

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
RIGOMA DIVISION, NYAMIRA COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment for the Requirements of
the Degree of Master of Education in Curriculum Studies.**

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DECLARATION

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

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DEDICATION

I would like to dedicate this work to my beloved wife Lornah Bosibori and my beloved children Deborah, Cornelius, Abigael and Daniel.

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I give special thanks to Almighty God for his providence, mercies and the far he has brought me. I would like to acknowledge the University of Nairobi for granting me an opportunity to pursue this course. Special thanks to my supervisors Dr. Grace Nyaga and Dr. Rosemary Imonje for their guidance during this study. I also give special thanks to my headteacher Mr. Kennedy Omwenga and the entire staff of Iranya PAG School for granting me humble time to pursue this course. In equal measure I acknowledge my classmates, Mr. Yohana Mwamba, Mrs. Theresa Ogari and Mr. James Moriasi who have been a constant source of inspiration and support throughout the study.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
DQASOS	District Quality Assurance and Standards Officers
EARGC	Education Assessment and Resource Centre
EFA	Education for All
ERC	Education Research Centre
FPE Free	Primary Education
KESSP	Kenya Education Sector Support Programme
K.I.E	Kenya Institute of Education
KISE	Kenya Institute of Special Education
MDG's	Millennium Development Goals.
MOE	Ministry of Education.
MOEST	Ministry of Education, Science and Technology
ROK	Republic of Kenya.
SNE	Special Needs Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
ZQASOS	Zonal Quality Assurance Officer

ABSTRACT

The purpose of this study was to investigate the institutional factors influencing effective implementation of inclusive education in public primary schools in Rigoma division, Nyamira County. Five research objectives were formulated to guide the study. The research objectives sought to Establish how physical facilities, professional qualifications of teachers, adequacy of learning and teaching resources methods of instruction and how support services influenced implementation of inclusive education in public primary schools. The study used the descriptive survey design. The sample comprised of 12 headteachers, 96 teachers and 180 pupils. Questionnaires and observation check list were used to get the information. Findings revealed that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have adapted toilets, walkers/ crutches and swings playground ramps on doorways, spacious rooms and also lacked adapted desks and wheel chairs that were needed to cater for special cases in their school. It was also revealed that headteachers and teachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education. It was also revealed that teaching learning materials were not available. Instructional methods content delivery was not enough. It was also revealed that Quality Assurance Officers from the Ministry of Education were not supportive on improving inclusive education. Based on the findings, it was concluded that physical facilities influenced the implementation in inclusive education in public primary schools. Schools did not have physical facilities that were structured to accommodate learners with special needs which affected the implementation of inclusive education. Headteachers and teachers had not been trained to manage inclusive education. There was inadequacy of teaching/learning materials which affected the implementation of inclusive education. It was also concluded that instructional methods content delivery was not enough and this hindered the implementation of inclusive education. The Ministry of Education Quality Assurance Officers were not supportive in improving inclusive education. The data shows that supervision of inclusive education was not well conducted by the Ministry of Education. Based on the findings, it was recommended that the government should put in place physical facilities that structured to accommodate learners with special needs to facilitate implementation of inclusive education in public primary schools. It was also recommended that teachers should be trained so that they are able to handle learners with special needs to effective implementation of inclusive education. That the government should provide adequate learning and teaching resources that facilitates the implementation of inclusive education, in public primary schools. It was also recommended that teachers should adapt a range of methods that will assist all kinds of learners to be on task and minimize interruptions. It was also recommended that Quality Assurance Officers should visit schools regularly and conduct supervision mainly

to support inclusive education. The study suggested that a study on the influence of government policy on special needs education of special needs pupils' participations in regular schools should be conducted. A study on teacher preparation in adoption of inclusive education in regular schools should be conducted and lastly a study on the influence of special needs children home background on their participation in regular schools should be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The Universal Declaration of Human Rights (1948), states that education is not only a fundamental right for every child but also an opportunity to achieve and maintain an acceptable level of learning. The Salamanca conference 1994, reaffirmed this and renewed the pledge made by the world community at the 1990 world conference of education for all (EFA) to ensure right for all regardless of individual differences, United Nation Educational Scientific and Cultural Organization (UNESCO, 2006). The conference marked a new point of departure for millions of children deprived of education by providing unique opportunity to place special needs education within the wider framework of EFA (UNESCO, 1994).

Every child has a unique characteristic, interest, abilities and learning needs. Thus education system should be designed and implemented to take into account the wide diversity of characteristics and needs of learners (UNESCO, 2007). Inclusive education concerns itself with whether all children, with or without exceptional needs should in principle be educated in regular school. It is also concerned with whether the learning experiences of exceptional children should be subsumed in the regular school framework.

However, meeting of children's special needs in classes is one of the challenges facing teachers today. Children with special needs include those that experience conditions, barrier or factors that hinder normal learning and development of an individual. These children are throughout the world marginalized or excluded from school (Ainscow and Mammanesha, 1998). Hardest hit are those with severe disabilities who are generally excluded from public school system. This is usually a bleak in rural areas where regular schools lack facilities to cater for the children with special needs .Those enrolled are eight years old and above and dropout even before completing their primary school (UNESCO, 2012).

In many countries around the world .Inclusive education has been supported to prohibit discrimination in education under the human right law(Gallagher, 2003). In the United State of America, around 96 per cent of children with disabilities are presently educated within mainstream, and almost half spend the majority of their school day in general inclusive classrooms as opposed to being withdrawn for segregated lessons (United States Department of Education. 2005). This picture demonstrates a progressive increase in the number of children with Special Educational Needs being included in mainstream settings over the past twenty years. Furthermore, 'Public Law 108-4462 individuals with disabilities Education improvement Act of 2004', continues to advocate for the inclusion of children with Special Needs Education (SNE) within mainstream education settings. This law not only advocates accessibility to a high quality for children with special educational needs, it also promotes accountability for results; enhanced parental involvement and

the use of proven practices and resources (Block & Obrušnikova, 2007). In the Philippines, the ultimate goal of special education is the integration of learners with SNE into the 'regular school system' and eventually into the community.

Inclusive education in Africa is gaining momentum and is supported by three coinciding and complementary initiatives that are stepping education reform and provision throughout Africa. These include EFA initiative, The New Partnership for Africa's Development and The African Decade for Persons with Disabilities 1999 – 2009. These require government to make new investments in education to ensure all children including the disabled attend and complete school (Savollain, Matero & Kokka, 2006). Global education development community set common target itself as early as 1990 in Jomtein and subsequently in 2000 in Dakar and also in United Nations (UN) Millenium Summit . The find target years for EFA is 2015. According to World Health Organization (WHO) estimates about 10% of any population has disabilities. However, Richer (2004) states that 98% of children with disabilities in developing countries are still out of school and 99% of girls with disabilities are illiterate. EFA cannot be achieved unless these children are brought in education mainstream. Rights, research and resources all point to inclusive education as the only way to give these children quality education and thus EFA (Savolainer et al, 2006)

The government of Kenya is committed to the provision of equal access to quality and relevant education and training opportunities to all Kenyans. Towards this

goal, the government has ratified and domesticated various global policy frameworks in education. The government signed article 26 of the Universal Declaration of Human Rights (1948), consequently recognized and committing itself to the right of every child to access education. Other international policy framework ratified and signed include the 1989 United Nation Convention on the Rights of the Child (CRC), the 1990 African Charter, on the Rights and Welfare of the Child, Salamanca statement (1994), the framework for action on special needs education(1999), The millennium Development Goals (MDG's) and Education For All (EFA) by 2015.

The Disability Act in Kenya constitution implies the government's commitment towards accessibility of SEN learners in all school. The ministry of education (MOE strategic plan 2009-2011) objective no.6 provides for effective inclusion of all SEN learners in schools. The MOE through the Kenya Education sector programme (KESSP, 2009) in the basic Education Division has allocated ksh 1020 to every learner in public primary school and ksh.2000 to every learner in special unit .The KSSP programme provides for grants allocated towards the provision of instructional material and support services aimed at removing the existing environmental barriers thus making the schools child friendly. The government under FPE programme is facilitating provision of additional capitation grants to facilitate implementation of inclusive education.

Education is a pre-requisite to natural development, seen in this light education is an indispensable means of unlocking and protecting human rights since it provides an environment required for securing good health, liberty, security, economic well-being and participation in social and political activities.

The contemporary thinking propagates that all children regardless of ability should be educated in general classrooms (Fulton, 2006). However, inclusive education faces a number of challenges. Sessional paper no. 1 of 2005, indicates that the main challenges to access, equity and quality in provision of education and training to children with special needs include: lack of clear guidance on implementation of all inclusive education policy, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment. This is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment makes it difficult to integrate special education in regular programmes. There is still inadequacy of teaching and learning resources (Rok, 2005).

The demand for inclusive education in Kenya has increased due to government's commitment to Universal primary Education. Implementation of FPE has created an opportunity for a large number of children to enroll in existing 19,000 public schools. While lack of access to education for children with special needs in an inclusive setup may be attributed to instructional approaches, poor learning and teaching resources that facilitate implementation, numerous physical barriers,

social and cultural perceptions may widely influence decisions to terminate learning of SEN learners in regular public schools. There is inadequate support in terms of funding and policy framework, few and qualified teachers to handle SEN children (ROK, 2007) children with disabilities still remain marginalized in their access to basic education (ROK, 2007). It is therefore imperative to carry out a study on the institutional factors influencing implementation of inclusive education in public primary school in Rigoma division in Nyamira County.

1.2 Statement of the problem

The right to an education in the Free Primary Education setting in Kenya recognizes that there have been practices in the traditional education systems that have been in the disinterest of some children. The process by which children are identified, labeled and placed in special classes has been criticized for its negative effects (Mercer, 2010). Kenya as one of the member states of the United Nations is fully committed to implementing inclusive education in all public schools as required by the Salamanca Statement (1994). In spite of all the efforts by the government, Rigoma division, an area with an estimated 830 handicapped children spread across forty public schools which have no special units, to handle SEN it is surprising that only a few of the handicapped children successfully complete the expected primary education cycle, a phenomenon which is contrast to normal children. It seems that most children with special needs drop from public schools prematurely. Effective implementation of inclusive education in Rigoma division is matter of concern. Therefore this study is to investigate factors

influencing implementation of inclusive education in public primary schools in Rigoma division.

1.3 Purpose of the Study

The purpose of this study was to investigate institutional factors influencing effective implementation of inclusive education in regular public primary schools in Rigoma division, Nyamira County, Kenya.

1.4 Objectives of the study

The following objectives were used to guide the study.

The study sought to:

- i) Determine how physical facilities available facilitate implementation of inclusive education in public primary schools.
- ii) Examine how professional qualifications of teachers influence the implementation of inclusive education in public primary schools.
- iii) Establish how adequacy of learning and teaching resources that facilitate the implementation of inclusive education, in public primary schools
- iv) Determine how methods of instruction in learning experiences, influence implementation of inclusive education.
- v) Examine how support services are adequate to facilitate implementation of inclusive education in public primary schools.

1.5 Research questions

The following research questions guided the study

- i) What are the physical facilities available to facilitate implementation of inclusive education in public primary schools?
- ii) To what extent are teachers' prepared (trained) to handle implementation of inclusive education in public primary schools?
- iii) To what extent are the teaching and learning resources adequate to facilitate implementation of inclusive education in public primary schools?
- iv) To what extent are the instructional methods used in inclusive education influence its implementation in public primary schools?
- v) To what extent are the support services adequate to facilitate implementation of inclusive education?

1.6 Significance of the study

This study would provide useful information to the Ministry of Education policy makers and educational planners on ways and means of improving accessibility and participation rates of learners with special needs in public primary schools. The study may also form a basis of training primary school teachers for inclusive education in schools, through pre-service and in-service training programmes.

1.7 Limitation of the study

The children with special needs were not free to give information because of their condition and the data that would have been given by parents through focus grouped discussion would have been more comprehensive however, the instruments have adequately included the information about learners and parents. Lastly some of the respondents may be affected by their professional qualification or social bias. However they were assured of the confidentiality

1.8 Delimitations of the study

The study was conducted in Rigoma Division of Masaba District. The study covered forty regular public schools which have no special units to handle special needs education but instead encompass inclusion education policy. However, generalization of the findings in other parts of the country must be done with a lot of caution because implementation of inclusive education in public primary schools may vary from one place to another. The respondents of the study were headteachers, teachers and learners of public primary schools without special units in their schools in Rigoma Division, thus the views of other stakeholders were overlooked.

1.9 Basic assumptions of the study

The following were the assumptions of the study

- i) The teachers who have not been trained in special education lack competence to handle learners with special needs and may develop negative attitudes towards inclusion of such learners in their classes.

- ii) Regular public primary schools offering inclusive education follow K.I.E syllabus.
- iii) The respondents would be co-operative, honest and accurate upon giving information.

1.10 Definition of significant terms

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

Handicapped refers to a condition that cannot allow an individual to display the reactions and patterns of behaviour of the normal people in society.

Inclusion refers to a school which accommodates all learners regardless of their physical, intellectual, social, emotional or other needs.

Policies refers to specific guidelines to action, methods, procedures, rules and administrative practices designed for programme implementation.

Regular School refers to public schools for normal children controlled, financed and managed by the government.

Special needs refers to conditions or barriers that hinder normal learning and development of individuals.

Special Units refers to a classroom attached to a regular school but set aside for educating learners with special needs.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope of the study, limitations of the study, basic assumptions of the study, definition of significant terms and organization of the study.

Chapter two comprises the meaning of inclusive education, benefits of inclusive education, physical facilities, teachers' qualifications, adequacy of learning and teaching materials, methods of instruction, support services, attitudes of teachers and head teachers and summary of literature review. The chapter further presents the theoretical framework and conceptual framework. Chapter three covers the research methodology which will include introduction, research design, target population, sample size and sampling procedures, research instruments, data collection, procedures and data analysis techniques. Chapter four presents data analysis and interpretation, while chapter five provides the summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a comprehensive literature review of eleven sub-sections. These includes: introduction, the meaning of inclusive education, benefits of inclusive education, physical facilities, teachers qualification adequacy of learning and teaching materials, methods of instruction, support services, attitude of teachers and head teachers, theoretical framework and conceptual framework.

2.2 The meaning of inclusive education

Inclusion is seen as a process of addressing and responding to the diversity of learners by increasing participation in learning, culture and communities and reducing exclusion within and from education (UNESCO, 2005). Inclusion education is where students with special needs receive service and support appropriate to their individual needs in general education setting (Herdmen & Egen 2005). It involves a service of shift from focusing the child with disabilities as a problem for a school to focusing on changes in the management of the classroom. This benefits those who are traditionally excluded from learning as well as others in class. It aims at achieving quality education by making changes to accommodate all learners regardless of their physical, social and psychological differences (Savoliner; 2006). (KISE) 2007 views I.E as the philosophy of ensuring that schools, centers of learning and educational systems are open to all children. This enables learners to be included in all aspects of life. Inclusion

means identifying, reducing or removing barriers within and around the school that may hinder learning. For this to happen, teachers, schools and systems need to modify the physical and social environments so that they can fully accommodate the diversity of learners' needs. Inclusion aims at enabling teachers and learner's both to feel comfortable with diversity and see it as an enrichment of the learning environment rather than a problem (UNESCO, 2005), inclusion implies that young children with challenges are placed in classes that they would attend if they did not have a challenge (Coutinho & Pepp, 1999).

Allen and Schwarts (2001) noted that inclusion of children with special needs into the mainstream ensures equal status with other children who develop normally. Inclusive programmes consider the uniqueness of every child and address their strengths and needs. Although FPE has opened doors for many children, those with special needs have less access to basic education (UNESCO, 2005). The government of Kenya however has taken initial support by providing finances to each public school to remove existing barriers in inclusive education and making school environment friendly, to physically challenged (UNESCO, 2007).

2.3 Benefits of inclusive education

The Association of Retarded Citizens (ARC) noted that inclusion brings benefits to students (KISE 2007). Students with special needs in education in general classes do better academically and socially than counter parts in non-inclusive setting. They have greater success in achieving individualized educational

programmed goals than those in traditional programmes. Students with special needs gain self esteem acceptance by classmates, and social skills. The academic progress of unchallenged students is not slowed down by having challenged peers in the classrooms. Benefits to regular learners include; reduced fear of human difference, increased comfort and awareness growth of social cognition, improvement in self concept (KISE, 2007)

2.4 Physical facilities and inclusive education

According to Ainscons (1995). Schools needs to be restructured in order to respond effectively to the needs of all learners. The inclusive school ought to be proactive, to the needs of all children, rather than reactive as an integrated education has been (Kisanji 1998).

Children with special educational needs require specific resources put in place for proper learning. Facilities needed for special needs education are expensive and hinders most children with disabilities to access education (MOE. 2003).

The task force on the implementation of FPE (2003) gave a general report on environment requirement for learners with special needs in inclusive schools. These includes barrier free environment with compounds used by children, adopted toilets, bathrooms with added bars, ramps with recommended gradients to entries and exits, to classrooms, dormitories, playgrounds, spacious classrooms dormitories, playgrounds, spacious classrooms which are well hit and ventilated, large classrooms to allow use of wheelchairs, provide inbuilt group hearing mechanisms and feedback mirrors and water (MOE, 2003), UNESCO (2008)

noted that there is still inappropriate infrastructure like buildings and toilets to making learning environment friendly for physically challenged children. Studies by Kithuka (2008) and Kadima (2006) found out that physical facilities were inadequate, classrooms were overcrowded while toilets were narrow and had no seats making it difficult for special education needs learners to comfortably use them. Kithuka found out that desks were not adapted for use by SEN learners and ramps had not been built.

2.5 Teachers qualification and inclusive education

Teachers training is generally considered as a major element in the improvement on the quality of education (UNESCO, 2004) teachers are important resource in teaching and learning process and their training and utilization therefore requires critical consideration.

According to MOEST (2004), training on challenges and inclusion is to be provided within pre-service and in-service courses. Teachers train in SNE so as to provide skills and attitudes aimed at habilitation and adjustment to environment, identify, assess and provide early intervention for correction and rehabilitation, promote awareness of the needs of the challenge, promote measures to prevent challenges in order to limit the incidences of those challenges.

According to (Okumbe,2000) for effective implementation of inclusive education, there is need for teacher handling children with special education needs to have special skills to enable them handle these children responsibly. Special education

teacher are trained at KISE, Kenyatta, and Maseno Universities. KISE trains all teachers in certificate and diploma but does not have the capacity to meet the demand (MOEST 2008).

If inclusive education is to become a reality there is need for teacher education in every school as well as those training as teachers (UNESCO 2007). Most teachers lack experience and skills for working in inclusive setting (UNESCO 2005). There is need to incorporate special education curriculum in teacher training colleges and in service those already in the field. Kadima (2006) shows that skills, abilities and knowledge acquired in training enable the teacher to stimulate and foster the interest of the learner. Therefore teacher education system must be adjusted with greater diversity of the learners. Muchuri and Roberson (2007) shows that SEN children get inadequate services as most teachers have no specialized skills and those who have not trained lack confidence to handle them.

2.6 Teaching and learning materials

There is need for adequate teaching and learning materials to make inclusive programmes as success. The government resources are inadequate to meet the basic needs in education (UNESCO, 2007). According to (UNESCO 2005) there are no special facilities for children with various disabilities like hearing aids, Braille materials, spectacles and while canes. There is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs education (ROK, 2008). However, the government has set aside

grants to facilitate procurement of necessary teaching and learning materials and equipment, provide instructional materials through waving of duty on specialized equipment, materials and incentives for local production on such equipment to reduce the cost (ROK, 2005). The KIE development of teaching and learning materials is influenced by regular school approaches (MOEST 2006).

2.7 Methods of instruction and inclusive education

For a teacher to effectively assist the learner with SNE she/he must use a variety of teaching methods and approaches. These should be appropriate to the learner's ability and learning process (Omolo (2002). These approaches include; peer tutoring, group work, team teaching, ability grouping, task analysis, thematic teaching, acceleration among other approaches. The mode of instruction that takes place in classroom should be varied and targeted to meet the learning needs of various learners. An effective teacher will adapt a range of methods that will assist learners to be on task and minimize interruptions. In classroom the teacher should adjust sitting arrangement according to individual needs, cater for individual differences, use special learner resources, adapt curriculum lesson to meet individual differences, modify approach, allow more time for assignments and adjust communication mode.

2.8 Support services and inclusive education

Learners with special education need (SEN) require basic support services if their learning will be effective in an inclusive setting (KISE 2007). Kadima (2006) shows that, teachers in school need a lot of support from quality assurance and standards officers, educational administrators and other educational authorities.

This cadre of curriculum workers should be strengthened and made more effective with better facilities in order to enable them give efficient support educational programmes (Oluoch, 2002). According to a study by Thuo (2009), there has been a shortage of quality assurance and standard officers and trained personnel to monitor the programme. There is also inadequate logistic support for evaluation of the programme and lack of coordination and commitment from decision makers (ROK 2005).

2.9 Summary of literature review

The concept of inclusive education ensures that all school and other centers of learning give a barrier – free learning environment to all children because every child has a right to belong and share normal life experiences with peers in school. This involves change and modification and experiences, instructional methods, as well as teaching/learning materials. There should also be adequate support services and positives attitude of teachers and head teachers towards implementation of inclusive education. Kadima (2006) did a research on factors affecting implementation of inclusive education in Busia District, Nadia (2012) did a research on challenges affecting implementation of inclusive education in

public primary schools in Parklands District. They recommended for the replication of the same studies in other parts of the country. However, no such study on institutional factors influencing inclusive education in Rigoma division has been done. These institutional factors include availability of physical facilities, availability of learning and teaching resources, instructional approaches and teachers' qualifications to handle SEN learners. This study is to fill the gap.

2.10 Theoretical framework

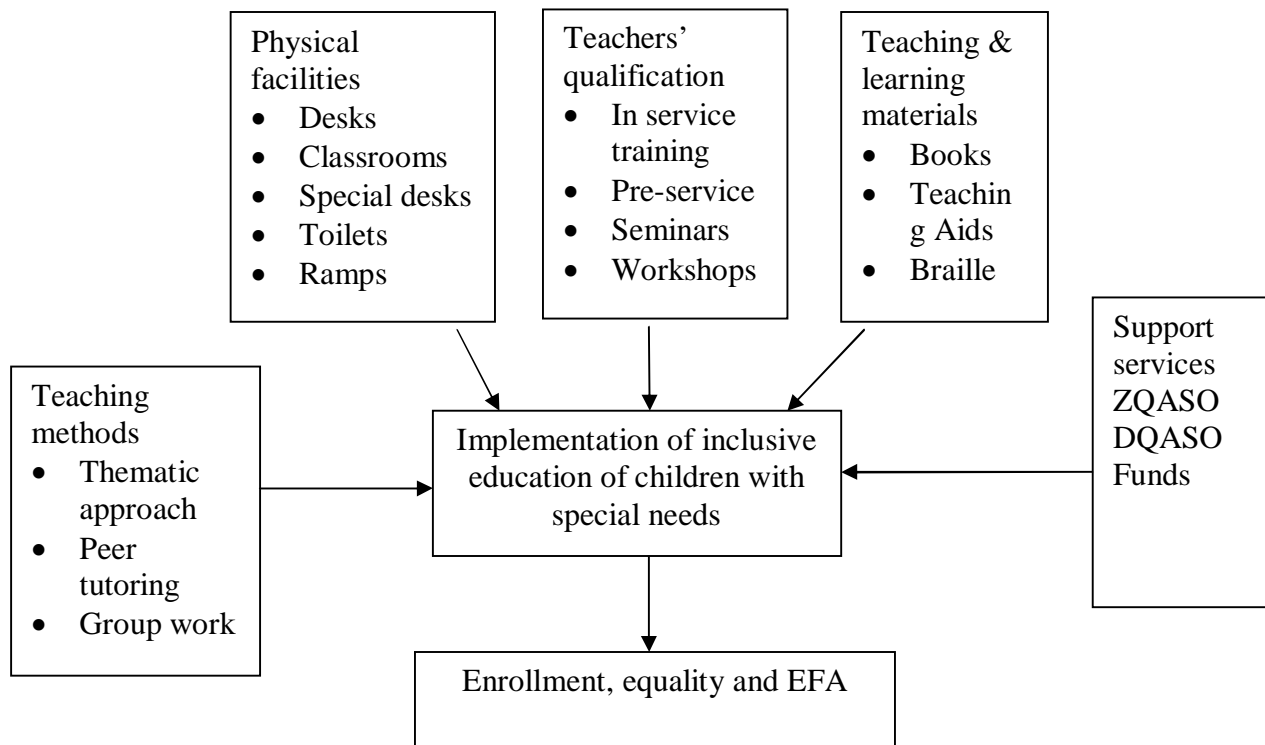
The study was guided by leadership obstacle course model produced by Neal Gross (1971). The theory grew out of want of Neal to determine the success or failure of an organization. The model states that for implementation of any programme leaders should neutralize resistance by providing give conditions to the organization members (Ornstein and Hunkins, 1988). It states that implementation of any programme brings into mind the question of facilities, individual skills and capability, management support compatibility within organizational arrangements and clarity of what is to be done in the implementation (Kiarie 2006).

For effective implementation of inclusive education in regular schools, the organization member should have a clear understanding of the program. The teachers must be provided with the necessary skills and possess capability required to handle the children with social needs. The physical facilities to be provided, materials and support services need to be made available to allow

implementation. Head teachers and teachers' attitude towards inclusive education will promote implementation of the programme.

2.11 Conceptual framework

Figure 1: Factors influencing inclusive education in regular public schools



The factors, physical facilities, teacher's qualification, teaching/learning materials, teaching methods and support services could lead to successful implementation of inclusive education in regular public primary schools. The framework shows that implementation of inclusive education is influenced by Physical facilities such as desks, classrooms, special desks, toilets and ramps, when there is availability of these resources, then there is effective implementation of inclusive education. Similarly, teachers' qualification which

involves in service training, pre-service, seminars and workshops influence how inclusive education is done. In a similar way, teaching & learning materials which books, teaching aids, and Braille have an effect in the implementation of inclusive education. The framework further shows that effective implementation of inclusive education is affected by teaching methods which includes thematic approach, peer tutoring and group work and further support services by the ZQASO, DQASO and funds have an influence how inclusive education is carried out. If proper modification and adaptations are made to suit special education needs (SEN) learners. This could in turn lead to high enrollment and participation rates of SEN learners, equality and attainment of education for all.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives a description of methodology to be used in carrying out the study. It highlights on, the research design, target population, sample size and sampling procedure, research instruments, data collection procedures and data analysis techniques.

3.2 Research design

A research design is a scheme, an outline, or plan that is used to research problems (Orodho, 2003). The study used the descriptive survey design. Kothari (2005) defines survey as concerned with describing, recording, analyzing and interpreting conditions that exist or existed. Mugenda and Mugenda (2003) states that survey is an attempt to collect data from members of a population with respect to one or more variables. The survey design was preferred for this research because will be collecting data from the target population on the variables, that influence implementation of inclusive education. In order to determine the effectiveness of its implementation at the moment, the researcher described how availability or absences of such variables affect the enrollment of children with special needs in regular schools. The questionnaires were the main tool for data collection and focused on specific aspects of the study

3.3 Target population

Best and Khan (2006) define target population as any group with one or more characteristics in common that are of interest to the researcher. The target population for this study was forty public primary school in Rigoma Division which offers inclusive education. According to the D.E.O's office (2013), there are 320 teachers and a total of 7,200 learners in these schools. The target respondents consisted of 40 head teachers, 320 teachers and 7,200 learners of schools under the study population.

3.4 Sample size and sampling techniques

Neuman (2009) argues that sample size depends on what one wants to investigate, the purpose of the inquiry, what is at stake, what will be useful. What can be done within available time and resources. The researcher randomly picked two schools comprising of 2 headteachers, 16 teachers and 30 pupils for a pilot study. In the main study the researcher used 12 schools comprising of 12 headteachers, 96 teachers and 180 pupils. The researcher used purposive sampling technique to pick the headteachers of each school and 8 class teachers in each school. The researcher moved further and used simple random sampling to select 15 pupils per school. The simple random method involves giving a number to every subject or member of the accessible population by placing the numbers in a container mixing them and then picking any number at random. The subject corresponding to the numbers picked are included in the sample (Mugenda 2003).

Table 3. 1 Sample respondents

Respondents	Target population	Sample size
Headteacher	40	14
Teachers	320	112
Learners/pupils	7,200	210
Total	7,560	336

3.5 Research instruments

Questionnaires and observation check list were used to get information from the respondents. According to Mugenda and Mugenda (2003) a questionnaire is a written set of questions to which the subjects responds in writing. The researcher preferred questionnaire because it is easier to administer and more convenient in collecting information within a short time and more particularly because respondents may be free to give answers to sensitive questions. Mulusa (1990) asserts that observation check lists enables a researcher to get first hand view of what is actually happening instead of relying entirely on reports from participants.

Questionnaire for teachers

This questionnaire helped elicit information from teachers on what they perceive as the institutional factors influencing implementation of inclusive education. It consisted of sections one and two.

Questionnaire for head teachers

The questionnaire helped to elicit information from head teachers on what they perceive as the institutional factors influencing implementation of inclusive education. It consisted of sections one and two.

Questionnaire for learners

The questionnaire helped elicit information from learners on what they perceive as school factors influencing inclusive education.

Observation checklist

It was a valuable instrument in collecting data on availability, adequacy, functionality and suitability of learning resources. It included items required in inclusive settings, like adapted toilets, ramps on doorways, adapted desks, wheelchairs, Braille, hearing aids, swings, playgrounds, spacious rooms.

3.5.1 Validity of the instruments

Validity according Mugenda and Mugenda (2003) is the accuracy and meaningfulness of inferences based on research result. It is the ability of the instruments to measure what they intend to measure. To test validity of instruments, a pilot study was conducted in two selected schools which were not included in the final study. The pilot study targeted 2 headteachers, 16 class teachers, and 30 pupils as respondents. After piloting, the validity of each question was examined for suitability, clarity, and relevance for the study purpose.

3.5.2 Reliability of the instruments

Reliability is a measurement of the degree to which a research instrument yields consistent results after repeated trials (Greenwood, 2012). In this study the researcher employed test and retest technique in order to test the reliability of the instruments. The instruments were given to similar subjects for the study but not used in the study. The same instruments were administered to the same group of subjects after two weeks. A comparison between the responses were obtained in the two tests were made using person's correlation coefficient formula (r) as indicated below

A Pearson's product moment correlation coefficient formula was used.

$$r = \frac{N\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{[N\Sigma(x)^2 - (\Sigma x)^2][N\Sigma(y)^2 - (\Sigma y)^2]}}$$

Where

n = the number of respondents

x = the score of a respondent on one variable

y = the score of a respondent on the other variable

According to Mugenda and Mugenda (1999) a coefficient of 0.80 or more will simply show that there is high reliability of data. The reliability coefficient was 0.72 hence the instruments were deemed reliable.

3.6 Data collection procedures

The researcher sought permission from the National Council of Science and Technology (NCST) through an introduction letter from the University of Nairobi. Subsequent clearance to carry out the research was obtained from the District Commissioner (DC) and the District Education Officer (DEO) of Masaba North District. The researcher then sought permission from the headteachers of the target primary schools. He personally visited each school and administered the questionnaire after explaining to the respondents of their expected roles in the research.

3.7 Data analysis techniques

According to Kombo and Tromp (2006) data analysis refers to examining what has been collected and making deduction and inferences. Data were analyzed using the descriptive statistics. Quantitative data were tabulated and analyzed using descriptive statistics which included frequency and percentages. Tables and figures were used extensively in reports because they represent research results more clearly, economically than text representation (Miriwa & Wamahiu 1995). The researcher used the Statistical Packages for Social Sciences (SPSS) for the effective data analysis. Quantitative data were analysed by use of Frequencies and percentages while qualitative data from open ended questions were organized into themes and narratives and tabulated accordingly.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis interpretation and discussion of the findings. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both tabular and narrative forms.

4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 12 headteachers 96 teachers and 180 learners sampled during the study, all headteachers, 92 teachers and 175 learners filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

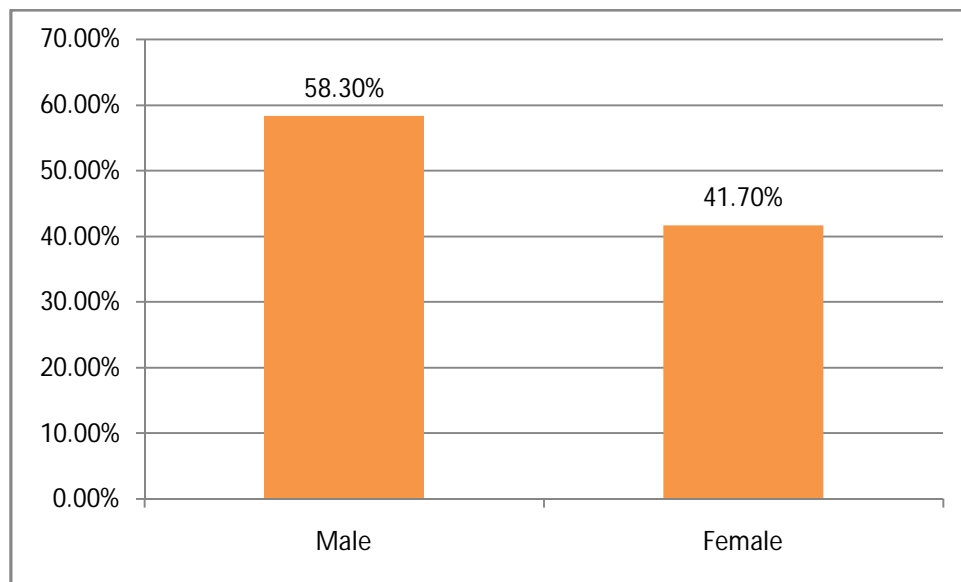
4.3 Demographic data of the respondents

This section presents the demographic data of the headteachers, teachers that were sampled. The section of the chapter presents that demographic data of the headteachers and then presents that of teachers.

4.3.1: Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, highest academic qualification and their teaching experience. To establish the gender of the headteachers, they were asked to indicate their gender.

Figure 4.1: Distribution of the headteachers by gender



Data shows that majority (58.3%) of headteachers were male while 41.7% of headteachers were female. The data shows that there were more schools headed by male headteachers hence the government's policy of one third representation in leadership position is not adhered to. This may to some extent disadvantage the girl child in terms of physical facilities in places where male headteachers are not gender sensitive in an inclusive education.

The headteachers were further asked to indicate their age. Their responses are responded as Table 4.1.

Table 4.1: Distribution of headteachers by age

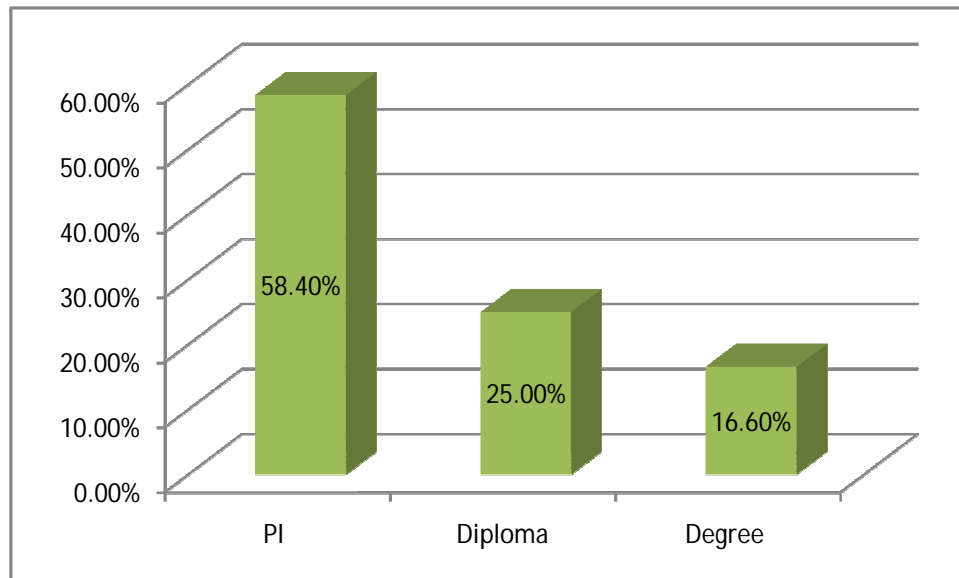
Age (Years)	F	%
35-44	5	41.7
45-50	6	50.0
Over 50	1	8.3
Total	12	100.0

Table shows that majority (50.0%) of headteachers were aged between 45 and 54 years, 41.7% of headteachers were aged between 35 and 44 years while a significant number 8.3% of headteachers were aged over 50 years. The data shows that the headteachers were relatively old which presupposes that they may have worked for a considerable long time and hence gained experience on the instructional methods, appropriate materials for teaching and learning all of which facilitates effective implementation of inclusive education in public primary schools.

They were further asked to indicate their highest professional qualifications.

Figure 2 shows headteachers highest professional qualification.

Figure 4.2: Headteachers' distribution by highest professional qualifications



Data shows that majority (58.4%) of headteachers had PI education, 25.0% of headteachers had diploma in education while 16.6% of headteachers had degree in education. The data implies that majority of the headteachers had not achieved higher professional qualification from the minimum which implies that they are not better informed on new instructional methods, modern day resources and even emerging support services for effective implementation of inclusive education in public primary schools.

To establish headteachers teaching experience, they were asked to indicate the same. Table 4.2 shows their responses.

Table 4.2: Distribution of the headteachers according to their teaching experience

Years	F	%
11-15yrs	6	50.0
16-20yrs	2	16.7
20-25yrs	4	33.3
Total	12	100.0

Data shows that majority (50.0%) of headteachers had taught for between 11 and 15 years, 2(16.7%) of headteachers had taught for between 16 and 20 years while 4(33.3%) of headteachers for between 20 and 25 years. Data shows that headteachers had a relatively long teaching experience which ought to have provided them with experience on how the physical facility, resources and support services facilitate implementation of inclusive education in public primary schools.

4.3.2: Demographic data of the teachers

The demographic data of the teachers was based on their gender, age, highest academic qualification and their teaching experience. To establish the gender of the teachers, they were asked to indicate their gender.

Figure 4.3: Distribution of the teachers by gender

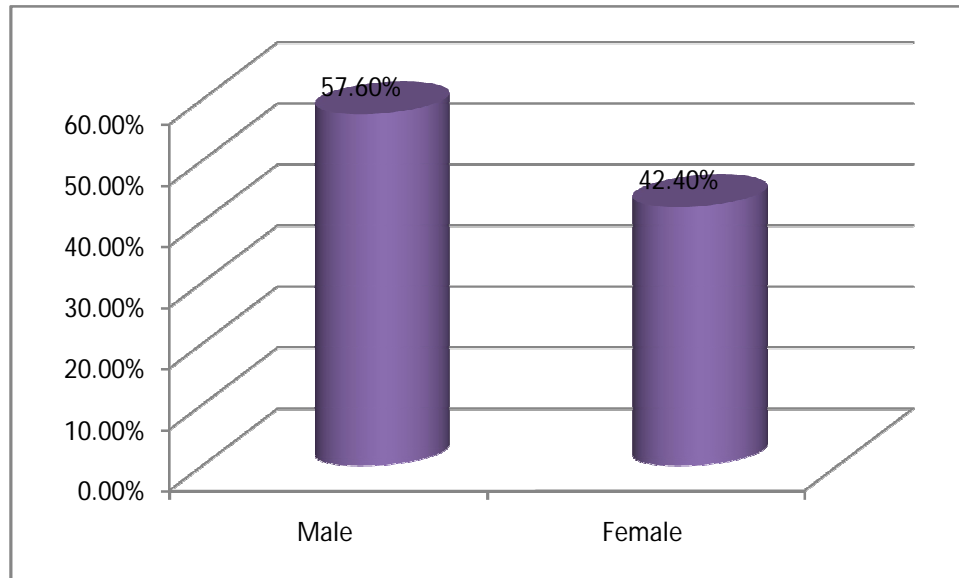


Figure 4.3 shows that majority (57.6%) of teachers were male while 42.4% of teachers were female. The data shows that there were an almost equal number of male and female teachers. This kind of distribution enables the school to be gender sensitive in terms of physical facilities especially girl child.

The teachers were further asked to indicate their age. Their responses are responded as Table 4.3.

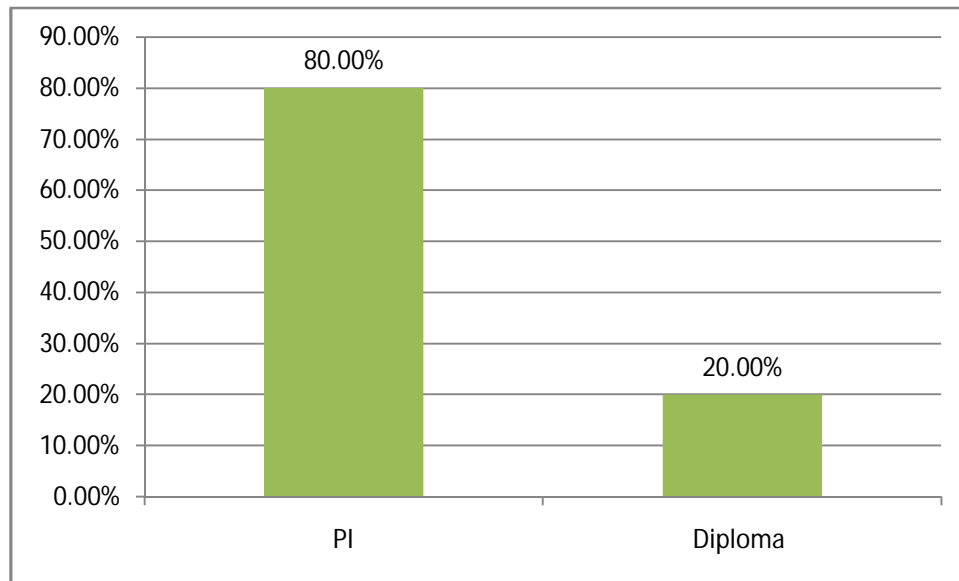
Table 4. 3: Distribution of headteachers by age

Age	F	%
Below 24 years	6	6.5
25-34	15	16.3
35-44	33	35.9
45-54	35	38.0
Over 55yrs	3	3.3
Total	92	100.0

Table 4.3 shows that (38.0%) of teachers were aged between 45 and 54 years, 35.9% of teachers were aged between 35 and 44 years, 16.3% of teachers were aged between 25 and 34 years while 6.5% were below 24 years. The data implies that teachers were relatively old and hence may have taught for a longer time hence experienced how the institutional factors like physical facilities, teaching and learning resources influenced effective implementation of inclusive education in public primary schools.

Figure 4.4 presents teachers highest professional qualification.

Figure 4.4: Distribution of teachers according to highest professional qualifications



As presented in Figure 4.4, majority (80.0%) of teachers had PI education while 20.0% of teachers had diploma in education. The data shows that teachers had low academic qualification hence poorly versed with information on the best instructional methods, best teaching and learning resources and best support services for effective implementation of inclusive education in public primary schools. Table shows teaching experience of the teachers in the study.

Table 4.4: Distribution of teachers by teaching experience

Years	F	%
Below 5yrs	38	41.3
6-10yrs	33	35.9
11-15yrs	15	16.3
20-25yrs	6	6.5
Total	92	100.0

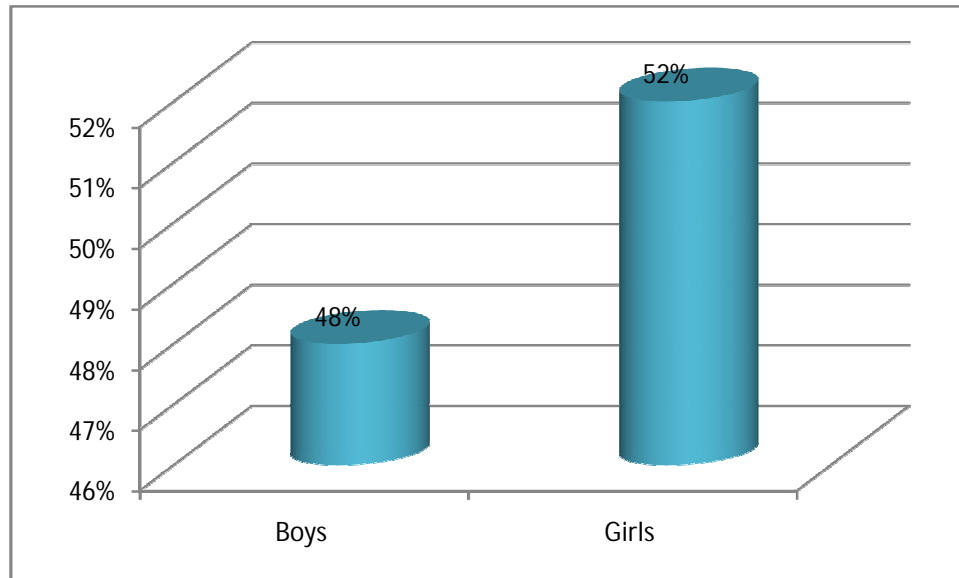
Data shows that (41.3%) of teachers had taught for below 5 years, 35.9% of teachers had taught for between 6 and 10 years, 16.3% of teachers had taught for between 11 and 15 years while 6.5% of teachers for between 20 and 25 years. It implies teachers had enough experience to enable them discern the best teaching and learning methods in an inclusive set up. Experience enables them to improvise on some physical facilities where they are missing, in order to facilitate inclusive education in public primary schools.

4.3.3: Demographic data of the learners

The demographic data of the learners was based on their gender, class and age.

Figure 4.5 shows learners' gender.

Figure 4. 5: Distribution of the learners according to gender



Data shows that majority 91(52.0%) of the learners were girls while 84(48.0%) were boys. Findings further shows that there were more boys than girls in the sampled schools.

The researcher further sought to establish the age of the pupils. Table 4.5 shows that the learners' age.

Table 4.5: Distribution of the learners according to age

Age	F	%
6 -8 years	107	61.1
9-11 years	68	38.9
Total	175	100.0

Data shows that majority (61.1%) of learners were aged between 6 and 8 years while 38(38.9%) of learners were aged between 9 and 11 years. This is the age that pupils are supposed to be in primary school.

The study further sought to establish the kind of difficulties that learners experienced. The learners were asked to respond to the items that sought to establish the same. Table 4.6 tabulates the findings.

Table 4.6: Learners’ responses on the kind of difficulty with the learners in their schools

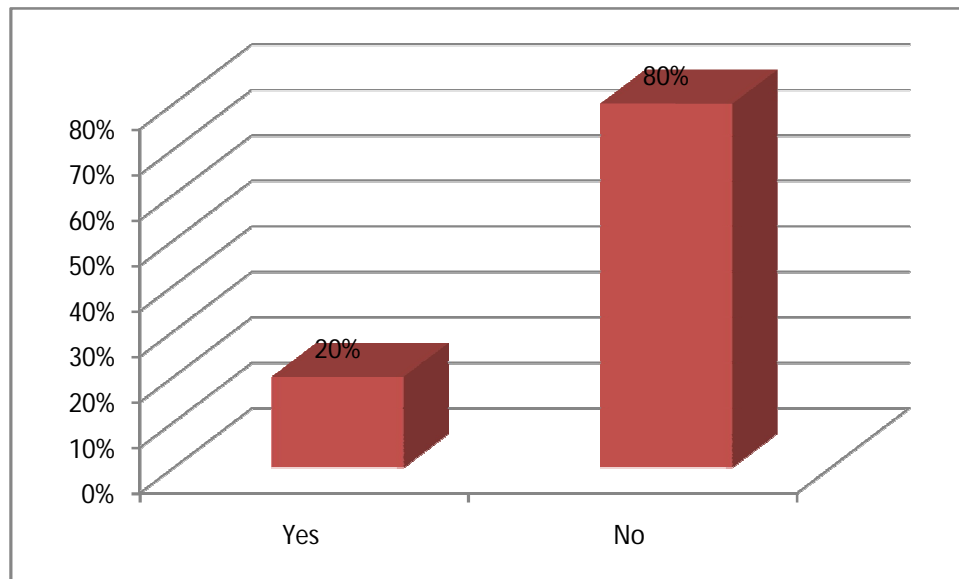
Difficulty	Yes		No	
	F	%	F	%
Walking	151	86.3	24	13.7
Seeing	75	72.9	100	57.1
Hearing	83	47.4	92	52.6
Talking	121	69.1	54	30.9
Learning	164	93.7	11	6.3

Table shows that majority 151(86.3%) of learners had difficulty in walking, 75(72.9%) of learners in seeing, majority 92(52.6%) had no difficulty in hearing. Data further indicates that majority 121(69.1%) of the learners had difficulty in talking while majority 164(93.7%) of learners had difficulty in learning at class. This indicates that the learners in the schools had different difficulties.

4.4 Physical facilities implementation in inclusive education in public primary schools

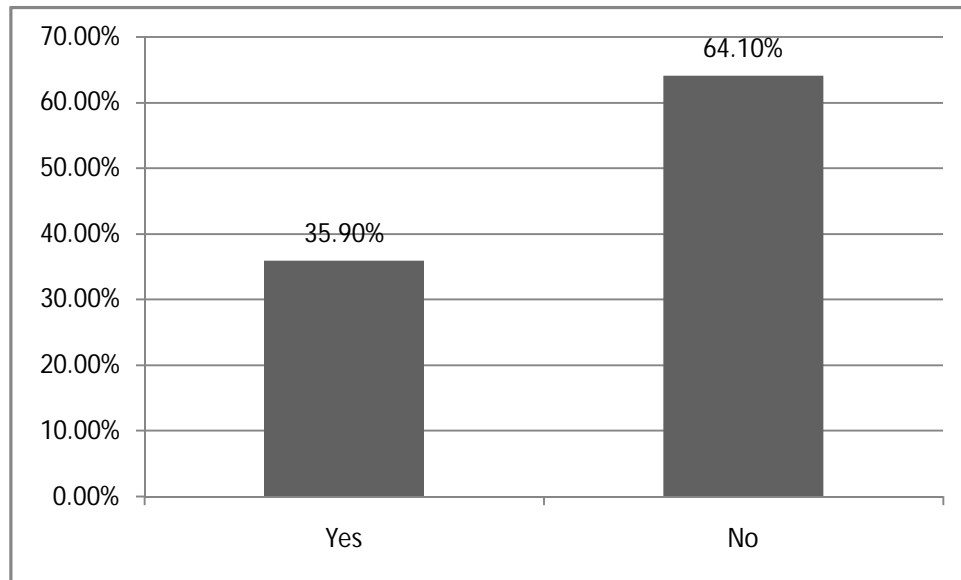
To assess if the physical facilities available facilitated the implementation of inclusive education in public primary schools, the headteachers were asked whether the physical facilities in the classrooms structured to accommodate learners with special needs. Figure 4.6 presents their responses.

Figure 4. 6: Headteachers’ responses on whether the physical facilities in their class were structured to accommodate learners with special needs



Majority 10(80.0%) of the headteachers indicated that the physical facilities in their class were not structured to accommodate learners with special needs, this agreed with the teachers responses as majority of teachers who reported that their classrooms did not have physical facilities to accommodate learners with special needs. The teachers’ responses are shown by Figure 4.7.

Figure 4. 7: Teachers responses on whether the physical facilities in their class were structured to accommodate learners with special needs.



The study further sought to investigate whether the physical facilities in classrooms which were structured to accommodate learners with special needs were adequate. The findings are presented in table 4.7.

Table 4.7: Headteachers responses on adequacy of physical facilities structured to accommodate learners with special needs were adequate.

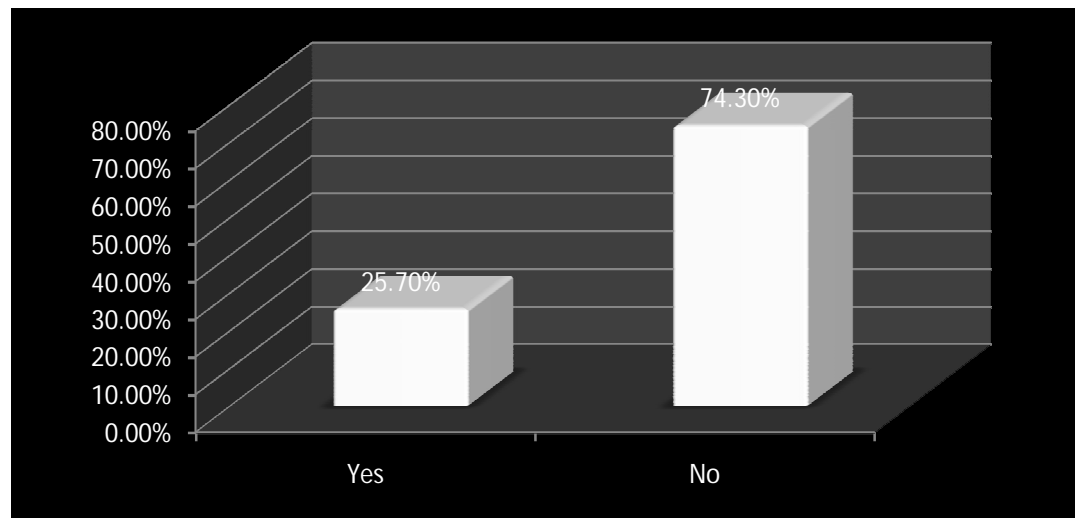
Response	F	%
Yes	4	33.3
No	8	66.7
Total	12	100.0

Majority (66.7%) of headteachers said that the available physical facilities structured to accommodate learners with special needs in the classes were

inadequate. The data shows that the schools did not have physical facilities that were structured to accommodate learners with special needs.

The study further sought to establish whether the learners would wish to learn together with pupils who had the special needs. Figure 4.8 presents the findings.

Figure 4.8: Learners' responses on whether they wished to learn with pupils who had the special needs



Findings shows that majority 130(74.3%) of learners would not wish to be in the class with pupils who had the special needs. They indicated that these pupils had special needs and hence a special class would fit them better than their normal class. This again Table 4.8 shows learners responses on whether they had learning materials to help those who had problems

Table 4.8: Learners' responses on whether they had learning materials to help those who have problems

Response	F	%
Yes	10	5.7
No	165	94.3
Total	175	100.0

Table 4.8 shows that majority (94.3%) of learners lacked learning materials to assist those who have problems. Further findings indicated that those that had were not adequate to cater for different needs for the special learners. From the observation, the researcher found that schools needed physical facilities to cater for special cases in the school.

The researcher further sought to establish from the observation the availability of such physical facilities. The findings are presented in Table 4.9.

Table 4.9: Observation on physical facilities

Physical facilities	Available		Not Available	
	F	%	F	%
Adapted Toilets	3	25.0	9	75.0
Ramps on doorways	5	41.7	7	58.3
Adapted desks	4	33.3	8	66.7
Walkers/crutches	3	25.0	9	75.0
Spacious rooms	2	16.7	10	83.3
Wheel chairs	4	33.3	8	66.7
Swings playground	3	25.0	9	75.0

Data shows that majority (75.0%) of schools did not have adapted toilets, walkers/crutches and swings playground. Majority 7(58.3%) of schools lacked ramps on doorways. Findings further shows that 10(83.3%) of the schools did not have spacious rooms while 8(66.7%) of school did not have adapted desks and wheel chairs that were needed to cater for special cases in their school. The study further sought to establish from the physical facilities that were needed to cater for special cases in their school. They said that there was need to have adopted toilets, ramps, spacious classrooms which are well hit and ventilated, large classrooms to

allow use wheelchairs, provide inbuilt group hearing mechanisms and feedback mirrors and playgrounds. These findings are in line with UNESCO (2008) noted that there is still inappropriate infrastructure like buildings and toilets to making learning environment friendly for physically challenged children. The findings further agree with Studies by Kithuka (2008) and Kadima (2006) found out that physical facilities were inadequate, classrooms were overcrowded while toilets were narrow and had no seats making it difficult for special education needs learners to comfortably use them.

Kithuka found out that desks were not adapted for use by SEN learners and ramps had not been built. According to Ainscons (1995) schools needs to be restructured in order to respond effectively to the needs of all learners. Saitoti (2003) concurs that children with special educational needs require specific resources put in place for proper learning. Facilities needed for special needs education are expensive and hinders most children with disabilities to access education.

4.5 Influence of teachers professional qualifications on the implementation of inclusive education in public primary schools

According to (Okumbe, 20000) for effective implementation of inclusive education, there is need for teacher handling children with special education needs to have special skills to enable them handle these children responsibly. To examine the influence of professional qualifications of teachers on the implementation of inclusive education in public primary schools, the headteachers

were asked whether they had ever been trained to manage inclusive education.

Table 4.10 tabulates the findings.

Table 4.10: Headteachers' responses on whether they had ever been trained to manage inclusive education

Response	F	%
Yes	2	25.0
No	9	75.0
Total	12	100.0

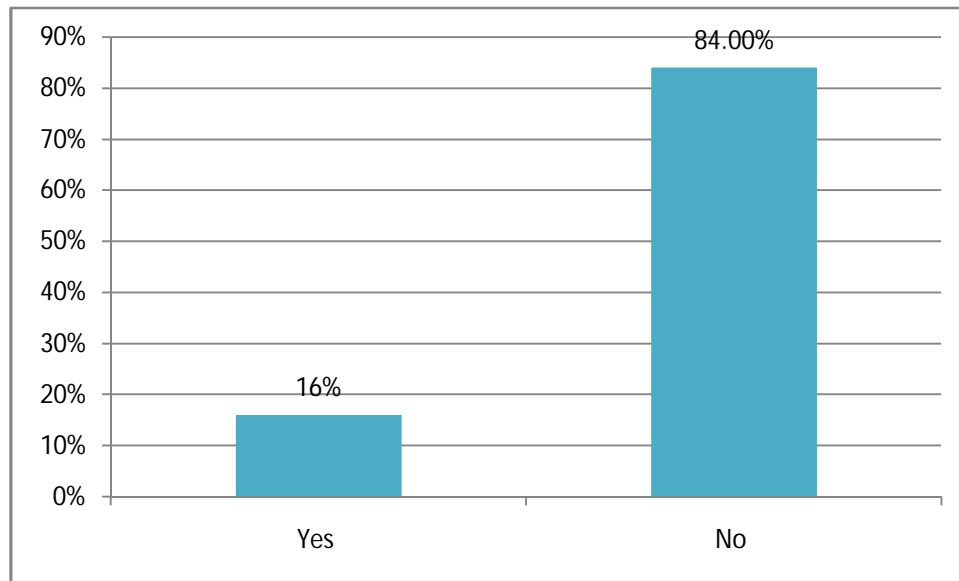
Data shows that majority (75.0%) of headteachers had not been trained to manage inclusive education while 25.0% of headteachers had been trained. The data implies that the headteachers had not been trained on how to handle SEN learners. This had a negative effect on the implementation of inclusive education. The teachers were asked to respond to the same item. Table 4.11 shows their responses.

Table 4.11: Teachers responses on whether they had ever been trained to manage inclusive education

Response	F	%
Yes	12	13.1
No	80	86.9
Total	92	100.0

Table shows that majority 80(86.9%) of teachers had not had not been trained to manage inclusive education while 12(13.1%) of teachers had been trained. According to MOEST (2004), training on challenges and inclusion is to be provided within pre-service and in-service courses. Teachers train in SNE so as to provide skills and attitudes aimed at habilitation and adjustment to environment, identify, assess and provide early intervention for correction and rehabilitation, promote awareness of the needs of the challenge, promote measures to prevent challenges in order to limit the incidences of those challenges.

Figure 4.9: Headteachers responses on whether the current training on how manage inclusive education was adequate



The headteachers who had been trained did not consider the current training to be adequate as indicative by majority 84% of headteachers. If inclusive education is to become a reality there is need for teacher education in every school as well as those training as teachers (UNESCO 2007). Most teachers lack experience and skills for working in inclusive setting (UNESCO 2005). Therefore it is important that the ministry of education introduces modules for retraining the teachers in order to equip them with skills for handling inclusive education.

Table 4.12: Attitudes of teachers

	Strongly agree		Agree		Uncertain		Disagree		Strongly disagree	
	F	%	F	%	F	%	F	%	F	%
Inclusive education is beneficial to both normal and children with special needs	21	22.8	39	42.4	3	3.3	29	31.5		
Inclusive education lowers the quality of instruction for all	15	16.3			18	19.5	59	64.1		
Parents fear children with special needs will not receive proper education	36	39.1	40	43.7			10	10.8	6	6.5
Children in regular schools support those with special needs	15	16.3	31	33.7	24	26.1			22	23.9
Inclusive education has a position effect on social, emotional development of special children	34	37.0	33	35.9	16	17.4			9	9.8

Findings from teachers shows that 39(42.4%) of teachers agreed that inclusive education is beneficial to both normal and children with special needs, majority 59(64.1%) of teachers disagreed that inclusive education lowers the quality of instruction for all, 40(43.7%) of teachers agreed that parents feared children with special needs will not receive proper education while 34(37.0%) of teachers strongly agreed that inclusive education has a positive effect on social, emotional development of special children.

The headteachers were asked to indicate what should be done to help them manage inclusive education adequately. They indicated that both teachers and headteachers need to be trained in special Needs education so as to gain skills and attitudes to identify, assess and provide early intervention for their special learners. Headteachers further added that the teachers who were well trained on SNE were able to promote awareness of the needs of the challenge, promote measures to prevent challenges in order to limit the incidences of those challenges.

The above findings are in line with Kadima (2006) who found that skills, abilities and knowledge acquired in training enable the teacher to stimulate and foster the interest of the learner. Therefore teacher education system must be adjusted with greater diversity of the learners. Muchuri and Roberson (2007) shows that SEN children get inadequate services as most teachers have no specialized skills and those who have not trained lack confidence to handle them.

4.6 Influence of adequacy of teaching/learning materials on the implementation of inclusive education

To establish the adequacy of learning and teaching resources that facilitates the implementation of inclusive education, in public primary schools, the headteachers were asked whether they had teaching/learning materials to accommodate children with special needs in their school. Table 4.13 shows their responses.

Table 13: Headteachers responses on whether they had teaching/learning materials to accommodate children with special needs in their schools

Response	F	%
Yes	3	25.0
No	9	75.0
Total	12	100.0

Findings show that majority (75.0%) of headteachers did not have the teaching/learning materials to accommodate children with special needs in their schools. Only 3(25.0%) of headteachers indicated that they had the materials but were not adequate.

When the same question was posed to teachers, majority 62(67.4%) of teachers indicated that they did not have the teaching/learning materials. The researcher corroborated the findings with an observation schedule and got the following results in Table 4.14.

Table 4.14: Observation on the teaching/learning materials

Teaching/learning materials	Available		Not Available	
	F	%	F	%
Braille machines	1	8.3	11	91.6
Hearing aids	4	33.3	8	66.7
Sign language manual	4	33.3	8	66.7
Clock face models	5	41.7	7	58.3
Shape/texture	9	75.0	3	25.0
Matching board	7	58.3	5	41.7
Wooden television	4	33.3	8	66.7
Shapes and colour-blocks	10	83.3	2	16.7
Counting abacus	9	75.0	3	25.0

Findings indicated that most of the teaching learning materials were not available. For example, Only 1 (8.3%) Braille machines were available, 4 (33.3%) hearing aids, same number of sign language manuals, only 5 (41.7%) clock face models were available, Only 4 (33.3%) wooden television were available. However10

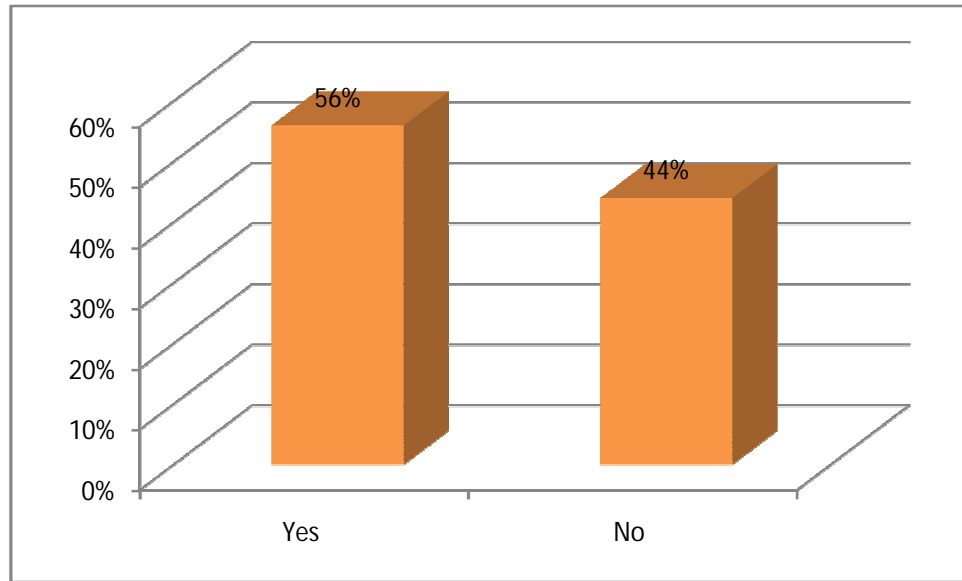
(83.3%) shapes and colour blocks and 9 (75%) were available. The data shows that teaching learning materials were lacking in the schools hence hindered the implementation of inclusive education in primary schools.

The headteachers and teachers were asked to list the necessary teaching/learning materials needed in their school. Findings show that there was need for braille materials, spectacles and hearing aids which should be adequate and specialized for learning and teaching in special needs education. According to (UNESCO 2005) there are no special facilities for children with various disabilities like hearing aids, braille materials, spectacles and while canes in most of the public schools. Findings further concur with ROK (2008) that in most of the schools, there is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs education

4.7 Influence of methods of instruction in learning experiences on the implementation of inclusive education

For a teacher to effectively assist the learner with SNE she/he must use a variety of teaching methods and approaches. To assess if the methods of instruction in learning experiences influence implementation of inclusive education, the researcher posed to headteachers and teachers items to establish the same. Figure 4.10 shows teachers responses on whether instructional methods with special need cope well with learner centred instructional methods.

Figure 4.10: Teachers responses on whether instructional methods coped well with learner centred instructional methods



Findings show that majority 56% of teachers said that instructional methods with special need coped well with learner centred instructional methods. To further establish whether the instructional methods content delivery was enough, the teachers were asked to indicate the same. Table shows their responses

Table 4.15: Teachers responses on whether instructional methods content deliver was enough

Response	F	%
Yes	15	16.3
No	77	83.7
Total	92	100.0

Data shows that majority (83.7%) of teachers indicated that instructional methods content delivery was not enough. These findings imply that instructional methods used were not appropriate for the special needs children hence hindered the implementation of inclusive education. An effective teacher will adapt a range of methods that will assist learners to be on task and minimize interruptions. In classroom the teacher should adjust sitting arrangement according to individual needs, cater for individual differences, use special learner resources, adapt curriculum lesson to meet individual differences, modify approach, allow more time for assignments and adjust communication mode.

4.8 Influence of adequacy of support services in facilitating implementation of inclusive education in public primary schools

The study also sought to examine the Influence of adequacy of support services in facilitating implementation of inclusive education in public primary schools. To

examine that, the teachers were asked whether children with special needs had a right to be in a regular school. Table 4.16 tabulates their responses

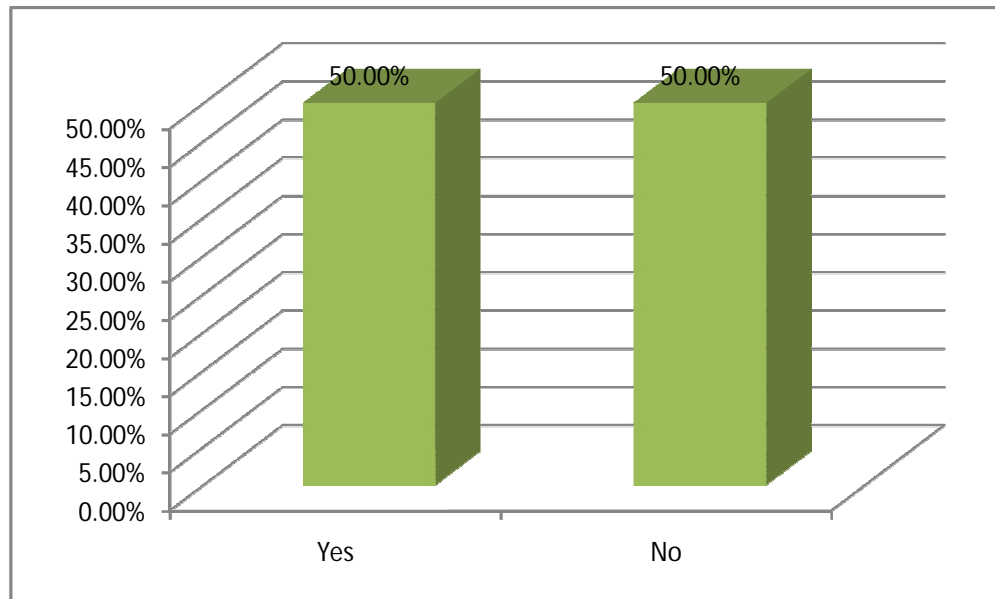
Table 4.16: Teachers’ responses on whether children with special needs had a right to be in a regular school

Response	F	%
Agreed	28	30.4
Disagree	64	69.5
Total	92	100.0

Data presented in Table 4.46 shows that (69.5%) of the teachers disagreed that children with special needs had a right to be in a regular school while 28(30.4%) of teachers agreed. The data shows that teachers disagreed that children with special needs had no right to be in regular schools. The data shows that teachers had a negative attitude towards inclusive education for special needs children. The attitude towards such inclusive may hinder the implementation of inclusive education.

The study further sought to determine whether the Ministry of Education inspectors visited the school during that year. Figures 4.11 shows headteachers responses.

Figure 4.11: Headteachers responses on whether the ZQASOs visited the school during that year



Findings shows that there were mixed responses on whether the quality assurance and standards visited the schools. This was shown by half who responded to the affirmative and another half that were on the negative.

The headteachers further were asked to indicate the frequency in which the Ministry of Education inspectors visited the school. Table 4.17 shows their responses

Table 4.17: Headteachers responses on the frequency in which the ZQASOs visited the school

Frequency	F	%
Always	3	25.0
Often	4	33.3
Rarely	5	41.6
Total	12	100.0

Data shows that 41.6% of headteachers indicated that the Ministry of Education Quality Assurance Officers rarely visited, 33.3% of headteachers said they often visited while 25.0% of headteachers indicate that they always visited them. This implies Quality Assurance Officers did very little to support implementation of inclusive education.

The researcher was also interested in establishing whether the Ministry of Education Quality Assurance Officers were supportive in improving inclusive education. Teachers were asked to respond to the same item. Figure 4.12 shows their responses.

Figure 4.12: Teachers' responses on whether the ZQASOs were supportive in improving inclusive education

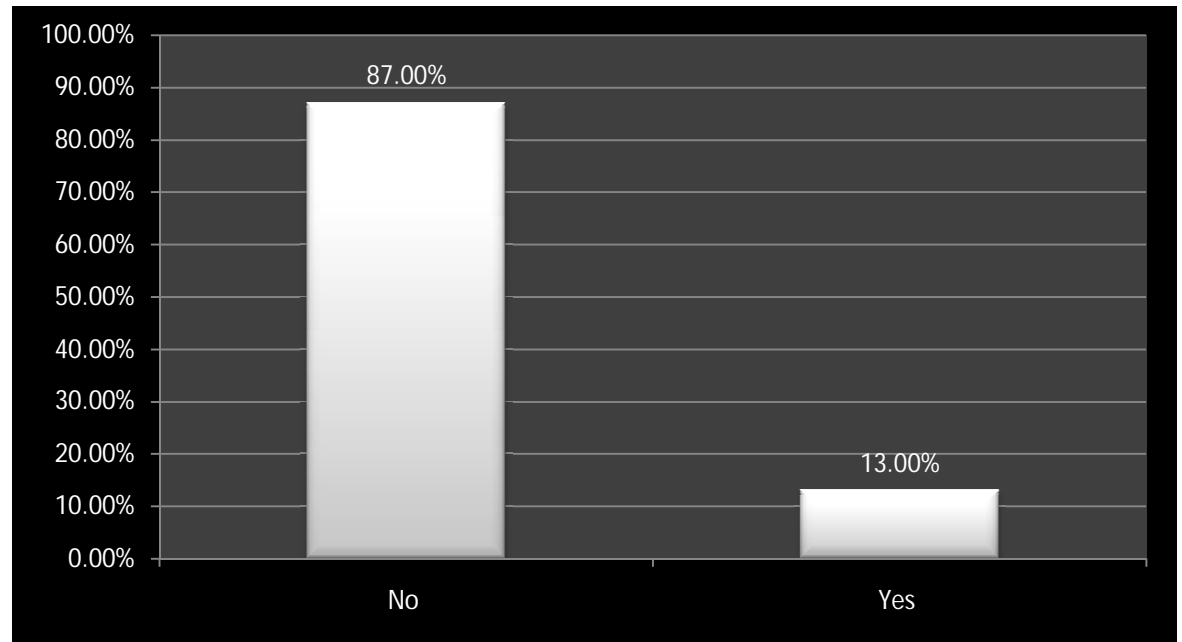


Figure 4.12 shows that majority (87.0%) of teachers indicated that the Ministry of Education Quality Assurance officers were not supportive in improving inclusive education. Only 13.0% of teachers said that they were supportive. The data shows that supervision of inclusive education was not well conducted by the Ministry of Education. Therefore if inclusive education is to become a reality Quality Assurance Officers should visit schools regularly and offer the necessary support.

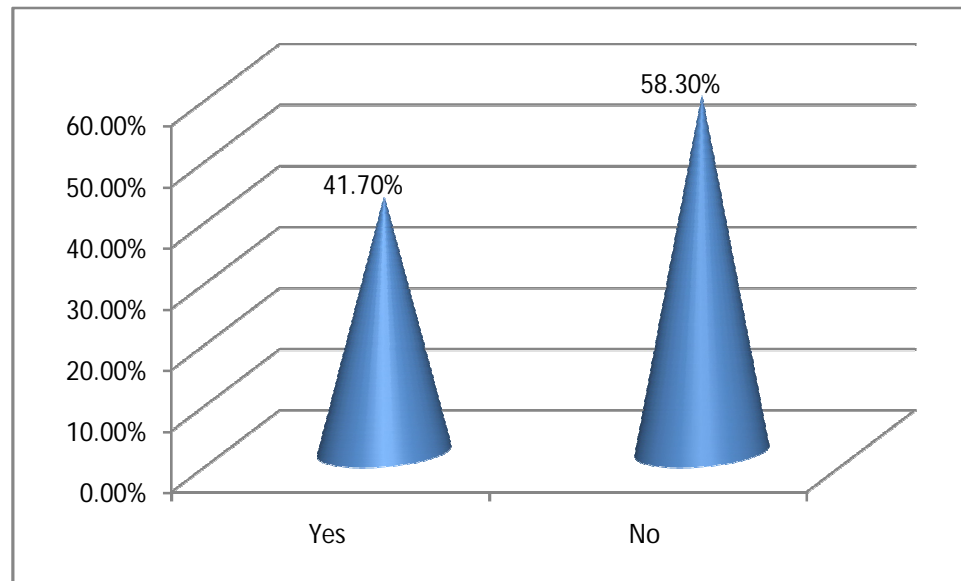
Table 4.18 shows headteachers rating on the government's contribution towards improvement of inclusive education.

Table 4.18 : Headteachers rate on the government’s contribution towards improvement of inclusive education

Rate	F	%
Good	1	8.3
Average	3	25.0
Little	7	58.3
None	1	8.3
Total	12	100.0

Table 4.18 shows that majority (58.3%) rated the government’s contribution towards improvement of inclusive education being little, 25.0% of headteachers said it was average while a significant number 8.3% of headteachers said it was good. However this is in disagreement with government report (Rok 2005) that it had increased grants to schools for procurement of facilities for effective implementation of inclusive education. To establish whether the school had any other sources of funds rather than the government, the headteachers were asked to indicate the same. Figure 4.13 shows the findings.

Figure 4. 13: Headteachers' responses on whether the school had any other sources of funds rather than the government



Data shows that majority 7(58.3%) of headteachers had other sources of funds rather than the government. They indicated that the parents, Non- governmental organization, religious institutions and donors were other sources of funds. This is in line with UNESCO (2007) which suggested that sufficient funds are required for procurement of special facilities in an inclusive education.

The study further sought to establish whether the funds were sufficient. Table 4.19 shows headteachers responses

Table 4.19: Headteachers response on whether other sources of funds were sufficient

Response	F	%
Yes	1	8.3
No	11	91.7
Total	12	100.0

Table 4.19 shows that majority (91.7%) of headteachers indicated that other sources of funds were not sufficient while a significant number 1(8.3%) of headteachers said the fund was sufficient.

Learners with special education need (SEN) require basic support services if their leaning will be effective in an inclusive setting (KISE 2007). The findings are in line with Kadima (2006) who found that teachers in school need a lot of support from quality assurance and standards officers, educational administrators and other educational authorities. The findings are further in line with Thuo (2009), there has been a shortage of quality assurance and standard officers and trained personnel to monitor the programme. There is also inadequate logistic support for evaluation of the programme and lack of coordination and commitment from decision makers (ROK 2005).

4.9 Challenges and Recommendation in the implementation of inclusive education

The study further sought to investigate respondents' recommendation on how the inclusive education can be implemented public primary schools, the headteachers suggested that the government to provide the learning institutions with special facilities for proper learning as special needs education is expensive and hinders most children with disabilities to access education. Teachers also suggested that they should be provided with training and the skills in handling special needs children before such children are brought into the schools. To make inclusive programmes success, there is need for adequate teaching and learning materials as indicated by the headteachers. Lack or inadequate teaching and learning materials are important in any implementation of an educational programme. The respondents further indicated that peer tutoring, group work, team teaching, ability grouping, task analysis approaches to be implemented in learning institutions.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions and recommendations. The chapter further presents suggestions for further research.

5.2 Summary

The purpose of this study was to investigate the institutional factors influencing effective implementation of inclusive education in regular public primary schools in Rigoma division. Five research objectives were formulated to guide the study. Research question one sought to assess if the physical facilities available facilitate implementation of inclusive education in public primary schools; research question two examined the professional qualifications of teachers to handle the implementation of inclusive education in public primary schools; research question three aimed at establishing the adequacy of learning and teaching resources that facilitates the implementation of inclusive education, in public primary schools; research question four aimed at assessing if the methods of instruction in learning experiences, influence implementation of inclusive education while research question five aimed at examining if support services are adequate to facilitate implementation of inclusive education in public primary schools. The study used the descriptive survey design. The sample comprised of

12 headteachers, 96 teachers and 180 pupils. Questionnaires and observation check list was used to get the information.

5.3 Summary of findings

Findings on the first research objective on the influence of physical facilities on the implementation in inclusive education in public primary schools revealed that majority 8(66.7%) of the headteachers and 59(64.1%) teachers indicated that the physical facilities in their class were not structured to accommodate learners with special needs. It was also revealed that physical facilities structured to accommodate learners with special needs were inadequate. This was reported by majority 8(66.7%) of headteachers. The data shows that the schools did not have physical facilities that were structured to accommodate learners with special needs. Majority 120(68.6%) of learners lacked learning materials to assist those who have problems. Majority 9(75.0%) of schools did not have adapted toilets, walkers/ crutches and swings playground; majority 7(58.3%) lacked ramps on doorways, 10(83.3%) of the schools did not have spacious rooms while 8(66.7%) of school did not have adapted desks and wheel chairs that were needed to cater for special cases in their school.

Findings on the second research objective which focused on the influence of teachers professional qualifications on the implementation of inclusive education in public primary schools revealed that majority 7(58.3%) of headteachers and majority 62(67.4%) had not been trained to manage inclusive education. The data from the headteachers and the teachers imply that teachers and headteachers had

not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education.

Findings on the third research objective which sought to establish the influence of adequacy of teaching/learning materials on the implementation of inclusive education showed that majority 9(75.0%) of headteachers and majority 62(67.4%) of teachers did not have the teaching/learning materials to accommodate children with special needs in their schools. It was also revealed that teaching learning materials were not available. For example, only 3 (25%) Braille machines were available, 4 (33.3%) hearing aids, same number of sign language manuals, only 5 (41.7%) clock face models were available, Only 4 (33.3%) wooden television were available. However 10 (83.3%) shapes and colour blocks and 9 (75%) were available. The data shows that teaching learning materials were lacking in the schools hence hindered the implementation of inclusive education in primary schools.

Findings on the influence of methods of instruction in learning experiences on the implementation of inclusive education as stated in the fourth research objective revealed that majority 71(77.2%) of teachers reported that instructional methods with special need coped well with learner centred instructional methods. Majority 77(83.7%) of teachers also indicated that instructional methods content delivery was not enough. These findings imply that instructional methods used were not appropriate for the special needs children hence hindered the implementation of inclusive education.

Findings on the fifth research objective on the influence of adequacy of support services in facilitating implementation of inclusive education in public primary schools revealed that 64(69.5%) of the teachers disagreed that children with special needs had a right to be in a regular school. The data shows that teachers had a negative attitude towards inclusive education for special needs children. The attitude towards such inclusive may hinder the implementation of inclusive education.

It was also revealed that majority 80(87.0%) of teachers indicated that the Ministry of Education inspectors were not supportive in improving inclusive education. The data shows that supervision of inclusive education was not well conducted by the Ministry of Education. Majority 7(58.3%) of headteachers had other sources of funds rather than the government. They indicated that the parents, Non- governmental organization, religious institutions and donors were other sources of funds. The study further sought to establish whether the funds were sufficient. Table 4.19 shows headteachers responses. Majority 11(91.7%) of headteachers indicated that other sources of funds were not sufficient while a significant number 1(8.3%) of headteachers said the fund was sufficient.

5.4 Conclusions

Based on the findings, it was concluded that physical facilities influenced the implementation in inclusive education in public primary schools. Physical facilities in their class were not structured to accommodate learners with special needs. It was also concluded that physical facilities structured to accommodate learners with special needs were inadequate. Schools did not have physical facilities that were structured to accommodate learners with special needs which affected the implementation of inclusive education. For example schools did not have adapted toilets, walkers/ crutches and swings playground.

The study also concluded that teachers' professional qualifications influenced the implementation of inclusive education in public primary schools. The headteachers and teachers had not been trained to manage inclusive education. The data from the headteachers and the teachers imply that teachers and headteachers had not been trained in handling special needs children which had a negative effect on the implementation of the inclusive education.

The study also concluded there was inadequacy of teaching/learning materials which affected the implementation of inclusive education. For example there was no Braille machines were available hearing aids, same number of sign language manuals, clock face models were available, wooden television which hindered the implementation of inclusive education in primary schools.

The study also concluded that instructional methods content delivery was not enough. These findings imply that instructional methods used were not appropriate for the special needs children hence hindered the implementation of inclusive education. It was also concluded that the Ministry of Education inspectors were not supportive in improving inclusive education. The data shows that supervision of inclusive education was not well conducted by the Ministry of Education.

5.5 Recommendations of the study

Based on the findings, the following were the recommendations for the study

- i. The government should put in place physical facilities that structured to accommodate learners with special needs to facilitate implementation of inclusive education in public primary schools.
- ii. It was also recommended that teachers should be trained so that they are able to handle learners with special needs to effective implementation of inclusive education.
- iii. That the government should provide adequate learning and teaching resources that facilitates the implementation of inclusive education, in public primary schools.
- iv. That the government should provide adequate support to facilitate implementation of inclusive education in public primary schools.

5.6 Suggestions for further study

Taking the limitations and delimitations of the study, the following areas were suggested for further study

- i. Influence of government policy on special needs education of special needs pupils participations in regular schools.
- ii. Teacher preparation in adoption of inclusive education in regular schools.
- iii. Influence of special needs children home background on their participation in regular schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

PATRICK A. NYAIGOTI,
UNIVERSITY OF NAIROBI,
DEPT OF EDUCATIONAL,
ADMINISTRATION & PLANNING,
P.O. BOX 92,
KIKUYU.

THE RESPONDENT

PRIMARY SCHOOL

Dear Sir,

**RE: INFLUENCE OF THE IMPLEMENTATION OF INCLUSIVE
EDUCATION POLICY ON CHILDREN WITH SPECIAL NEEDS IN
PUBLIC PRIMARY SCHOOLS IN RIGOMA DIVISION**

I am a postgraduate student in the University of Nairobi pursuing a Master of Education degree in educational administration and planning. I am conducting a research on the above topic in Rigoma division. Your school has been selected to participate in the research. I am kindly requesting you to respond to questionnaire attached as honestly as possible. Your identity will remain confidential but the information will be used for academic purpose only. No name of the respondent or institution will be written on the questionnaire.

Yours Faithfully,

Patrick Angwenyi Ngangoti

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

This questionnaire is meant for gathering data on the influence of the implementation of inclusive education policy on children with special needs in public primary schools in Kigoma division Masaba district.

The questionnaire is divided into two sections. Section one requires your background information. Section two is divided into sub-sections soliciting information on the implementation.

Section One

1. Please indicate your sex Male Female
2. Kindly tick your bracket in years below 24 25-34 35-44 45-54
over 55yrs
3. What is your highest academic qualification?
KCPE KJSE KCSE O-LEVEL
A-LEVEL GRADUATE
4. Please indicate your highest professional qualification?
Certificate Diploma
University Degree M.ED
5. What is your teaching experience?
Below 5yrs 6-10yrs
11-15yrs 16-20yrs 20-25yrs

Over 25yrs

Section Two

Part A: Physical Facilities

6. (i) Are the physical facilities in your class structured to accommodate learners with special needs? Yes No

(ii) If Yes, explain in which ways

(iii) If No, what needs to be improved to accommodate learners with special needs in your class

7. Qualification (Training)

(i) Have you ever been trained to handle children with special needs?

Yes No

(ii) If No, State what can be done so that you can be adequately prepared to handle learners with special needs?

.....

(iii) If Yes, State what makes you think you are adequately prepared to handle learners with special needs

.....

8. Teaching/Learning materials

(i) Do you have learning/teaching materials to accommodate children with special needs?

Yes No

(ii) If Yes, are they adequate? Yes No

(iii) If No, what are the necessary teaching learning materials needed?

.....

9. Instructional Methods with special need cope well with learner centred

instructional methods? Yes

(i) Is the allocated for content delivering enough?

Yes No

10. Support Services

(i) Have the ministry of education officers visited your class this Year for inspection? Yes No

(ii) If yes, how many times?

(iii) Are you supportive in improving inclusive education?

Explain

.....

11. Attitudes of Teachers

For the following items, please indicate the extent to which you strongly agree (SA), Agree (A) Uncertain (U) Disagree (D), Strongly Disagree (SD)

Statement	SA	A	U	D	SD
Children with special needs have a right to be in a regular school					
Inclusive education is beneficial to both normal and children with special needs					
Inclusive education lowers the quality of instruction for all					

Parents fear children with special needs will not receive proper education					
Children in regular schools support those with special needs					
Inclusive education has a positive effect on social, emotional development of special children					

Challenges and Recommendations

- 12. What is your opinion inclusive education?
.....
- 13. What some of the problems encountered by special needs children in your school?
.....
- 14. What problems do you encounter when dealing with these children?
.....
- 15. What in your opinion can be done to improve inclusive education?
.....

APPENDIX III: HEADTEACHERS QUESTIONNAIRE

This questionnaire is aimed at gathering information on the influence of the implementation of inclusive education on children with special needs in public primary schools in Rigoma division of Masaba district. You are kindly requested to complete this questionnaire indicating your honest response by putting a tick () against your answer and filling in the blank spaces. The questionnaire is divided into two sections. Section one requires your background information. While section two solicited information to answer research questions. Do not indicate your name or school anywhere on the questionnaire.

Section One

Demographic information of the headteachers.

1. Please indicate your sex Male Female
2. Kindly tick your age bracket in years.
Below 23yrs 24-34 35- 44 45-54 Over
55yrs
3. What is your highest academic qualification?
K.C.P.E K.J.S.E K.C.S.E O-Level
A-LEVEL
Certificate Diploma
University degree M.Ed

Section Two

Physical Facilities

4. (i) Do you have physical facilities structured to accommodate children with special needs in the schools Yes No

If yes, are they adequate? Yes No

If Yes, explain

.....

If No, what physical facilities are needed?

.....

Headteacher's Qualification

5. Have you ever been trained to manage inclusive education?

Yes No

If No, what can be done to help you manage it adequately?

.....

.....

If Yes, do you consider the current training to be adequate?

.....

.....

Adequacy of teaching/learning materials

6. Do you have teaching/learning materials to accommodate children with special needs in your school Yes No

If Yes, are they adequate? Explain

.....

If No, what are the necessary teaching/learning materials needed in your school?

.....

Qualification (Training)

(i) Have you ever been trained to handle children with special needs?

Yes No

(ii) If No, State what can be done so that you can be adequately prepared to handle learners with special needs

.....

(iv) If Yes, State what makes you think you are adequately prepared to handle learners with special needs

.....

Support Services

7. Have the ministry of education inspectors visited your school this year?

Yes No

If Yes, how many times?

.....

If, Yes, are they supportive in improving inclusive education?

Explain

.....

8. How do you rate the government’s contribution towards improvement of inclusive education? Good Average

Little None

Do you have other sources of funds rather than the government?

Yes No

If Yes, who?

.....

If Yes, are the funds sufficient? Yes No

If No, what do you think can be done to improve financing of special need education in an inclusive set up

.....

Challenges and Recommendation

9. What is your opinion on inclusive education?

.....

10. What are some of the problems faced by special needs children in your school?

.....

11. What problems do you encounter when managing inclusive education?

.....

Give suggestions on what can be done to improve inclusive education.

.....

APPENDIX V: QUESTIONNAIRE FOR LEARNERS

Dear respondent,

This is a questionnaire and not an examination, it will not be marked so be free and give your opinion accurately. Answers will be used anonymously in a research study. Do not write your name or name of your school.

Section one

Background Information

1. Please indicate your sex Boy Girl
2. Indicate your class _____
3. Indicate your age "bracket" 6-8 years 9-11 years
4. How many pupils are there in your class
5. Are there pupils with difficulty in the following areas.
 - a) Walking Yes No
 - Seeing Yes No
 - Hearing Yes No
 - Talking Yes NoAny other, specify.....
- b) If yes how many?
Walking _____ Seeing _____ Hearing _____ Talking _____
Any other, specify.....
6. Do they have problems learning class? Yes No
7. Would you wish to learn together with pupils who have the above problems Yes No
If yes, give reasons.....
8. Does your school have learning materials to help those who have above problems Yes No
If yes, are they enough? Yes No

Thank you

APPENDIX IV: OBSERVATION SCHEDULE


The following are areas the researcher will observe on the ground. This is with the aim to establish the availability of barrier-free facilities in the public primary schools to facilitate effective inclusive education.

Facility	Available	Not available	State/functionality
Barrier free environment			
Adapted Toilets			
Ramps on doorways			
Adapted desks			
Walkers/crutches			
Spacious rooms			
Wheel chairs			
Swings playground			
Teaching and learning materials			
Braille machines			
Hearing aids			
Sign language manual			
Clock face models			
Shape/texture			
Matching board			
Wooden television			
Shapes and colour-blocks			
Counting abacus			

APPENDIX V: RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
PAGE 2 PAGE 3
Research Permit No: **NCST/RCD/14/013/887**
Date of issue: **4th June, 2013**
Fee received: **KSH. 1000**

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Patrick Angwenyi Nyaigoti
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu
has been permitted to conduct research in
Rigoma Location
Masaba North District
Nyanza Province
on the topic: Institutional factors influencing
implementation of inclusive education in
regular public primary schools in Rigoma
Division, Kenya.
for a period ending: 31st July, 2013.



Applicant's Signature
For Secretary
National Council for
Science & Technology

APPENDIX VI: LETTER OF AUTHORISATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/887**

Date: **4th June 2013**

Patrick Angwenyi Nyaigoti
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **23rd May, 2013** for authority to carry out research on "*Institutional factors influencing implementation of inclusive education in regular public primary schools in Rigoma Division, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Masaba North District** for a period ending **31st July, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Masaba North District** before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Masaba North District.