

**SCHOOL FACTORS INFLUENCING THE IMPLEMENTATION OF
INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
ISINYA DISTRICT OF KAJIADO COUNTY, KENYA**

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for the Degree of Msaster of Education in Educational Administration**

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DECLARATION

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

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DEDICATION

It's with great gratitude that I dedicate this project to the Almighty God. To my beloved husband Wilson, my children Brian, Moses, Brilliant, and Neema, and my parents, Marias and Margaret. Your greatest support has made my dream a reality.

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LIST OF ABBREVIATIONS AND ACRONYMS

ARC	Association of Retarded Citizens
EFA	Education for All
IE	Inclusive Education
KISE	Kenya institute of special education.
ROK	Republic of Kenya
SNE	Special Needs Education
UNESCO	United Nations Education Scientific and Cultural Organization
UNICEF	United Nations Children Education Fund
WHO	World Health Organization.

ABSTRACT

The purpose of this study was to investigate school factors influencing the implementation of inclusive education in public primary schools in Isinya District. This study aimed to examine the influence of physical facilities on the implementation of inclusive education; establish the influence of teacher training on implementation of inclusive education determine the influence of teaching /learning resources on implementation of inclusive education and establish the influence of head teachers and teachers perception on implementation of inclusive education in public primary schools. The study was conducted using descriptive survey design where the target population included all head teachers of the 28 primary schools in Isinya District and the 273 teachers teaching in the primary schools practicing inclusive education in the district. The sample consisted of 9 (30 percent of the 28 public primary) schools, with 9 headteachers from the same schools and 82 (30 percent of 273) teachers. The schools were selected using stratified sampling, they were grouped into two divisions Isinya and Kitengela. They have 16 and 12 schools respectively, six and four schools were selected using random sampling, and headteachers from the same schools were picked purposively. The teachers from those schools were picked randomly. The research instrument for the study included two questionnaires with both open ended and close ended questions and an observation schedule (one questionnaire for head teachers and one for the teachers). Data from the field was edited and coded according to themes which emanated from the research objectives and questions. Data was analyzed using both qualitative and quantitative techniques. Qualitative data was derived from open ended questions in the questionnaire and in the observation schedule, while quantitative data was from descriptive statistics supported by tables, graphs frequency and percentage; this was done using the Statistics Package for Social Sciences (SPSS) computer package. From the results, the study revealed inadequacies of physical resources that would assist in implementation of inclusive education. At the same time, the learning resources available are not adapted to the needs of children with SNE and this has contributed to them staying away from schools as they feel they are not fully accommodated within the settings existing in public primary schools. There is also inadequacy of teaching learning resources and most of them are not suited for children with SNE. Therefore, the Ministry of Education should organize for ways through which physical materials should be availed in public primary schools. These materials should also be adapted to fit the leaners with SNE. Schools should be funded to be able to accommodate all learners regardless of their abilities. Teachers need to be trained in special needs.to enable them handle SNE learners.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The debate about inclusive education is a topic of interest throughout the world. The UNESCO report of (1994) came up with the Salamanca Statement and Framework for Action in Special Needs Education (SNE). The policy framework was to be in line with the United Nations declaration of education as a basic human right (1948). The principle of Inclusive Education (IE) was adopted at the World Conference on Special Needs Education, Access and Quality held at Salamanca, Spain in 1994, restated at the World Education Forum at the Dakar, Senegal in 2000 and supported by the United Nations Standard Rules and Equalization of Opportunities for Persons With Disabilities in 1993 which advocated for education to be provided in integrated schools settings. Further the Salamanca Statement on inclusion stated that regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes creating welcoming communities and achieving education for all (UNESCO, 1994).

Inclusive Education (IE) is a philosophy based in the principle that every school should be able to cater for all children including those with special needs. This philosophy was emphasized by the Universal Declaration of Human Rights (1948) where it was declared that education is a fundamental right for all children

regardless of individual differences. The guiding principle of inclusive education is that all schools should accommodate all children regardless of physical, intellectual, social, emotional, linguistic and other conditions (Warnock 2005). According to Beauchamp (1943) inclusive education means that people should have a place where every person should be included within the political-social economic fabric of society. Some scholars have explained inclusive education as an issue of social justice. They suggest the separate education or special education is not only unequal but is also detrimental to the development of all students. An inclusion approach seems to discourage teaching which is based on criterion of average meaning that some pupils will not be able to keep up while others will find it too easy and considering teaching boring Kenya Institute of Special Education (KISE, 2007) United Nations Education Scientific and Cultural Organization (UNESCO) provide a working definition of inclusion. Inclusion is seen as the process of addressing and responding to the diversity of needs of all learners through increasing the participation in learning cultures and communities and reducing exclusion within and from education. It involves changes and modification in content, approaches, structures and strategies.

Globally it is estimated that 70 percent of the challenged children including those with mild mental retardation can attend regular schools provided the environment is designed to be accessible United Nations Children's Education Fund (UNICEF, 2003). A study by Vitello & Mithaug (1998) states that

inclusion fosters institutional strategies to increase the participation and learning of children who are perceived to be vulnerable within the existing educational arrangement. However a study by Evans & Lunt (2002) on whether there are limits to Inclusive Education (IE) found out that not all learners with Special Education Needs (SEN) benefit from inclusive schools. Those with physical challenges, sensory challenges, speech and language disorders, moderate general learning difficulties, autism spectrum disorders and specific learning difficulties are easy to accommodate in the mainstream schools. Those difficulties to accommodate are emotional and behavioral difficulties, profound and multiple difficulties, severe learning difficulties and those who need health service input.

Promoting inclusive education means support services are brought to the child rather than moving the child to support services (UNICEF, 2003). Inclusion is a dynamic approach of responding positively to pupils' diversity and of seeing individuals differences not as a problem but as an opportunity for enriching learning (UNESCO, 2005). For long challenged children have been confined to special schools throughout the world under the assumption that those institutions offer safe and conducive environment for learners for their rehabilitation and academic growth but the challenged children become stigmatized and do not participate and integrate fully in the society's activities (Booth, Ainscow, Black, Vaugher & Shaw, 2000).

In many countries around the world, IE has been to prohibit discrimination in education under the Human Rights Law (Gallager, 2003). In the USA around 96 percent of children with disabilities are presently educated within main streams schools and almost half spend majority of their school day in general inclusive classroom as opposed to being in segregated lessons (US department of education (2005) this demonstrates a progressive increase in the number of children with SNE being included in mainstream setting over past twenty years in Philippines the ultimate goal is of special education is the integration of learners with SNE in regular school system and eventually in the community.

African nations have adopted inclusive education policies as a new phenomenon in the field of education. Emphasis has been given on policy options from integration to inclusive schools that serve all children with SNE into mainstream schooling as a step in the process towards inclusion (Arbeiter2002). In South Africa the new dispensation since 1994 demanded drastic reforms in education. New education policies provided framework for inclusive education. This implies that barriers to learning were eliminated. The physical facilities were adapted to accommodate learners with SNE in regular classrooms (Oliver, 2007).

The government of Kenya through the Ministry of Education (MoE) found out that more than 78 percent of challenged children are out of school. Even those that enrolled are excluded or confined into special schools or integrated special

units in regular primary schools. The report of the presidential working party on education and manpower training for the next decade and beyond (1998) emphasized provision of education for learners with special needs in regular classrooms (Republic of Kenya) GoK (1998.) Further, the session paper No 1 of (2005) emphasizes IE as one of the key strategies for facilitating access to education for challenged children according to the report by the task force on Special Needs Education (2003) appointed by MoEST. The Kenyan government together with the Danish government started training teachers on implementation of inclusive education in the year 2001 .Studies by Kamene (2009) Yatta district shows that inclusive education is not fully implemented and lacks policy guideline to take place. Despite the fact that the concept of inclusion is a central theme in the government policy, debate continues to emerge on the viability of inclusive education due to varying categories of disabilities and range of severity.

According to UNESCO (2007) there are a number of challenges faced in provision of education for children with special needs. These challenges include inadequate funding to meet basic learning needs to provide the necessary equipment needed slow progressing assessing needs of learners. Lack of enough qualified teachers to handle children with special needs low provision of teaching learning resources.

In Botswana the vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities. In poorer, particularly rural areas, the centers of learning are often inaccessible largely because buildings are run down or poorly maintained Mukhopadhyay (2009). In Kenya studies by Kithuka (2008) found that physical facilities were inadequate and overcrowding in the classes Kamene (2009) observed that 60 percent of the physical facilities were not renovated to suit learners with disability.

Teacher training level is among the challenges experienced when implementing inclusive education, studies carried out in Australia. For many pre-service teachers their only exposure to the area of inclusive education is an introductory inclusive education subject included in their teacher education course (Carroll, Forlin, & Jobling, 2003). Research has shown that these introductory inclusive education subjects can have a positive influence on the attitudes and confidence of those studying these subjects (Campbell, Gilmore, & Cuskelly, 2003).

Nagata (2005) claims that a single university subject on inclusion or special education cannot adequately prepare teachers to successfully implement the various aspects of inclusion and its associated practices. Studies by Kamene (2009), found out that most of the teaching staff did not have qualification of special needs education.

Lack of adequate resources for inclusive learning poses a great challenge to learners with varied disabilities who require a variety of resources to meet their needs. Sharma Forlsin, and Loreman (2007), in their study of 603 pre-service teachers within Australia, Canada, Hong Kong, and Singapore, found that a lack of resources emerged as the most highly ranked concern for participants. Wachira (2012) found out that there is need to have more learning resources that would assist the SNE learners in his studies in Kikuyu division he also found out that learning resources were available to the “normal” learner.

Mixed perception of head teachers challenge the implementation process of inclusive education. The movement towards inclusion has minimal problems at philosophical level. However at implementation level regular classroom head teachers and teachers are found unwilling to enroll teach students with disabilities (KISE, 2000).

Research by Kuyini and Desai (2007) highlights the fact that policies and even sound policies will not ensure the success of IE in schools. Head teachers and teachers’ attitudes play a pivotal role in ensuring the success of IE. In Sweden there has been a positive attitude to inclusion among teachers. However, the face of IE is slowly changing in Sweden as reported by Jerlinder *et al* (, 2010). Many teachers in South Africa are ill prepared to meet the needs of diverse learners

hence the development of a negative attitude towards inclusion. This is exacerbated by the lack of strategies for teacher support (Eloff & Kgwete, 2007). Reports from Kajiado EARC centre shows that Isinya District has never embraced learners with disability even before inclusion they did not have units or integrated programmes to take care of SNE learners while the rest of the districts had, this is depicted by table1 below from Kajiado EARC center.

Table 1.1: Schools Offering SNE Learning in Kajiado County

District	School	Impairment type	Enrollment
Loitoktok	Ilasit	MH	40
	Kimana	HI	63
	Enchurai	VI	38
Ngong	Oloosurutia	MH	16
	Upper Matasia	MH	29
	Embulbul	MH	12
	Kibiko	MH	29
Isinya	-	-	-

Source: Kajiado County EARC Office 2013.

1.2 Statement of the Problem

Implementation of the Free Primary Education (FPE) programme in Kenya aims at leading the country towards the goal of Education For All (EFA) by 2015 (Kenya National Commission of Human Rights, 2007). There is no documented data on both the enrolment and dropout rates of SNE learners in Isinya District. However going by WHO's estimates of challenged population as 10 percent of a given population, it implies that in 2013 enrolled SNE learners in Isinya District were supposed to be 10 percent of the total population of learners in all public schools. Isinya District has a total of 7609 learners all public primary schools. Reports from D.E.Os office Isinya District (2013). Show that the numbers of learners with SNE is 760.

Records from Educational Assessment Resource Center (2013) shows that there are indicators of challenged learners getting attention from Ngong, Oloitoktok, Kajiado central either through inclusion or integration, but in Isinya District there is none of the units found. (Table 1.0 page 8 from EARC center Kajiado county 2013). Therefore SNE learners from Isinya District have been excluded from the EFA. This is a serious problem which needs to be investigated. There are unpublished complaints from parents, guardians; church leaders that challenged learners are not getting the attention they deserve in school. Limited studies have been carried out on school factors influencing the implementation of inclusive education in public primary schools in Isinya District. The current study

aims at providing information to fill the gap on implementation of IE in Isinya District.

1.3 Purpose of the Study

The purpose of this study was to investigate school factors influencing the implementation of inclusive education in public primary schools in Isinya District.

1.4 Objectives of the Study

The study was guided by the following objectives: -

- i.** To examine the influence of physical facilities on the implementation of inclusive education in public primary schools in Isinya District.
- ii.** To establish the influence of teacher training on implementation of inclusive education in public primary school in Isinya District.
- iii.** To determine the influence of teaching/learning resources on implementation of inclusive education in public schools in Isinya District.
- iv.** To establish the influence of head teachers and teachers perception on implementation of inclusive education in public primary schools in Isinya District.

1.5 Research Questions

The study sought to answer the following research questions: -

- i.** To what extent is the influence of physical facilities in the implementation of inclusive education in public primary schools in Isinya District?
- ii.** To what extent does the teacher's training influence the implementation of inclusive education in public primary school in Isinya District?
- iii.** In what ways does the teaching/learning resource influence the implementation of inclusive education in public primary schools in Isinya District?
- iv.** To what extent is the influence of the perception of headteachers and teachers in implementation of inclusive education in public primary schools in Isinya District?

1.6 Significance of the Study

Results from this study may help create an enabling environment for the inclusion of learners with special needs. The head teachers and other stakeholders may find the study findings useful to educate the community on the needs to take their challenged children to the local schools in the neighborhood. The planners may find this study valuable in assessing the resources available both human and non-human and therefore set more realistic goals and objectives in making more accurate estimates and allocations to various requirements in the implementation of IE, It may also provide useful information to the MoE policy makers and

educational planners to whether access and enrollment of children with special education needs is enhanced in public primary schools of Isinya District. The MoEST on getting this report would make it mandatory for all teachers to undergo in-service training so as to be able to implement inclusive education.

1.7 Limitations of the Study

Kombo and Tromp (2006). States that limitation of the study are challenges anticipated or faced by the researcher. The respondents were tempted to give socially acceptable answers; therefore yielding biased data, the researcher minimized this by assuring respondents of confidentiality and explaining the purpose of the study. Another limitation is that some respondents chose not to reveal some details about their schools, but the researcher assured them of confidentiality. The third limitation of the is that study made use of descriptive survey and was limited because survey studies relied on 'self-reports' data. That is they depend on participants to truthfully and accurately report on their attitudes and characteristics towards the variables of the study therefore information unknown to the respondent was not tapped in the survey.

1.8 Delimitations of the Study

The study focused only in public primary schools in Isinya District. The head teachers and teachers of public primary schools in Isinya District were the respondents, who are the implementers of IE. Due to the scope of the study it

only focused on inclusion of special needs learners in regular schools. It could not capture all the areas of inclusion in Inclusive Education. The study studied physical facilities and implementation of IE, teaching and learning resources and implementation of IE, teachers training and qualification, headteachers and teachers perception on inclusive education.

1.9 Assumptions of the Study

The assumption of this study was that:

- i. All primary schools under the study are familiar with the current policy guidelines on inclusive education and
- ii. Those respondents would give accurate, truth and honest answers

1.10 Definition of Significant Terms

The following terms were defined in the context of this study;

Children with special needs (challenged) refers to those that experience conditions, barriers or factors that hinder normal learning and development of individuals. These include visual, speech, language, learning, mental visual impairment among others.

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

Integration refers to an arrangement where the challenged child attends the same school with peers in the same neighborhood but is confined to a special room/unit. He/she only interacts with able peers during co-curricular activities

Inclusive education refers to addressing the learner's needs within the mainstream school and advocates for all children regardless of the physical challenge, intellectual, social, emotional, linguistic disorders to access quality education in their neighborhood schools.

Special needs education refers to an education with appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment in order to cater for individual difference

Special education needs refers to learning needs which may not ordinarily be met by regular services of mainstream educational institution

Influence refers to the capacity to have an effect on something else.

Implementation refers to put into practical effect of an educational system in order to produce the intended result and objectives of the educational system.

1.11 Organization of the Study

The study is organized in five chapters. Chapter One deals with the introduction comprising of the background of the study statement of the problem purpose of the study, objectives of the study, questions of the study, significance of the study, limitation of the study, delimitation of the study, assumptions of the study definition of significance terms, organization of the study, and references.

Chapter Two includes the literature review comprising of introduction , the concept of inclusive education, physical facilities and implementation of IE, teacher training qualification and experience ,teaching and Learning resources and implementation of IE, headteachers and teachers perception in implementation of IE, theoretical framework of the study, and the conceptual framework of the study Chapter Three covers the research methodology and includes research design, target population, sample size and sampling procedures ,research instruments, validity of instruments, reliability of instruments and data collection procedures and analysis techniques. Chapter Four deals with data analysis, interpretation and discussions. Chapter Five is summary of the research findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter of literature review it capture the concept of inclusive education, physical facilities and implementation of IE. This includes the meaning of inclusive education. Rationale for inclusive education, benefits of inclusive education, physical facilities and learning materials, appropriate IE learning and training of teachers about special needs education.

2.2 The Concept of Inclusive Education

The term inclusion originated from the term “integration”. According to Thomas G. & Vaugh M. (2004); the beginning of 1960s integration movement brought a seen change in attitudes thus integration has been key topic in special education. Inclusion is seen as the process of addressing and responding to the diversity of learners by increasing participation in learning culture and communities and reducing exclusion (UNESCO, 2005) Involves changes and modification in content approaches, structures and strategies with a common vision which occurs in all children of the appropriate age range and conviction that the responsibility of regular systems to educate all children. According to (KISE 2007) inclusion is a philosophy that focuses on the process of adjusting the home, school and the larger society to accommodate persons with special needs including disabilities.

All individuals regardless of their differences are accorded the opportunity to interact, play, learn, work and experience the feeling of belonging. They are allowed to develop in accordance with their potentials and abilities. KISE, (2007) view IE as the philosophy of ensuring that all the schools, centers of learning and educational systems are open to all children. Inclusion also means identifying, reducing and removing barriers within and around the school that may hinder learning. For these to happen teachers, school systems need to modify the physical and social environment so that they can fully accommodate the diversity of learners needs.

Inclusive education is an approach that transformed education systems and other learning environments in order to respond to diversity of learners. Inclusion both aims at enabling both teachers and learners feel comfortable with diversity and see it as an enriching environment. Rather than a problem.(UNESCO 2005)

2.3 Benefits of Inclusive Education

The Association of Retarded Citizens (ARC) noted that inclusion brings benefits to students (Smith, 1998 in KISE 2007) students with special needs in education in general classes do better academically and socially than counterparts in non-inclusive setting. They have greater success in achieving individualized educational programme goals than those in traditional programmes; students with specialized needs gained self-esteem, acceptance by classmates and social skills. The academic progress of unchallenged students is not slowed down by having

challenged peers in the classroom. Benefits to regular learners include: reduced fear human differences, increased comfort and awareness, growth in social cognition, improvement in self-concept; development of personal principles, warm and caring friendships. Parents confirmed improved outcomes for their children without challenges when the children with challenges are included in the regular classrooms (KISE, 2007).

2.4 Rationale for Inclusive Education

Some of the reasons given by proponents for inclusive education include the fact that each child has a right to belong and to share normal experiences with family, neighbors and peers; each child has a right to quality education in his or her school; all children can learn and develop working side by side with peers with diverse skills and abilities help all children learn and develop the skills necessary to live and work in the real world; each child has a vital contribution to make society; schools strive to communicate the value of diversity.

2.5 Physical Facilities and Implementation of Inclusive Education

According to Ainscow (1995), schools need to be restructured in order to respond effectively to the needs of all learners. The inclusive school ought to be proactive relative to the range of needs of all children rather than reactive as an integrated education has been (Kisanji, 1998). The goal of an administrator is not to erase differences but enable all children to belong within an educational community

that validates and values their individuality (ROK, 1999). Inclusion education requires the institute buildings to have lifts and ramps where necessary (National Association for Remedial Education, (1989) The taskforce on implementation FPE (2003) gave its report on the general environmental requirements for learners with special needs in inclusive schools.

Barrier free environment within compounds used by the children adopted toilets, bathrooms have to be added bars to help children to hold on while toileting. Ramps with to entries and exits of all facilities like classrooms, dormitories and play grounds; all classrooms should be well lit and well ventilated for physically challenged all school should buildings should be large enough to allow use of wheel chairs; school should provide in-built hearing mechanisms and feedback mirrors for hearing challenged among others. Kithuka (2008) and Kadima (2006) found out that physical facilities were inadequate. Classrooms were overcrowded and toilets were narrow and had no seats making it difficult for SNE learners to use them.

2.6 Teachers Training Qualification and Implementation of Inclusive Education

According to Kiragu (1982) headteachers education, training experience and personality influence their performance. Teachers' training is generally considered as a major element in the improvement on the quality of education

(UNESCO, 2004). Teachers are an important resource in the teaching/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 courses and offered as in-service provision. Teachers train in SNE so as to provide skills and attitude aimed at habitation and adjustment to environment; identify, assess and provide early intervention for correction and rehabilitation; promote awareness of needs of the challenged, promote measures to prevent challenges in order to limit the incidences of those challenges.

According to Skjorten (2001), teacher education will need to introduce radical changes in order to prepare teachers to be able to meet the challenges of inclusive education. Zindi (2000) has indicated that as far as 1977, the National Education Research Council in Zimbabwe stressed the integration of special education elements into all teacher education programmes in the country as it was expected that all teachers would at some point during their care be faced with disabled pupils in their classes. Kamene (2009), Kithuka (2008), Kidima (2006) in their studies found that teachers had adequate professional training to take care of the children with special needs however most of them lacked confidence.

2.7 Teaching/Learning Resources and Implementation of Inclusive Education

It is the responsibility of the headteachers to ensure that there is adequate teaching and learning resources to implement the inclusive education. As (Onyango, (2001) explains materials and resources are those resources designed, modified and prepared to assist teaching and learning. Acquisition, allocation, distribution and maintenance of such resources are some of the major tasks of the head teacher. Learners with special disabilities require some specialized educational resources at individual level and school level such as white canes, machines, Braille kit, papers, adapted computers, tactile diagrams and maps, adapted desks and chair among others (Kirk & Anstaiow, (2003). Muranja (2012) found out that teaching and learning resources were a major problem to most teachers.

2.8 Head teachers' and Teacher's Perception Towards Implementation of Inclusive Education.

For inclusion to succeed all teachers must believe that all children can learn to high standards of achievement, be willing to work collaboratively with other professionals and parents and most importantly respect and appreciate diversity.

Villa et al. (1996:10) indicated in their study that although teachers appeared to be negative in general, the implementation of inclusive practices often resulted in their attitudes turning positive at the end of the implementation cycle, once they

have gained the professional expertise needed to implement the inclusive education philosophy. These findings were confirmed by a study undertaken by Avramidis, Bayliss and Burden (2000), which indicated that educating learners with special needs in inclusive settings resulted in positive changes in teacher attitudes. Although a high level of experienced teaching in inclusive classrooms is associated with higher rates of concern for included learners with special needs, it does not guarantee positive attitudes as teachers with a great deal of negative inclusive experience may be less likely to be concerned about their included students (Cook et al 2000).

Mutuku (2012), a study by Kadima (2006) carried out in Busia district establishes that teachers with attitudinal resistance in developing countries is the dimension that they are overburdened they have full working day, handling up to hundred pupils per class .this involves a lot of population ,long hours of marking and hectic teaching/learning process by the end of the day they are exhausted that they have no time to reflect on their practice let alone engage in a major curriculum issues they are not even involved in the curriculum planning. Leadership in implementation of inclusion is extremely important since the focus is the attitude of teachers towards inclusive education .Teachers have not been able to develop ownership of learners with varying abilities without special rewards for their services a study by Kamene (2012) in Yatta district found that most teachers perceive that these learners will make their class' mean score go

down and so they preferred a class without challenged learners. Teachers also feel less motivated as their counterpart in special units are given an extra allowance for taking care of learners with special needs in education.

2.9 Summary of the Literature Review

This literature review is focused on other studies carried out on some elements of inclusive education. Kadima (2006) carried out a study of factors affecting the implementation of Inclusive education in regular primary schools in Busia District and found inadequacy of physical facilities and teachers attitude was negative towards implementation of Inclusive Education . Kamene (2009) carried out the same study at Yatta found inadequacy of teaching and learning resources most of the schools in the study did not adapt the physical facilities to accommodate learners with learning disability, Muranja (2012) institutional factors affecting implementation of special education in Kajiado central District found most of the headteachers had negative attitudes toward disabled learners in her study she also found out inadequate resources both human and material. None of these studies, studied school factors influencing implementation of Inclusive Education. This study therefore aims at providing information to fill in the gaps.

2.10 Theoretical Framework of the Study

This study was based on the Social Model of Disability by Mike Oliver in 1983. The model makes an important distinction between the terms impairment and disability. This distinction is imbedded in social construction (a philosophical foundation of social model) which states that these two terms differ in that impairment exists in the real physical world and disability is a social construction in the realm beyond language within a complex organization of shared meanings, discourses and limitations imposed by the environment at a particular time and place.

The social model is a concept which recognizes that some individuals have physical or psychological differences which affect their ability to function in society. However the social model suggests that it is the society that caused the individual with the physical or psychological differences to be disabled. In other words persons with impairment are not disabled by their impairment but by the barriers that exist in the society which do not take into account their needs. These barriers are environmental, economic and cultural, Kamene (2009).

The environment disables impaired people by not being accessible enough for them to move function and communicate as effectively as people without impairments. A great deal of environment is designed by non-impaired people for

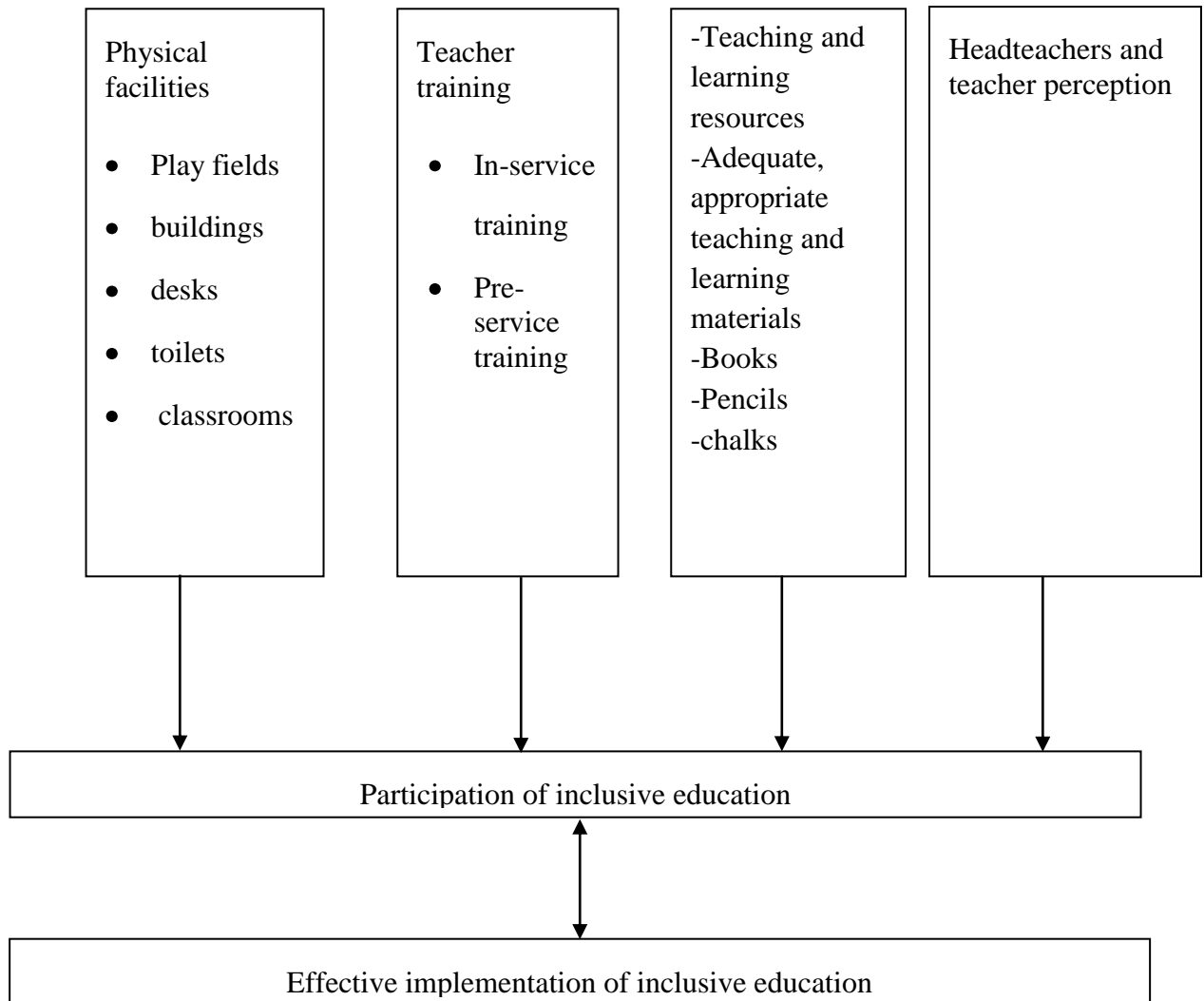
non-impaired living for example a person in a wheelchair is only “disabled” if the environment is not designed for wheelchair.

Economically society does not provide the same opportunity to people with impairment this starts at school and continues throughout ones career. Disabled people are more than twice as likely as non-disabled people to have no qualifications and only about half of impaired people of working age who can work are in work, compared with 80 percent of non-disabled people of working age (Shawi, 2005). At school lessons are designed for non-impaired people using environment and teaching methods that are not suitable for some individuals with impairments.

Culturally society lets impaired people down because of their prejudicial views and negative shared attitudes of non-impaired community towards people with physical and psychological impairments. Prejudice is associated with the recognition of differences and “disabled” are not seen as normal in the eyes of the non-“disabled” people (Swain, Finkelstein, French & Oliver, 1993). The social model theory is applicable to this study because implementation of IE in public primary schools depend on how well school based factors have been modified and adapted to meet the needs of the SNE learners. This makes SNE learner to achieve his/her full potential in life since it is not inability.

2.11 Conceptual Framework

Figure 1: School Based Factors Influencing Implementation of Inclusive Education In Public Primary Schools in Isinya District



Headteachers perception towards inclusion, and teaching/learning materials could lead to effective implementation of IE in the public primary schools if proper modification and adaptations were made to suit learners with SNE. . However if regular schools fail to make adaptations to the school based factors then SNE learners would remain excluded hence marginalized from education, this will hinders Kenyan from achieving EFA by 2015.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is concerned with the research design, target population, sample size and sampling procedures, research instruments, reliability and validity of research instruments, data collection and data analysis procedures.

3.2 Research Design

The study was conducted using descriptive survey design. According to Mugenda & Mugenda (1999) defines a survey as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. Survey research is thus a self-report study which requires the collection of quantifiable information from the sample. This research design was appropriate for the study because by identifying the school factors influencing the implementation of IE. The researcher was able establish the status of physical facilities, the training of the teachers, influence of learning materials and the head teacher perception.

3.3 Target Population

Target population was the total group of subjects to whom the researcher applies the conclusions from the findings (Ary, Jacobs, Razavich & Sorensen, 2006). The study included all head teachers of the 28 primary schools in Isinya District and

the 273 teachers teaching in the primary schools practicing inclusive education in Isinya District.

3.4 Sample Size and Sampling Procedure

Mugenda & Mugenda (2003) points out that sampling is a process of selecting a small group of individuals to represent a larger group in a study a sample size must be large enough to represent the salient characteristics of the accessible population target population. In this study the schools in the target population constitutes the sample. However 2 schools from the target population were used for piloting the study. The sample consisted of 9 (30 percent of the 28 public primary) schools, with 9 headteachers from the same schools and 82 (30 percent of 273) teachers. This was in agreement with Mugenda and Mugenda (2003) recommendation of 10-30 percent sample size. The schools were selected using stratified sampling they was grouped into two divisions Isinya and Kitengela. They have 16 and 12 schools respectively, six and four schools was selected using random sampling, and headteachers from the same schools was picked purposively. The teachers from those schools were picked randomly.

3.5 Research Instruments for Data Collection

The research instrument for the study included two questionnaires and an observation schedule (one questionnaire for head teachers and one for the teachers). The questionnaires were divided into two main parts. Part one dealt

with demographic information of the respondent. While part two was divided into sections. Section A of part two sought information on physical facilities, (B) teaching and learning resource information. Part (C) sought information concerning teacher training qualification and part (D) dealt with the challenges faced by the head teachers in inclusive education implementation. The questions were closed and open ended. The researcher also used an observation schedule.

3.6 Validity of the Instruments

Mugenda & Mugenda (2003) validity is the accuracy and meaningfulness of inferences which are based on research results. The content validity and instrument validity was determined in two ways through piloting process involving schools that was excluded during data analysis. The respondents of the subject were checked against research objectives through expert judgment.

3.7 Reliability of the Research Instruments

Reliability was used to focus on the degree to which empirical indicators or measures are consistent across the two or more attempts to measure theoretical concept (Orodho, 2004). The researcher used a test-re-test technique in order to test the reliability of the instrument. The respondents were given the same questions after two weeks. A comparison of the two tests was made using the Pearson's Correlation Coefficient formula.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2} \sqrt{N\sum Y^2 - (\sum Y)^2}}$$

$$\sqrt{[N\sum^2-(\sum X)^2][N\sum^2-(\sum Y)^2]}$$

A correlation coefficient of 0.7 was to be considered reliable. According to Mugenda & Mugenda (2003) if the correlation is +1.00 the researcher will know that the instrument is reliable. The correlation coefficient for this study was found to be 0.891 which was adequate for the purpose of the study.

3.8 Data Collection Procedures

After getting the clearance letter from the department of education administration and planning and a permit from the National Council for Science and Technology (NCST), the researcher reported to the county director of education to solicit clearance to proceed to schools for the study, the researcher visited the identified schools to create rapport with the respondents through the permission of the administrator the researcher personally administered the questionnaires to the respondents.

3.9 Data Analysis Techniques

Data from the field was edited and coded according to themes which emanated from the research objectives and questions. Data was analyzed using both qualitative and quantitative techniques. Qualitative data was derived from open ended questions in the questionnaire and in the observation schedule, while quantitative data was from descriptive statistics supported by tables, graphs

frequency and percentage; this was done using the Statistics Package for Social Sciences (SPSS) computer package.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and discussion of findings. The purpose of this study was to investigate school factors influencing the implementation of inclusive education in public primary schools in Isinya District. The study was organized based on the objectives of the study including influence of physical facilities on the implementation of inclusive education; establish the influence of teacher training on implementation of inclusive education determine the influence of teaching/learning resources on implementation of inclusive education and establish the influence of head teachers and teachers perception on implementation of inclusive education in public primary schools.

4.2 Response Rate

Target respondents for this study were the head teachers and teachers in Isinya District. The response rate was as presented in Table 4.1.

Table 4.1: Response Rate

Respondent	Sample Size	Responses	Response Rate
Head teachers	9	8	88.9 percent
Teachers	82	82	100.0 percent
Total	91	90	98.9 percent

This implies that return rate was good for all the targeted respondents since it was more than 80 percent for every of the four categories of respondents (that is, return rate for all instruments was close 100%). According to Edwards, Roberts, Clarke, DiGuseppi, Pratap, Wentz and Kwan (2002), a questionnaire return rate of 80 percent and above is absolutely satisfactory, while 60 percent – 80 percent return rate is quite satisfactory. A return rate below 60 percent is ‘barely acceptable’

4.3 Demographic Information

The demographic information of the respondents was sought in section 1 of the questionnaires for teachers and those of the headteachers.

4.3.1 Distribution of Respondents by their Gender

This section presents the distribution of headteachers, and teachers by their gender. The study used stratified sampling because the population involved was

not of similar characteristics and strata hence giving the researcher the opportunity to use stratified sampling of three (3) levels of strata.

Table 4.2: Gender of Headteachers and Teachers

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Male	6	75	52	64.0
Female	2	25	30	36.0
Total	8	100.0	82	100.0

Majority (75%) of headteachers interviewed were men while women headteachers were only 25 percent. This implies that Isinya district has vast majority of headteachers in public primary schools as men. Majority (64%) of teachers were male while 36% were female. This is an indication that there are more male head teachers and teachers compared to female in public primary schools in Isinya district. Taking Isinya district as one public unit, it does not meet the threshold of the current Kenyan Constitution which stipulates that not more than two thirds (67.7%) in any public institution should be drawn from one gender. Therefore, inequitable representation of head teachers and teachers by their gender could contribute to violation of inclusive education implementation as pupils of a certain gender may feel that their rights are well understood by teachers drawn from a certain gender.

4.3.2 Distribution of Respondents by their Level of Education

This section presents the distribution of headteachers and teachers according to their level of education and training.

Table 4.3: Teachers and Head Teachers' Level of Education

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	2	25	60	73.2
Diploma in Education	4	50	13	15.9
B.Ed	1	12.5	6	7.9
No response	1	12.5	3	3.0
Total	8	100.0	82	100.0

As presented in Table 4.3, most (50%) of the head teachers have Diploma in Education with only 12.5 percent having Bachelor in Education. Academic qualification of the head teacher is important because it is the base of knowledge about the inclusive educations that they will implement them. Majority (73.2%) of public primary school teachers on the other hand is P1 holders and only 7.9 percent are holders of bachelor of education. The level of education for both teachers and headteachers is important since it would directly translate into knowhow on inclusive education and eventual implementation.

According to World Bank report (2004) qualified teachers feel secure and prepared both in terms of subject content and classroom practices. The level of teachers level of education and training affects implementation of inclusive educations Peterson and Deal (2004).

4.3.3 Distribution of Respondents on Duration they have Served in their Current Position.

The researcher sought the respondent's duration they have served as headteachers Table 4.4 and 4.5 present the distribution of respondents on duration they have served in their current position. The duration one serves in a position determines the level of exposure one has on the issues of inclusive educations and how to handle them at their level. The exposure also makes one be willing to change and be like the others and do what is expected.

The headteachers were asked to state the years they have served as headteachers.

Table 4.4: Duration as a HeadTeacher

	Frequency	Percent
Less than 5 years	3	37.5
5-9 years	2	25
10-14 years	1	12.5
15 years and above	1	25
Total	8	100.0

From table 4.2, 37.5 percent of head teachers have been in the profession for more than 10 years however 37.5 percent have less than years' experience. More experienced headteachers are able to handle Special Needs Education (SNE) well since they are exposed for a long duration of time.

Table 4.5: Duration the Respondent has Been a Teacher

	Frequency	Percent
Less than 3years	16	17.7
3-5years	25	31.1
6-8years	12	14.6
9-10years	9	10.4
over 11years	20	26.2
Total	82	100.0

Teachers are seen as agents of change at an individual and social level and this only happens due to the level of exposure which comes about due the length of service in a certain position Redalen (2007). Table indicates that more than 31.1 percent of teachers have experience of less than 5years with 26.2 percent have experience of more than 11 years. This is important because less experienced teachers might not be exposed enough to matters on inclusive education. The duration one has been in teaching profession would determine the level of exposure gained in implementing the inclusive education.

4.4 Influence of Physical Facilities on the Implementation of Inclusive Education

This section presents teachers and headteachers responses on the availability of physical facilities largely affect implementation of inclusive education. Teachers' response on adaptability of physical facilities to implement inclusive education and Headteachers' response on adaptability of physical facilities to implement inclusive education as well as the school has adequate facilities for children rights to be observed to the full.

The research sought to find the availability of physical facilities for implementation of inclusive education.

Table 4.6: Availability of Physical Facilities Affects Implementation of Inclusive Education.

	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
Never	1	3.8	43	26.2
Rarely	5	19.2	55	33.5
Sometimes	9	34.6	27	16.5
Often	3	11.5	26	15.9
Very often	8	30.8	13	7.9
Total	26	100.0	164	100.0

Educational resources are important in every aspect of learning so as to fulfill every aspect of learning all learners including those with special needs in education need physical facilities that facilitate their learning. The researcher further sought to find out whether the physical facilities are available for implementation of Inclusive Education. Mahoney and Caims (1997) notes that learning would be very boring if learning resources are not incorporated in the learning process. Facilities like libraries and laboratories presents a chance for certain experiments to be done.

From the findings, majority of head teachers (34.2%) believe that it is not always the availability of learning facilities and resources that affect inclusive education implementation however 30.8 % believe it is true. Availability of such resources is important for every school. At the same time, most teachers (36.6%) believe that availability of learning resources affects how the inclusive education is implemented. schools should have those facilities readily available for proper implementation of Inclusive Education.

The respondents were asked whether physical facilities were adapted for implementation of Inclusive Education the results are summarized below.

Table 4.7: Teachers’ Response on Adaptability of Physical Facilities to Implement Inclusive Education

Adapted facilities	Available		Not Available	
	Frequency	Percent	Frequency	Percent
Accessible classrooms	20	62.5	12	37.5
Adapted playground	15	46.9	17	53.1
Adapted desks	16	50.0	16	50.0
Adapted toilets	9	28.1	23	71.9
Ramps on the doorway	11	34.4	21	65.6

Regarding the teachers’ response on adaptability of physical facilities to implement Inclusive Education, 62.5 % cited availability of classrooms with only 28.1 percent acknowledging adaptability of toilets. In addition, playground, desks and ramps on the doorway were cited as adaptable to implementing inclusive education to only 46.9 percent, 50.0 percent and 28.1% respectively. This generally depicts that physical facility available in public primary schools in Isinya District are not adapted to implement inclusive education. Headteachers had similar findings as presented in Table 4.8 below.

Table 4.8: Headteachers' Response on Adaptability of Physical Facilities to Implement Inclusive Education

Adapted physical facilities	Available		Not Available	
	Frequency	Percent	Frequency	Percent
Accessible classrooms	5	62.5	27	37.5
Adapted playground	5	62.5	27	37.5
Adapted desks	2	25.0	30	75.0
Adapted toilets	1	12.5	31	87.5
Ramps on the doorway	2	25.0	30	75.0

As teachers indicated, majority (87.5; 75 percent and 75%) of the headteachers acknowledged in respective manner the unavailability of toilets, desks and ramps on the doorway that are adapted to implement inclusive education. This implies that only classrooms and playground are adapted to implement inclusive education.

According to Ainscow (1995), schools need to be restructured in order to respond effectively to the needs of all learners. The inclusive school ought to be proactive relative to the range of needs of all children rather than reactive as an integrated education has been (Kisanji, 1998) Inclusion education requires the institute buildings to have lifts and ramps where necessary (National Association for Remedial Education, (1989).

Problems faced by pupils with special educational needs in relation to physical facilities in inclusive schools.

The researcher sought the opinion of the teachers concerning the problems faced by SNE in relations to toilets, access to bookshelves, dining tables, accessing classrooms.

Findings from the table 4.8 above shows that most of the classrooms are accessible that is 62.5% so SEN learners experience less problems in this area. Toilets were not adapted and did not have ramps on the doors only 12.5% of the toilets were adapted while 87.5 % were not adapted this makes it very uncomfortable to use the toilets especially for the physically challenged learners who use wheelchairs this led to a problem of pupils soiling and wetting themselves since they most of them do not have adapted toilets and those that have are not enough to all of them. Those headteachers and teachers commenting that the learners did not have problems in the toilets issues, they did not have learners who could not access the toilets.

Findings on problems experienced by learners in relations to desks 25% of the desks were adapted to include learners with SNE while 75.5% were not adapted most headteachers and teachers reported that learners had problems using the normal desks in the school forcing the physically challenged to use the wheel chairs in the classroom and making others not to be admitted the school. Some of

the desks were too high for the learners 25% of the teachers indicated that the desks were adapted and enough for use hence the SNE learners did not experience problems concerning the same.

Finding on the problems related to ramps on the doorways 25% of the headteachers commented on the availability of ramps on the door way and this percentage reported no problems experienced but a large percentage of headteachers that is 75% indicated that ramps were not available and it posed great danger to the learners.

Table 4.9 Researchers Observation on Physical Facilities

Facility	Availability	Frequency	Percentage
Toilets	Available	6	66.67%
	Not available	3	33.33%
	Total	9	100%
Ramps	Available	1	11.11%
	Not available	8	88.89%
	Total	9	100%
Desks	Available	2	22.2%
	Not available	7	77.78%
	Total	9	100%
Barrier free environment	Available	7	77.78%
	Not available	2	22.22%
	Total	9	100%
Spacious Classrooms	Available	6	66.67%
	Not available	3	33.33%
	Total	9	
Group hearing mechanisms	Available	0	0%
	Not available	9	100%
	Total	9	100%

The researcher observed that 66.67% of the schools had toilets while 33.33% did not have. Ramps were available at 11.11% of the schools and 88.89% of the schools lacked ramps. 77.78 % of the schools had desks while 22.22% of the schools had no desks. Barrier free environment was available at 77.78% while 22.22% lacked. Spacious classrooms were available at 66.68% of the schools while 33.33% of the schools did not have. Groups hearing aids were not available in all the 9 schools.

4.5 Influence of Teaching/Learning Resources on Implementation of Inclusive Education

This section was based on whether teachers response on the availability of teaching learning resources; whether, school provides reading materials for learners with special needs as well as teachers' responses on adequacy of teaching and learning resources used in the implementation of Inclusive Education.

The researcher sought the respondents' answers on availability of physical facilities as shown below.

Table 4.10: Teachers Response on the Availability of Teaching Learning Resources

	Frequency	Percent
Yes	28	34.1
No	39	47.6
Hardly enough	15	18.3
Total	82	100.0

Teachers were asked to comment on the availability of the teaching learning resources in their respective schools as displayed in Table 4.5. Findings indicated that 47.6 percent of the public primary schools in Isinya District have inadequate teaching learning resources with 18.3 percent having hardly enough. On the other hand, 34.1 percent have adequate resources to cater for implementation of the inclusive education.

According to Bishop (1985) for any curriculum to be implemented effectively there must be adequate and suitable textbooks teachers guide and other teaching and learning materials. As asserted by UNESCO (2008) the availability and use of such materials as textbooks, chemicals, apparatus and supplementary reading materials have significant influence on teaching and learning process with a positive effect on school effectiveness. According to teaching and learning resources enhances understanding of abstract ideas and improves performance.

Headteachers were asked on whether their respective schools provide reading materials for your learners with special needs? Figure 4.4 presents the findings.

Table 4.11 Researchers Observation on Teaching/Learning Resources

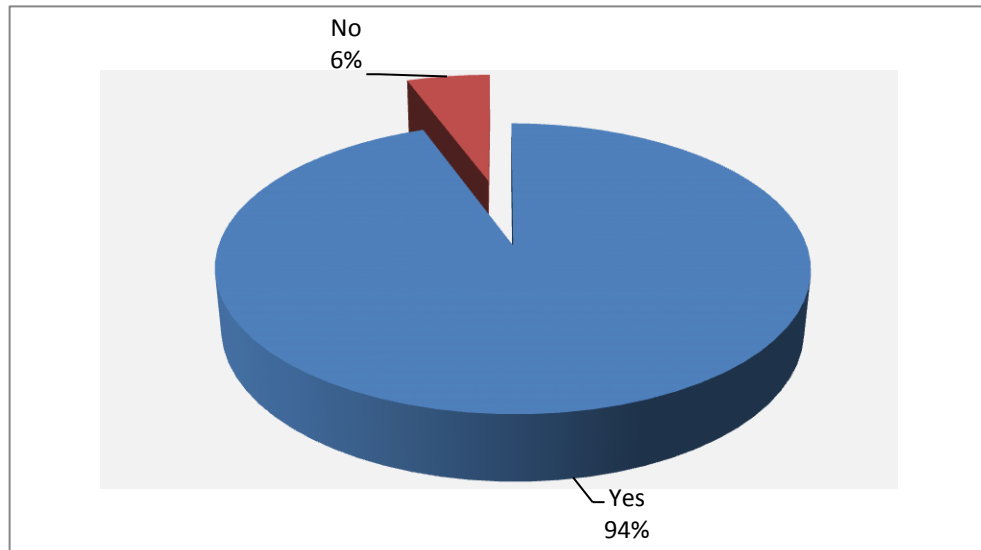
Facility	Availability	Frequency	Percentage
Text books	Available	6	66.67%
	<u>Not available</u>	3	33.33%
	Total	9	100%
Blackboard	Available	8	88.89%
	<u>Not available</u>	1	11.11%
	Total	9	100%
Braille	Available	1	11.11%
	<u>Not available</u>	8	88.89%
	Total	9	100%
Abacus	Available	5	55.56%
	<u>Not available</u>	4	44.44%
	Total	9	100%
Toys	Available	7	77.78%
	<u>Not available</u>	2	22.22%
	Total	9	100%
Hearing aids	Available	0	
	<u>Not available</u>		
	Total		
Speech aids	Available	0	0%
	<u>Not available</u>	9	100%
	Total	9	100%
Visual aids	Available	0	0%
	<u>Not available</u>	9	100%
	Total	9	100%

Findings from table 4.11 shows that 66.67% of the schools had enough textbooks.33.33%of the schools did not have textbooks. Blackboard availability

was recorded at 88.89% having only 11.11% reading not available.88.89% of the schools did not have braille while 11.11 % recorded availability. Abacus were available at55.56% while 44.44% recorded not available.77.76% of the toys for playing were available making learning interesting and inclusive for SNE learners .22.22% of the schools did not have toys this makes learning bit boring for this learners since most of the time their concentration is very low. Hearing aids were not available in all the schools in the research. This is a wanting situation since hearing impaired learners will be left behind. Speech aid and visual aids were not available in all the schools this disadvantages' learners with SNE. The researcher's observation was in line with the respondents that the teaching and learning aids were not available. Same observation was recorded by Kamene (2009).

Figure 4.1: Provision of Teaching and Learning Materials by Schools for Learners With Special Needs

The researcher sought to find out provision of teaching and learning material by school for learners with SNE.



On whether the primary schools provided reading materials for learners with special needs, an overwhelming majority (94%) of headteachers said yes while the remaining 6 percent said they are not supplied with the science text books. The results are congruent with Ubogu (2004) notes that textbooks enable pupils to follow the teacher's presentation and in understanding of lessons. Rogan & Grayson (2003) claim that lack of resources have often been identified as undermining the effort of even the best teachers and hinder the implementation of the new ideas.

Table 4.12: Teachers' Responses on Adequacy of Teaching and Learning Resources used in the Implementation of Inclusive Education

Teaching/learning resources	Very		Fairly		Not available
	adequate	Adequate	adequate	Inadequate	
Braille	6.3	15.6	21.9	53.1	3.1
White cane	9.4	15.6	15.6	34.4	25.0
Hearing aids	37.5	9.4	6.3	31.3	15.6
Adapted books	21.9	18.8	3.1	18.8	37.5
Modified pencils	3.1	9.4	40.6	40.6	6.3
Adapted blackboard	9.4	12.5	18.8	28.1	31.3

The researcher also sought to know the adequacy of teaching and learning resources used in the implementation of Inclusive Education. According to teachers, adapted books and hearing aids were relatively adequate in the implementation of Inclusive Education (21.9 percent and 37.5%) respectively as opposed to modified pencils and brailles with 3.1 and 6.3 percent respectively.

4.6 Influence of Teacher Training on Implementation of Inclusive Education

This section was based on whether Headteachers response on whether the teacher is trained on inclusive education; teachers go for refresher courses every so often; teachers have been trained in handling children with special needs; teachers know

of any children with special needs who would have been enrolled but didn't and whether, teachers knew of any children with special needs who would have been enrolled but didn't.

Table 4.9: Headteachers Response on Whether the Teacher is Trained on Inclusive Education

	Frequency	Percent
Yes	3	37.5
No	5	62.5
Total	8	100.0

Majority (62.5%) of all teachers were not trained on inclusive education while 37.5 percent not trained. This implies that majority of teachers in public primary schools in Isinya District are not trained on inclusive education.

Refresher courses are a way of updating oneself with the current happenings in the profession. When teachers go for refresher courses, it allows for introduction of new ideas on the SNE. New ideas of teaching a certain subject or topic are always gotten through refresher courses, a good example being the teaching learners with special needs through the use of ASEI-PDSI. The table below shows how often teachers go for refresher courses in Isinya. According to Skjorten (2001), teacher education will need to introduce radical changes in order to prepare teachers to be able to meet the challenges of inclusive education.

Table 4.10: Teachers Go For Refresher Courses Every So Often

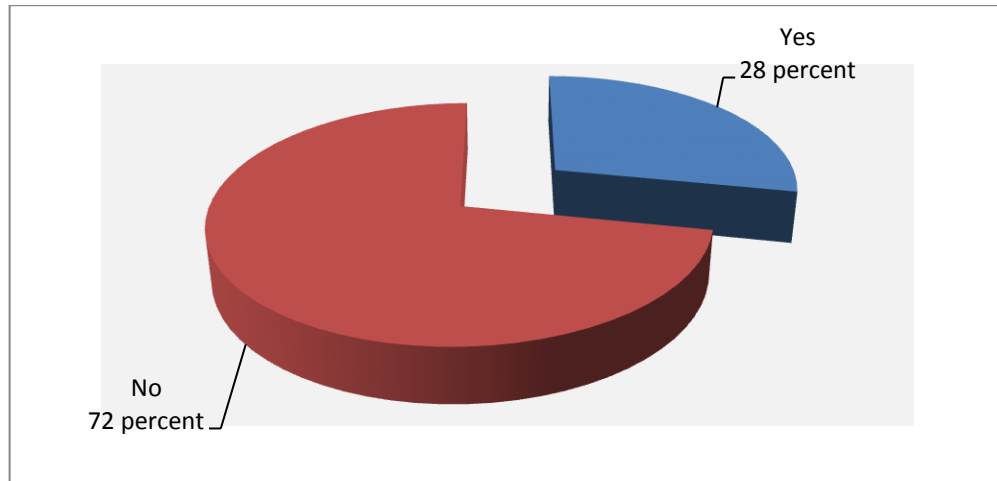
The respondents were asked whether they have attended refresher courses on special needs education.

	Frequency	Percent
Never	3	3.8
Rarely	10	11.5
Sometimes	28	34.6
Often	16	19.2
Very often	25	30.8
Total	82	100.0

The study indicates that (34.6%) of headteachers don't always send their teachers for refresher courses so often although 30.8 percent often do that. This is important since teachers get up to date with their profession courses and others. If they are not taken to refresher courses this will affect their performance and more so to learners with SNE.

The researcher sought teacher's responses on whether they have been trained in handling children with special needs for purposes of implementation of inclusive Education.

Figure 4.2: Teachers Have Been Trained in Handling Children With Special Needs

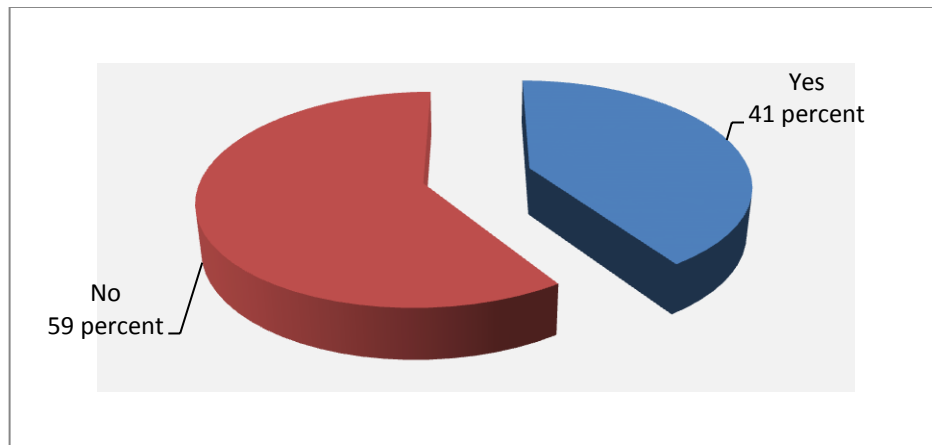


On whether teachers have been trained in handling children with special needs, a significant majority (72%) said they never received any training on handling children with special needs with only 28 percent receiving the training. This implies that teachers in public primary schools have received little or inadequate training on how to handle children with special needs.

Research has shown that these introductory inclusive education subjects can have a positive influence on the attitudes and confidence of those studying these subjects (Campbell, Gilmore, & Cuskelly, (2003) Loreman & Earle, (2007; Sharma et al., 2006; Stella, Forlin & Lan, (2007). Found that participation in short compulsory subjects dealing with inclusive education impacted favorably on discomfort levels, sympathy, uncertainty, fear, coping, and confidence.

Although the inclusion of compulsory inclusive education subjects has been shown to have a positive effect preparation of pre-service teachers, It has its limits.

Figure 4.3: Teachers Knowledge of SNE Learners Not Enrolled



Concerning whether teachers know of any children with special needs who would have been enrolled in their respective schools but because of some reason or the other they didn't, 59 percent of the teachers said no while the remaining 41 percent said they encountered such cases. This implies that there is a significant number of children with special needs who would have been enrolled in public primary schools but did not. The results also coincides with the headteachers' disclosure as presented in Table 4.13.

Table 4.15: Headteachers Knowledge of any Children With Special Needs Who Would Have Been Enrolled But Didn't

	Frequency	Percent
Yes	3	37.5
No	5	62.5
Total	8	100.0

From the findings, 37.5 percent of the headteachers acknowledged existence of children who ought to have joined their respective schools but did not join with different reasons .

4.7 Influence of Head Teachers and Teachers Perception on Implementation of Inclusive Education

This section was based on whether learners should be included in regular classrooms., Number of learners with SNE in teachers' respective school; number of learners with SNE in headteachers' respective school and whether teachers assist learners with special needs.

Reasons why some of challenged learners were not enrolled in school.

The researcher sought to know whether the teachers knew of any learners with special needs who would be enrolled in their schools but for one reason or another they were not enrolled inclusion perception of SNE learners from both the teachers and the headteachers

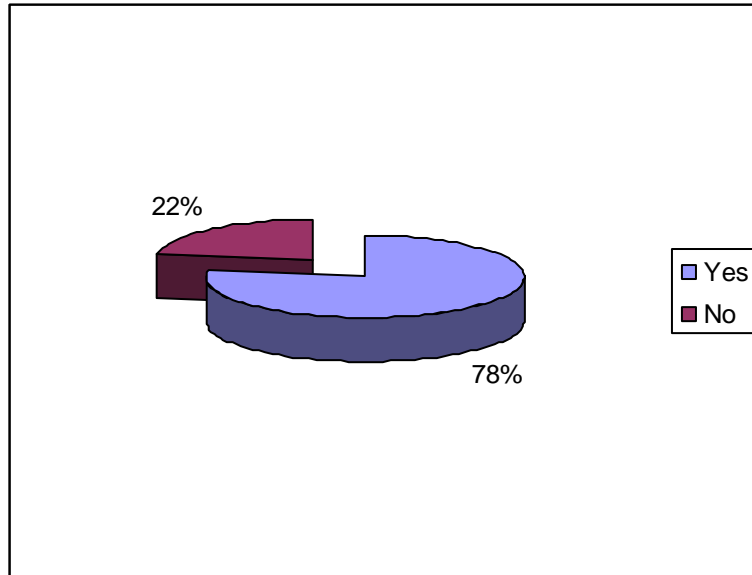
Table 4.16 Headteachers and Teachers Responses Whether They Knew of Any Challenged Children Not In School

	Headteacher		Teachers	
	frequency	percentage	frequency	Percentage
Yes	7	77.78	50	60.98
No	2	22.22	32	32.02
Totals	9	100	82	100

77.78% of headteachers knew of challenged learners not in school .while22.2 Had no knowledge about the same. This shows that free primary education was not accessible to all This will impact negatively on the achievement of education For All.(EFA) by 2015. If efforts are not made to ensure that all children regardless of their diversities, needs or any other reason received primary education.

The researcher further sought to find out the perception of headteachers and teachers on inclusion of learners with special needs in regular classrooms

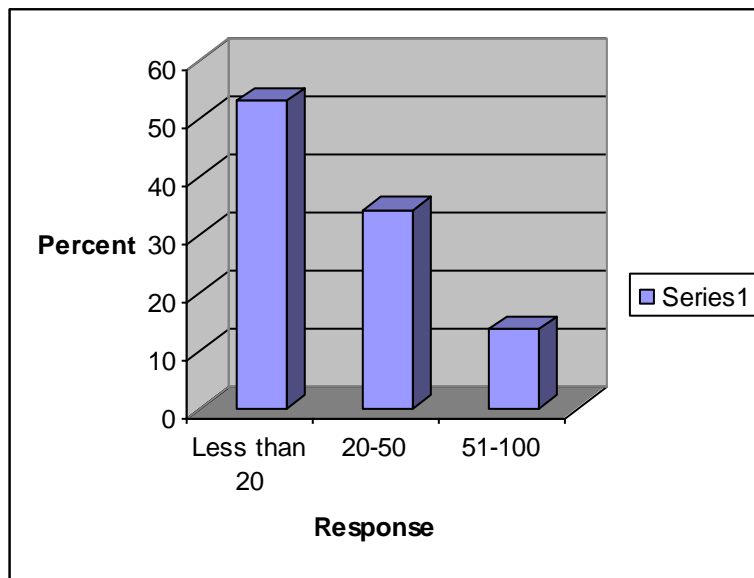
Figure 4.4 Inclusion of Special Needs Learners In Regular Classrooms.



A majority of 77.78% of headteachers agreed that learners should be included in regular classrooms while 22.22 % disagree .teachers on the other hand at 60.98% agree to inclusion of learners. While 3 2.02% disagree. This is in line with Kamene (2009) who also found the same in a research in Kitui.

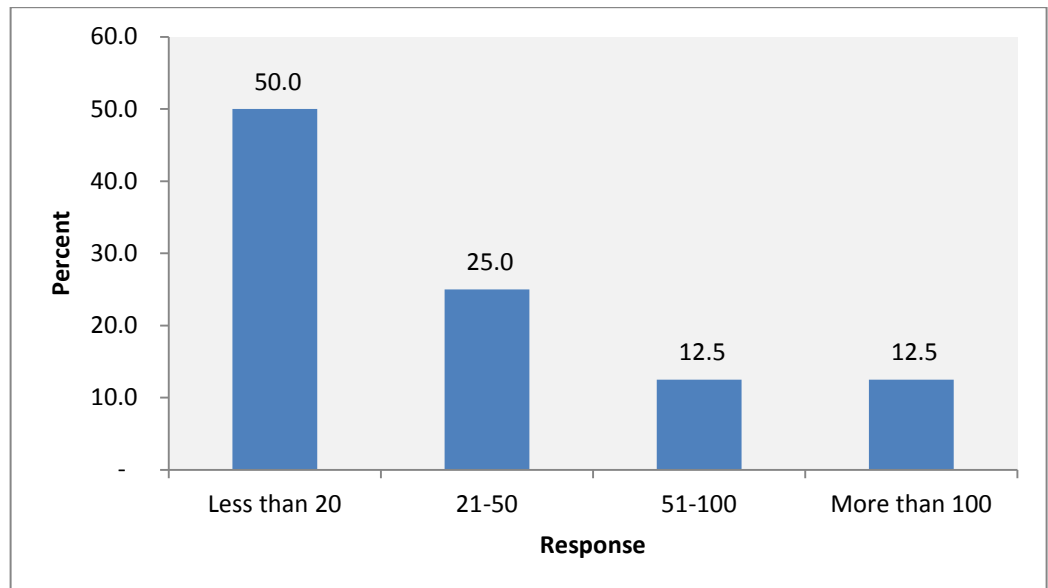
The researcher further sought to know the number of challenged learners in respective classrooms

Figure 4.5: Number of Learners With SNE In Teachers` Respective Classrooms



District, majority (53.1%) of the teachers said the number is below 20 with 34.4 percent indicating that there are 20 -50 pupils with SNE in their respective schools. Even though majority of people with SNE seem to be less than 100 in each of the public primary schools in Isinya District, the number lies significant and therefore the need for an inclusive education. Therefore, Lack of adequate resources for inclusive learning poses a great challenge to learners with varied disabilities who require a variety of resources to meet their needs. Sharma Forlsin, and Loreman (2007), in their study of 603 pre-service teachers within Australia, Canada, Hong Kong, and Singapore, found that a lack of resources emerged as the most highly ranked concern for participants. Headteachers also indicated a significant number of learners with SNE in their respective school.

Figure 4.6: Number of Learners With SNE In Headteachers' Respective School



Headteachers responses on number of learners with SNE in headteachers' respective school were consistence to those of their teachers where most (over 50%) of the schools have upto 50 children with disability. Regardless of the number of pupils with SNE, mixed perception of head teachers challenge the implementation process of inclusive education. The movement towards inclusion has minimal problems at philosophical level. However at implementation level regular classroom head teachers and teachers are found unwilling to enroll teach students with disabilities (KISE, 2000). Research by Kuyini and Desai (2007) highlights the fact that policies and even sound policies will not ensure the success of inclusive education in schools. Head teachers and teachers' attitudes play a pivotal role in ensuring the success of inclusive education. In Sweden there has been a positive attitude to inclusion among teachers.

Table 4.17: Teachers Assist Learners With Special Needs

The researcher further sought to know whether the teachers assist learners with SNE.

	Frequency	Percent
Sometimes	2	7.7
Often	10	38.5
Very often	14	53.8
Total	26	100.0

In table 4.15, 53.8 percent of head teachers assign their teachers to assist pupils with special needs and thus the learner's performance is not affected since they are being guided and counseled.

Datta (1984) notes that at the primary and secondary levels, the teacher is a disciplinarian parent substitute, a judge, a confidant and above all mediator of learning who guides children to achieve certification in inclusive education .

Other Ways How Inclusive education can be enhanced

The researcher sought the suggestion of teacher on the other ways which inclusive education could be enhanced in schools. Their responses are given in the table below.

Table 4.18 Other Ways Inclusive Education Can Be Enhanced.

Responses	Frequency	Percentage
Parents awareness so that they can bring challenged learners	32	39
Provision of trained staff	20	24.4
Provide feeding programs	7	8.5
Guidance and counseling to such pupils and their parents	9	11
Train teachers on SEN	14	17.1
Totals	82	100

Teachers responses on parent awareness is 39% provision of trained staff stood at 24.44% while those who suggest feeding programme were 8.5% guidance and counseling was at 11% while training of teachers indicated 17.5%

4.8 Support Service

The researcher sought for the suggestion of headteachers on support services to be provided by the ministry of education the community and teachers

The responses are shown on Table. Table headteachers suggestions on support services can be provided by the ministry of education for the implementation of inclusive education.

Table 4.19 Headteachers Responses on the Support Provided by the Ministry

Response	Frequency	Percentage
Provide teaching/learning materials provision of	3	33.3
Provide trained personnel	2	22.2
Provision of adequate funds	3	33.3
Put up infrastructure	1	11.1

According to the table headteachers suggestion teaching and learning materials stand at 33.3% train personnel 22.2% provision of funds and infrastructure stood at 33.3 and 11.1 respectively.

Table 4.20 Headteachers Responses on Support Services Provided by the Community

Response	Frequency	Percentage
Educate public on needs for inclusive	2	22.2
Provision of learning and teaching materials	3	33.3
Construction of accessible classrooms	4	44.4

On support services the following was observed suggestions on educate public was at 22.2% suggested provision of learning materials 33.3% and suggestions on construction of accessible classrooms 44.4%.

Table 4.21 Headteachers Responses on Support Services Provided by Teachers

Response	Frequency	Percentage
Improvise locally available material	40	48.8
Enroll for in-service courses on SNE	31	37.8
Provide guidance and counseling	11	13.4
Total	82	100

Headteachers gave the following suggestions on teachers services improvise locally available materials 48.8% enroll in-service courses on SNE 37.8% guidance and counseling at 14.4%.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions of the study. The chapter also gives the recommendations as well as suggestions for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate school factors influencing the implementation of inclusive education in public primary schools in Isinya District. This study aimed to examine the influence of physical facilities on the implementation of inclusive education; establish the influence of teacher training on implementation of inclusive education determine the influence of teaching/learning resources on implementation of inclusive education and establish the influence of head teachers and teachers perception on implementation of inclusive education in public primary schools.

The study was conducted using descriptive survey design where the target population included all head teachers of the 28 primary schools in Isinya District and the 273 teachers teaching in the primary schools practicing inclusive education in the district. The sample consisted of 9 (30 percent of the 28 public primary) schools, with 9 headteachers from the same schools and 82 (30 percent of 273) teachers. The schools were selected using stratified sampling they was

grouped into two divisions Isinya and Kitengela. They have 16 and 12 schools respectively, six and four schools was selected using random sampling, and headteachers from the same schools was picked purposively. The teachers from those schools were picked randomly.

The research instrument for the study included two questionnaires with both open ended and close ended questions and an observation schedule (one questionnaire for head teachers and one for the teachers). The content validity and instrument validity was determined in two ways through piloting process involving schools that was excluded during data analysis. The respondents of the subject were checked against research objectives through expert judgment. The researcher used a test- re - test technique in order to test the reliability of the instrument and was found to be 0.891. This was adequate for the study. After getting the clearance permit from the National Council for Science and Technology (NCST), the researcher reported to the county director of education to solicit clearance to proceed to schools for the study, the researcher visited the identified schools to create rapport with the respondents through the permission of the administrator the researcher personally administered the questionnaires to the to the respondents. The questionnaires were collected after a week. Data from the field was edited and coded according to themes which emanated from the research objectives and questions.

Data was analyzed using both qualitative and quantitative techniques. Qualitative data was derived from open ended questions in the questionnaire and in the observation schedule, while quantitative data was from descriptive statistics supported by tables, graphs frequency and percentage; this was done using the Statistics Package for Social Sciences (SPSS) computer package.

5.3 Discussion of Findings of the Study

From the findings, majority of head teachers (34.2%) believe that it is not always the availability of learning facilities and resources that affect inclusive education implementation however 30.8 percent believe it is true. Availability of such resources is important for every school. At the same time, most teachers (36.6%) believe that availability of learning resources affects how the inclusive educations are implemented. schools should have those facilities readily available. Regarding the teachers' response on adaptability of physical facilities to implement inclusive education, 62.5 percent cited availability of classrooms with only 28.1 percent acknowledging adaptability of toilets. In addition, playground, desks and ramps on the doorway were cited as adaptable to implementing inclusive education to only 46.9 percent, 50.0 percent and 28.1 percent respectively.

As teachers indicated, majority (87.5; 75 percent and 75%) of the headteachers acknowledged in respective manner the unavailability of toilets, desks and ramps on the doorway that are adapted to implement inclusive education.

the head teachers indicates that schools rarely (30.8%) have enough facilities to observe inclusive education fully and thus schools find it difficult to observe the rights and implement them without difficulties.

Teaching and learning resources in the teachers' respective schools as displayed in Table 4.5. Findings indicated that 47.6 percent of the public primary schools in Isinya District have inadequate teaching learning resources with 18.3 percent having hardly enough. On whether the primary schools provided reading materials for learners with special needs, an overwhelming majority (94%) of headteachers said yes while the remaining 6 percent said they are not supplied with the science text books.

The researcher also sought to know the adequacy of teaching and learning resources used in the implementation of Inclusive Education. According to teachers, adapted books and hearing aids were relatively adequate in the implementation of Inclusive Education (21.9 percent and 37.5%) respectively as opposed to modified pencils and brailles with 3.1 and 6.3 percent respectively.

The study further revealed that majority (67.5%) of all teachers was not trained on inclusive education while 37.5 percent not trained. The study indicates that (34.6%) of headteachers don't always send their teachers for refresher courses so often although 30.8 percent often do that. On whether teachers have been trained in handling children with special needs, a significant majority (72%) said they never received any training on handling children with special needs with only 28 percent receiving the training. This implies that teachers in public primary schools have received little or inadequate training on how to handle children with special needs.

Concerning whether teachers know of any children with special needs who would have been enrolled in their respective schools but because of some reason or the other they didn't, 59 percent of the teachers said no while the remaining 41 percent said they encountered such cases. 37.5 percent of the headteachers acknowledged existence of children who ought to have joined their respective schools but did not.

The finding indicates the number of learners with SNE in public primary schools in Isinya District, majority (53.1%) of the teachers said the number is below 20 with 34.4 percent indicating that there are 20 -50 pupils with SNE in their respective schools. Even though majority of people with SNE seem to be less

than 100 in each of the public primary schools in Isinya District, the number lies significant and therefore the need for an inclusive education.

Headteachers responses on number of learners with SNE in headteachers' respective school were consistence to those of their teachers where most (over 50%) of the schools have upto 50 children with disability. Regardless of the number of pupils with SNE, mixed perception of head teachers challenge the implementation process of inclusive education. 53.8 percent of head teachers assign their teachers to assist pupils with special needs and thus the learner's performance is not affected since they are being guided and counseled.

5.4 Conclusions

The study achieved its objective of investigating the school based factors influencing the implementation of inclusive education in public primary schools in Isinya District. From the results, the study revealed inadequacies of physical resources that would assist in implementation of inclusive education. At the same time, the resources available are not adapted to the needs of children with SNE and this has contributed to them staying away from schools as they feel they are not fully accommodated within the settings existing in public primary schools. There is also inadequacy of teaching learning resources and most of them are not suited for children with SNE.

In addition, a finding of the study shows that the implementation of inclusive education was done when teachers lacked training and majority of them have not received professional education relevant to the adaptation of children with SNE. This has led to the SNE learners being ignored in ordinary classrooms. It is also notable that, teachers and headteachers could be having a wrong attitude towards children with SNE and thus inhibiting effective implementation of IE.

The study also suggest that, given the challenges faced by teachers during implementation of IE, there was need to make physical facilities well as teaching and learning resources available. The curriculum should also be modified to suit an all-inclusive education system.

5.5 Recommendations

The study recommends that,

- i. The Ministry of Education should organize for ways through which physical materials should be availed in public primary schools. These materials should also be adaptive to the children with SNE. This can be through adequate provision of funds so that physical facilities can be renovated and made barrier free so as not inhibit the movement of such learners.
- ii. A school equipment scheme for individualized materials according to the needs of individual learners should be establish to ensure there is

adequate there is adequate supply of suitable and appropriate learning materials for public primary schools.

- iii. The government should restructure teacher education in teachers training colleges so as to include special Needs Education course in the curriculum. The government through the ministry of education should fund training of in-service in SNE in at least ten districts to make it mandatory for all teachers to attend the inset.
- iv. The Kenya institute of education should review the time allocated for content delivery if implementation of all inclusive education is to be successful.
- v. Public awareness about inclusive education should be campaign for by all stakeholders so that the learners should reap the benefits of inclusive education. This should also eliminate the stigma and negative attitudes associated with disability.
- vi. The education planners and technocrats should evaluate and assess the resources available and make more accurate estimates and allocations to the various requirements in the implementation of Inclusive Education.

5.6 Suggestions for further studies

Given the scope and limitations of this study, the researcher recommends the following studies to be carried out for comparative and enrichment purpose

- i. A study to investigate school factors influencing the implementation of inclusive education in public primary schools in other areas apart from Isinya District.
- ii. An evaluation of how government funding is affecting the implementation of inclusive education should be carried out.
- iii. Challenges facing implementation of inclusive education to be carried out.
- iv. Evaluation of teacher perception on implementation of inclusive education.

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi

P.O. BOX 92, Kikuyu

March 2014

The Headteacher

..... **School**

P.O. Box

Isinya.

Dear Sir/Madam,

RE: School based factors influencing the implementation of inclusive education in primary schools in Isinya District

I am post graduate student at the University Of Nairobi I am carrying out a research on the above mentioned

Your school has been selected to participate in the research. Kindly allow me to collect data in your school. Any information or response given in this research is purely for academic purpose. All respondents will be treated with utmost confidentiality

Thanks

Yours faithfully

Leah N. Marias

Appendix II: Teachers' Questionnaire

This questionnaire is aimed at gathering information on the school factors influencing the implementation of inclusive education in public primary schools in Isinya District.

Please fill the questionnaire the questionnaire correctly by ticking or giving information.

Section A

Demographic information of the teacher

1. What is your gender? Male () Female ()
2. What is your age bracket
Below 20 () 21-30 () 31-40 () Over 41 ()
3. For how long have you been a teacher? years
4. What is your highest academic qualification?
KCSE (s) Degree () Masters Degree ()
5. What is your professional qualification?
P1/2 () Diploma () Graduate Teacher () MEd ()

Section B

This section contains questions related to inclusive education. Please answer them as accurately as possible

Sub-section A: Physical facilities and Implementation of Inclusive Education

7. Are the following are physical facilities well adapted to implement Inclusive Education?, tick where appropriate

Physical facilities	Available	Not Available
Accessible classrooms		
Adapted playground		
Adapted desks		
Adapted toilets		
Ramps on the doorway		

8. What problems do pupils with SNE experience in relation to the following?

- i. Toilets
- ii. Access to bookshelves and desks
- iii. Classrooms
- iv. Dining tables

Subsection C: Teaching and Learning materials

9. The table below shows some of the teaching and learning resources used in the implementation of Inclusive Education, tick where appropriate

Teaching/learning resources	Very adequate	Adequate	Fairly adequate	Inadequate	Not available
Braille					
White cane					
Hearing aids					
Adapted books					
Modified pencils					
Adapted					

10 How would you rate your school in terms of availability, adequacy of teaching and learning materials for children with special needs?

Poorly equipped () averagely equipped () Well equipped ()

11 Have your school provided reading materials for learners with special needs?

Yes..... () no ()

Section D: Teacher training and qualifications

12 Are you trained in special education?

Yes No

13 how often do you go for refresher courses

14 How many pupils with special needs are enrolled in your class?.....

15 (a) From your knowledge do you know of any children with special needs who would have been enrolled in your school but for one reason or another they were not enrolled?

Yes No

Section E: Head teacher and teacher perception in implementation of inclusive education

16. Should learners with SNE be included in regular classes?

Yes No

17. How many learners with SNE in your school?

Less than 20 () 21-50 () 51-100 () More than 100 ()

18. Suggest ways through which inclusive education can be enhanced

.....

Thanks for your cooperation

Appendix III: Headteachers' Questionnaire

This questionnaire is aimed at gathering information on the challenges facing implementation of all inclusive education in public primary schools in Isinya District. The questionnaire is divided into two sections. Section 1 contains questions aimed at soliciting information to answer the research questions and therefore achieve the objectives of the study. Please answer the questions by ticking where appropriate.

Section 1

Demographic information of the head teacher

1. What is your gender? Female () Male ()
2. What is your age bracket
Below 25 () 26-30 () 31-35 () 36-40 () Over 40 ()
3. For how long have you been a head teacher? years
4. What is your academic qualification?
O-Level () Certificate () Diploma () Degree () Post graduate degree ()
5. What is your professional qualification?
P2 () P1 () Diploma () BEd () MEd ()
Any other, please specify

Part II

This section requires you to answer the questions provided in relation to issues related to the implementation of inclusive education in schools. Please answer questions as accurately as possible

Section A: Physical facilities

In this section you are expected to provide answers related to physical facilities that enhance provision of inclusive education

6 Are physical facilities available in your school

- Never() rarely() sometimes() often() very often()

7 Are the following physical facilities adapted to facilitate Inclusive Education?

Physical facility	Renovated	Not renovated
Accessible Classrooms		
Adapted desksDesks		
Adapted toiletsToilets		
Adapted Playgrounds		

Section B: Teaching and learning materials

8 Are there teaching/learning materials for use by teachers in the provision

of special needs education? Yes No

9 Has your school provided reading materials for your learners with special needs? Yes No

10 Are the teaching and learning resources available adequate in implementation of Inclusive Education?

Teaching and learning resources	Very adequate	Adequate	Fairly adequate	Inadequate
Braille				
White cane				
Hearing aid				
Adapted books				
Modified pencil				

Section C: Teachers training and qualification

11 Have the teachers been trained in handling children with special needs?

Yes No

12 How many of the teachers in your school are trained in special needs education?

1-2 () 3-5 () 6-8 () above 10 ()

13 Have you put measures in place to ensure that there are enough teachers to cater for the implementation of inclusive education in schools?

Yes () NO ()

Section C: headteachers perception on the implementation of inclusive education

14 Should learners with SNE be included in the regular classrooms?

Yes No

15 How many learners with SNE are enrolled in your school?

Less than 20 () 21-50 () 51-100 () More than 100 ()

Special support services

16 What support services do you suggest should be provided to ease the implementation of inclusive education?

- a) By the Ministry of Education, Science and Technology
- b) By the community
- c) By teacher

Thank you for your response

Appendix IV: Observation Schedule

The following are areas to be observed on the ground

Physical Facility	Available	Not available	State/functionality
<ul style="list-style-type: none"> • Toilets • Ramps • Walker/crutches • Barrier free environment • Spacious classrooms • Group hearing mechanisms 			
Teaching/learning materials			
<ul style="list-style-type: none"> • Text books • Blackboard • Braille • Abacus • Toys • Hearing aids • Speech aids • Visual aids 			

Appendix V: Research Permit

THIS IS TO CERTIFY THAT:

MS. LEAH NAIKOLOYIEU MARIAS

of UNIVERSITY OF NAIROBI, 0-242

KITENGELA, has been permitted to

conduct research in Kajiado County

on the topic: SCHOOL FACTORS

INFLUENCING THE IMPLEMENTATION OF

INCLUSIVE EDUCATION IN PUBLIC

PRIMARY SCHOOLS IN ISINYA DISTRICT

OF KAJIADO COUNTY, KENYA

for the period ending:

30th July, 2014

IN Witness Whereof

Applicant's Signature

Secretary

National Commission for Science, Technology & Innovation

Permit No.: NACOSTI/P/14/0032/2178

Date Of Issue : 27th June, 2014

Fee Received : Ksh 1,000

