one school; Aquinas boys which has fully embraced Inclusive Education. Aquinas boys has a total of 6000 students enrolled without disability and 35 students enrolled with disabilities.(Makadara Sub county education office, 2017). This low enrolment and participation on challenged learners depicted the gap in the sub county hence it prompted the researcher to investigate school based factors likely to hinder proper implementation of inclusive education in the area.

1.3 Purpose of the study

The purpose of the study was to investigate school based factors influencing implementation of inclusive education in public secondary schools in Makadara sub county, Nairobi County, Kenya.

1.4 Objectives of the study

The study aimed to achieve the following objectives;

- i. To establish the influence of teachers' attitude on the implementation of inclusive education in public secondary schools in Makadara sub-county.

- ii. To examine the influence of teaching methodology on implementation of inclusive education in public secondary schools in Makadara sub-county.
- iii. To establish the influence of teachers' training on the implementation of inclusive education in public secondary Schools in Makadara sub county
- iv. To determine the influence of physical facilities on the implementation of inclusive education in public secondary schools in Makadara sub-county.

1.5 Research questions

The study sought to answer the following questions;

- i. In what ways does teacher' attitude to influence the implementation of inclusive education in public secondary schools in Makadara Sub County?
- ii. How does teaching methodology influence implementation of inclusive education in public secondary schools in Makadara Sub County?
- iii. To what extent does teachers' training influence implementation of inclusive education in public secondary schools in Makadara Sub County?
- iv. In what ways do physical facilities influence implementation of inclusive education in public secondary schools in Makadara Sub County?

1.6 Significance of the study

The findings of the study may be used by the Kenya Institute of Curriculum Development (KICD) to restructure the curriculum on inclusive education. It may also be used by the quality assurance and standards officers to give advice and proper guidance to teachers on effective ways of implementing inclusive education. The findings may also be used by the ministry of education to adhere

to policies regarding inclusive education in schools and ensure proper implementation is done. Teachers too may utilize the findings from the study to change their attitudes towards inclusive education in order to impart knowledge and skills to all learners regardless of their status. They may also use it to improve on their teaching methods and avail resources putting into consideration learners with special needs. The findings may as well benefit teacher trainers to train teachers on inclusive education in order that they may know how to handle learners with special needs. The findings may also benefit future researchers who would to carry out research on inclusive education to address other school based factors influencing its implementation.

1.7 Limitations of the study

Limitations are factors beyond the control of the researcher hindering the progress of the study. The respondents were reluctant to respond to the study items by giving socially acceptable answers. The researcher encouraged the respondents to be honest while answering questions. The researcher had no control over the respondents' attitudes during the study. They were encouraged to feel free and avoid biasness while answering the questions. Students with special needs feared victimization; they were assured of confidentiality of their identity.

1.8 Delimitations of the study

Nairobi County has 9 sub counties but the study focused on Makadara Sub County as the area of study since it had low enrolment of learners with disabilities as compared to the other sub counties in Nairobi. Though, Inclusive Education

involves the corporation of all the stakeholders in the education sector the study only involved principals, teachers and students. The study focused on public secondary schools, though several schools were found in the sub county including private schools. Inclusive Education is abroad area of study with several factors influencing its implementation but the study only focused on four school based factors that were teachers' attitude on Inclusive Education, teaching methodology, teacher training and physical facilities influencing Inclusive Education.

1.9 Assumptions of the study

The study made the following assumptions;

- i) Teachers' attitude towards Inclusive Education influences its implementation in public secondary schools.
- ii) Teaching methodologies influence implementation of Inclusive Education in public secondary schools.
- iii) Respondents would co-operate and honestly give information for the study.

1.10 Definition of significant terms

The following were significant terms used in the study;

Disability refers to any restriction/ limitation or lack of ability to perform an activity in a manner considered normal for the human race.

Implementation refers to putting into practice educational policies in order to achieve intended objectives.

Inclusive education refers to an educational procedure which addresses and responds to diversified needs of all learners regardless of their status in regular schools

Inclusion refers to the process of adjusting the school environment in order to accommodate all learners

Integration refers to inclusion of learners with special educational needs in regular school set up without changing curriculum provision.

Mainstream refers to regular, public/private school which has been registered by the Ministry of education.

Policies refer to specific guidelines to action, methods, procedure and rules designed in order to implement a program.

School based factors refers to factors within the school set-up

Special needs education refers to the kind of education which has been modified in terms of the curriculum, learning environment, teaching methods and resources putting into consideration individual differences.

1.11 Organization of the study

The study is organized into five chapters; chapter one is the introduction covering the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, basic assumptions of the study, and definition of significant terms . Chapter two deals with literature review which comprised; introduction, review on school based factors such as, attitude of

teachers towards inclusion, teaching methodology and inclusive education, influence of teacher training on inclusive education and availability of physical facilities on implementation of inclusive education. It also includes summary of literature review, theoretical and conceptual framework. Chapter three deals with research methodology consisting of introduction, research design, target population, sample size and sampling procedures, research instruments, Instruments validity and Reliability of the instruments, data collection procedure, data analysis and ethical considerations. Chapter four contains data presentation, interpretation and discussion while chapter five contains summary of the study, conclusion, recommendations and suggestions for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on Inclusive Education in Public Secondary schools under the following sub- topics; concept of inclusive education, teachers attitude on implementation of inclusive education, teaching methodologies on implementation of inclusive education and availabilities of physical facilities on the implementation of inclusive education. It also contains summary of literature review, theoretical and conceptual framework.

2.2 Concept of Inclusive Education

Inclusive education is a philosophy that ensures education is provided to all persons regardless of their status. It can be defined as an education system that addresses educational needs of all children without discriminating them as far as education is concerned. Inclusive education has a belief that all learners can learn and should be given equal access to education. According to (KISE 2009), Inclusive education involves identifying, removing /reducing barriers within and around learning institutions that may affect learning. Historical development of inclusive education can be traced back to the 20th Century with the movement for education of the disabled children taking effect in 1960s (Foreman, 2005). According to Randiki (2002) Inclusive Education has evolved over the years starting with the period of neglect, private tuition, institutionalization, separation, normalization, de-institutionalization and inclusion. The neglect period occurred

during the 17th Century when those with disabilities were neglected and discriminated upon. In the United States of America, in the 19th Century, most of the children with disabilities were not seen fit to undertake formal education, though this was disapproved by Benjamin Rush in 1700s who introduced the concept of educating people with disabilities. In USA, according to the United States Department of Education, 2005 about 96 percent of learners with disabilities are mainstreamed in schools with a good number of them participating in the inclusive classroom rather than in separate institutions or lessons.

Globally the United Nations has signed a number of declarations as far as Inclusive Education is concerned, including convention Against Discrimination in Education (1960), Declaration on the Rights of Disabled People (1975) and the convention on the Rights of the Child (1989). Across the World, much research and deliberations has been undergoing on Inclusive Education. For instance, the Dakar Framework for Actions which adopted a World Declaration on Education for All (EFA) in 2000. It stressed the importance of education for all which holds the principle that all children should have an equal opportunity to learn. It identifies education as a key strategy to address issues of marginalization and exclusion. The Jomtien Conference held in 1990 advocated for a right based approach to education; it commits the International Community to ensure EFA goal is achieved. The two world conferences emphasize provision of education for all children in the same educational set up.

The world conference on Special Needs Education (1994) held in Salamanca, Spain describes education as a framework for action to accommodate all children regardless of their status (UNESCO, 1994). It further highlights mainstream schools with inclusive set ups as the most effective ways to reduce discrimination in order to build an inclusive society to achieve EFA goals. In Sub-Saharan Africa, Inclusive education is now gaining momentum since it got support from three initiatives namely; EFA goals, The African Decade for Persons with Disabilities and the New Partnership for African Development. It is now upon the various governments to embrace and implement these initiatives.

Kenya has not been left behind as far as provision for education to its citizens is concerned as the government is committed to providing education to all its citizens. The government has passed various legislations that support inclusive education like Education Act (2003) among others. It has also embraced various policy documents like Article 26 of the Universal Declaration on Human Rights (1948), United Nations Convention on the Rights of the Child (CRC) 1989, and Education for All Goals (EFA) among others.

2.3 Teachers' attitudes and implementation of Inclusive Education

An attitude may be defined as a way of thinking or perception of phenomena. It can also be defined as an idea charged with emotion which predisposes a class of schools to a particular class of social situations. It is a major contributing factor to either the success or failure of inclusive education. In order to meet educational needs of children with special needs, teachers need to show a

positive attitude and high understanding of such children. Studies by Avramidis and Norwich (2002) on educators attitude towards inclusion of children with special educational needs found out that even though teachers may have a positive attitude towards Inclusive Education, they do not agree on 'total inclusion' and their attitudes are influenced by child related factors as well as environment related factors. Teachers' attitude on Inclusive Education is a key factor on inclusion of students with disabilities in mainstream schools. Studies by Florian (2012) on teacher attitude on implementation of inclusive education noted that many general classroom teachers in Scotland resist including children with special needs in their classes believing that inclusion interferes with effective education of other students. Studies by Avramidis et al; 2000 noted that most educators attitude is influenced by the nature of the disability and varies with the type of disability. From the study, inclusion would be feasible for pupils with physical disabilities while inclusion of pupils with emotional and behavioral disabilities would meet hindrances. Thus teachers find it hard to handle learners with severe disabilities like social maladjustments and emotional disturbances. Teachers attitude also vary depending on integration in service training. A study carried out by (Familia-Garcia, 2000) on teacher attitude on inclusive education showed that both special needs teachers and regular classroom teachers show various attitudes towards inclusion of learners with special needs in regular schools.

2.4 Teaching methodology and implementation of Inclusive Education

For successful implementation of inclusive education various teaching methodology should be employed in order to cater for the diverse needs of learners especially learners with special needs. Methodology here refers to how teaching and learning is planned, organized, conducted and assessed within mainstream schools. In Kenya a study by Ogari (2013) on school factors affecting implementation of inclusive education established that teachers were not familiar with the teaching methodology which suit learners with special needs thereby affecting the integration of such learners in mainstream schools. Teaching methodology is important in shaping and forming human interactions which occur in schools. According to the Department of Education (South Africa;2005) in applying teaching methods educators ought to consider diversity among learners as there is no single classroom where learners are the same nor learn at the same pace. In South Africa a study done by Christine (2003) on the influence of teaching methodology on implementation of inclusive education noted that teachers were more like guides and facilitators; as educators we walk around to guide them, facilitate and control discipline.

2.5 Teacher training and implementation of Inclusive Education

Teachers should be competent enough to handle learners with special needs but this can only be possible when they undergo training on the same. This is because training enables the teachers to be comfortable while handling learners with special needs as they will be able to utilize the acquired knowledge and skills

during training to teach the learners. A study by Avramidis et al (2000) on teacher attitude on implementation of inclusive education noted that forty percent of teachers felt the need for intensive training. His study also showed that educators with diplomas and in-service training in special education seemed to show a positive attitude towards inclusion. A study by Moodley (2002) on teacher attitude on inclusive education also asserted that trained teachers have courage and skills in handling learners with special needs. Studies by Powers (2002) also advocates for teacher training in special needs education to improve understanding thus develop a positive attitude towards inclusive education. In Japan lack of trained teachers in special needs education is a major challenge facing the implementation of the system. The knowledge level of the teachers on special needs was found to be low and they showed high anxiety in including learners with disabilities in their classrooms (Ueno and Nakamura, 2011). According to the Ministry of Education, (2003) training of teachers on inclusive education is integrated in pre- service and in-service courses. Training takes place at Kenya Institute for Special Education (KISE), University of Nairobi, Kenyatta University, Jaramogi Oginga Odinga University and Maseno University but even after training and placement of teachers in schools it is quite hard to control their transfers to other schools or even to other fields of study.

2.6 Physical facilities and implementation of inclusive education

According to Republic of Kenya (2010) quality and adequacy of physical facilities, equipments teaching and learning resources determine implementation

of inclusive education. These physical facilities include ramps, spacious classrooms, level playgrounds, toilets, pavements, chairs and desks. In Swaziland for instance most schools had inadequate physical facilities which made the implementation of inclusive education difficult as it had a negative impact on the learners as noted in the research done by Wanjohi (2014). Wanjohi further stated that many schools in developing countries were characterized by inadequacy of basic facilities like properly ventilated classrooms, furniture suitable for the disabled and non-disabled learners, kitchens, safe clean water, playgrounds, toilets and play materials. A major hindrance to proper implementation of inclusive education is inappropriate infrastructure like buildings and inability of schools to procure physical facilities for special needs education. Kadima (2006) and Kithuka (2008) in their study on how school physical facilities affect implementation of inclusive education stressed the need for schools to be restructured in order to cater for all learners. Research done by Kipkosgei (2013) on challenges facing implementation of inclusive education in secondary regular and special schools noted that classes should be more spacious, well lit and well ventilated to cater for learners with special needs.

2.7 Summary of literature review

Inclusive education refers to an educational procedure which addresses and responds to the diversified needs of all learners in mainstream schools. It also refers to a philosophy that ensures education is provided to all learners regardless of their status. From the literature reviewed, Inclusive education is still facing

several challenges in most countries Kenya being one of them. School based factors are one of the factors hindering successful implementation of inclusive education. One of the school based factors is teacher's attitude towards inclusion of learners with disabilities in mainstream schools. Florian (2012) noted that majority of classroom teachers in Scotland resist including children with special needs in their classes since they believe that inclusion interferes with effective education of other students.

Teacher training is also another school based factor influencing implementation of inclusive education. Powers (2002) advocated for training teachers in special needs education to improve understanding hence improve their attitudes towards inclusion. Inadequate physical facilities are yet another hindrance towards successful implementation of inclusive education. According to the Republic of Kenya, (2010) quality and adequacy of physical facilities, equipment, teaching and learning resources determine the implementation of inclusive education. The study also focused on the influence of teaching methodologies on implementation of inclusive education. The methodology should be flexible, learner-centered and take into consideration the diverse needs of learners. Masha(2013) carried out a research on school factors influencing inclusion of deaf-blind learners in regular schools- a case study of Kilimani secondary school Nairobi county. Omanga (2011) studied factors influencing successful implementation of Inclusive Education of learners with special needs in education in secondary schools in Nairobi County. Kipkosgei (2013) studied

challenges facing secondary regular and special schools in the implementation of inclusive education in Langata District of Nairobi County. None of these studies focused on school based factors influencing implementation of inclusive education particularly in secondary schools in Makadara Sub County. The study therefore aimed at filling this gap.

2.8 Theoretical framework

Social model theory of Disability was used in this study as advocated by Oliver (1983). The theory states that it is the society that disables physically impaired people and that disability is something imposed on top of our impairments by the way we are unnecessarily isolated and discriminated from active participation in the society. Barriers which exist in the society can be grouped as environmental, economical and cultural. Environmental barriers exist where the disabled are unable to move freely and function actively in the society. Cultural barrier is evident on the way the disabled are generally viewed in the society; they are not given equal treatment as other people in the society without disabilities. The model is applicable in this study in that schools are social setups and should value diversity as a resource thus work towards elimination of such barriers which discriminates learners with special needs. The social model postulates that schools should be restructured in terms of adapted physical facilities, training teachers in special education in order to acquire desirable knowledge and skills to handle learners with special needs and also to employ teaching methodology which caters for diversity in the classroom. Since the model advocates for

elimination of barriers that exists in the society for acceptability of all learners, teachers need to develop a positive attitude towards inclusion of learners with disability in mainstream schools thus encourage and support them. It was therefore applicable in this study since effective implementation of inclusive education in schools greatly depends on how school factors are adapted to incorporate learners with special needs.

2.9 Conceptual framework

The conceptual framework on Figure 2.1 outlines the independent and dependent variables. The independent variables include teacher training, physical facilities, teacher's attitudes and teaching methods. The dependent variables on the other hand are increased enrolment, increased access to education, high performance and increased quality of education. The framework indicates how implementation of inclusive education is influenced by teacher training, physical facilities, and teacher's attitude and teaching methods. Successful implementation of inclusive education therefore is dependent on proper incorporation of the four independent variables.

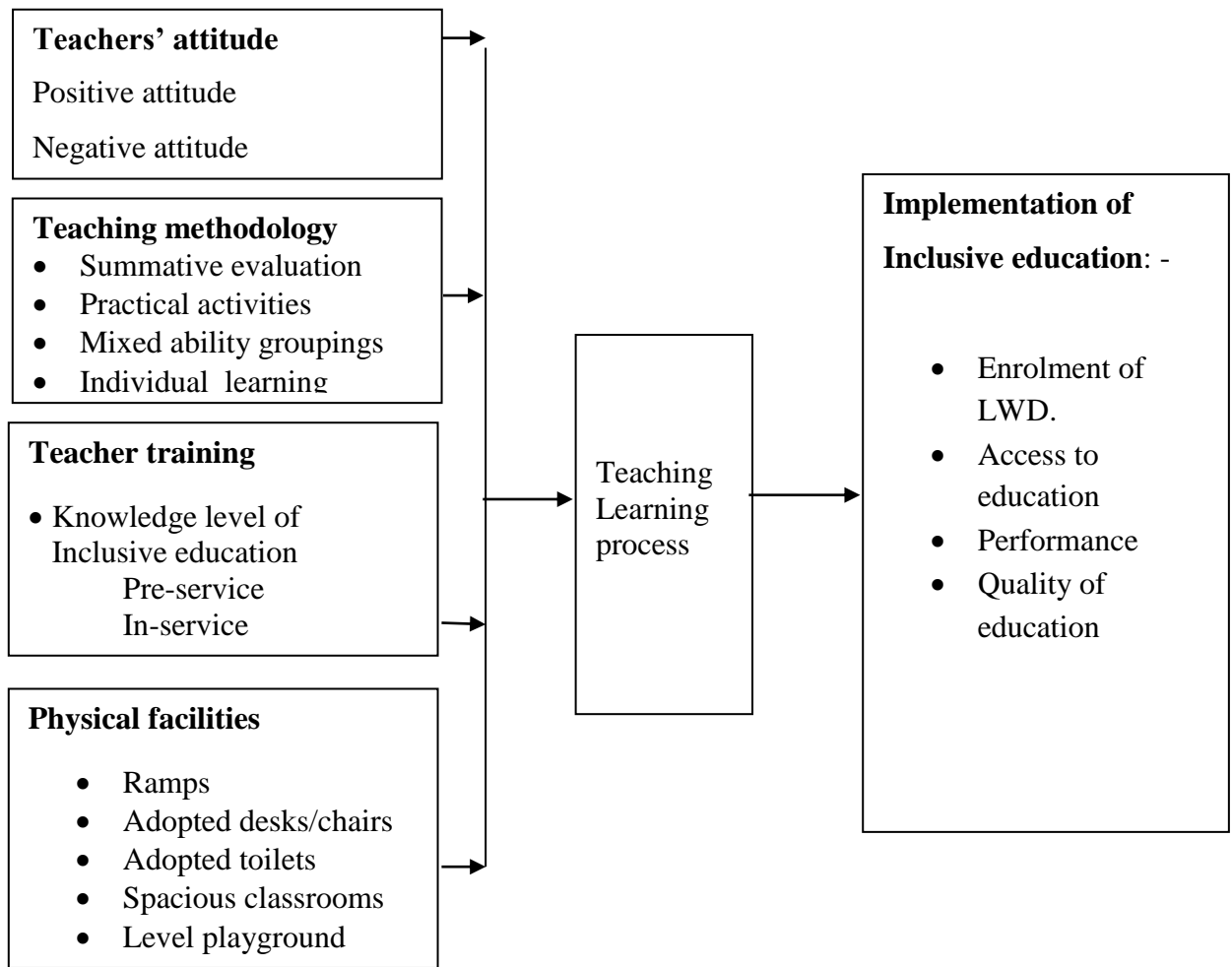


Figure 2.1 Conceptual framework on the relationship between independent and dependent variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on research methodology appropriate for the study. It covers introduction, research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability of the instruments, data collection procedure and ethical considerations.

3.2 Research design

A research design can be thought of as the “structure” of research. Orodho (2003) defines it as ‘the scheme’ outline or plan’ used to generate answers to research problems. It constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2003). The study was conducted using a descriptive survey design. Kerlinger (1969) points out that descriptive studies are not only restricted to fact findings but may also result in the formulation of important principles of knowledge and solution to significant problems. It involves measurement, classification, analysis, comparison and interpretation of data. According to Orodho, (2003) descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. It can be used when collecting information about people’s opinions, attitudes, habits or any of the variety of education or social issues (Orodho and Kombo (2002). The study assessed school based factors

influencing implementation of Inclusive Education that already exists making the design appropriate.

3.3 Target population

Makadara has a total of 11 public secondary and so all the 11 principals were considered for the study. A population of 297 teachers and 5994 students both with and without disability were targeted (Makadara Sub-County Education office, 2017).

3.4 Sample size and sampling procedures

Mugenda and Mugenda (2003) recommend a 10-30 percent of the total population and so all the 11 schools were considered except for one school which participated in the pilot study. The researcher considered 10 principals since they were in charge of general management of the schools. Simple random sampling was used to select 30% of teachers which was 89 teachers divided with the 10 schools. As for the students, 10% of the total population was taken amounting to 599 students which when divided with the number of schools. Mugenda and Mugenda (2003) state that population below 1000 sampling require 30% while 10% can be used to sample population above 1000.

Table 3.1

Sample matrix

Category of respondents	Population	Sample size
Principals	11	10
Teachers	297	89
Students	5994	599
Total	6301	698

The sample size for the study was 698 respondents comprising principals, teachers and students as shown in Table 3.1. Purposive sampling was used to select students with disabilities in mainstream schools.

3.5 Research instruments

In the study, questionnaires and observation checklist were used. Questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp 2006). This is preferred as it saves time, ensures confidentiality and information can be collected from a large sample. The questionnaires consist of two parts. Part one consisted demography data while part two had questions that provide data on the study variables. Observation checklist was also used by visiting the schools to observe the physical facilities in the school. It enabled the researcher to observe the status and availability of physical facilities which promotes implementation of Inclusive Education.

3.6 Validity of instruments

Validity is the ability of an instrument to measure what is supposed to measure. Content validity was attained through requesting the supervisors who are experts in the field to assess the validity of the instruments used and gave their feedback. A pilot study was conducted in two schools prior to the actual research. Mugenda and Mugenda (1999) suggested a 1% of population can be used for the pilot study. The target population for the pilot study was ten respondents comprising 1 principal, 3 teachers and 6 students. The study was conducted in one school within a day and the results used to determine the validity of the instruments to be used.

3.7 Reliability of the instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the results from a test are. The researcher used test-retest method to assess the reliability of the instruments used. The test was given to the same group of respondents within a period of two weeks. The researcher administered a test to a group of respondents after which the same test was administered after one week. The scores were calculated and the correlation coefficient determined using Pearson's Product moment correlation coefficient using the formula:

$$r = \frac{n \sum x_i y_i - \sum x_i \sum y_i}{\sqrt{n \sum x_i^2 - (\sum x_i)^2} \sqrt{n \sum y_i^2 - (\sum y_i)^2}}$$

Where;

n = the number of respondents

x_i = the score of respondents on one variable

y_i = the score of a respondent on the other variable

The acceptable index according to Mugenda and Mugenda(2003) is 0.8 or even higher thus if this was attained then the instruments were deemed reliable. For, this study the research instruments scored a reliability of 0.84.

3.8 Data collection procedure

The researcher obtained a research permit from the National Council for Science and Technology (NACOSTI) after being cleared by the Department of Educational Administration and Planning; University of Nairobi. The researcher thereafter sought clearance from the regional office Nairobi county from the regional director for education; Nairobi region. The researcher also sought permission from the sub county director for education Makadara Sub County and principals from public secondary schools within Makadara Sub County. The researcher then visited the schools to administer the questionnaires to the respondents by distributing them to the sampled size and guiding particularly students in answering the questions. The researcher also visited the schools to observe the status of physical facilities using an observation checklist. These were done in a period of one month.

3.9 Data analysis techniques

Data analysis was done by verifying the raw data collected in order to check missing or inaccurate data. The data were coded to enable the responses to be grouped into various categories. Data collected was both qualitative and

quantitative in nature. The computer Statistical Package for Social Sciences (SPSS) version 22.0 was used to process all the responses from the questionnaire. The questionnaire were sorted, coded and fed into the SPSS program to generate frequency tables and percentages. Owing to the fact that the study was descriptive in its major characteristics, descriptive statistics were used in data analysis. Such descriptive statistics that were used for analyzing data were frequencies and percentages while data was presented in frequency distribution tables. Qualitative data was coded, organized and analyzed thematically. Inferential statistics were used to check the relationship between the independent and dependent variables.

3.8 Ethical Considerations

The legal conduct of the study was ensured by attaining research authorization permit from NACOSTI. The researcher sought consent of the respondents to ensure that they participated freely during the study .The researcher ensured confidentiality of respondent's privacy by concealing their identity. The researcher was also open and honest to all the respondents while administering the questionnaires.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter focuses on information of the respondents. It presents the research findings, discusses them and draws conclusions for each research questions. In this chapter a presentation is made of the data collected from secondary schools, the analysis and interpretation procedures employed to drive at answers of the research questions guiding the study. The presentation done based on research objectives. The purpose of the study was to investigate school based factors influencing implementation of inclusive education in public secondary schools in Makadara sub county, Nairobi County, Kenya.

4.2 Response return rate

The researcher issued 10 principals', 89 teachers' and 599 students' questionnaire in the sampled schools for data collection. After collection of the research instruments, completeness and accuracy of the research tools was assessed and the return rate presented in Table 4.1.

Table 4.1
Instrument response rate

Categories of respondents	Target sample	Response frequency	percent
Principals	10	10	100.0
Teachers	89	77	87.6
Students	599	518	86.5
Total	698	605	86.7

Table 4.1 showed that the responses from the principals realized 100 percent response rate while, teachers response rate was 87.6 percent and response rate 86.5 percent. Therefore, the study realized a total response rate of 86.7 percent. These findings indicated that the study realized satisfactory and sufficient instrument response rate. This response rates were representative and conformed to Mugenda and Mugenda (2008) who that stipulate that response rates that were above 70 percent were excellent and representative for any social science research.

4.3 Demographic information of respondents

This study sought to establish the respondents' gender, age, level of education, students' class distribution and teaching experience to establish an insight on the study respondents' characteristic. Table 4.2 presented the distribution of study respondents based on their gender.

Table 4.2

Respondents' gender

Gender	Principals		Teachers		Students	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	7	70.0	31	40.3	220	42.5
Female	3	30.0	46	59.7	298	57.5
Total	10	100.0	77	100.0	518	100.0

Table 4.2 indicates that 70 percent principals who participated in the study were males while 30 percent were females. Majority of the principals were therefore males. The highest proportion of secondary teachers are male (59.7%) and female teachers are few (40.3%). The findings show that there were more male teachers. This showed that both genders were represented in the study to avoid gender biasness. These findings are supported by Wiles and Smith (2009) study that 100 inclusive middle schools, which found out that 85 percent of the teachers teaching in the inclusive classes were female. There was need to establish the age of principals in the sample. In most cases age is directly proportional to experience. It was felt that the more advanced in age and in the profession, the more reliable the information generated from such participants. Table 4.3 presents the findings.

Table 4.3**Principals and teachers highest level of education qualification**

Level of education	Principals		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
M.Ed	3	30.0	7	9.1
B.Ed	5	50.0	37	48.1
B.ED Special	1	10.0	6	7.8
Diploma educ	0	0.0	22	28.6
Diploma special educ	1	10.0	5	6.4
Total	10	100.0	77	100.0

Table 4.3 shows that successful implementation of inclusive education depends on the professional qualifications of the teacher. Most of the teachers in Makadara Sub-County (48.1%) were B. ed holders, (28.6%) of the teachers had attained diploma in education qualification. However, only 7.8 percent of the teachers had B.Ed in special education and 6.4 percent had attained diploma in special education which is the right professional qualification to teach in the classes where learners with disabilities are included. The study establish that half of the head teachers had attained B.Ed as the highest level of academic qualification, while only 20 percent were trained on special education. Though, the percent count of teachers and principals who were trained in special education. All respondents had attained sufficient educational qualification to enable them carry on with mainstream learning duties. It was a confirmation that the sampled

principals and teachers would be able to give satisfactory information about the study items.

There was need to establish the distribution of students by age. The result is captured in Table 4.4.

Table 4.4
Students' age brackets

Age bracket in years	Frequency	Percent
	(f)	(%)
13-15 years	172	28.2
16-18 years	338	59.9
Above 18 years	47	11.9
Total	518	100.0

The majority (59.9%) of the girls established to be between 16 and 18 years which implied that on average, the girls were in their right ages. It should be noted that the official secondary school age as recognized by MOE is 14-18 years. However, 11.9 percent of the girls indicated that they were over 18 years. This implied that there were few incidences of late enrolment or rate of repetition in the study area.

Table 4.5
Students distribution by class

Class	Frequency (f)	Percent (%)
Form one	112	21.6
Form two	138	26.6
Form three	121	23.6
Form four	147	28.2
Total	518	100.0

Data contained in Table 4.5 showed that student respondents were sourced from all classes to ensure representative participation. The researcher sought to establish the length of service of the principals in the schools. This would help in validating the information they would give based on their experience. The findings are in Table 4.6.

Table 4.6
Teaching experience

No. of years	Principals		Teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
1 - 5 years	2	20.0	14	18.2
6 - 10 years	3	30.0	39	50.6
Over 10 years	5	50.0	23	33.2
Total	10	100.0	77	100.0

Highest proportion of the principals' work experience was over 10 years. Those who had served for a period between 1 and 5 years were 20 percent, while 30 percent had taught for between 16 and 20 years. Consequently, half of the teachers had taught for between 6 and 10 years. The information showed that the study respondents were liable to give credible information for the purpose of this study due to their high level of experience.

Table 4.7
Enrolment of students with special needs in schools

Response	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Enrolls	1	10	12	15.6
Do not enroll	9	90.0	65	84.4
Total	10	100.0	77	100.0

According to 90 percent principals and 84.4 percent stated that their schools do not enroll learners with disabilities. The study showed that majority of the school had not implemented Inclusive education. The findings were in line with the data collected from the Sub-County education office in Makadara that stated that only one school fully implemented Inclusive Education in their school. Further the study sought to find students perception on Inclusive Education. Table 4.8 presents the study findings.

Table 4.8

Students' perception on inclusive education

Responses	Yes		No	
	f	%	f	%
Learners with disability enjoy learning together with learners without disability	147	28.4	317	71.6
Learners without disability enjoy learning together with learners with disability	94	18.1	424	81.9

As shown in Table 4.8 majority of the learners (81.9%) stated that learners without disability and those with disabilities do not enjoy learning together. The findings showed that Inclusive Education implementation in majority of the schools was not fully effected. Thus it was important for the study to establish school based factors hindering effective implementation of Inclusive Education that included teachers' attitude, instructional methodologies, teachers' professional training, physical facilities among others.

4.4 Teachers' attitudes and implementation of Inclusive Education

The first research objective sought to establish the influence of teacher's attitude on the implementation of inclusive education in public secondary schools in Makadara sub-county. The study population were asked to respond to items that sought their attitudes towards including the learners with

disabilities in the mainstream classes. Their response was captured in Figure 4.1.

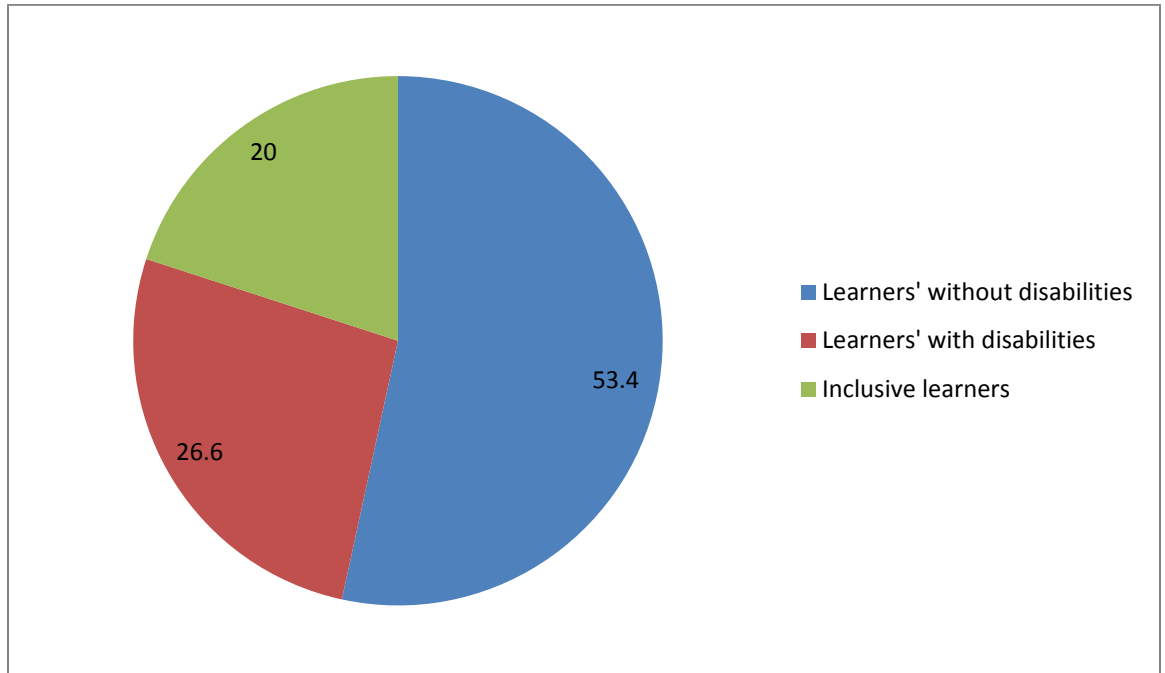


Figure 4.1 Attitudes of teachers towards implementation of Inclusive Education

According to the study findings, 53.4 percent of the teacher respondents prefer teaching normal pupils without mixing them with challenged learners, 26.6 percent preferred handling only challenged learners while 20 percent of the respondents preferred handling both normal and challenged learners in inclusive classes. The study revealed that most of the teachers had negative attitude towards inclusive education as majority of teachers preferred teaching normal pupils without mixing them with challenged

learners. The principals' views were sort to gauge their attitude towards including the learners with disabilities into mainstream schools. Their views were as indicated in Table 4.9.

Table 4.9
Principals' perceptions on inclusive education

Statements	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Inclusive Education has positive effect on social and emotional development of special children	7	70.0	2	20.0	1	10.00	0.0	
Inclusive Education is beneficial to both normal and children with special needs	9	90.0	0	0.0	1	10.00	0.0	
Inclusive Education lowers the quality of instruction for all pupils	6	60.0	3	30.0	1	10.00	0.0	
Teachers have positive attitude towards inclusive education	4	40.0	2	20.0	3	30.01	10.0	

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

These findings concur with the study observations from Hawkins (2009) that although attitudes are not the only factors which account for the teaching and learning they direct and influence learning considerably. As most of the teachers have positive attitude towards inclusive education can significantly influence its implementation. The researcher also sought to establish from the head teachers the enrollment of challenged learners in comparison to normal pupils as captured in Figure 4.2.

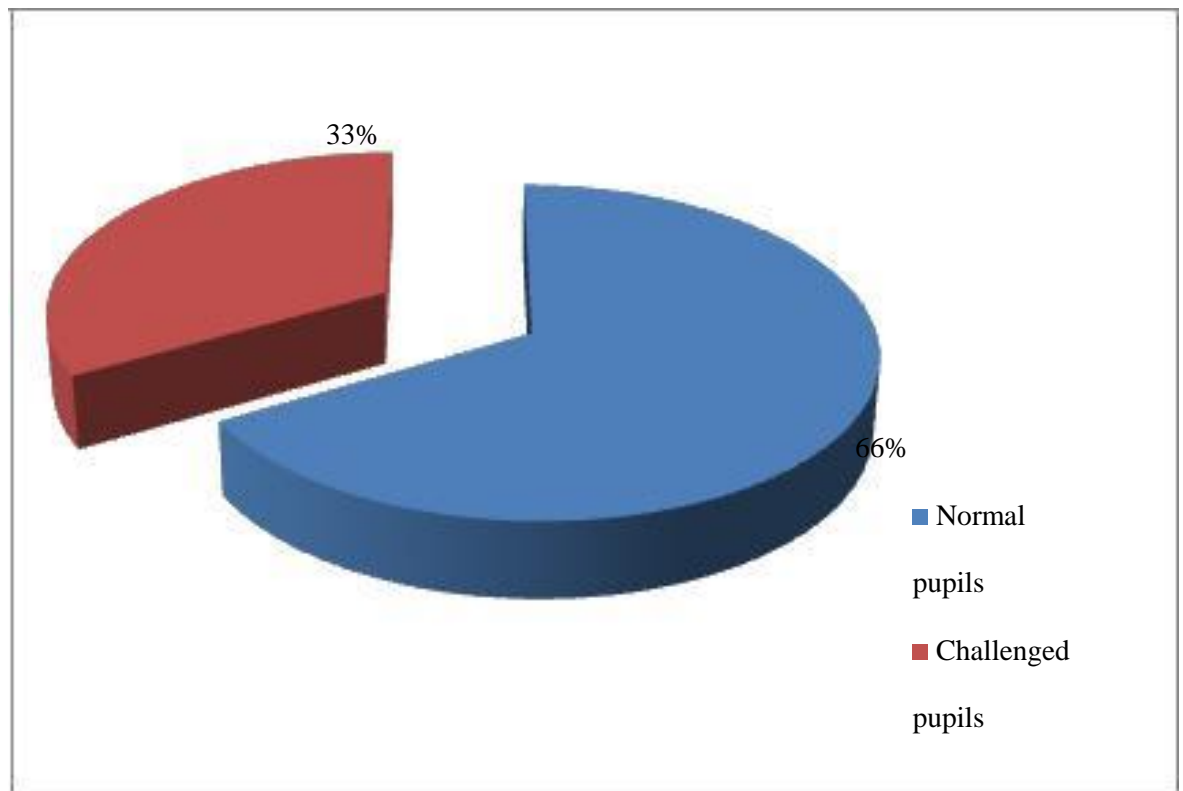


Figure 4.2 Enrollment of learners with and without disabilities in public secondary schools

From the Figure 4.2, 66 percent of the respondents indicated the enrollment of normal pupils in their schools 33 percent confirmed enrolment of challenged learners in their school. This data shows that majority of the learners are normal even though there are a number of challenged learners amongst them in the classrooms. From the findings it is clear that school head do admit challenged learners in their school in line with the government policy of implementation of inclusive education. Thus, the respondents were asked to indicate the On the head teachers' attitude towards learners with disabilities .The responses were rated on a five point likert scale where SA= strongly agree, A= Agree, D=disagree, and SD =strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated in Table 4.10.

Table 4.10**Head teachers' attitude towards learners with disabilities**

Statement	SA		A		D		SD	
	f	%	f	%	f	%	f	%
Teachers do not discriminate against learners with disabilities	5	50.0	2	20.0	1	10.0	3	30.0
Including learners with disabilities will affect the performance of other non-disabled learners	8	80.0	1	10.0	1	10.0	0	0.0
Learners with disabilities should be put in special schools	10	100.0	0	0.0	0	0.0	0	0.0
Learners with disabilities take longer time to understand instructions	10	100.0	0	0.0	0	0.0	0	0.0
Learners with disabilities do not interact freely with learners without disabilities	6	60.0	2	20.0	2	20.0	0	0.0
Learners with severe disabilities will not cope in a regular school	10	100.0	0	0.0	0	0.0	0	0.0

According to the findings on Table 4.5 majority of the respondents strongly agreed to the statement that learners with disabilities will distract other learners without disabilities and 100 percent of the respondents strongly agreed that learners with disabilities should be put in special schools. 60 percent of the respondents agreed to a lesser extent that including learners with disabilities will affect the performance of other non-disabled and that learners with disabilities do not interact freely with learners without

disabilities concurrently, while all of the respondents further disagreed that learners with severe disabilities will not cope in a regular school and learners with disabilities take longer time to understand instructions respectively. This concurs with the study by (Avramidis et al., 2000), that most educators' attitudes are influenced by the nature of the disability and vary with the type of disabilities. On the educating learners with disabilities in an inclusive setting, the responses were rated on a five point Likert scale where SA= strongly agree A= Agree U=undecided D=disagree, SD =strongly disagree, the mean and standard deviations were generated from SPSS and are as illustrated on Table 4.11.

Table 4.11**Teachers' attitude on educating learners with disabilities in an inclusive setting**

Statement	Mean	St. Dev
Teachers do not appreciate inclusion of learners with disabilities	3.1	22.1
Learners with disabilities do not benefit from specialized instructions provided by teachers	6	4.3
Educating learners with disabilities in a regular school rather than in a special school does not increase the learners' level of academic performance	1.3	9.3
Teachers in the school need specialized training to enable them implement inclusion of learners with disabilities.	3.5	25
Learners with disabilities do better in a special school than in the regular school	3.2	22.9
The school environment has been designed to fit learners with disabilities	9	6.4
Teachers do not adequately support learners with disabilities in the inclusive setting.	1.4	10

The findings on Table 4.11 shows that majority of the respondents strongly agreed that teachers in the school need specialized training to enable them implement inclusion of learners with disabilities, learners with disabilities do better in a special school than in the regular school that teachers do not appreciate inclusion of learners with disabilities respectively. This concurs with sentiments that Avramidis et al. (2000) in their study on educators' attitudes towards the inclusion of children with special educational needs, that indicated that educators holding diplomas and in-service training certificates in special education tend to have a more positive attitude towards inclusion, while educators with substantial training in special education have significantly higher positive attitudes than those with little or no training.

Moreover, most of the respondents agreed to lesser extent that LWDs do not benefit from specialized instructions provided by, educating LWDs in a regular school rather than in a special school does not increases the child's level of academic performance and that teachers do not adequately support learners with disabilities in the inclusive setting concurrently. 6.4% of the respondents strongly disagreed on the statement that the school environment has been designed to fit learners with disabilities. This contrast UNESCO (2004), point that learners have diverse needs and inaccessible environment within and even outside the school, may contribute in excluding them from accessing education. This concurs with the Zindi (1996) study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favor.

4.5 Teaching methodology and implementation of Inclusive Education

The second study objective sought to examine the influence of teaching methodology on implementation of inclusive education in public secondary schools in Makadara sub-county. Therefore, the research survey sought to establish the instructional method used by most teachers. Table 4.12 presents the study findings.

Table 4.12

Instructional method used in inclusive classroom

Response	Frequency	Percent
Lecture method	22	28.6
Discussion method	12	15.6
Individual attention	3	3.9
Active participation	40	51.9
Total	77	100.0

According to the study findings majority of the respondents (51.9%) indicated that they taught inclusive classes through active participation instructional method to ensure curriculum content delivery. These study findings showed that many teachers involved all students in the teaching and learning process, thus, enabling effective implementation of Inclusive Education. The teachers were asked to rate the level of content delivery due to the mode of instructional process. Table 4.13 presents the study findings.

Table 4.13

How instructional method influence Inclusive Education

Response	Frequency	Percent
To a great extent	41	52.2
To a moderate extent	24	30.4
To a little extent	9	10.9
Not at all	3	6.5
Total	77	100.0

The study sought to assess the methods of instructions necessary for the implementation of inclusive Education in public secondary schools in Makadara Sub-County. This will at great rate be influenced by the number of learners with special needs in the classroom. The study sought to investigate whether there are learners with special needs enrolled in schools.

Table 4.14

Presence of learners with Special enrolled in schools

Response	Frequency	Percent
Yes	29	37.7
No	48	62.3
Total	77	100.0

According to the teachers majority (62.3%) indicate that they did not enrolled children with special needs in schools. A fairly low percentage of teachers (39.1%) responded that there were learners with special needs children enrolled in schools.

Table 4.15

Problems that emanate from SNE learners in Relation to Reading

Response	Frequency	Percentage
Slow	51	66.2
Poor	27	35.2
Low attention	19	24.7
Total	77	100.0

A fairly high percentage (66.2%) of the teachers' respondents indicated that the SNE learners are slow at grasping reading skills. Some teachers (35.2%) felt that SNE learners are poor in reading while (24.76.5%) felt that the learners pay low attention to reading skills. This showed that majority of the teachers felt that

learners with special needs thus need effective teaching methods to ensure implementation of Inclusive Education.

4.6 Teacher training and implementation of Inclusive Education

Teacher training focuses on preparing school teachers in pedagogical content as well as academic content. Here, the emphasis is laid on equipping a school teacher with adequate competencies in special education. The third research objective sought to establish the influence of teachers training on the implementation of inclusive education in public secondary Schools in Makadara Sub County. The aim of this study was therefore to ascertain whether teachers received pre-service training on special need education as illustrated in Figure 4.3.

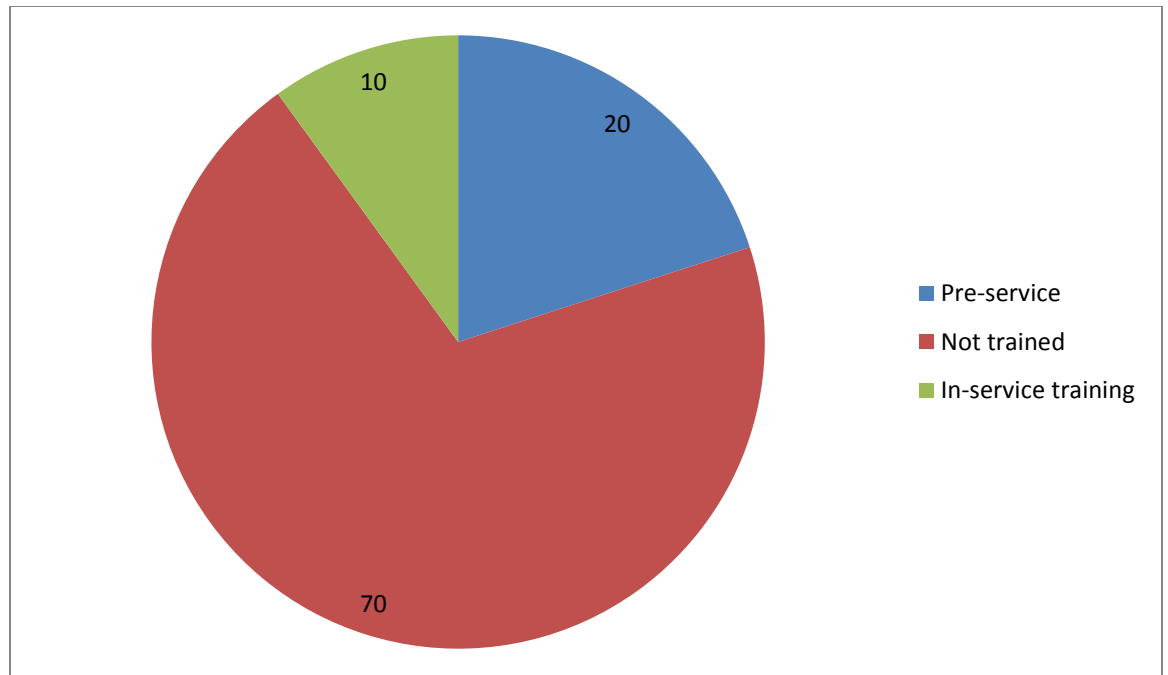


Figure 4.3 Teacher training on special education

The response confirmed 30 percent of teachers have training in special education of which 20 percent through pre-service training and 10 percent through in-service training. 70 (70 %) had not received any training in special education. Though teachers are trained and have teaching experience with challenges which might be an impediment in the implementation of inclusive education in Makadara Sub-County. These sentiments are echoed by Wachira (2012) who studied school based factors influencing inclusive education and found that majority of teachers lacked the skills and knowledge of handling challenged learners in the inclusive settings. Teacher training is an important component of education. Through it school teachers who are considered mentors of any society are prepared and produced produce school teachers for the established system of

education (Kazmi, 2003). The study sought to know whether teachers were trained in handling children with disabilities, and the findings are illustrated in the figure 4.4.

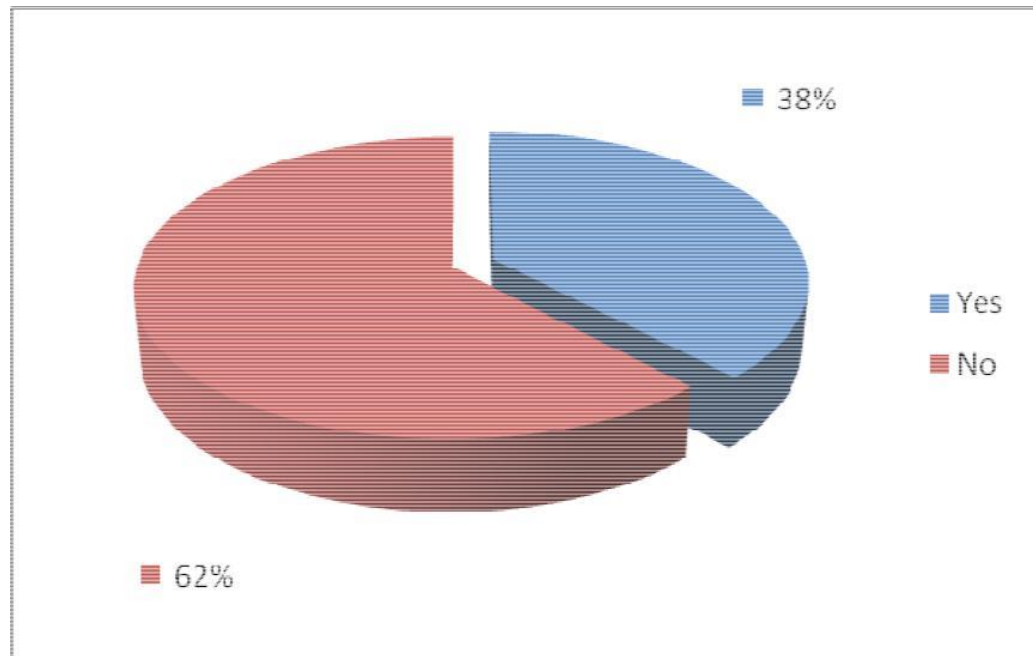


Figure 4.4 Teachers trained in handling children with disabilities

The findings on Figure 4.4 indicated that teachers had not been trained in handling children with disabilities, this accounted for 62 percent, while 38 percent of the head teachers had their teachers trained in handling children with disabilities. The study concludes that teachers in mainstream school at the camp were not trained to handle children with disabilities. The study enquired on whether the head teachers had requested on teachers trained in special needs education, the findings are illustrated in the Figure 4.5.

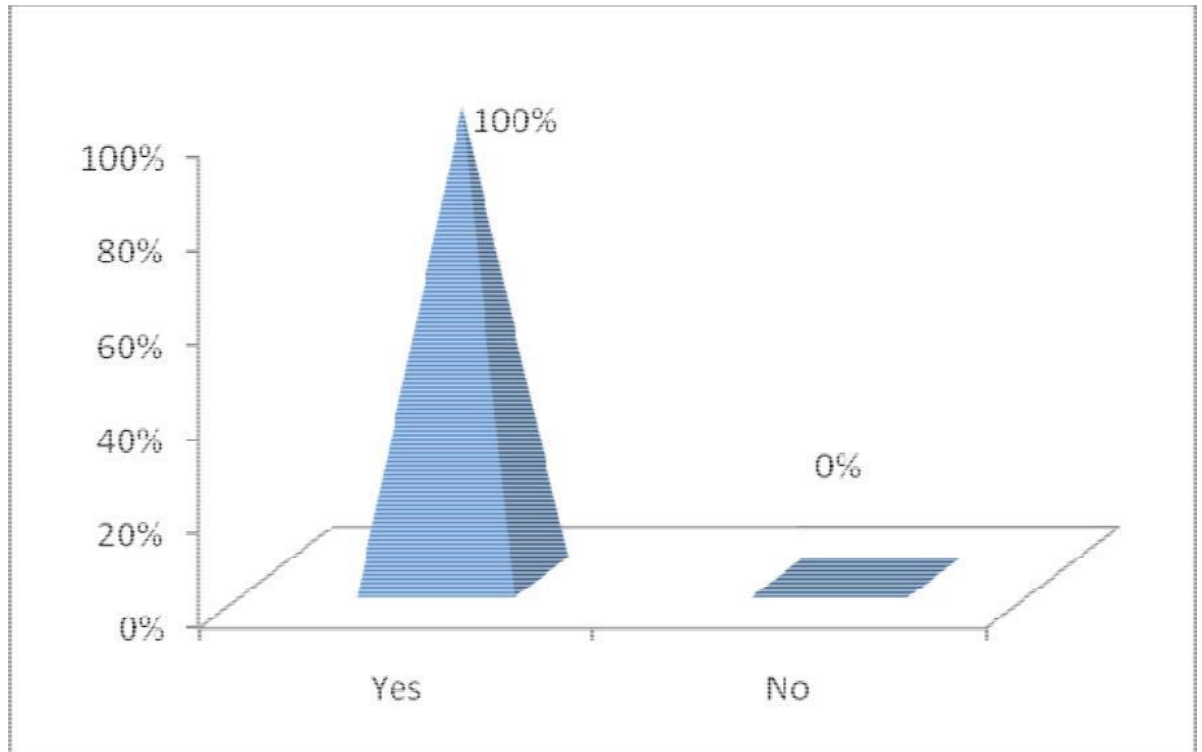


Figure 4.5 Schools organize for teachers training in special needs education

The data on Figure 4.5 shows that 100% of the principals had organized for teachers training in special needs education. The study concludes that there is high demand for teachers trained in special needs education to handle learners with disabilities.

The study established there was only one school with three teachers trained in special needs education, two schools had two teachers each trained in special needs education, six schools each with one trained teacher in special needs education and the rest did not have a teacher trained in special needs education.

The study enquired on the skill training areas of the teachers, findings are illustrated in Table 4.12.

Table 4.12

Skills trained to teachers on Inclusive Education

Skill trained to teachers	Trained (%)	Not trained (%)
Training in inclusive education	3.6	96.4
Sign language training	3.6	96.4
Braille training	4.3	95.7
Learning disabilities training	5	95
Guidance and counseling training	0	0

Table 4.12 illustrate that majority of the teachers (96.4%) were not trained in inclusive education and sign language training while only (3.6%) were trained concurrently. Majority of the teachers (95.7%) were not trained in Braille training while only 4.3% were trained. Majority of teachers were not trained in learning disabilities (95%) while only 5% were trained. None of the teachers was trained in guidance and counseling training. Teachers mentioned that due to the casualties that normally happen at the camp training on the first aid was necessary.

4.7 Influence of physical facilities on implementation of inclusive education

Objective four of the study sought to determine the influence of availability of physical facilities on the implementation of inclusive education in public secondary schools in Makadara sub-county. The researcher made her personal

observation on the availability of facilities to create a barrier free environment in the public schools visited in the study area. The findings were tabulated as follows;

Table 4.33

Researchers' observations on the availability of facilities

N=10 Facility	Available		Not available		State/ functionality			
	F	%	F	%	Adequate		Inadequate	
	F	%	F	%	F	%	F	%
Adapted Toilets	3	30	7	70.0	-	-	-	-
Ramps on doorways	2	20.0	8	80.0	-	-	-	-
Adaptive desks	7	70	3	30.0	7	70.0	3	30.0
Walkers/Crutches	1	10.0	9	90.0	-	-	-	-
Spacious classrooms	8	80.0	2	20.0	-	-	-	-
Wheel chairs	0	-	10	100.0	-	-	-	-
Swings	7	70.0	3	30.0	-	-	-	-

From the table above, the researcher made observations on the availability and functionality of various facilities that create a barrier free environment and cater for the SNE learners' mobility in public schools, in Makadara Sub-County. In an effort to identify the availability of assistive devices and support services, (objective 2), the researcher in her observation tried to identify the availability of walkers/clutches available in the schools. From the result tabulated in the table

above, (90%) of the schools did not have assistive devices which could help the SNE physically challenged learners in walking. A small number of schools (10%) facilitate the physically challenged learners enrolled with the assistive devices. It was clear that inclusive learning was discouraged by lack of assistive devices. These findings correspond to findings of the Republic of Kenya (2005) report which stated that inclusive education was faced by lack of appropriate classrooms. This showed that the challenged learners are left to cope with undesirable structures.

Majority of schools visited (80%) lacked ramps which are expected to facilitate the movement of SNE learners. This may pose a challenge to movement hence discourage the enrolment of physically challenged learners. This tried to answer research question 3 which was to identify the availability of resources which influenced implementation of inclusive learning. This shows that mobility of SNE learners was hindered and is discouraging to SNE learners' enrolment.

A high percentage (70%) of the visited schools had adaptive desks that were in proper and functional state with only a smaller number of the schools (30%) that lacked adaptive desks. This did not pose a major problem since even the available desks were renovated to sort the SNE learners' mobility. The researcher also sought to investigate if the available toilets were adaptive to the SNE learners. From the findings only a small number of schools had the available toilets adaptive to SNE learners. This posed a great challenge for the adaption of SNE learners into an inclusive school set-up. This was in line with Wachira (2012) who

had 55 percent of the teachers who were of the opinion that physical facilities were not well structured to accommodate inclusive learners.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the study findings, conclusions drawn from the study, recommendations based on the study and suggestions for further research.

5.2 Summary of the study

The purpose of the study was to investigate school based factors influencing implementation of inclusive education in public secondary schools in Makadara sub county, Nairobi County, Kenya. It was guided by the following research objectives; to establish the influence of teacher's attitude on the implementation of inclusive education in public secondary schools in Makadara sub-county, to examine the influence of teaching methodology on implementation of inclusive education in public secondary schools in Makadara sub-county, to establish the influence of teachers training on the implementation of inclusive education in public secondary Schools in Makadara sub county and to determine the influence of availability of physical facilities on the implementation of inclusive education in public secondary schools in Makadara sub-county.

The study reviewed related literature from different scholars' works informed by the study objectives. Social model theory of Disability was used in this study as advocated by Oliver (1983). The study was conducted using a descriptive survey design. Makadara has a total of 11 public secondary and so all the 11 principals were considered for the study. A population of 300 teachers had a target

population of 90 teachers while a population of 6000 students had a target population of 600 students both with and without disability.

The researcher considered 10 principals since they were in charge of general management of the schools. Simple random sampling was used to select 30% of teachers which was 89 teachers divided with the 10 schools to get 9 teachers per school. As for the students, 10% of the total population was taken amounting to 599 students which when divided with the number of schools were given 60 students per school. The sample size for the study was 698 respondents comprising principals, teachers and students. Purposive sampling was used to select students with disabilities in mainstream schools. The researcher used questionnaires and observation checklist to collect quantitative and qualitative data. Piloting was conducted in order to determine the reliability and validity of the instruments. Validity was also established by use of expert judgment while, the reliability was also tested using test-retest technique. Data was analyzed qualitatively and quantitatively. The study realized a total response rate of 87.6 percent.

5.2.1 Teachers attitude and implementation of Inclusive Education

The first research objective sought to establish the influence of teacher's attitude on the implementation of inclusive education in public secondary schools in Makadara sub-county. The study findings revealed that majority (53.4%) of the teacher respondents prefer teaching normal pupils without mixing them with challenged learners, 26.6 percent preferred handling only challenged learners

while 20 percent of the respondents preferred handling both normal and challenged learners in inclusive classes. The study revealed that most of the teachers had negative attitude towards inclusive education as majority of teachers preferred teaching normal pupils without mixing them with challenged learners. majority of the respondents strongly agreed to the statement that learners with disabilities will distract other learners without disabilities and 100 percent of the respondents strongly agreed that learners with disabilities should be put in special schools. 60 percent of the respondents agreed to a lesser extent that including learners with disabilities will affect the performance of other non-disabled and that learners with disabilities do not interact freely with learners without disabilities concurrently, while all of the respondents further disagreed that learners with severe disabilities will not cope in a regular school and learners with disabilities take longer time to understand instructions respectively.

5.2.2 Teaching methodology and implementation of Inclusive Education

The second study objective sought to examine the influence of teaching methodology on implementation of inclusive education in public secondary schools in Makadara sub-county. According to the study findings majority of the respondents (51.9%) indicated that they taught inclusive classes through active participation instructional method to ensure curriculum content delivery. These study findings showed that many teachers involved all students in the teaching and learning process, thus, enabling effective implementation of Inclusive Education

The study sought to assess the methods of instructions necessary for the implementation of inclusive Education in public secondary schools in Makadara Sub-County. This will at great rate be influenced by the number of learners with special needs in the classroom. According to the teachers majority (62.3%) indicate that they did not enrolled children with special needs in schools. A fairly low percentage of teachers (39.1%) responded that there were learners with special needs children enrolled in schools. This showed that majority of the teachers felt that learners with special needs thus need effective teaching methods to ensure implementation of Inclusive Education.

5.2.3 Teacher training and implementation of Inclusive Education

The third research objective sought to establish the influence of teachers training on the implementation of inclusive education in public secondary Schools in Makadara Sub County. The response confirmed 30 percent of teachers have training in special education of which 20 percent through pre-service training and 10 percent through in-service training. 21 (70 %) had not received any training in special education. Though teachers are trained and have teaching experience with challenges which might be an impediment in the implementation of inclusive education in Makadara Sub-County.

All principals stated that they had organized for teachers training in special needs education. The study concludes that there is high demand for teachers trained in special needs education to handle learners with disabilities. Majority of the teachers (96.4%) were not trained in inclusive education and sign language

training while only (3.6%) were trained concurrently. Majority of the teachers (95.7%) were not trained in Braille training while only 4.3% were trained. Majority of teachers were not trained in learning disabilities (95%) while only 5% were trained. None of the teachers was trained in guidance and counseling training. Teachers mentioned that due to the casualties that normally happen at the camp training on the first aid was necessary.

5.2.4 Physical facilities on implementation of inclusive education

Objective four of the study sought to determine the influence of availability of physical facilities on the implementation of inclusive education in public secondary schools in Makadara sub-county. The researcher made observations on the availability and functionality of various facilities that create a barrier free environment and cater for the SNE learners' mobility in public schools, in Makadara Sub-County. In an effort to identify the availability of assistive devices and support services, the researcher in her observation tried to identify the availability of walkers/clutches available in the schools. From the result tabulated in the table above, (90%) of the schools did not have assistive devices which could help the SNE physically challenged learners in walking. A small number of schools (10%) facilitate the physically challenged learners enrolled with the assistive devices. It was clear that inclusive learning was discouraged by lack of assistive devices..

5.3 Conclusion

The study concluded that majority of teachers in Public secondary schools in Makadara Sub-County have positive attitude towards inclusive education. Some had negative attitude towards inclusion. The second research question was to assess the extent to which physical facilities suit the learners with special needs and these revealed that physical facilities were not suiting challenged learners and were inadequate to accommodate the same learners. The school environment was not barrier free hence inhibited free movement within the school's compound and into and out of buildings. The third research question was to find how teachers' training determine effective implementation of inclusive education and findings of the study show that majority of the teachers lack training in special needs hence are unable to handle learners with challenges in ordinary classrooms. This has led to ineffective implementation of Inclusive education since teachers lacked knowledge and skills of how to handle such learners.

5.4 Recommendations

In the light of the findings and conclusions of this study the following recommendations were made;

- i. The Schools should consider immediate restructuring physical environment in schools aiming at making them barrier free and disability friendly. This can be through sourcing for funds from parents and Constituency Development Fund. This will ease accessibility to educational opportunities for learners with disabilities.

- ii. The government should partner educationalists, well-wishers and other stakeholders to diversify provision of appropriate facilities. This will supplement funds released from the government kitty which is not sufficient to put in place adapted facilities, appropriate learning resources and functional devices for special needs in Education.
- iii. All educational stakeholders like policy makers like KICD need to organize immediate awareness campaigns across the country sensitizing people on the issues of the rights of children and empowering the challenged and disadvantaged children. This can be done by inviting role models of specially challenged people who have succeeded in various fields, technocrats and experts in special needs education.
- iv. In a bid to constantly produce teachers with SNE knowledge, the government should restructure teacher education in secondary schools Teachers Training Colleges so as to include SNE curriculum courses. The MoE should also organize a pilot study in some districts, sponsor secondary teachers to attend inset training and later evaluate the importance of Inclusive Education.
- v. The government and T.S.C should recruit more teachers qualified in special education to teach in inclusive schools. The MoE should mobilize all teachers to under INSET training, seminars, workshops and symposia. This will constantly offer professional development which will improve the handling skills, instructional methodologies and competence in providing supportive devices to meet needs of all learners.

iii. In a bid to produce teachers with skills in handling inclusive classes, the government should restructure teacher education in secondary school Teachers Training Colleges so as to introduce inclusive curriculum. This can be organized in collaboration with Kenya Institute of Curriculum Development to effectively implement curriculum.

5.5 Suggestion for further research

The researcher proposes further research in the following areas,

- i. Further study should also be carried out in order to investigate the impacts of inclusive learning on learners' performance in secondary schools.
- ii. To establish whether all the special needs of children are catered for, their talents nurtured and developed to the higher institutional levels of Education.
- iii. An evaluation of how government funding is affecting the implementation of inclusive learning in public schools.

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APPENDICES

Appendix 1: Letter of Introduction

Omamo Millicent Anyango,
University of Nairobi,
Department of Educational Administration and Planning
P.o. Box 30197-00100.
Nairobi.
The principal,
_____ School,

Dear Sir/madam,

RE: Permission to conduct Research

I am a postgraduate student at the University of Nairobi pursuing masters degree in Curriculum studies and wish to undertake a research in your institution on **school based factors influencing implementation of Inclusive Education in public secondary schools in Makadara subcounty**. This research is a final requirement towards the completion of my course and so kindly assist me collect the information required to complete this project. Your identity will be concealed hence treated with great privacy and confidentiality. Your compliance will be of great pleasure.

Thank you in advance.

Yours Sincerely,

Omamo Millicent Anyango

Appendix 2: Questionnaire for principals

SECTION A: Background information

The purpose of this questionnaire is to assess the influence of school based factors on implementation of inclusive education. To help me form a picture of the background and experience of my informed respondents, please answer the following questions.

1. **Gender (tick one):** Male _____ Female: _____
2. For how long have you been the principal? 1-5years[] 6-10years[]
over 10years[]
3. **Professional training(tick one)** M.ED[] B.ED [] B.ED
Special[] Diploma educ [] Diploma special educ[]
4. Are there students with special education needs in your school? YES[]
NO[]

SECTION B: Teachers attitude on implementation of inclusive education

5. What do you think is the attitude of teachers towards inclusive education in the school?
6. Do the teachers support students with disabilities in the same way as normal students?
7. Do teachers appreciate and accept learners with disabilities in the school?

a) Kindly name how the teachers support learners with disabilities in the school

8. What do you think should be done to improve teachers' attitude towards inclusive Education?

SECTION C: Teaching methodology and implementation of inclusive education

9. What are some of the teaching methodology employed by teachers in the school?

10. Does the methodology suit learners with disability? Yes [] No []

b) If No what teaching methodology should be used by teachers to suit learners with disability? _____

SECTION D: Teacher training and implementation of inclusive education

11a) Do you have teachers trained on special needs education in your school?

Yes [] No []

b) If No do you think teachers need specialized training to implement Inclusive Education? Yes [] No []

12a) Would you support in-service training of teachers on special needs education? Yes [] No []

b) If yes, kindly give details on how you will give your support_____

SECTION E: Physical facilities and implementation of inclusive education

Item	Available		Condition		Adequate	
	Yes	No	Bad	Good	Yes	No

Ramps

Wheelchairs

Spacious classrooms

Adopted chairs/desks

Adopted toilets

Level playground

Tick [] as appropriate

12 Does your school have adequate physical facilities to cater for students with special needs?

13. Which physical facilities are adopted in your school to promote implementation of Inclusive Education?

Appendix 3: Questionnaire for teachers

This questionnaire aim to get information on school based factors influencing implementation of inclusive education in public secondary schools. Kindly answer all the questions accurately being as honest as possible. The information given will be for academic purposes only.

Section A: Demographic Information.

1. What is your gender? Male [] Female []
2. What is your teaching experience? 1-5years [] 6-10years [] over 10years []
- 3What is your highest level of professional qualification? Diploma [] Bed []
Med []
4. Do you have students with special needs in your class? Yes [] No []

SECTION B: Teachers attitude on implementation of inclusive education.

Statement	SA	A	D	SD
Children with disabilities have a right in regular schools				
Inclusive education benefits all students in the school				
Teachers support and encourage students with disabilities in regular schools.				
Teachers employ team work in implementing inclusive education in the school				

Key: SA – Strongly agree A – Agree D – Disagree SD – Strongly disagree

5. What is your perception towards students with special needs? _____

6a) Would you support and accept inclusion of learners with special education needs in your class? Yes [] No []

b) If yes, give details

SECTION C: Teaching methodology and inclusive education

7. How often do you use the following teaching methodology in your lessons?

Tick (✓) as appropriate

Methodology	Always	Sometimes	Never
-------------	--------	-----------	-------

Practical activities

Mixed ability groupings

Individual learning

Summative evaluation

8. What teaching methodology do you use in your class? _____

b) Do they cater for all learners including those with special needs? Yes [] No []

9. Which teaching methodology do you think teachers should adopt to cater for learners with special education needs?

SECTION D: Teacher training and implementation of inclusive education

10a) Have you been trained on inclusive education? Yes [] No []

b) If yes specify the area you were trained on_____

c) If No, would you like to be trained on inclusive education? Yes [] No []

11. Do you think training of teachers on inclusive education will promote its implementation? Yes [] No []

12.How many trained teachers on special needs education are in your school?

SECTION E: Physical facilities and implementation of inclusive education.

13. What are some of the physical facilities available in your school to cater for learners with special needs?

14.Have physical facilities been adopted to favor learners with special needs? Yes []No []

15.Do you think the physical facilities are adequate for all learners? Yes [] No []

Appendix 4: Questionnaire for students

This questionnaire aim to get information on school based factors influencing implementation of inclusive education in public secondary schools. Kindly answer all the questions accurately being as honest as possible. The information given will be confidential and for academic purposes only.

SECTION A: Demographic information

1. Class: Form 1[] Form2 [] Form 3 [] Form 4[]
2. Sex; Girl[] Boy[]
3. Age: 13-15years[] 16-18years[] above 18 years[]
4. How many are you in your class? _____
5. Do you have learners with special needs in your class? Yes [] No []

SECTION B: Information on special needs learners and inclusive education

6a) As a learner with disability, do you enjoy learning together with learners without disability? Yes [] No[]

7. As a learner without disability do you appreciate learning together with those Students with disabilities? Yes [] No []

8. What are some of the challenges experienced by students with special needs in your Class? _____

b) If No, what challenges do you face in 6a above_____?

SECTION C: Physical facilities

9. Does your school have adequate physical facilities to cater for students with special needs? Yes [] No []

b) If No, what improvements should be done on school physical facilities to cater for learners with special needs_____

10. Kindly mention some of the physical facilities available in your school which can be utilized with learners who have special needs

SECTION D: Teachers attitude and inclusive education

11. Do teachers fully support learners with special needs in the school? Yes []

No []

12. Do teachers accept learners with disability and treat them as normal learners?

Yes [] No []

13. How do teachers view learners with disabilities in the classroom?

14. In your opinion do you think teachers cherish students with disabilities in the school?

Yes [] No []

a) Kindly explain your answer in 11 above

15. What do you think is the perception of teachers towards students with disability?

16. How can teachers' perception be improved?

Appendix 5: Observation checklist

The following observation checklist will be used by the researcher to observe the physical facilities in the school to ascertain their condition, adequacy and availability.

It will enable the researcher to make inference on whether the physical facilities in the school aid in the implementation of inclusive education.

Item	Available		Condition		Adequate	
	Yes	No	Bad	Good	Yes	No
Ramps						
Braille/Braille papers						
Wheelchairs						
Spacious classrooms						
Adopted desks/chairs						
Adopted toilets						
Level playground						
Hearing aids						
Large print textbooks						

Appendix 6: Research permit

THIS IS TO CERTIFY THAT:
MISS. MILLICENT ANYANGO OMAMO
of UNIVERSITY OF NAIROBI, 0-200
NAIROBI, has been permitted to conduct
research in Nairobi County

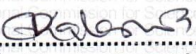
Permit No : NACOSTI/P/17/43704/17324
Date Of Issue : 14th June,2017
Fee Received :Ksh 1000

on the topic: SCHOOL BASED FACTORS
INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC
SECONDARY SCHOOLS IN MAKADARA
SUB COUNTY, NAIROBI COUNTY, KENYA



for the period ending:
13th June,2018


.....
Applicant's
Signature


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

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEACH CLEARANCE
PERMIT

Serial No.A14350

CONDITIONS: see back page