

**INSTITUTIONAL FACTORS INFLUENCING INCLUSION OF
MENTALLY CHALLENGED LEARNERS IN REGULAR SCHOOLS
IN KIRINYAGA WEST DISTRICT, CENTRAL PROVINCE, KENYA**

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Requirements for the Award of the Degree of Master of Education in
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DECLARATION

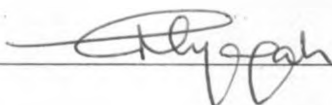
This research project is my original work and has not been presented for a degree in any other University.



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This research project has been submitted for examination with our approval as university Supervisors.



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DEDICATION

This project is dedicated to my beloved son Ian Mwangi

ACKNOWLEDGEMENTS

I wish to express my heartfelt gratitude to my supervisors Dr. Grace Nyaga and Dr. Ursulla Okoth for their suggestions advice and expertise guidance, I would also like to register my great appreciation to the management of the department of Educational Administration and Planning University of Nairobi for providing me with an environment that is conducive for learning in this esteemed University. I am also grateful to all my Lecturers and the staff in the department for their assistance in diverse ways.

Special thanks go to my beloved Mum, Hellen for her constant prayers inspiration encouragement and financial support. To Esther Waruinu, my son Mwangi and the entire family. I feel so indebted to you and may God bless you.

I would also like to acknowledge the following for their cooperation and moral support and without whom the completion of this project report would not have been possible, Mercy Njogu , Miss Mbuthia (Principal Kibirigwi school for the mentally challenged) the entire staff of Kibirigwi primary School and all my friends.

To you all, may the peace and Love of God that surpasses all understanding be with you now and always.

ABSTRACT

Many children with disabilities are excluded from school or are sitting idling in regular classes until they are old enough to drop. Further, regular classroom teachers do not feel prepared for any increase in their professional responsibilities towards learners with disabilities and are not enthusiastic about increasing the amount of time these children spend in general education classrooms.

The purpose of the study was to investigate institutional factors influencing inclusion of mentally challenged learners at primary level in Kirinyaga West District. It aimed to investigate how the availability of facilities and resources, professional training of teachers, teacher pupil ratio and learner's school attendance influences inclusive education. Descriptive survey design was used in this study. The target population for this study included 1 special school and twelve integrated units for the mentally challenged learners in Kirinyaga West District with a population of 2001 learners, 29 teachers and 13 head teachers. The tool of data collection for this study was a questionnaire for head teachers and teachers and observation schedule for the learning environment. Quantitative data was analyzed using descriptive statistics such as frequencies, percentages and mean scores while qualitative data was done using content analysis (used when one has sets of existing written which require analysis).

From the findings, availability of facilities and resources provided in relation to the learners needs relate to the learners needs, are in the right quantity, and constitute of the necessary resources for example plasticine, blocks in mentally challenged learners' regular schools in Kirinyaga West District. There is sensitization of teachers on inclusive education; teachers are trained to handle mentally challenged learners and teachers attend refresher courses. In terms of teacher pupil ratio, the results indicated that learners are sometimes grouped according to their abilities while teachers sometimes have a defined number of learners to manage, as per requirements. The findings from both the teachers and head teachers illustrates that there is full participation of learners in class abilities and learners are taught different subjects in a day in mentally challenged regular schools in Kirinyaga West District. The study concluded that availability of facilities and resources influence inclusion of mentally challenged learners in regular schools. The study concluded that professional training of teachers influences inclusion of mentally challenged learners in regular schools because they are able to handle them according to their behavior. Teacher pupil ratio influences inclusion of mentally challenged learners in regular schools where all teachers are allocated various classes and the students are positioned according to their abilities. The study recommended that The Ministry of Education should consider increasing the provision of enough facilities and resources for the mentally challenged learners to enable them feel accommodated and also ensure that their needs are adequately and appropriately catered for. Continuous monitoring and evaluation of understanding through assessment of assistance in mentally challenged learner's school life and the positive effect on teacher and parent relations on roles should be conducted.

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LIST OF ABBREVIATION AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
MOEST	Ministry of Education, Science and Technology
IDEA	Individuals with Disabilities Education Act.
KISE	Kenya Institute of Special Education
PCEA	Presbyterian Church of East Africa
SNE	Special Education Needs
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization.
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Inclusive education is the principal applied to accommodate or include all human beings thus the full spectrum of diverse abilities with one system in such a manner that all involved can be assured of successful equal and quality participation in real life experiences, from birth to grave. This implies that all have to perceive and treat themselves and others as dignified human beings in enhancing, human potential maximally and in succeeding to achieve whatever outcome is envisaged and humanly possible (Burden, 2000)

According to Stainback & Coleman (1992), one of the objectives of inclusive education is to educate the public and learners about the needs and potentials of children with special needs and methods of integrating them in the society. It also promotes integration of mildly and moderately challenged learners in regular schools and institutions with appropriate support and related resources and facilities. For many years, education authorizes implemented a policy of separate systems of education. Regular schools used to cater for learners who were regarded as normal as the term was used then. Special schools accommodated learners with specific learning difficulties, behavioral problems and physiological neurological or psychological shortcomings.

Recently the appropriateness of having such separate systems has been challenged both from a human right perspective and from the view of effectiveness (Ainscow, Farrell & Tweddle, 2000). This implies that the regular school curriculum, policies, resources and facilities, teachers professional training need to be adapted quite significantly to ensure that all students regardless of ability and disability can participate successfully in the mainstream of education (Mittler, 2002). This means that school should accommodate all children regardless of their physical, intellectual, social, emotional and linguistic challenges. It includes disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 2001).

According to Tomko (1996) inclusive education involves adjusting and changing the practice in home, school and the society at large. It is supported by Etscheidt, (2002) who noted that inclusive is based on the belief that everyone lives and works in inclusive communities with people of different races religious and various disabilities. An inclusive society is therefore one in which individual differences among the members are respected and valued (Annotos & Moluskie, 2003). Therefore inclusion implies that every learner has a right to be in the general education classroom and that the classroom should be modified and made ready for the students (Finrello, 2001). Teachers must be able to alter the type and amount of inclusion. Altering the amount of instruction may involve putting reading passages on tape or teaching the students a strategy for

writing a paragraph. It entails providing more extensive teaching modeling of concepts using elaborated feed back or providing more independent practice (Mercer & Ann, 2005)

Children with mild, handicaps, made with similar academic gains in the regular classroom than children with similar handicaps inn segregated classrooms (Madden & Slavin, 1983) However, none of this has been appropriately, implemented. The quality and quantity of special needs education (S.N.E), learners in an inclusive setting has not been kept abreast with the expansion and enrolment of the mentally challenged learners in the regular schools in Kirinyaga West District (M.o.E 2008). The world conference on Education for All (E.F.A) held in Jomtein, Thailand in 1990 affirmed that every child has a right to education. The participating countries turned the vision of education for all the reality. This has made primary education or normal learners in regular schools expanded in absolute terms at the expense of mentally challenged learners.

During this time, many head teacher of inclusive primary school found themselves with more pupils to enroll than their holding capacities. Therefore, their resources and facilities were strained. They had to option other than turning away many potential learners from their institutions and mostly the mentally challenges ones. This caused a big challenge to the parents who got disappointed as they kept moving form one school to another looking for places (Njoroge, 2005). Inappropriate teacher, pupil relationship, the environment in

which integration was not practiced was not accommodative to children who are mentally challenged. Teachers and other pupils were opposed to be sensitized so as to accept a child with special needs as part of school community (Randiki 2005). Therefore as teachers in regular schools were not sensitized there was lack of specialists, teachers who were to teach such children (SNE 2002).

It is interesting to note that there is overwhelming evidence, that educators are the key force in determining the quality of inclusion therefore it is without doubt that they can, if given support play a crucial role in transforming schools or without support they can bring no change at all (Swart, 2002). The constructions of classrooms and other buildings within the school did not take into consideration the needs of children with disabilities in terms of space or movement. The integration promoted normalization but the environment was not modified due to lack of laws and legal policy framework to endorse it (module 18 KISE 2002).

Large number of developing countries started reformulating their policies to promote their inclusion of students with disabilities into mainstreams schools while of a large number of developing countries continue to provide educational services to students with disabilities in segregated school. The Education Department in Hong Kong had subscribed to the principle of inclusive educations since 1997 (Hong Kong Government, 2010), but for many years the progress in this direction was fairly slow. Any inclusion of student with

disabilities that occurred was very much on an ad hoc and in informal basis (Hui& Dowson, 2003).

Private sector is the main provider of educational services for students with special needs (Ismail, 2004). Although the Lebanese educational services for students with special needs has need modified to met with recent trends including technology, the section that has to do with exceptional students remains isolated and neglected. Policy makers have kept the educational titles regular and special independent of each other (New hierarchy for education in Lebanon 1995).

Arab countries like Jordan, Morocco, Tunisia , Saudi Arabia, Syria ,Palestine, Egypt, Libya and the United Arab Emirates have already taken appropriate measures to restructure their educational hierarchy to combine the two educational systems into one by adopting the UNESCO project, Education for All (Yacoub, 1994). It is a matter of fact that no concrete step has been taken with regard to inclusive in Nigeria. Inclusion still remains in the realm of theory and far from practice. Implementing in an uncondusive environment for practice and lack of attitude to the people and government, may be unrealistic and counterproductive (Smith, 2008).

Adepoju & Fabiyi (2007) there has been many attempts to revamp the education sector in the past four decades with no appreciable results. MOEST, (2004) the Kenyan government aims at ensuring education for all children including those with disabilities, through the provision of inclusive and quality education which

can be accessed by and is relevant to all Kenyans, mentally challenged included. In 1948 St. Nicholas and AghanKhan special Schools which catered for mentally challenged learners were established. In 1968, the two schools were merged to form the Jacaranda special school. Later on other units for such learners were established such as City Primary Unit, Race course Road Unit, Kibirigwi Unit later, Kibirigwi School for the Mentally challenged, in Kirinyaga West District pioneered by Presbyterian Church of East Africa (P.C.E.A) Woman's Guild Organization in 1983. With the establishment of these schools, there was need to co-ordinate, the activities in the programme. This gave birth to the Kenyan Society for the Mentally, Handicapped in 1968. Besides co-ordination the society also aimed at caring, educating and rehabilitating the mentally challenged children (Ndururumo, 2002).

A 2009 study carried out by Momanyi in Kenya looked at inclusive education as an area within the framework of general education, providing appropriate facilities and specialized resources and teachers with relevant training for all types of children. However, Fullan and Hargrevers (2001) observed that insufficient number of special trained teachers has an effect on teacher - learners ration in learning institutions. While some special institutions are lacking teachers, sometimes specially trained teachers are posted in schools where their services are not required. For Kirinyaga West District quality education is paramount in steering development and thus education is a top priority in the District. Most teachers are not professional trained to handle mentally challenged learners, lack of enough and proper facilities and resources,

absenteeism by the learners. This has led to the provision of inferior education of the mentally challenged learners compared to other 'normal' persons (Torelei and Kimoko, 1984). Information sourced from D.E.O'S office, Kirinyaga West District, there is one school and twelve units of the mentally challenged, learners with a population of two hundred and one (201) learners. In the last five years none of the learners has been integrated in regular schools.

1.2 Statement of the problem

Kenyan is committed to achieving education for all of its citizens (MOEST, 2004, Mulama and Ndurumo, 2001). The Kenyan constitution states that children with disabilities have a right to benefit from a full and decent life in conditions that ensure dignity, enhance self-reliance and facilitate active participation in the society. Inclusive education is a viable means of achieving education for all.

Despite this the government has failed to provide both formal and informal educational opportunities to people with disabilities (Karie, 2004, Mulama and Oriende, 2003). Many children with disabilities are excluded from school or are sitting idling in regular classes until they are old enough to drop out (Valle, deBetten and Zigmond, 2002). Further, Butere and Laser (2001) observed that regular classroom teachers did not feel prepared for any increase in their professional responsibilities towards learners with disabilities and were not enthusiastic about increasing the amount of time these children spend in general education classrooms.

Studies carried out by other researchers such as Momanyi, (2009) on challenges facing the implementing inclusive education, Maingi (2006) on barriers to inclusive education and Sitienele (2008) effects of integration of physical handicapped among others. However, none has addressed the institutional factors influencing inclusive education among the mentally challenged learners in Kirinyaga West District

1.3 Purpose of the study

The purpose of the study was to investigate institutional factors influencing inclusion of mentally challenged learners at primary level in regular setting in Kirinyaga West District.

1.4 Objectives of the study

The study was guided by the following objectives:-

- (i) To establish how the availability of facilities and resources influence inclusion of mentally challenged learners in regular schools.
- (ii) To determine how professional training of teachers influences inclusion of mentally challenged learners in regular schools.
- (iii) To establish how teacher pupil ratio influences inclusion of mentally challenged learners in regular schools.
- (iv) To determine how learner's school attendance influences inclusive education.

1.5 Research questions

The study sought to answer the following questions;

- (i) To what extent does the availability of facilities and resources influences inclusion of mentally challenged learners in regular schools?
- (ii) How does professional training of teachers' influences inclusion of mentally challenged learners in regular schools?
- (iii) To what extent does the pupil teacher ratio influence inclusion of mentally challenged learners in regular schools?
- (iv) How does learner's school attendance influence inclusive education?

1.6 Significance of the study

The findings of the study may be useful to the Ministry of Education Science and Technology (MOEST) should they wish to review their policies of inclusion of mentally challenged learners in regular schools. The findings may also benefit the school management the Parent's Teachers Association and head teachers in formulation and implementation of internal policies on inclusion of mentally challenged learners in regular schools. The Kenya Institute of Special Education (K.I.S.E) may employ the finding in designing training courses suitable in addressing inclusive education of mentally challenged learners in regular schools. The outcome of the study is expected to help future researchers who may wish to carry out further study in the field.

1.7 Limitations

There is only one school and twelve units for the mentally challenged learners in Kirinyaga West District with a population of two hundred and one learners. There was limited literature hence the study was based on the available literature on inclusive education in the World. Communication with some of the mentally challenged learners was also a limitation as they are not audible enough.

1.8 Delimitations of the study

The study covered regular schools for the mentally challenged in Kirinyaga West District. Institutional factors of private mentally challenged schools were not included, in the study, since they are different from public schools. The views and thoughts held by teachers in the sampled schools formed the findings of the proposed study.

1.9 Basic assumptions

The researcher assumed that the teachers would co-operate, be honest and give accurate response to the items in the data collection instruments. Teachers professional training facilities and resources, teacher - pupil ration, attendance have significance influence on inclusive education.

1.10 Definition of terms

Inclusion refers to changing of attitudes and environments to meet the diverse needs to facilitate participation of learners who are mentally challenged on equal basis with the abled in the society.

Inclusive education refers to the process of addressing the mentally challenged learners' needs within the mainstream of education using the available resources so as to create opportunities for learning and preparing them for life.

Influence capacity to have an effect on the character development or development of someone.

An institutional factor refers to things within a school that enable or help inclusive of mentally challenged learners in regular schools take place.

Mainstreaming refers to the placement of students with disabilities of part time into general classroom.

Mentally challenged refers to limitations in intellectual function.

Regular school refers to the mainstream schools which follow curriculum that is prepared to the average ability learners.

Special Needs refers to education which provides appropriate modifications in curricula teachers training, facilities and resources learner- teacher ratio legal policy framework to meet special educational needs of individuals.

Special Units they are classes set aside either in ordinary or special schools to cater for needs of learners with special needs.

A resource refers to facilities and materials that can be used to achieve Inclusive education such as books.

1.11 Organization of the Study

The study is organized in five Chapters.

Chapter one presents the background of the study, statement of the problem, Purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, and delimitation of the study. It also includes Assumption of the study, definitions of the key terms.

Chapter two present literature review. The sub-topics are overview of inclusive education professional training of teachers towards inclusive of mentally challenged learners, availability of resources and facilities and other effects, on inclusive of mentally challenged learners, teacher-pupil ratio and its influence on inclusive education, learners' school attendance and its effect towards inclusive education, summary of the literature review, theoretical framework and conceptual framework.

Chapter three comprises of research methodology, under the following headings, research design, target population, sample size and sampling procedures, research instruments, data collection and data analysis procedure.

Chapter four deal with the analysis, interpretation and discussion of the data. Section five comprises summary findings, recommendations and suggestions for further research findings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section discusses literature related to institutional factors influencing inclusion of mentally challenged learners in regular schools. Documents and books providing information on overview of inclusive education of mentally challenged, availability of facilities and resources, professional training of teachers, teacher-pupil ratio have been reviewed in support of research under study. In addition, The classical Liberal Theory of Equal opportunity has been discussed as the guide for the study. Further, a conceptual framework on institutional factors influencing inclusion of mentally challenged learners in regular classrooms has been presented in this chapter.

2.2 Overview of inclusive education

The international move towards inclusion of mentally challenged children into mainstreaming classrooms rather than educating in an isolated environment has been a main concern raising issues and interest for educators policy makers and researchers in recent times (Chalmers,1998).

The message from International Year of Disabled People (I.Y.D.P) 1981 was clear in terms of human rights for students who have disabilities stating that students with disabilities didn't want their future decided by others or limited according to their disabilities. They have the right to demonstrate the most positive significant ability in their personality not their disabilities and have the

right to receive an education to develop their skills. Also the United Nations Convention on the rights of the child in 1990 embodied this right (Foreman, 2001). Children who are mentally challenged have the right to be educated in a full inclusive classroom and should not be segregated for any reason (O'Brien , 2010).

By including individuals with special needs civil rights can be achieved for those with disabilities whereas separating them in special classes is not computable to the inclusion environment which has advantage in terms of the social relationship, communication, friendship, self-esteem and confidence by reducing labeling or stigma. In full inclusion schools do not need to pullout the students for special services or special classroom for short time (resources room) which make those students feel different to the others causing them to lose many important parts of the instruction, consequently leading to fragmentation and creating confusion between what they learn in the special and general classrooms (Friend and Bursuck, 1996; Mostopieri and Scruggs, 2004).

The most important reason to include all students in the mainstream is that it is the fair, ethical, and equitable thing to do. It is discriminatory that some students such as those 'labeled' disabled must earn the right to be in the regular education mainstream or have to wait for educational researchers to prove that they can profit from the mainstream while other students are showed unrealistic access simply because they have no label. No one should have to pass anyone's test or prove anything in a research study to live and learn in the mainstream of

school and community life. This is a basic right not something one has to earn (Stainback and Stainback, 2004) Furthermore, mentally challenged people have the same right and the same equality as other people in any society in terms of basic needs, physical, psychological and participation on the political level (Alison,Harris, and Enfield,2003)

There is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005, Herjen, 2005). Nations should embrace the inclusive approach which seeks to identify and develop ordinary schools which are capable of meeting diverse needs of the learners who are at risk and those who have traditionally been excluded from educational opportunities (Mecullugh, 2005; UNESCO, 2001; Hujinen 2005). There is need to make education institutions all inclusive, educators to transform from their thinking regards how support can be delivered to all learners despite their diverse needs including all children irrespective of their differences or diversity implies that they are fully recognized by national and international legislation (Herjine, 2002, 2005). Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities building an inclusive society and achieving education for all (UNESCO,1994).

2.3 Professional training of teachers in inclusion of mentally challenged learners.

Teacher training is a perquisite for the inclusion of learners in the regular school. The government in collaboration with other stakeholders has a great responsibility of training and in servicing teachers (Ndurumo, 2002). Moodley,

(2002) When teachers are trained and have skills to handle the children with special needs, they normally gain courage in their works. Awareness on various disabilities such as mental retardation makes them have positive attitude towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities (UNESCO, 2004). Teaching becomes a joy not a chore (Njoroge, 2005). There is need for training teachers in special needs and in servicing the others for them to be able to handle learners with special needs professionally. Through pre-service and in-service training, they will gain skills and competence and develop positive attitude which is critical for practice of inclusive education, (UNESCO, 2004). As a result of improved programme planning and better management skills now made available to the teachers. The capacity of various states to implement inclusive programs was enhanced. Both regular school teachers and students become more receptive towards students with disabilities (Azad, 1996). Special education teachers have the unique ability to teach in special and regular schools.

In U.S.A two laws provided training for professional and teachers who worked with students with mental retardation (PL 85-992, 1958). In 1961, the teachers of the deaf Act (PL 87-276) provided training of teachers to work with the deaf. In 1965 the elementary and secondary education and state schools granted funds to help educate children with disabilities (Act PL 89-100). In Turkey, training is concentrated on classroom teachers and branch teachers. In-service training is provided by the ministry of Education to the personnel that is manager,

supervisor and teacher responsible for inclusion practices, (Stella, 2007). As a result of the policies carried out off inclusion practices, there has been an increase in the number of students with disabilities included in regular classes (Forlin and Ian, 2007). While in India majority of teacher training programs are one year diploma courses after high school education, run by non-governmental organizations. There are six University level programs in the country leading to B. Education Degree after graduation (Government of India). Nigeria established or commenced programs in special education. University of Ibadan started Diploma in special education in 1974 and a Bachelor's program in special education in 1977 and a masters programme in 1978.

Eleweke (2001) noted that training of teachers was mostly based on categories. In Kenya K.I.S.E has been training teachers specifically on inclusive education, noting that in regular schools, the teacher –pupil ratio is high. It is doubtful if the children with special needs are given the attention they deserve in the learning process. Randiki (2002) the ratio does not matter much what matters is the training of teachers. For example, in Uganda teacher-pupil ratio is 1:110 lower grades and 1; 55, upper grade. Randiki (2002) training is emphasized in Uganda and every teacher trainee gets introduced to the unique needs of the learners who are mentally challenged at the training level.

2.4 Availability of Resources and facilities and their effects on inclusion of mentally challenged learners in regular schools.

Moodley(2002), in order for learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all learners with special needs according to their needs. UNESCO (2004) points that learners must be provided with learn – mate informs that meet their individual needs. In an inclusive setting, learners will require other resources over and above what is being provided by the school. There is also a greater need to have a national resource centre for disabled .Such a centre would work to collect and disseminate information on various aspects of disabilities. The centre would provide information on various television and radio programs as well as through the internet (Sharma, 2001). Other resources enhance mobility and communication such as wheel chairs, (Randiki 2002. In an inclusive setting it is emphasized that teachers should use locally available resources to support learning ((Moodley 2002). Randiki (2002) and Ogot (2004) advise that the available resources should be placed at a central place, where several schools can access them. Making use of a local artisan to make and repair the devices can also help in reducing the problem (Moodley 2003). Noting that these devices are very expensive and others are not locally available, it is uncertain that regular primary schools have appropriate resources for all the learners who are mentally challenged.

Thailand and Srilanka have developed innovative cost sharing indigenous materials suited to their particular communities (Sugal and Tindal, 1993). As for

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teachers to perform they need to be assisted through provision of appropriate resources.

2.5 Teacher-pupil ratio and its influence on inclusive education

Teacher- pupil ratio refers to the number of teachers in a school with respect to the number who attend the institution. Ratio should not exceed 1.6 if adequate attention is to be paid to each child (Stein 1990). The minimum learner to teacher ratio in special education is usually 15:1. Students are generally grouped by academic performance not by their educational and management needs (Elementary school journal pg 305, 20th Jan 1993). Johnson (1994) with careful planning it should be possible to meet the unique needs of all students with one unified system of education, a system that recognizes and accommodates for differences. Parents and teachers tend to prefer smaller group sizes, while administrators preferred larger group sizes, (Sruggs 2004). The appropriate class size suggested by teachers and results revealed that a class with 19 or fewer number of learners was most preferable (Alexander and Hunter 2004). With poor teacher-pupil ratio, certainly creates pressure on the school system. Teacher-pupil ratio is overwhelmingly skewed against the teacher. This renders the teacher ineffective in handling a class of learners with diverse educational needs especially children with mental handicaps. This has affected quality teaching.

2.6 Learner's School attendance and its effects on inclusive education

Regular school attendance is an important part of giving your child the best possible start in life. School with no-attendance has serious consequences for

persistent offenders. It increases the chances of early school leaving which is associated with economic disadvantage of life (Fergusson 1995). It can be associated with increased likelihood of engagement in criminal activity (Robins and Raddiffe 1980).

Students who truant persistently are only as third as likely to complete school than other learners and even those who stay in school while regularly truanting are less likely to achieve higher grades and take up tertiary studies (Dormody 2007) They are also less likely to have obtained employment one year after leaving school.

Baker (2001) links school non-attendance to serious delinquent activity including substance abuse, gang activity and involvement in criminal activities such as burglary auto theft and vandalism. Student make the least progress in learning where the gap between low achievers and high achievers increases markedly where many students begin to disengage from schooling and a significant number find themselves at risk (Luke 2003).

2.7 Summary of the literature review

The literature review shows that institutional factors play an important role in inclusive education of mentally challenged learners in regular schools. It points the quality, adequacy and availability resources such as physical facilities, equipments and teaching materials have a bearing on inclusive. Pettigre and Arkhurst (2005) schools need restructuring and managers needs in service training for a successful inclusive. This rests upon school managers to act as

change agents and to be prepared to take initiatives in developing inclusive education. It is also very important to give teachers a sense of ownership; they need to own the change through direct involvement where their views and concerns are taken into consideration (Nghipondoka 2001).

It is also noted that teachers need to be specially trained to handle mentally challenged learners and sensitized on inclusive education. Teacher: pupil ratio also plays a significant role in inclusive education of the mentally challenged learners. Effectiveness of inclusive education depends fundamentally on improved teacher's pupil's ratio.

2.8 Theoretical framework :

In classical Liberal Theory of Equal opportunity, Darwin asserts that each person is born with a given amount of capacity, which to large extent is inherited and cannot be substantially changed. This educational systems should be designed so as to remove barriers to any nature (economic, gender, geographic, social or physical handicap) that prevent bright students from lower economic background from taking advantage of inborn talents which accelerate them to social promotion liberal progrevists like Horace, termed education as the great equalizer, the main instrument which would enhance life chances of those born in humble circumstances especially the mentally challenges.

Socially Darwinism emphasizes that every citizen should be given through education the social status to which he/she is entitled to inherited aptitude organization for economic co-operation and development. This theory observes

that putting everybody on the scratch guarantees that the ensuring ran is just and one. The Classical Liberal Theory states that social mobility will be promoted by equal opportunity of education. The roots of this theory can be traced to writers such as Rousseau (1712 – 1778) who claimed that the natural states that men were born equal and personal qualities lead. Mental handicaps should not jeopardize social equalities so long as society rewards people according to their status.

2.9 Conceptual framework

A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. According to Bogdan and Biklen (2003) a conceptual Framework is a basic structure that consists of certain abstract blocks which represent the observational, the experiential and the analytical/synthetical aspects of a process or system being conceived. The interconnection of these blocks completes the framework for certain expected outcomes.

An independent variable is that variable which is presumed to affect or determine a dependent variable. It can be changed as required, and its values do not represent a problem requiring explanation in an analysis, but are taken simply as given (Dodge, 2003). A dependent variable is what is measured in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable (Everitt, 2002).

Figure 2.1: Conceptual framework

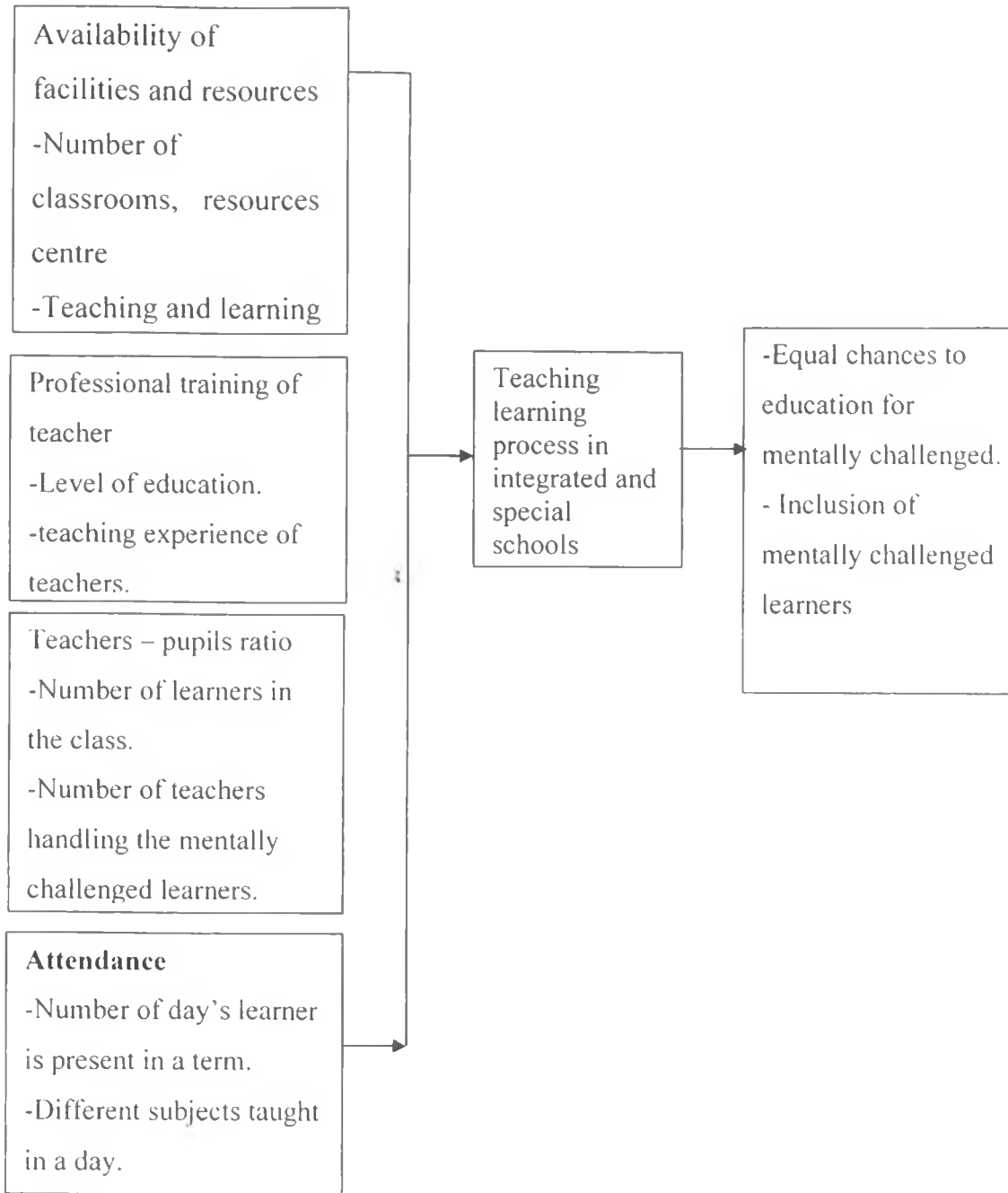


Figure 2.1 presents a conceptual framework on institutional factors influencing inclusion of mentally challenged learners in regular classrooms. The right measurement of appropriate implementation of inclusive education in Kenya is through the rate of enrolment of disabled children at home to regular school and from special needs school into regular classes; bulletin 18 K.I.S.E (2002). This obviously indicates an expansion of inclusive education programmes. This result however, is possible after an interaction of the following variables teacher's professional training teacher-learner ratio, availability of resources and facilities and attendance.

The dependent variable is integration of mentally challenged learners while independent variables resources and facilities professional training of teachers, learner ratio and learners school attendance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the procedures that were used to conduct the study. The section focuses on research design, target population, sample size and sampling procedures, research instruments, data collection and data analysis procedures.

3.2 Research Design

Orodho (2005) defines research design as a plan, structure or strategy of investigation conceived so as to obtain answers to research questions or problems. Descriptive survey design was used in this study. Descriptive survey design are in preliminary and exploratory studied to allow researchers to gather information summarize, present and interpret for the purpose of clarification (Wallen, 1993). The design was suitable since the variables involved in the study cannot be manipulated. In this study, the design assisted in analysis of both the quantitative and qualitative data since the researcher used a semi-structured questionnaire to collect the data.

3.3 Target Population

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or objects having common observable characteristics. The target population for this study included 1 special school and twelve integrated

units for the mentally challenged learners in Kirinyaga West District with a population of 2001 learners, 29 teachers and 13 head teachers.

3.4 Sample Size and Sampling Procedure

A sample is groups obtained from the accessible population (Mugenda and Mugenda 1999). For the purpose of this study, the researcher used purposive sampling technique so as to allow the researcher to use the cases that have the required information. The study targeted 1 school and 4 units of the mentally challenged representing 40% of the whole population was an adequate sample of this study. This indicated that the sample size for the head teachers was also 5. According to Norman and Frankel, (2001) a sample of 20% percent of the population, is adequate though the larger the better hence the researcher opted for a larger sample since the target population is small. The researcher considered sampling 40% for the teacher, giving 11 teachers. The sample size, added up to 16 teachers.

3.5 Research Instruments

The tool of data collection for this study was a questionnaire for head teachers and teachers. In addition, observation schedule for children's learning environment was utilized. Engel and Brecht, (2003) believes that observation is a major means of collecting data in qualitative research. It offers a firsthand account of the situation under investigation. One of the objectives of this study was to examine how educators influence inclusive education. However, it was important to use observational method in order to get valid and reliable answers

since observation expects the researcher to be part of the people at the research site, observing the environment. Orodho (2004) points that a questionnaire has the ability to collect large amount of information in a reasonable quick space of time and the response can be easily analyzed. Questionnaires both were open-ended and close ended. Questionnaire for the head teachers assisted the researcher to gather information on head teacher's opinion on inclusive education while that of teacher enabled the researcher get their opinion on inclusive education.

3.6 Validity of Instruments

According to Sarantakos (2005) validity refers to the accuracy and meaningfulness of inference which is based on the research results. Validity of the content of the proposed study should be able to depict what is supposed to measure. A pilot study was conducted in 3 schools to determine validity of the questionnaire. The 3 schools were not included in the final study. Piloting made the researcher to realize short comings in the research instruments' and make necessary adjustments and rephrasing of statements where necessary before embarking on the actual study.

Content validity determines whether the questionnaire answer the research questions (Borg and Gall, 1996). The instruments should be designed to include the entire elements understudy. The content validity of the instrument was determined by discussing the items in the instrument with supervisors.

3.7 Reliability of Instruments

Mugenda and Mugenda (1999) define reliability, as a measure of the degree to which a research instrument yields consistent results or data after a repeated trial. Piloting enabled the researcher to test the reliability of the instrument. To ensure reliability, the researcher used the test - retest technique. This involved administering the test to three schools selected randomly. It was scored, then after a two-week period, the same tests were administered to the same group.

The responses obtained from test-retest were correlated using the Pearson's product moment formula correlation. Coefficient formula, to determine the correlation coefficient between the two sets of scores were as follows.

The following formula was used to calculate the coefficient;

$$r_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Where;

$\sum d^2$ = is the sum of the squared differences between the pairs of ranks, and n is the number of pairs.

n = is the number of pairs of observations

From the findings the determined coefficient of correlation was 0.752. According to Mugenda and Mugenda (1999), a coefficient above 0.6 is satisfactory hence instrument can be used to collect data.

3.8 Data collection procedures

Data collection procedures include the activity of gathering facts or information about subject in a research study. The researcher obtained a research permit from the National Council of Sciences and Technology (Ministry of Higher Education) before going to the field. The researcher visited the District Education Officer (DEO) and District Commissioner (DC) for Kirinyaga West to discuss the research visits to the school. The researcher visited schools to make appointments, and then administer the questionnaire to the head teachers and teachers on the agreed dates. Teachers were assured of the confidentiality of the information they provided. The completed questionnaires were collected immediately they are filled.

3.9 Data Analysis Procedures

A quantitative analysis to describe and summarize the data using descriptive statistics was deployed. The researcher organized the data to ensure that the raw data is free from inconsistencies and incompleteness (Orodho 2008). Data analysis involved data coding, data entry and checking for incompleteness, misclassification and gaps in the information obtained. Qualitative data generated from questionnaires were then organized into themes, categories, pertinent to the study. Content analysis was done on the qualitative data (Kombo, 2006). Quantitative data was analyzed using descriptive statistics such as frequencies, percentages and mean scores. This was presented using tables, graphs and pie charts.

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CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on the institutional factors influencing inclusion of mentally challenged learners in regular schools in Kirinyaga West District, Central Province, Kenya. The data was gathered exclusively from questionnaire as the research instrument. The questionnaires were designed in line with the objectives of the study. To enhance quality of data obtained, Likert type questions were included whereby teachers indicated the extent to which the variables were practiced in a five point Likerts scale respectively. The chapter starts with analysis of respondents' (head teachers and teachers) response rate. This analysis is followed by analysis of head teachers' and teachers' background information, that is gender, level of education, age and length of service. The chapter also presents analysis of data obtained, based on the objectives of the study that is influence of availability of facilities and resources, professional training of teachers, teacher pupil ratio and learner's school on inclusion of mentally challenged learners in regular schools in Kirinyaga West District.

4.1.1 Response Rate

The study sampled 16 head teachers and teachers in collecting data with regard to the factors influencing inclusion of mentally challenged learners in regular schools in Kirinyaga West District. Out of these were 5 head teachers 11

teachers. All head teachers and teachers filled in and returned the questionnaire contributing to 100%. This commendable response rate was made a reality after the researcher made personal calls and visits to remind the teachers to fill-in and return the questionnaires.

4.2 Analysis of Teacher's Background information

The study sought to establish the information on the respondents who participated in the study with regards to, gender, academic qualification, age and length of service. These bio data points at the respondents' suitability in answering the questions on institutional factors influencing inclusion of mentally challenged learners in schools in Kirinyaga West District.

4.2.1 Distribution of Head teachers and Teachers by Gender

The study sought to find out the gender of the head teachers and teachers in order to determine their representation in Kirinyaga West District. Figure 4.1 and table 4.1 presents the findings of the study.

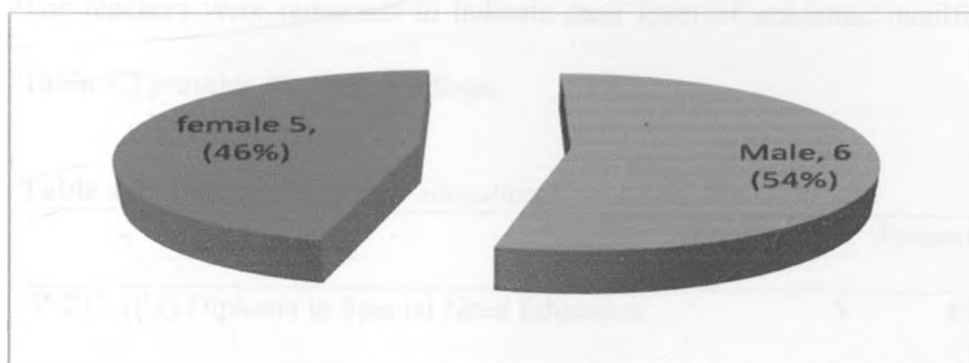


Figure 4.1: Distribution of Teachers by Gender

From the findings, majority of the teachers were male while minority were females. This implies that majority of the teachers are males in mentally

challenged institutions in regular schools in Kirinyaga West District are males.

Table 4.1 presents the study findings.

Table 4.1: Distribution of Head teachers by Gender

	Frequency	Percent
male	2	40.0
female	3	60.0
Total	5	100.0

The study sought to find out the gender of the Head teachers. From the findings, the majority of the Head teachers were females with 60.0%, while the males were the least with 40%. This implies that the most preferred head teachers for these institutions are the females. Thus, there is the perceived more care provided by the female than male in dealing with mentally challenged learners.

4.2.2 Teachers' Level of education

The teachers were requested to indicate their level of academic qualification.

Table 4.2 presents the study findings.

Table 4.2: Teachers' Level of education

	Frequency	Percent
P.T.C. (P1) Diploma in Special Need Education	5	45.5
Degree	6	54.5
Total	11	100

According to the findings, majority of the teachers had a bachelor's degree as shown by 54.5%. On the other hand, 45.5% of the teachers had P.T.C. (P1) Diploma in Special Need Education holders, while none of the teachers had master's degree. This implies that the teachers had enough level of education to respond to needs of the mentally challenged learners.

4.2.3 Distribution of Head teachers by age

In order to understand the head teachers age distribution they were asked to indicate the age category in which they fell. Figure 4.2 indicates an analysis their age distribution.

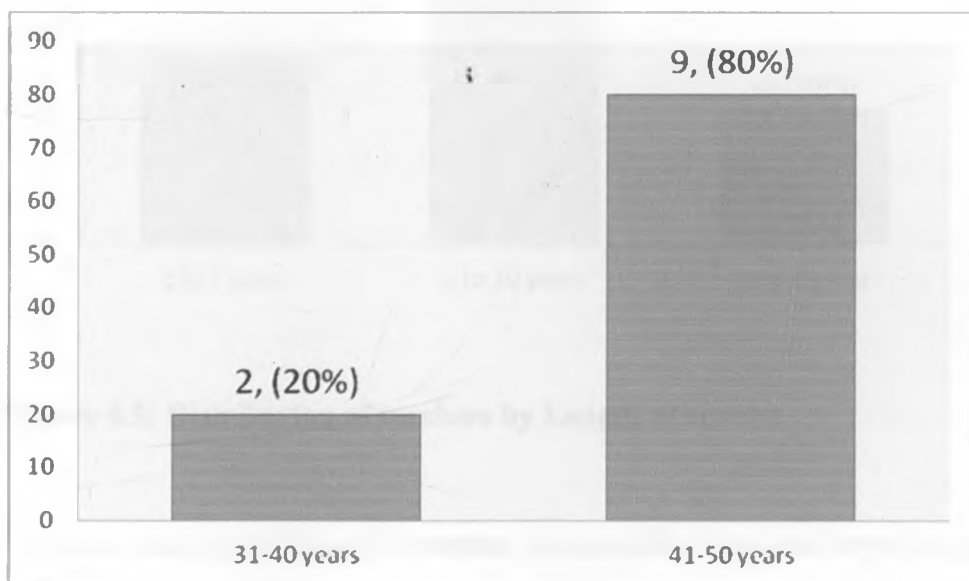


Figure 4.2: Distribution of Head teachers by age

From the findings, majority of the head teachers (80%), were aged between 41-40 years while those aged between 31-30 years (20%) were the least. This implies that the majorities of the head teachers are young, energetic and are at the prime age of their careers.

4.2.4 Distribution of Head teachers and teachers by Length of service

The head teachers and teachers were asked to indicate the duration of time they had worked in mentally challenged institutions in Kirinyaga West District. The study findings are illustrated in the figure 4.3 and table 4.3.

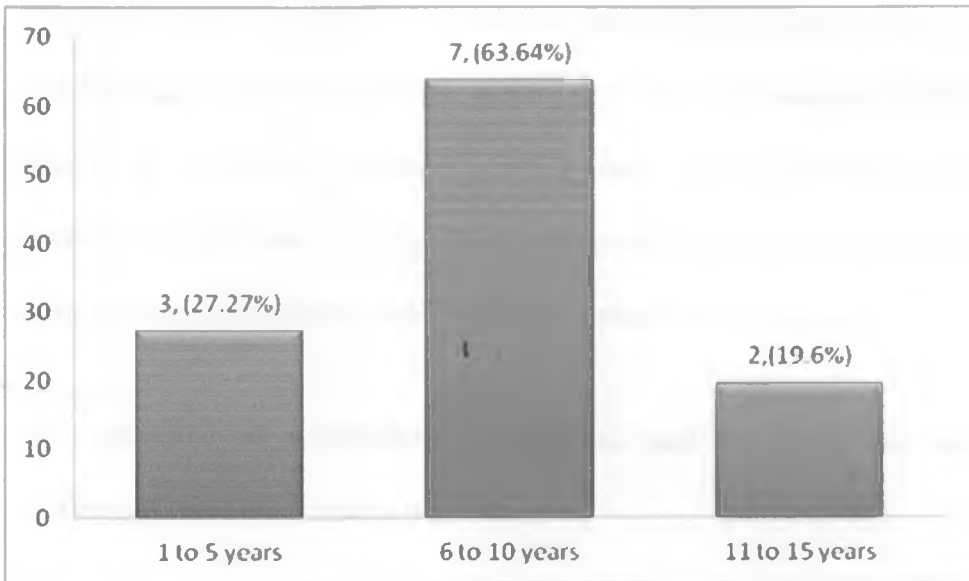


Figure 4.3: Distribution of teachers by Length of service

From the study, 63.64% of the teacher indicated that they had served as special trained teacher for a period of over 6-10 years, 27.27% of the teacher indicated that they had served for a period of 1-5 years, 19.6% of the teachers indicated that they have served as special trained teacher for a period of 11 to 15 years. This shows that most teachers had enough in teaching to respond effectively to institutional factors influencing inclusion of mentally challenged learners in schools in Kirinyaga West District. Table 4.3 presents the study findings.

Table 4.3: Distribution of Head teachers by Length of service

	Frequency	Percent
3 to 7 yrs	3	60.0
13 yrs and above	2	40.0
Total	5	100.0

The study sought to find out the duration that the head teachers have been on that position. From the findings, majority of the head teachers (60.0%) had worked for a period of between 3 and 7 years, while 40.0% had been head teachers for more than 13 years. This shows that majority of head teachers have sufficient experience having been leaders for more than three years.

4.3: Influence of availability of facilities and resources on mentally challenged learners in inclusion

By including individuals with special needs civil rights can be achieved for those with disabilities whereas separating them in special classes is not computable to the inclusion environment which has advantage in terms of the social relationship, communication, friendship, self-esteem and confidence by reducing labeling or stigma. In full inclusion schools do not need to pullout the students for special services or special classroom for short time (resources room) which make those students feel different to the others causing them to lose many important parts of the instruction, consequently leading to fragmentation and creating confusion between what they learn in the special and general classrooms (Friend and Bursuck, 1996; Mostopieri and Scruggs, 2004).

The teachers were asked to rate the extent to which availability of facilities and resources influenced inclusive education. The responses are shown in table 4.4.

Table 4.4: Teachers' response on availability of facilities and resources

		Never	Rarely	Sometimes	Often	Very often	Mean	Std. Deviation
Provided with the necessary resources e.g. plasticine, blocks.	F	3	2	3	1	2	2.72	1.14
	P (%)	27.30	18.20	27.30	9.10	18.20		
Are adequate to cater for individual learners needs.	F	4	3	2	0	2	2.36	1.69
	P (%)	36.40	27.30	18.20		18.20		
Available in the right quantity.	F	2	2	4	2	1	2.81	1.25
	P (%)	18.20	18.20	36.40	18.20	9.10		
Relate to the learners needs.	F	1	1	7	0	2	3.09	1.48
	P (%)	9.10	9.10	63.60		18.20		

The study sought to find out teachers' response on the influence of availability of facilities and resources on inclusion of mentally challenged learners. From the findings, most of the teachers (27.3%) indicated that they are sometimes provided with the necessary resources e.g plasticine, blocks. In addition, 36.4% of teachers stated that the resources are adequate to cater for individual learners needs and are available in the right quantity. Also the majority (63.3%)

indicated that the resources relate to the learners needs. From the findings, influence of inclusive education in; relation to the learners needs had the highest mean of 3.09, followed by availability in the right quantity (mean=2.81). Provided with the necessary resources e.g plasticine, blocks had a mean of 2.72 while materials are adequate to cater for individual learner’s needs had the least with the mean of 2.36. This shows that the availability of facilities and resources provided in relation to the learners needs relate to the learners needs, are in the right quantity, and constitute of the necessary resources e.g plasticine, blocks in mentally challenged learners’ regular schools in Kirinyaga West District.

4.4 Influence of availability of facilities and resources on mentally challenged learners in inclusion :

The Head teachers were asked to rate the extent to which availability of facilities and resources influenced inclusive education. The responses are shown in table 4.5.

Table4.5: Head teachers’ response on availability of facilities and resources

		Never	Rarely	Sometim es	Often very often	Mean	Stdev
Provide teachers with all resources and facilities.	F	0	2	0	0 3	3.8	1.643
	P(%)		40		60		
Are resources and equipment availability influence inclusive education.	F	0	0	2	0 3	4.2	1.095
	P(%)			40	60		

The study sought to find out head teachers' response on the influence of resources and facilities availability on inclusion of mentally challenged learners. From the findings, 60% of the head teachers indicated that they provide teachers with all resources and facilities and resources and equipment availability influence inclusive education. In addition, resources and equipment availability influence inclusive education had a mean score of 4.2 while providing teachers with all resources and facilities had a mean score of 3.8. The findings imply that head teachers in mentally challenged learners' regular schools in Kirinyaga West District, provide teachers with all resources and facilities and the resources and equipment availability influence inclusive education

4.4. Teachers' professional training

Teacher training is a prerequisite for the inclusion of learners in the regular school. The government in collaboration with other stakeholders has a great responsibility of training and in servicing teachers (Ndurumo, 2002). Moodley, (2002) When teachers are trained and have skills to handle the children with special needs, they normally gain courage in their works. Awareness on various disabilities such as mental retardation makes them have positive attitude towards the learners.

The teachers were asked to rate the extent to which teacher's professional training influenced inclusive education. The responses are shown in table 4.6.

Table 4.6: Teachers' response on Teachers' Professional Training

		Never	rarely	Sometimes	Often	Very often	Mean	Std. Deviation
Trained to handle mentally challenged learners.	F	3	3	2	1	2	2.63	1.83
	P (%)	7.30	27.3	18.2	9.1	18.2		
All specially trained teachers are posted to special schools.	F	3	6	1	0	1	2.09	1.4
	P (%)	27.3	54.5	9.1		9.1		

The study sought to find out the influence of teachers' professional training on the inclusion of mentally challenged learners. From the findings, most of the teachers (27.3%) indicated that teachers are rarely trained to handle mentally challenged learners. 54.5% of teacher's indicated that all trained teachers are rarely posted to special schools. In addition, teachers who are trained to handle mentally challenged learners, had the highest mean of 2.63 while specially trained teachers who were posted to special schools had a lower mean of 2.09. This implies that teachers are rarely trained to handle mentally challenged learners and are rarely posted to special schools. Teachers can experience greater job satisfaction and a higher sense of accomplishment when all children are succeeding in school to the best of their abilities (UNESCO, 2004). Teaching becomes a joy not a chore (Njoroge, 2005). There is need for training teachers in special needs and in servicing the others for them to be able to handle learners with special needs professionally. Through pre-service and in-

service training, they will gain skills and competence and develop positive attitude which is critical for practice of inclusive education, (UNESCO, 2004). As a result of improved programme planning and better management skills now made available to the teachers. The capacity of various states to implement inclusive programs was enhanced. Both regular school teachers and students become more receptive towards students with disabilities (Azad, 1996). Special education teachers have the unique ability to teach in special and regular schools.

Head Teachers' response on Teachers' professional training

The Head teachers were asked to rate the extent to which teacher's professional training influenced inclusive education.

The responses are shown in table 4.7.

Table 4.7: Head Teachers' response on Teachers' professional training

		Never	Rarely	Sometimes	Often	Very often	Mean	Stdev
Teacher trained to handle mentally challenged learners.	F	0	1	0	0	4	4.2	1.788
	P (%)		20%			80%		
Teachers attend refresher courses.	F	0	1	0	0	4	4.2	0.447
	P (%)		20%			80%		
Sensitization of teachers on inclusive education.	F	0	0	1	1	3	4.6	0.894
	P (%)			20%	20%	60%		

The study sought head teacher's response on the influence of teachers' professional training on inclusive education. From the findings, majority of the head teachers (80%) stated that teacher are trained to handle mentally challenged learners and attend refresher courses. In addition, teachers are trained to handle mentally challenged learners and teachers attend refresher courses had a similar mean of 4.2. Sensitization of teachers on inclusive education had a mean score of 4.6. These findings indicate that there is sensitization of teachers on inclusive education; teachers are trained to handle mentally challenged learners and teachers attend refresher courses in mentally challenged learners' regular schools in Kirinyaga West District.

4.5 Teacher pupil ratio

Teacher- pupil ratio refers to the number of teachers in a school with respect to the number who attend the institution. Ratio should not exceed 1.6 if adequate attention is to be paid to each child (Stein 1990). The minimum learner to teacher ratio in special education is usually 15:1. Students are generally grouped by academic performance not by their educational and management needs. Johnson (1994) with careful planning it should be possible to meet the unique needs of all students with one unified system of education, a system that recognizes and accommodates for differences. Parents and teachers tend to prefer smaller group sizes, while administrators preferred larger group sizes, (Sruggs 2004). The appropriate class size suggested by teachers and results

revealed that a class with 19 or fewer number of learners was most preferable (Alexander and Hunter 2004). With poor teacher-pupil ratio, certainly creates pressure on the school system.

The teachers were asked to rate the extent to which Teacher - pupil ratio influenced inclusive education.

The responses are shown in table 4.8.

Table 4.8: Teachers' views on Teacher: Pupil ratio

		Never	Rarely	Sometimes	Often	Very often	Mean	Std. Deviation
Learners grouped according to abilities.	F	2	2	4	1	2	2.9	1.54
	P(%)	18.2	18.2	36.4	9.1	18.2		
Has defined number of learners to manage, as per requirements.	F	1	6	2	1	1	2.54	1.36
	P(%)	9.1	54.5	18.2	9.1	9.1		

The study sought to find out the influence of teacher pupil ratio on inclusion of mentally challenged learners. From the findings, most of the teachers (36.4%) stated that learners are sometimes grouped according to abilities, while 54.5% indicated that teachers have a defined number of learners to manage, as per requirements. Learners grouped according to abilities had the highest mean of 2.9 while those who has defined number of learners to manage, as per requirements had the lowest mean of 2.54. In terms of teacher pupil ratio, the results indicated that learners are sometimes grouped according to their abilities

while teachers rarely have a defined number of learners to manage, as per requirements. Teacher-pupil ratio is overwhelmingly skewed against the teacher. This renders the teacher ineffective in handling a class of learners with diverse educational needs; (mental handicaps) in the District. The findings imply that sometimes it is hard to meet the unique needs of mentally challenged learners. This in turn has affected quality teaching.

Head Teachers' response on Teacher pupil ratio

The Head teachers were asked to rate the extent to which Teacher pupil ratio influenced inclusive education. The responses are shown in table 4.9.

Table 4.9: Head Teachers' response on Teacher: Pupil ratio

		Never	Rarely	Sometimes	Often	Very often	Mean	Stdev
Learners taught individually	F	0	3	1	0	1	2.8	1.303
	P(%)		60	20		20		
All teachers allocated various classes to manage.	F	0	1	0	2	2	4	1.224
	P(%)		20		40	40		

The study sought to find head teacher's influence teacher pupil ratio on inclusion of mentally challenged learners. From the findings, majority of the head teachers (60%) indicated that learners are taught individually, while 40% stated that all teachers are allocated various classes to manage. In addition, all teachers are allocated various classes to manage had a mean of 4.00, while learners

taught individually had a mean of 2.80. This illustrates that in terms of teacher pupil ratio, all teachers allocated various classes to manage in mentally challenged learners' regular schools in Kirinyaga West District.

4.6 Learners' school attendance

Regular school attendance is an important part of giving the child the best possible start in life. School with no-attendance has serious consequences for persistent offenders.

The teachers were asked to rate the extent to which learners' school attendance influenced inclusive education.

The responses are shown in table 4.10.

Table 4.10: Teachers' response on Learners' school attendance

	never	rarely	sometimes	often	very often	Mean	Std. Deviation
	2	2	2	3	2	3.09	1.73
Learners are taught different subjects in a day.	18.2%	18.2%	18.2%	27.3%	18.2%		
Full participation of learners in class.	0	2	6	0	3	3.36	1.29
Able to concentrate during the lesson.	1	4	5	0	1	2.63	1.02
	9.1%	36.4%	45.5%		9.1%		

The study sought to find out the influence of Learners' school attendance on inclusion of mentally challenged learners. From the findings, most of the teachers (27.3%) stated that learners are taught different subjects in a day. 54.5% indicated that there is sometimes full participation of learners in class, while 45.5% indicated that learners are sometimes able to concentrate during the lesson. From the findings, most of the full participation of learners in class abilities had the highest mean of 3.36, followed by learners are taught different subjects in a day with a mean of 3.09 while those who are able to concentrate during the lesson had the lowest mean of 2.63. The findings illustrates that there is full participation of learners in class abilities and learners are taught different subjects in a day in mentally challenged regular schools in Kirinyaga West District. School high attendance increases the chances of early school participation which is associated with economic advantage of life (Fergusson 1995). There is thus low likelihood of engagement in criminal activity (Robins and Raddiffe 1980).

Head teachers' response on Learners' school attendance

The Head teachers were asked to rate the extent to which Learners' school attendance influenced inclusive education.

The responses are shown in table 4.11.

Table 4.11: Head teachers' response on Learners' school attendance

		Never	Rarely	Sometimes	Often	Very often	Mean	Stdev
Mentally challenged learners attend school regularly.	F	0	3	1		1	4	2.345
	P(%)		60	20		20		
Have common time table	F	0	0	2	1	2	3.6	1.516
	P(%)			40	20	40		
Learners taught different subjects in a day	F	0	1	1	0	3	4.5	1.64
	P(%)		20	20		60		

The study sought to find head teachers' response on influence of learners' school attendance on inclusive education. From the findings, 60% of the headteachers indicated that mentally challenged learners rarely attend school regularly; 40% indicated that the school have common time table while another 60% stated that learners are taught different subjects in a day. In addition, learners are taught different subjects in a day had a mean of 4.5 while mentally challenged learners attend school regularly had a mean of 4.0. The findings imply that learners are taught different subjects in a day and they attend school regularly in mentally challenged regular schools in Kirinyaga West District.

4.7 Other Factors that Influence Inclusive Education

The study sought to find head teachers' and teacher's responses on other factors that influence inclusive education. Several factors were stated as follows;

Attitudes towards inclusion

While the majority of Head teachers and teachers felt that enthusiasm and positive attitudes influenced inclusion education, some Head teachers and teachers displayed negative attitude. It was reported that negative attitudes of some of the teachers, had a negative impact on inclusion education making learning difficult. Such attitudes also affected participation of teachers in class as teachers attribute this negativity to the working conditions in schools, past negative experiences in working with learners with disabilities, lack of capacity and uncertainty about what needed to be done in the classroom.

Lack of total support for inclusion

The findings in this study show that none of the Head teachers and teachers felt supported by the department of education that could provide advisory services.

This was regarded as a constraining factor in the schools' endeavours to develop inclusive practices.

Teachers felt that they have one of the most difficult and complicated jobs since they do not receive the support they need in order to provide for certain learning difficulties. The consequence of this is that learners experiencing learning difficulties are left without support. In addition, the lack of support towards the inclusion of learners with disability may lead to less positive attitudes towards the inclusion of learners with disability

Poverty

Poverty was regarded by majority of the head teachers and teachers as one of the major factors that influence inclusive education. It was described in relation to the denial of human rights, observable starvation as well as low income by the parents. Mainstream teachers and parents' relate to its negative effect on effective teaching and learning and, parental involvement and the physical learning environment.

Parental involvement in monitoring learning activities and participation of mentally challenged children in schools was noted as major factor that improve the culture of teaching and learning needed in schools. This also improve children's behavior, language skills and test performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the findings as presented in chapter four. The findings are on assessment of the factors influencing inclusion of mentally challenged learners in regular schools in Kirinyaga west district, Kenya.

5.2 Summary of the study

The purpose of the study was to investigate institutional factors influencing inclusion of mentally challenged learners at primary level in regular setting in Kirinyaga West District.

The study was guided by the following objectives:-

- (i) To establish how the availability of facilities and resources influence inclusion of mentally challenged learners in regular schools.
- (ii) To determine how professional training of teachers influences inclusion of mentally challenged learners in regular schools.
- (iii) To establish how teacher pupil ratio influences inclusion of mentally challenged learners in regular schools.
- (iv) To determine how learner's school attendance influences inclusive education.

The study sought to answer the following questions;

- (i) To what extent does the availability of facilities and resources influences inclusion of mentally challenged learners in regular schools?
- (ii) How does professional training of teachers' influences inclusion of mentally challenged learners in regular schools?
- (iii) To what extent does the pupil teacher ratio influence inclusion of mentally challenged learners in regular schools?
- (iv) How does learner's school attendance influence inclusive education?

Descriptive survey design was used in this study. Population is an entire group of individuals, events or objects having common observable characteristics. The target population for this study included 1 special school and twelve integrated units for the mentally challenged learners in Kirinyaga West District with a population of 2001 learners, 29 teachers and 13 head teachers. For the purpose of this study, the researcher used purposive sampling technique so as to allow the researcher to use the cases that have the required information. .

The researcher considered sampling 40% for the teacher, giving 11 teachers. The sample size, added up to 16 respondents. The tool of data collection for this study was a questionnaire for head teachers and teachers and observation schedule for the learning environment. A pilot study was conducted in 3 schools to determine validity of the questionnaire. The 3 schools were not included in the final study. Piloting made the researcher to realize short comings in the research instruments' and make necessary adjustments and rephrasing of

statements where necessary before embarking on the actual study. To ensure reliability, the researcher used the test - retest technique. This involved administering the test to three schools selected randomly. It was scored, then after a two-week period, the same tests were administered to the same group. From the findings the determined coefficient of correlation was 0.752. According to Mugenda and Mugenda (1999), a coefficient above 0.6 is satisfactory hence instrument can be used to collect data. Thus there was a high reliability of the instruments utilized in data collection.

The researcher obtained a research permit from the National Council of Sciences and Technology (Ministry of Higher Education) before going to the field. The researcher visited the District Education Officer (DEO) and District Commissioner (DC) for Kirinyaga West to discuss the research visits to the school. The researcher visited schools to make appointments, and then administer the questionnaire to the head teachers and teachers on the agreed dates. A quantitative analysis to describe and summarize the data using descriptive statistics was deployed. The researcher organized the data to ensure that the raw data is free from inconsistencies and incompleteness. Data analysis involved data coding, data entry and checking for incompleteness, misclassification and gaps in the information obtained. Qualitative data generated from questionnaires were then organized into themes, categories, pertinent to the study.

The following were the key findings:

5.2.1 Availability of facilities

From the findings, availability of facilities and resources provided in relation to the learners needs relate to the learners needs, are in the right quantity, and constitute of the necessary resources e.g plasticine, blocks in mentally challenged learners' regular schools in Kirinyaga West District. However, from observations the study noted that the availability of the stated resources was inadequately provided to suit the learner's needs. In addition, head teachers in mentally challenged learners' regular schools in Kirinyaga West District, provide teachers with all resources and facilities and equipment availability influence inclusive education.

5.2.2 Teachers' professional training

From the findings, there is sensitization of teachers on inclusive education; teachers are trained to handle mentally challenged learners and teachers attend refresher courses in mentally challenged learners' regular schools in Kirinyaga West District. However, the teachers stated that they are rarely trained to handle mentally challenged learners and are rarely posted to special schools, thus posing a challenge in provision of adequate education to mentally challenged children.

5.2.3 Teacher Pupil Ratio

In terms of teacher pupil ratio, the results indicated that learners are sometimes grouped according to their abilities while teachers rarely have a defined number of learners to manage, as per requirements. According the head teachers, all teachers allocated various classes to manage in mentally challenged learners' regular schools in Kirinyaga West District.

5.2.4 Learners' school attendance

The findings from both the teachers and head teachers illustrates that there is full attendance of learners in class abilities and learners are taught different subjects in a day in mentally challenged regular schools in Kirinyaga West District.

5.3 Conclusion

From the findings, the study concludes that availability of facilities and resources influence inclusion of mentally challenged learners in regular schools. This is through provision based on the learner's needs, and right quantity. The school head teachers play a vital responsibility of offering teachers with the entire resources and facilities and thus their availability influence inclusive education.

Professional training of teachers influences inclusion of mentally challenged learners in regular schools because they are able to handle them according to their behavior. Based on professionalism, teachers are sensitized on inclusive

education, through refresher courses. Teacher pupil ratio influences inclusion of mentally challenged learners in regular schools where all teachers are allocated various classes and the students are positioned according to their abilities. In conclusion, there is full partaking of learners in class abilities and learners are taught different subjects in a day in mentally challenged regular schools in Kirinyaga West District.

5.4 Recommendation

From the foregoing findings and conclusions the study recommended that, to improve inclusion of mentally challenged learners, the Ministry of Education should improve the curriculum to provide an orientation on roles to allow teachers to fully participate. This orientation can be followed by workshops that may practical aspects that provide information in detail. Continuous monitoring and evaluation of understanding through assessment of assistance in mentally challenged learner's school life and the positive effect on teacher and parent relations on roles should be conducted.

The government should consider increasing the provision of enough facilities and resources for the mentally challenged learners to enable them feel, accommodated and also ensure that their needs are adequately and appropriately catered for. The resources should be disbursed to the educational resource centres at the district level from which they can be distributed to schools. This is because most adoptive equipment such as wheel chairs are expensive and if learners are not assisted, in the purchase for such functional and assistive devices, their learning gets compromised.

More boarding schools for the mentally challenged learners should be set up in order to improve mentally challenged learners school attendance. The Kenya Institute of Education (KIE) should endeavour to modify the curriculum on inclusive education, with an aim of making it flexible enough to provide possibilities for adjustments. To improve inclusive education of the mentally challenged learners, curriculum should give an orientation on roles to allow teachers to fully participate. This orientation can be followed by workshops that may be practical aspects that provide information in detail. Continuous monitoring and evaluation of understanding through assessment of assistance in mentally challenged learner's school life and the positive effect on teacher and parent relations on roles.

The Teachers Service Commission should recruit more teacher qualified in special education in regular schools. The number of teachers trained in special needs education is not adequate to cater for the large numbers of pupils with special needs. Kenya Institute of Special Education (KISE) should mobilize more teachers to attend regular in-service training through seminars workshops, symposia and conferences. This is because teachers' professional development needs to be constantly enhanced to improve their skills, instructional methodology and competence in providing supportive services to meet the special needs of all pupils.

The head teachers should ensure an effective teacher pupil -ratio is maintained in the learning institutions. Thus the ratio should be revised to enable teachers spare time for the mentally challenged learners. Mentally challenged learner's

school attendance should be encouraged to continue with the regular attendance and to try and challenge the other learners.

The schools should develop a policy on parental involvement. Such development should be inclusive of all stakeholders to ensure commitment and buy-in. Clear defined roles, responsibilities and strategies like frequency of meetings and establishment of committees should be in place. The schools should also hold strategic workshops to develop vision and mission statement of the school. Development of strategies will enforce unity and interdependence among the parties. Team building will strengthen working together among groups in terms of their areas of operation.

Finally Policy development needs to be based on a thorough situation analysis outlining the region context, which identifies the prevailing needs and states clear policy requirements to achieve the inclusion of mentally challenged learners. All stakeholders in the education sector should organize awareness campaign across the country sensitizing people on the issues of the right of every child to education. This can be done by inviting role models of people with special needs.

5.5 Suggestions for further study

The researcher suggests the following areas for further research:-

- An investigation into factors influencing enrolment rates among pupils who are mentally challenges in regular schools.
- An investigation into challenges facing head teachers in the management of special units attached to regular schools.

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APPENDICES

Appendix A

LETTER OF INTRODUCTION

University of Nairobi

P.O Box 30197,

Nairobi

13th May 2012

The Head teacher

Dear Sir/Madam,

REF: INVITATION TO PARTICIPATE IN RESEARCH

I am a post graduate student at the University of Nairobi, undergoing a Master of Education Degree Course in Educational administration.

Currently, I am carrying out a research on Institutional Factors influencing inclusion of mentally challenged learners in regular schools in Kirinyaga west District. As part of my Master of Education Course, I am required to collect data and write a project. I request for your cooperation to enable me collect the said data by giving honest response to the items.

I wish to assure that the information obtained in this exercise is purely for research purposes and your identity will be treated with a lot of confidentiality.

Yours Sincerely

Jane Wanjiku, Mwangi

Appendix B

HEAD TEACHERS' QUESTIONNAIRE

This questionnaire is designed to gather information on institutional factors influencing inclusion of mentally challenged learners in regular public schools in Kirinyaga west District. Please indicate by putting a tick (✓) or fill the spaces where applicable. This information is for research purpose only and your name will not appear anywhere in the study.

Part Background information

1. What is your gender? Male Female

2. What is your age? 19-30 year 31-40 years 41-50years

How long have you been a head teacher?

Less than 3 yrs 3 to 7 yrs

8 to 12 yrs 13 yrs and above

Part B General Information

The table represents some of the institutional factors that influence inclusion of mentally challenged learners in regular public primary schools.

Please tick (✓) each factor on scale of 1 to 5, where 1 relate to those factors that are never experienced and '2' is given to the ones which are rarely experienced, '3' given to the ones that are experienced sometimes 4 given to the ones often experienced and 5 to 'very often'.

1= Never 2= Rarely 3= Sometimes 4= Often 5= Very often

		Influence of inclusive education	1	2	3	4	5
4	Availability of facilities and resources	Provide teachers with all resources and facilities. Are resources and equipments availability influence inclusive					
5	Teachers' professional training	Teacher trained to handle mentally challenged learners. Teachers attend refresher courses.					
6.	Teacher pupil ratio	Learners taught individually All teachers allocated various					
7.	Learners' school attendance	Mentally challenged learners attend school regularly. Have common time table					

What recommendations would you give to enhance inclusive education of mentally challenged learners? In regular schools

Thanks for your co-operation.

Appendix C

TEACHERS' QUESTIONNAIRE

This questionnaire is designed to collect data on institutional factors that influence inclusion of mentally challenged learners in regular public schools in Kirinyaga West District. You requested to provide answers to the questions as honesty as possible. Do not write your name anywhere on this questionnaire.

The information you will give will be treated with a lot of confidence and it is for academic purposes only. Please indicate by putting a tick (✓) or fill the spaces where applicable.

Part I Background information

1. What is your gender?

Male [] Female []

2. What is your level of education?

P.T.C. (P1) Diploma in Special Need Education

Degree [] Master []

Others (specify) _____

3. How long have you been a special trained teacher _____ Years

Part 2 General information

Please tick (✓) each factor on scale of 1 to 5, where 1 relate to those factors that are never experienced and '2' is given to the ones which are rarely experienced, '3' given to the ones that are experienced sometimes 4 given to the ones often experienced and 5 to 'very often'.

1= never 2=rarely 3 = sometimes 4= often 5 =very often

		Influence of inclusive education	1	2	3	4	5
4	Availability of facilities and resources	<p>Provided with the necessary resources e.g plasticine, blocks.</p> <p>Are adequate to cater for individual learners needs.</p> <p>Available in the right quantity.</p> <p>Relate to the learners needs.</p>					
5	Teachers' professional training	<p>Trained to handle mentally challenged learners.</p> <p>All specially trained teachers are posted to special schools.</p>					
6.	Teacher pupil ratio	Learners grouped according to					

		abilities. Has defined number of learners to manage, as per requirements.					
7.	Learners' school attendance	Learners are taught different subjects in a day. Full participation of learners in class. Able to concentrate during the lesson.					

Briefly comment on institutional factors that influence inclusive education and suggest ways on the how inclusive education can be achieved.

Appendix D

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution,
Jane Wanjiku Mwangi
of (Address) University of Nairobi
P.O.Box 30197-00100, Nairobi.
has been permitted to conduct research in

<i>Kirinyaga West</i>	Location
<i>Central</i>	District
	Province

on the topic: Institutional factors influencing
inclusion of mentally challenged learners in
regular schools in Kirinyaga West District,
Central Province, Kenya.

for a period ending: 31st August, 2012.

PAGE 3

Research Permit No. *NCST/RCD/14/012/857*

Date of issue *29th June, 2012*

Fee received *KSH. 1,000*



Jane Wanjiku Mwangi
NATIONAL

Applicant's
Signature

[Signature]
SECRETARY

Secretary
National Council for
Science & Technology



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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NAIROBI-KENYA

Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/857**

29th June 2012

Date:

Jane Wanjiku Mwangi
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing inclusion of mentally challenged learners in regular schools in Kirinyaga West District, Central Province, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kirinyaga West District for a period ending 31st August, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kirinyaga West 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.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

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

Copy to:

The District Commissioner
The District Education Officer
Kirinyaga West District.