CHALLENGES FACING IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN MWEA EAST DISTRICT, KIRINYAGA COUNTY, KENYA

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JUNE 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project report has been complemented by referenced sources duly acknowledged. Where text and data have been borrowed from other sources including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my family who stood by me in support both financially and spiritually to ensure that I sailed through. May the almighty God bless them abundantly.
ACKNOWLEDGEMENT

I am grateful to the Almighty God for giving me life and strength to do this research work. I would also like to express my gratitude to many people who contributed to the successful completion of the work presented in this research project in one way or another. First, many thanks goes to my supervisors Dr. Martin Ogola and Prof. Jotham Olembo for their continuous guidance and encouragement throughout the course of this research and during writing up of this research project report. Heartfelt thanks to my husband, Njoroge Mwangi for withstanding my regular absence and long stays from home; and for encouragement, moral support and financial assistance. Many thanks also go to my daughter Njeri, my son Mwangi and to my extended family for giving the will to carry on to the end.
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<td>Area Education Office</td>
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<td>MVC</td>
<td>Most Vulnerable Children</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>SLT</td>
<td>Social learning theory</td>
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<td>SNE</td>
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<td>TAC</td>
<td>Teachers Advisory Centre</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific, and Cultural Organization</td>
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ABSTRACT

Inclusive education is the practice of teaching learners with special education needs alongside their normal peers in regular classroom setting, instead of segregating them in special classrooms. Inclusive education emanates from the belief that the right to education is a basic human right and a foundation for a more just society. Any student can learn and benefit from education. Schools should therefore adapt to the needs of all students. Despite many efforts geared to successful implementation of inclusive education in public primary schools in Kenya, there are still numerous challenges facing this area. Students who have learning disabilities find it extremely challenging to enjoy their rights to education because of their conditions. Many find it difficult to fit into the normal school environment, hence making the process of learning even more difficult. As a result many of them drop out of the school system. The purpose of this study was to investigate the challenges facing implementation of inclusive education programme in public primary schools in Mwea East in Kirinyaga County District. The study was guided by four research objectives including establishing the types of special need pupils in the district, determining the challenges faced by teachers in implementing inclusive education, determining resource needs for implementation of inclusive education and comparing performance of the special need pupils with the rest. The literature review shed light on the various aspects of inclusive education inside and outside classroom environment and involvement of teachers in this type of programme. The study targeted the school heads and teachers from all the 66 public primary schools in Mwea East District and applied simple random sampling technique to select schools, and then purposive sampling was used to select head teachers and teachers. Questionnaires were used to collect data. The study revealed that there are learners with different kinds of special needs in education in this district and an acute shortage of teaching and learning resources to cater for learning disability in inclusive settings. The findings also revealed that the teachers who are present in inclusive classrooms lacked adequate training and qualifications to handle students with learning disabilities. Performance of special need students was also relatively poor. We can therefore conclude that implementation of inclusive education is a big challenge in this district. Based on these findings the following recommendations can be made: The Ministry of Education should consider increasing the availability of special needs courses, workshops and conferences for teachers in public primary schools who are working with students with learning disabilities in inclusive settings. The government should also consider providing more funding to improve the infrastructure such as buildings, washrooms, playground and ramps to cater for learners with special needs. A similar study should be replicated in various parts of the country so as to get a better picture of the status of inclusive education programme in public primary schools in Kenya. Curricula should be developed with methods of assessment that must include a variety of strategies to accommodate learners with special educational needs. Teachers should take courses that will enable them to cope with the demands for inclusion of learners with special educational needs in school.
CHAPTER ONE

INTRODUCTION

This chapter consists information on background to the study, statement of the problem, purpose of the study, objectives and the research questions as well as its significance. Further, it focuses into issues limiting and delimiting the study, scope and assumptions that will be made during the study. Theoretical and conceptual frameworks are also presented.

1.1 Background to the Study

Education is an important investment that any country must make. Enhancing accessibility to education services is significant in the development of a nation (World Bank, 1993). This is because education positively affects socio-economic behaviour such as productivity, living standards, health and demographic characteristics of any population. It also opens many opportunities in the society such as better chance to lead healthy and productive lives, nurturing and building strong families, participating fully in civic affairs, moulding morals, creating culture and shaping history. It is a solid foundation for progress and sustainable development. Education is an inherent human right and critical step towards dismantling the gender discrimination that threatens all other rights. It also catalyzes freedom and democracy within and beyond borders as an agent of international peace and security (UNICEF, 2000). Okech (1993) observed that, it is societal obligations to include everyone in their education system regardless of their needs and capacity (inclusive education).
Importance of education to society was supported more by the United Nations declaration proclaiming the right to education for all in 1948 (UN, 1948). Subsequently, education ministers in Africa met in Addis Ababa in 1961 and resolved that there should be universal primary education (UPE) and eradication of illiteracy in Africa within twenty years (UN Commission for Africa and UNESCO 1961). Unfortunately serious political and economic setbacks in Africa at the time deterred the implementation of the Addis Ababa proclamation in the 1970s and 1980s dragging illiteracy eradication in Africa.

The debate about inclusive education is a topic of educational interest throughout the world. The Salamanca World Conference on Special Needs Education endorsed the idea of inclusive education (UNESCO, 1994). A new action framework was adopted whose guiding principles suggested that ordinary primary schools should accommodate all learners regardless of their physical, intellectual, social, emotional, linguistic or other conditions. In this case learners with special needs and or disabilities spend most or all of their time with other learners. This allows all children to participate in learning activities in one school without having separate special schools or classrooms for learners with special needs or disabled. Many countries in Africa have adopted inclusive education policies in their education systems. Emphasis has been given on policy options from integration to inclusive schools that serve all the children in a community.

Although the concept of special education has been around for more than a decade, special education in Kenya had not embraced the philosophy until recently (Arbeiter, 2002; Wamae and Kang’ethe, 2004). The government of Kenya is
committed to achieving education for all of its citizens and providing education as a fundamental right to children. This is emphasized in the Children’s Act 2010, Laws of Kenya (GOK 2010). Inclusive education is one of the government’s strategies for achieving education for all. The Kenyan government has documented inclusive education in its policy framework and has provisionally projected availability of at least one special need education unit in every institution of learning by the year 2015 (MOEST, 2005). Implementation of inclusive education requires considerations of policy matters, legislation reform, financial resources, human resources, infrastructure resources and intellectual resources. The question is whether this is achievable in a country where material resources required for this undertaking are limited, given that inclusion requires adjustment of structures to fit the needs of the learner (Adoyo, 2005).

In Kenya, a significant number of children have learning challenges. These are the physically, mentally, emotionally and socially challenged or disabled. Despite the expansive sensitisation and mobilisation programs initiated to ensure equal and humane treatment of such children, biases and stigmatisation still persist.

A report from Mwea East District Education Office (2010) showed that in all the 66 public primary schools in the district, inclusive education is being implemented though there is high dropout rates and low graduation rates. Therefore, effective implementation of inclusive education in Mwea East district in Kirinyaga County is a matter of concern. It is therefore necessary to determine the status of inclusive education in the district in terms of staffing, resources and academic achievement of the included learners. This would help in strategizing efforts to improve implementation of inclusive education in the district.
1.2 Statement of the Problem

The government of Kenya attaches a lot of importance to education and its role in the present and future development of this country. It is in line with this that it has made efforts to promote the education of learners special needs in Kenya. Education programs have been implemented to take into account the diversity of learners with special needs. Efforts have been made to integrate them into regular schools. Despite these efforts, implementation of inclusive education has not been successful. Many challenges including limited human and infrastructural resources may be hindering this noble effort. Data on numbers and types of the special needs learners is also limited or not available at all. This makes it hard for education stakeholders to plan and implement inclusive education. In addition, successful implementation of any program requires monitoring and evaluation of activities in order to give necessary recommendations for improvement.

1.3 Purpose of the Study

The purpose of the study is to identify the challenges facing implementation of inclusive education in public primary schools in Mwea East district, Kirinyaga County, Kenya

1.4 Objectives of the Study

The research objectives were;

1. To establish types of special needs pupils in public primary schools in Mwea East District.

2. To determine challenges faced by teachers in implementing inclusive education in Mwea East District.
3. To find out resource needs for effective implementation of inclusive education in Mwea East District.

4. To determine performance of pupils with special needs in Mwea East District.

### 1.5 Research Questions

The research questions in this study were:

1. What are the types of special needs pupils in public primary schools in Mwea East District?

2. What challenges are faced by teachers when implementing inclusive education in public primary schools in Mwea East District?

3. What resources are available for implementation of inclusive education in public primary schools in Mwea East District?

4. How do learners with special education needs perform compared with regular learners in Mwea East District?

### 1.6 Significance of the Study

Inclusive Education plays an important role in achievement of Education for All, Millennium Development Goals and Kenya’s development blueprint, Vision 2030. The study sought to assess implementation of inclusive education in Mwea East District in Kirinyaga County. The data from the study will give the current status of numbers and types of special needs public primary schools in the district. It will also give the status of infrastructural and human resources necessary for implementation of inclusive education. The study will also document challenges that teachers face in handling different types of special cases in regular classes. This information is
important for planning and executing effective implementation of inclusive education and help in policy reforms in education sector in Kenya.

1.7 Assumptions of the Study
The study assumed that all respondents will be cooperative and will provide reliable information. It was also assumed that selected schools were representative of the public primary schools in the district. In addition it was assumed that time and financial resources allocated was adequate for the entire study.

1.8 Limitations of the Study
Since time and finances available was not enough to cover all schools in Mwea East district the study focused on public primary schools only. A randomly selected number of public primary schools were used in the study and the findings were generalised to all public primary schools in the district. It was not possible to cover the opinions of parents and other stakeholders in the study district because tracing them required considerable time, resources and other logistics.

1.8.1 Delimitations of the Study
This study delimited itself to identifying the challenges facing implementation of inclusive education in public primary schools. Secondly, although there are several primary schools within Mwea East District, only a few sampled schools were involved in the study. Thirdly, whereas there are both public and private primary schools in the district, the study was confined to public primary schools only.
1.9 Theoretical Framework on Inclusive Education

In social learning theory, behaviour is learned from the environment through observation (Bandura 1977). Bandura believed that humans are active information processors and think about the relationship between their behaviour and its consequences. Observational learning could not occur unless cognitive processes were at work. Children observe the people around them behaving in various ways. Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate.

In schools, teachers and normal peers are models whom learners with special needs are most likely to observe and imitate. Teachers can teach routine information, skills, and problem solving strategies, moral codes, general rules, principles, performance standards and creativity by modelling. They can teach children to formulate goals that are achievable and reaching a personal goal is reinforcing. Learners with barriers can learn from their able peers by watching them engage in behaviours and achieving certain goals. Including learners with special education needs in a regular classroom may enable them to learn many skills and other forms of classroom behaviour by observing and imitating their peers and teachers in an inclusive setting.

The response of the teacher and able peers to imitation by learners with special needs either reinforces or deters them. If a special needs child imitates another learner’s behaviour and the consequences are rewarding, the special needs child is
likely to continue performing the behaviour. For example, if a teacher sees a child with special needs answering a question and says “very good”, this is rewarding for the learner with special needs and makes it more likely that he/she will repeat the behaviour. His/her behaviour has been reinforced. Otters (1954) assert this by suggesting that the effect of behaviour has an impact on the motivation of people to engage in that specific behaviour.

Reinforcement can be external or internal and can be positive or negative. If a child wants approval from teachers or peers, this approval is an external reinforcement, but feeling happy about being approved of is an internal reinforcement. A child will behave in a way which he/she believes will earn approval because it desires approval. The learner will also take into account of what happens to other learners when deciding whether or not to copy someone’s actions.
1.10 Conceptual Framework

Figure 1.1: Conceptual Framework on Implementation of Inclusive Education

The conceptual framework in this study has independent variables such as inclusive education policy, curriculum, teacher training, resources and parent involvement which can be controlled to influence the success of inclusive education implementation which is the dependent variables. For example, a parent can be involved through provision of resources which would influence the teacher’s attitude positively making them teach effectively. Teacher’s qualification may affect his/her attitude in that a teacher with the knowledge of how to handle learners with special need in education will have no problem teaching because he/she has skills on how to teach them. This would also affect performance positively. Availability of resources such as Braille, hearing aids is also important to teaching learners who need assistance in hearing and reading. All these factors can contribute to successful inclusive education for children with special education needs.
1.11 Definition of the Central Terms

**Challenges**: Challenges are difficulties experienced by implementers of inclusive education when they teach learners with special needs together with regular learners.

**Disability**: This refers to permanent shortcomings in a person’s make-up or constitution and is usually congenital or caused by a detrimental factor such as illness or accident. Disability may be sensory, physical, mental, intellectual or multiple disabilities. Other forms are numerous and include epilepsy, autism and various forms of communication and behavioural disorders.

**Inclusive education**: Inclusive education is where students with special educational needs learn and spend most or all of their time with non-disabled learners. The regular classroom teachers develop skills that allow them to meet the range of needs of diverse learner population.

**Integration**: Integration pertains having learners with special needs in education participating in age-appropriate activities with regular classroom learners during non-academic subjects. It implies that the learners adapts to the school environment rather than the school environment meeting the individual demands of the learners.

**Intellectual impairment**: This refers to learners who have intellectual barriers. Emotional problems include anxiety, nervousness, depression and tension. Behavioural problems may be attention seeking behaviour, talking out of turn to most disruptive and aggression. Manifestations include thieving, truancy and similar social problems. Educationists recognise at-risk learners, underachievers, and disadvantaged learners.

**Learning disability**: This refers to difficulties in learning. These include difficulty with concentration and may be dyslexic. Children with learning disability may have difficulty in one or more than one subject or certain sections of a given subject.
**Socio economic factors:** These are variables such as environment deprivation, alcoholism and drug abuse, lack of adequate education in the homes and poor social structures which disadvantage the learner.

**Regular learner:** Regular learners are learners who have no disabilities in a class.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review presented support the hypothesis that many challenges such as insufficient funding, inadequate teacher’s knowledge on inclusive education, negative attitude towards people with disabilities, curriculum, poverty and socio-economic factors hinder effective implementation of inclusive education. These factors are likely to influence implementation of inclusive education in the target district.

2.2 The concept of Inclusive Education

Inclusive education is the practice of teaching special education needs students alongside their normal peers in regular classroom settings, instead of segregating them in special classrooms. The principle of inclusion is based on the idea that every child has a right to belong and to be included in the school community. According to UNESCO (2007), inclusive education should focus learner with all types of special needs.

Kauffman (1995) posits that the philosophy of inclusive education is focused on educating all learners in the same classroom. Each student’s unique needs are supposed to be met through adaptation of equipment, specialized instruction and personnel. The school accommodates all learners regardless of their physical, intellectual, social, emotion, linguistic and other conditions (UNESCO, 2003). Inclusive education looks further at how to transform the system in order to respond to diversity of learners. The emphasis is on reviewing schools and the system then
changing them to accommodate all learners rather than changing the learners (Kristensen, 2002).

2.3   Learners with Special Needs

Although every individual has unique characteristics, most of these characteristics are common to most people and hence considered normal. A few individuals lack one or more of these common characteristics hence considered special in reference to the particular character(s). Normal is used to refer to what is ordinary, as in what people expect. In education special needs are conditions or factors that may hinder an individual’s normal learning participation and development. They may be temporary or lifelong. The conditions that may hinder progress of an individual may include disability, social, emotional, health or political difficulties. The factors can be within the learner or in the environment or a combination of both (Mwaura and Wanyera, 2007).

According to Stubbs (2008) and Mwaura and Wanyera (2007), learners with special needs are those vulnerable to discrimination, marginalization, isolation and exclusion to education. UNESCO (2007), recognises the following types of special needs whose educationist should focus on; Orphaned and Vulnerable Children (OVCs), physically challenged, children infected and/or affected by HIV and AIDS, those discriminated because of gender, culture and religion, adult learners, out-of-school youth, those in ASAL/ marginalized areas, street families, nomadic children and adolescent mothers. Students with these kinds of special needs are likely to benefit from additional educational services such as different approaches to teaching, use of technology, a specifically adapted teaching area, or resource room.
2.4 Implementation of Inclusive Education

The focus in this section is on challenges in implementing inclusive education. Research evidence seems to suggest that there are many problems which inhibit the successful implementation of inclusive education. Contrary to the popular belief, inclusive education is much more than placing learners with barriers to learning and development in single inclusive system that is responsive to the diverse needs of all learners. Previous studies have identified inappropriate curriculum, poor stakeholder’s attitude, lack of or inadequate resources, poor teachers training, stress and lack of parent and community involvement as key challenges in implementation of inclusive education.

2.4.1 Curriculum

The curriculum offered in inclusive education should be all-encompassing and extensive both in content, methodology and evaluation process thereby recognizing and valuing the rich diversity of the school population in the learning and teaching process. Inclusive curriculum should affirm the life experiences of all students, regardless of gender, place of origin, religion, ethnicity and race, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability. It should create a learning environment that reflects and validates the diversity and complexity of different personal experiences. It should emphasize the strengths and at the same time accommodating the needs of all children in a classroom. According to Kochung (2003), Kenyan curriculum is highly centralised with structures specifying students desirable learning outcome, which are reinforced by examinations to measures them. The curriculum is not designed on the basis of flexibility and tends to be content-heavy (Kochung 2003). This kind of curriculum
does not fit well in inclusive school system. A rigid curriculum tends to exclude students with special educational needs and marginalize them from mainstream education. Nevertheless, it is not easy to limit the scope of inclusive education to be included in the curriculum. As a result, designing teaching materials that cover students' diverse needs and cultural backgrounds is problematic. Jonsson (1994) stresses the need for a process based flexible curriculum.

The Kenyan primary school teachers training curriculum has no course on special education. As such most primary school teachers do not have knowledge and pedagogical skills for teaching children with special needs, except those trained in Kenya Institute of Special Education (KISE). According to Jones (1986), teachers with adequate understanding of the nature of exceptionality of learners with special education needs are potentially more capable in teaching them. He argues that regular teachers without inclusive education experience are apprehensive about having learners with special needs in their classroom.

2.4.2 Attitude towards Learners with Special Needs

Research has shown that parent’s attitudes affect success of inclusion. However, their attitudes have been shown to be more favourable when they are allowed to give input decision making process (Lewis, Chard and Scott, 1994). Vague understanding of the purpose and the benefits of inclusion of exceptional children on the part of the parents can be a main reason for holding negative attitudes towards inclusion (Green and Shinn, 1995).
For example, people without of knowledge about disabilities are often uncomfortable in presence physically challenged and always avoid their contact where possible. According to Westwood (1997), peers tend to accept of children with disabilities more when they better understand the nature of the disability. Therefore lack of understanding of disabilities escalates negative attitude towards the handicapped. This hinders learning by copying and imitation. Successful implementation of inclusive education requires positive attitude among parents, pupils, and teachers and to the whole society.

### 2.4.3 Resources

The term resources in the context of education refer to material and human resources available within the school to facilitate teaching and learning processes. A school with learners with special needs requires special resources to cater for their needs. In addition, different types of special needs require different types of resources. Since inclusive education is a new phenomenon in Kenya, there is a serious shortage of these resources in terms of facilities, qualified staff, learning materials and absence of support.

Developing countries typically lack adequate resources to fund education (UNESCO 1990). In Kenya, the limited resources were further stretched by introduction of free primary education in 2002, which increased in number of pupils in formal public primary schools from 5.9 million to 7.2 million in one year. This came with many challenges relating to conditions of schools such as overstretched facilities, overcrowding in schools, high pupil-teacher ratio in densely populated areas. This compounded challenges of inclusive education such as high cost of special equipment, diminished community support following their misconstrued role vis-à-
vis that of government in the implementation of FPE, gender and regional disparities, increased number of orphans in and out of school as a result of HIV/AIDS and internal inefficiencies (MOEST, 2005). As such the funds provided by the government for Free Primary Education, Most Vulnerable Children and Special Education Needs are barely enough to run even a regular primary school and Mwea East District is not an exception.

### 2.4.4 Teacher Training

Teachers are the primary resource for achieving the goal of an inclusive education and training system. It must therefore be in the interests of education that teachers are adequately trained for new demands in education. Landsberg (2005) asserts that for inclusive teaching, teachers need systematic and intensive training, either as part of their initial training, or as well-planned in-service training by competent and experienced people. Being the focus of classroom instructional activities and curriculum delivery, a teacher is a critical determinant of the quality of education offered (Jonsson, 1994). According to McDonnel (1997), teachers require information that could broaden their understanding and appreciation of learners with special needs. For example, information on how to identify learning difficulties and how to adapt the environment and instruction to accommodate the learners’ special needs.

At the moment teachers in Kenya have minimal formal training in respect to the implementation of inclusive education from pre-service or in-service. The number of teachers trained in special education is minimal (Gichura, 1999; Muchiri and Robertson, 2000; Oriedo, 2003). Often, the few teachers trained in special education lack confidence in their ability to instruct students with exceptional needs (Moocher
and Robertson, 2000). Many teachers do not feel adequately prepared to understand and cope with the multitude of demands required to handle learners with special needs. This is because of lack of adequate and effective training. Successful implementation of an inclusive system requires that educators are committed and supported within-service training. Thus, change needs a long term commitment to professional development (Swart et al. 2002).

In Kenya special education training is often fragmented, uncoordinated and inadequate. Teachers are inadequately trained to deal with students hailing from heterogeneous cultural setting. Teaching students issues related to inclusiveness in all walks of live requires a special skill, which can be acquired through a specific training program. For instance, it takes a special effort to teach students how to appreciate differences in culture, race, ethnicity and religion if the students come from belief systems and cultures where exclusiveness and homogeneity are highly respected and valued, and ethnocentricity is culturally rooted.

2.4.5 Stress Factors Inhibiting Job Fulfilment

A stressor may be described as a factor that emanates from the environment, acts upon an individual and results in one or more of emotions such as low morale, negativity and lack of commitment. Moen et al. (2003) assert that though we exist in the present, we unavoidably bring with us our past, which is always part of our present. Some of this is conscious and accessible to our memory but, there is too, that which is unconscious and buried and “the two remain indissolubly linked” (Moen et al. 2003). As we exist in the present, we also bring the future, which is included because our acts in the present have a purpose, and point into the future. Rather than each being a different reality, the past, present and future are
interwoven. It follows then that our educators as they are in the present, bring with them their individual experiences of a past education system, memories of their own schooling, their socio-cultural perspectives and experiences peculiar to the Kenyan context.

Kenyan teachers have been subjected to a trajectory of forces of developments in society and in education, and they now find themselves in a new and inclusive education system. This has inevitably brought with it, stress and adjustment issues for many educationists. Educators though diverse in background, competency and plurality, hold closely similar desires and expectations for their learners, and for their own imagining of themselves as professionals. Differences in the mediation of the curriculum are dependent upon the learner, the educator and the availability of resources in the school. Occupational stress for teachers especially significant is that it may not only affect teachers, but may have a negative impact on their learners and the teaching profession as well (Engelbrecht et al. 2005). Therefore, it is important that the stressors in the lives of teachers be identified and understood. Little has been written about the effects of stress factors for educators: class size, unsafe learning environment and administration factors.

2.4.6 Lack of Parent and Community Involvement

Implicit in the philosophy of inclusive education is the significance of the role that parents hold in making decisions about their children and in the support of the children through their education (Engelbrecht et al. 2005). Shared ownership among educators, administrators, parents and learners; the shared responsibility for nurturing the development of all learners, and making sure all needs are met is a critical element in inclusive schools. Parents are a central resource as primary care
givers of their children in the education system. Parents are considered partners with teachers and other professionals in ensuring appropriate education for children (Engelbrecht et al. 2005).

There are diverse understandings amongst parents on their involvement with teachers in schools (Engelbrecht et al. 2005). In many instances the positive involvement has facilitated the education of a child with barriers, through communication, commitment, equality and respect for successful relationships, in an inclusive school. It is also the experience of many educators, that many parents are neither willing, nor able, due to a variety of reasons, to support their children in the schooling situation. This provides enormous stress for teachers in addressing the needs of all learners in their large classes. The result is that special need learners lag behind. Shared ownership and better understanding among professionals, parents and learners for inclusive education is critical though not the only determinant for successful inclusive schools. Parents can be very instrumental in the success of inclusionary placements for their children (Reichart et al.1989, Laurel et al. 2002). They can collaborate with schools and community members to create and support inclusive education programmes and encourage other parents to support inclusive programmes. Parental involvement in schools is related to children’s increased academic achievement (Bronfenbrenner 1974, Laurel et al.2002). Intervention strategies were more effective in improving academic performance than those where parents are not included (Laurel et al.2002).
2.5 Summary

This literature review confirms the recognition of learners with special needs and necessity of their inclusion in mainstream schools. Challenges facing educators in implementation of inclusive education have also been highlighted as identified in the past studies. These challenges include insufficient funding, inadequate teacher’s knowledge on inclusive education, negative attitude towards people with disabilities, curriculum, poverty and socio-economic factors hinder effective implementation of inclusive education. The study thus wants to establish whether these challenges apply in Mwea East District in Kirinyaga County. Review of related literature didn’t reveal all the aspects of the challenges for example the level of teacher’s knowledge on inclusive education.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the method that was used in collection of data pertinent in answering the research questions. The chapter comprises the following sub-topics: research design, target population, research instruments, the sample and sampling procedure, data collection procedures and data analysis procedures.

3.2 Research Design

The study adopted descriptive survey design to obtain information needed for the study as opposed to complete enumeration approach. According to Mugenda and Mugenda (1999) descriptive survey is recommended in obtaining information that describes existing phenomena by asking individual about their perceptions, opinions, attitudes, behaviour and values. The design saved time and labour since only part of the population was under study, reduced cost in terms of money and also broadened the scope of the study through estimation.

3.3 Study Locale

The study was carried out in Mwea East District, Kirinyaga County of Kenya. Mwea East District experiences low rainfall for conventional agriculture and therefore the main agricultural economic activity is rice farming by irrigation. Education institutions in Mwea East District include primary schools, secondary schools and tertiary colleges. Mwea East District was chosen because of relatively high poverty incidence in the county, 42% as compared to 25% in entire Kirinyaga County. The
poverty index of the district comparable to the national average of 45% (KNBS 2010), making a good national model scenario other things held constant.

3.4 Target Population

The study targeted all teachers in the 66 public primary schools in the district. This is because teachers are key implementers of inclusive education. The district has an approximate of 1200 teachers.

3.5 Sample and Sampling Techniques

A sample size of 10% of the target population (teachers in the district) was used in the study. This was guided by Gay et al. (1981) observation that such a sample is adequate for generalization to the target population in descriptive studies. Multistage sampling technique was used to select respondent teachers. Using simple random sampling technique sample of twenty seven public primary schools was taken from the three zones; nine schools for every zone (Table 3.1). All the schools in the three zones were given a number then using the simple random sampling technique the researcher picked nine schools from each zone. In the schools, purposive sampling technique was used to select the respondents; the head teacher, two upper and two lower primary school teachers. A total of 135 teachers were selected (27 head teachers and 108 teachers) which represent 11% of the teacher population in the district (Table 3.1).
Table 3.1: The zones and respondents from each zone

<table>
<thead>
<tr>
<th>Zone</th>
<th>Schools</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thiba</td>
<td>9</td>
<td>9</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Mutithi</td>
<td>9</td>
<td>9</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Murinduko</td>
<td>9</td>
<td>9</td>
<td>36</td>
<td>45</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>27</td>
<td>108</td>
<td>135</td>
</tr>
</tbody>
</table>

3.6 Data Collection Instruments

Data was collected using questionnaires as the main instrument. When properly administered, questionnaires are the best instruments for obtaining information from wide spread sources or large groups simultaneously Mills (2000). According to Orodho (2009) a questionnaire has the ability to collect a large amount of information in a reasonably short time. In addition, the respondents have adequate time to give well thought answers (Kothari, 1990). The questionnaires given to the head teachers were mainly objective and structured. They focused on issues concerning the challenges faced by the schools in implantation of inclusive education. The questions wanted to get the head teachers objective perception regarding inclusive education in their schools. The teachers’ questionnaire dealt with their experience teaching in an inclusive environment class, their knowledge of inclusive education, types of special needs and challenges they face in teaching inclusive class.

3.7 Pilot Study

The questionnaires were pre-tested in a sample of purposively selected teachers who were not used in the main study. The purpose of pre-testing was to help the researcher to establish validity and reliability of the instruments. This was for
instance to ensure that all questions were clear and had the same meaning to all respondents, the space to write responses was sufficient, and also to assess the time taken to administer the instruments.

3.7.1 Measure of Reliability

Reliability of the study instruments was assessed by estimating the degree to which the same results were obtained with a repeated measure of accuracy of the same concept in selected respondents. Reliability of measurement concerns the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho, 2009). School head teachers and teachers from four schools that were not to be used in the main study were selected to pre-test reliability. Second re-test was done with the same respondents after two weeks (Mugenda and Mugenda, 1999) in order to give a comparison of answers two pre-test and improve the questions. Completed questionnaires from the two trials were analysed manually and spearman rank order correlation was used compute the correlation coefficients (r). After piloting the head teacher’s questionnaire correlation coefficient (r) was 0.78 and the teacher’s questionnaire correlation coefficient (r) was 0.81.

3.7.2 Content Validity

The degree to which results obtained from the study actually represent the real phenomenon was ensured by pilot study, which helped in improvement of the data collection instruments. The questionnaires were also discussed with supervisors other professionals in education sector and their recommendations were adopted in the final questionnaires. Random selection of schools and respondent teachers within the schools also ensured that the information collected was representative of the target population in the district and by extension similar districts in the country.
3.8 Data Collection Procedures

A permit for data collection was acquired from the permanent secretary of Ministry of Education before data collection. In the school, the head teacher was explained the purpose of the study and its importance in education sector in Kenya. Two teachers from lower primary and two from upper primary were randomly selected also explained the background of the study and issued with the questionnaires and instructions. The respondents were given a period of one week to fill the questionnaires. By end of the first week, about 50% of the questionnaires had been returned. The respondents were reminded by telephone calls or emissaries. After one month, a satisfactory 66% (89 out of 135) of the questionnaires had been returned. This included 62 teachers and the 27 head teachers.

3.9 Data Analysis and Presentation

Questionnaires were screened for accuracy and completeness by checking and making sure that all the questions touching the objectives were answered. Code frames were prepared for the open-ended questions which were randomly coded by selecting ten questionnaires from head teachers and fifteen questionnaires from teacher’s respondents. Manual editing of the questionnaires ensured that the information was in the correct format for data entry. This included checks on the presence of missing response, leading zeros in quantity fields and full details of sample point. Data was recorded in SPSS version 20. The data was then comprehensively edited in SPSS to ensure logical consistency of the information as well as completeness. Any discrepancy revealed was checked against the original questionnaire. Descriptive statistics were carried out for the various variables (i.e. both quantitative and qualitative).
3.11 Logistical and Ethical Considerations

The researcher sought permit from the Ministry of education to conduct research in the district. When distributing the questionnaires to the sampled respondents the researcher ensured the subjects remained anonymous. Cover letters were affixed to the questionnaires explaining the nature of the study and assuring the respondents of confidentiality.
CHAPTER FOUR
RESULTS, DATA ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings based on objectives of the study. These objectives were:

1. To investigate types of special need pupils in public primary schools in Mwea East District.
2. To determine teachers’ challenges in implementing inclusive education in Mwea East District.
3. To find out the resources needed in implementation of inclusive education in Mwea East District.
4. To determine performance of pupils with special needs in Mwea East District

The study adopted descriptive survey research design and targeted all the head teachers and teachers in Mwea East district in Kirinyaga County.

4.2 Background of the Respondents

The eighty nine (89) teachers who returned the questionnaires included 62 teachers and 27 head teachers. The head teachers also taught subjects in the schools and therefore also gave information about types of special needs, resources limitations, challenges and performance of special need learners. Majority of the respondents were upper primary class teachers especially in consideration that head teachers also teach upper primary classes. This information is presented in Table 4.1 below.
Table 4.1: Distribution of the respondents in categories of classes

<table>
<thead>
<tr>
<th>Classes taught</th>
<th>Frequency</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower primary</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Upper primary</td>
<td>46</td>
<td>52</td>
</tr>
<tr>
<td>Head teachers</td>
<td>27</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>89</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.2.1 Subjects Taught by Respondents

The respondents taught different subjects offered in the public primary schools in the district. Primary school teachers in Kenya teach different subjects and therefore the tally of the number of teachers teaching a subject is higher than the number of respondents as shown in Table 4.2. Most of the respondents teach combinations of science and mathematics, English and social studies, Swahili and CRE.

Table 4.2: Subjects taught by respondents

<table>
<thead>
<tr>
<th>Subject taught</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>17</td>
</tr>
<tr>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>18</td>
</tr>
<tr>
<td>Science</td>
<td>27</td>
</tr>
<tr>
<td>Social Studies</td>
<td>14</td>
</tr>
<tr>
<td>C.R.E</td>
<td>15</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>26</td>
</tr>
<tr>
<td>P.E</td>
<td>2</td>
</tr>
<tr>
<td>P.P.I</td>
<td>15</td>
</tr>
</tbody>
</table>
4.2.2 Academic Qualification and Special Education Training

All respondents have professional qualifications to teach primary school level as indicated in Table 4.3. A quarter of them are qualified to teach secondary level since they have attained a Bachelor of Education Degree but have not secured deployment by Teachers Service Commission thus they remain in primary schools. However, 60% of them have no training on special education or handling inclusive education classes although almost all teachers (94%) have heard about inclusive education from different sources as presented in Figure 4.1. Lack of special education training is a major drawback in implementation of inclusive education since teachers are the focus of the classroom instruction activities and curriculum delivery (Jonsson, 1994). For a teacher to implement inclusive education effectively he/she requires information that could broaden their understanding and appreciation of learners with special education needs (Mcdonnel, 1997). Therefore at any given time, 60% of teachers would not be effectively teach learners with special needs in the district.

Table 4.3: Teachers’ qualification in sampled primary schools in Mwea East District

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education</td>
<td>15</td>
<td>24.2</td>
</tr>
<tr>
<td>Diploma in Education</td>
<td>14</td>
<td>22.6</td>
</tr>
<tr>
<td>Primary Teacher 1</td>
<td>26</td>
<td>41.9</td>
</tr>
<tr>
<td>Primary Teacher 2</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>ATS 1,2,3,4</td>
<td>5</td>
<td>8.1</td>
</tr>
</tbody>
</table>
4.2.3 Schools Inclusive Education Policy

An inclusive policy for a school should be a concise formal statement of principles which indicate how the school will act in area of its operation in relation to provision of inclusive education. A policy provides stakeholders of the school with the formal way of operating in relation to inclusive education. The results show that 56% of the head teachers who responded had a school policy on inclusive education as shown in Figure 4.2. This implies that many schools in the study district do not have an inclusive education policy which should act as a guide to the educator and other stakeholder in the implementation of inclusive education. Therefore the government policy on inclusive education has not been cascaded to many schools which are the agents that should implement the policy.
Figure 4.2: Schools with a Policy on Inclusive Education

Two types of policy statements were reported by different head teachers whose schools had an inclusive policy as presented in Table 4.4. The policy statements are in line with Kenya Special Needs Education (SNE) framework policy statements “Enforce equal access and inclusion of persons with special needs and disabilities in education and training programmes at all levels” (MoE, 2009).

Though most schools were reported to have an inclusive education policy the respondents had a different perception of what it means. Table 4.4 below shows the perceived meanings of inclusive education policies in different schools by the respondents. Nineteen percent of the respondents reported that their school inclusive education policy stated no discrimination based on disability in a learning environment and 37% reported that their inclusive education policy stated education for all.
Table 4.4: Perceived meaning of inclusive education policies in different schools.

<table>
<thead>
<tr>
<th>Perceived meaning of inclusive education policy</th>
<th>Freq.</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No discrimination based on disability in a learning environment</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Education for all</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>No policy</td>
<td>12</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

4.3 Types of Special Needs Pupils in Public Primary Schools in Mwea East District

According to Stubbs (2008) and Mwaura and Wanyera (2007), learners with special needs are vulnerable to discrimination, marginalization, isolation and exclusion to education. This suggests that there are many special need pupils enrolled in primary schools in Mwea East district. According to the findings of this study special needs pupils enrolled in primary schools in Mwea East district include orphaned and vulnerable children, children with disabilities, children with HIV/AIDS, out of school youths, children from streets, adolescent mothers and children discriminated because of gender, culture and religion. This information is presented in Figure 4.3. This information corresponds with Abbrings and Meijer (1994) that many students with similar disabilities are enrolled in regular schools worldwide. It is therefore important to implement the special needs education policy to ensure effective learning of these learners.
All the respondents reported there were learners with special needs in their schools. From the information gotten from the head teachers questionnaire it was reported that special needs population was low in primary schools in Mwea East District. The analysed data revealed seven main types of special need learners as reported by the respondents. According to Seven main types of special need learners were reported by the respondents. Out of the total number of special needs pupils, they were classified according to the following percentages namely; orphaned and vulnerable children (31.3%), children with disabilities (12.5%), children with HIV/AIDS (17.2%), out of school youths (7.8%), children from streets (20.3%), adolescent mothers (4.7%) and children discriminated because of gender, culture and religion (6.2%). This is a challenge because to accommodate each type of special need requires different learning and instructional needs. Different exceptionalities have different learning and instructional needs. Accommodating these different needs can be a challenge. At the same time, it is important to keep in mind that children are not
only learning, but they are rapidly developing over their 8 years in school. This includes physical, social, emotional and cognitive development. For example, children with learning disabilities may need intensive and specialized instruction to address reading difficulties which can best be delivered outside of a normal classroom. But the reading disabled child may be developing normally with respect to their physical, social, emotional, and cognitive growth. Children who are developmentally delayed, autistic, or who lack appropriate social skills may benefit from the modelling that takes place in a regular classroom. At the same time techniques such as Intensive Behavioural Intervention, an instructional technique that can have dramatic benefits for children with autism cannot be delivered in the regular classroom.

4.4 Special needs Student’s Challenges Encountered by Teachers in Implementing SNE

Table 4.5 below presents the Special needs student’s challenges encountered by teachers in implementing SNE

Table 4.5: Challenges faced by teachers in implementing SNE

<table>
<thead>
<tr>
<th>Special needs student’s challenges</th>
<th>Responses (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barriers related to diversity e.g. socio economic factors.</td>
<td>17</td>
<td>40.5</td>
</tr>
<tr>
<td>Intellectual barriers (Low intelligence).</td>
<td>13</td>
<td>31.0</td>
</tr>
<tr>
<td>Behaviour disorders.</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Learning disabilities e.g. dyslexia, dyscalculia, perceptual disabilities.</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>42</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The head teachers reported that challenges related to diversity such as social economic factors are the greatest students’ challenges encountered by teachers in their schools which comprised of 17 (40.5%) as revealed in Table 4.5. This is in contrast to a national-wide study in 27 schools by Mwangi (2013) in which socio-economic challenge was ranked third after poverty and absenteeism. In Mwangi (2013) poverty was considered separately but since it is a socio-economic factor, the results in principle agree with this study that the socio-economic factor is the biggest challenge to educators in implementation of SNE. Other challenges faced by teachers in implementing SNE are presented in Table 4.5 which include Intellectual barriers (Low intelligence) constituting of 13 (31.0%), behaviour disorders comprising of 6 (14.3%) and Learning disabilities e.g. dyslexia, dyscalculia, perceptual disabilities which comprised of 6 (14.3%).

4.5 Category of Special Needs Learners Effectively Catered for in Schools

Table 4.6 below reports the category of special needs learners whom the head teachers are able to cater for effectively. The head teachers ranked orphaned and vulnerable children as the special needs cases which their schools can best cater for. This probably because the orphaned and vulnerable children are also the highest number of special need cases in the schools and they don’t have learning disabilities.
Table 4.6: Category of special needs learners effectively catered for by head teachers

<table>
<thead>
<tr>
<th>Special need</th>
<th>Response</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orphaned and Vulnerable Children</td>
<td></td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td>Children with disabilities</td>
<td></td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Out-of-school youth</td>
<td></td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Adult learners</td>
<td></td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Children discriminated because of gender, culture and religion</td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Children from streets</td>
<td></td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Children with HIV/AIDS</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Adolescent mothers</td>
<td></td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>27</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.6 above shows 9 (33%) of the respondents reported that orphaned and vulnerable learners are the ones they can cater for the best, 5 (19%) reported that they would cater for children with disabilities better, 4 (15%) reported that they cater best for out of school youth and 3 (11%) reported that they cater for adult learners more effectively. Learners discriminated because of gender, culture and religion and children from the street was reported by 2 (7%) of the respondents while children with HIV/AIDS and adolescent mothers was reported by 1 (4%) of the respondents respectively.
4.6 Challenges Faced in Implementation of Inclusive Education

The researcher sought to understand the challenges that teachers faced as they implemented inclusive education. Table 4.7 shows teachers’ challenges in implementing inclusive education as reported by the respondents.

Table 4.7: Teachers’ challenges in implementing inclusive education as reported by the respondents

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate facilities.</td>
<td>10</td>
<td>33%</td>
</tr>
<tr>
<td>Inadequate skills and knowledge.</td>
<td>9</td>
<td>30%</td>
</tr>
<tr>
<td>Low involvement by parents.</td>
<td>8</td>
<td>27%</td>
</tr>
<tr>
<td>Negative attitude from teachers.</td>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>Age of special need pupils.</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Table 4.7 indicates that 10 (33%) of the respondents observed that inadequate facilities such as few classrooms was the greatest challenge to the implementation of inclusive education. The existing facilities lack the basic technical training devices (e.g. Braille, typewriters, hearing aids, specialized play materials). This study agrees with a study by Muchiri and Robertson, (2000) and Oriedu,(2003) who observed that school buildings are not accessible, making it difficult for students with physical disabilities to attend.

Inadequate skills and knowledge was reported by 9 (30%) which postulates that teachers teaching inclusive classes do not have sufficient skills and knowledge to teach both regular and special education learners in the same class because majority
of the teachers were not trained to teach special needs pupils. Inadequate number of SNE teachers has resulted to SNE learners to lack the specialized care they need. The other challenges include Low involvement by parents comprising of 8 (27%), negative attitude from teachers which constituted of 2 (7%) and age of special need pupils constituting of 1 (3%).

The findings are in agreement with those of Kalabula and Mandyata (2003) and Katwishi (1988) who pointed out that there were no specialist teachers in most institutions in Africa to provide advisory services that would assist ordinary teachers with managing the learners with special needs who were being included in ordinary schools.

4.7 Frequency of Parents Visits to SNE Pupils

Most of the respondents reported that parents rarely visit school as presented in Table 4.8. Most of the parents were less concerned about the progress of their special need pupils as they rarely visited the schools. This suggests that parents are not involved in their special needs education and learning.

<table>
<thead>
<tr>
<th>Response choice</th>
<th>Frequency</th>
<th>Per cent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>48</td>
<td>77</td>
</tr>
<tr>
<td>Never</td>
<td>10</td>
<td>16</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Only a paltry 4% of parents visit schools. This corresponds with low involvement of the parents in their children school work as presented in Table 4.9. Low involvement of parents makes learning process hard especially for special needs pupils since education is a continuous process. Parents are a central resource as primary care givers of their children in the education system. Parents are considered partners with teachers and other professionals in ensuring appropriate education for children (Engelbrecht et al. 2005).

### Table 4.9: Involvement of Parents in their Children’s School Work

<table>
<thead>
<tr>
<th>Response choice</th>
<th>Frequency</th>
<th>Percent %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>Moderate</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>62</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Results also showed that a small percentage teachers (2%) have negative attitude against inclusive education which can hindered its implementation although this may not have a big impact since it’s just a small percentage. The success of the inclusive program depends among others on the attitudes of the classroom teachers towards the children with special needs (Anotonak and Larrivee, 1995 and Zalizan, 2000). Teachers are likely to have negative attitudes towards special need pupils since majority of the teachers are not trained to handle inclusive classes.
Lastly, 3% reported that special needs pupils were older than their regular counterparts in the classroom; some of them were indisciplined and did not want to be punished because they felt that they were grownups.

4.8 Resource needs in Implementation of Inclusive Education in Mwea East District

The term resources refers to material and human resources available within the school or given to schools from the district education offices. Resources should increase the range of options for a range of identities and differences in schools.

4.8.1 Infrastructure for Special Needs Education in Schools

According to Dyson and Forlin (1999) inclusive education requires a certain degree of capital investment (in building and equipment) and even greater degree of investment in human resources (Educators, Managers and administrators). Inclusive education practices accept learners without any discrimination. The education opportunities of learners with SEN are maximized when these learners receive classroom support; their teachers have relevant skills and resources needed to handle an inclusive class. The researcher sought to know whether there were adequate resources in the regular school for successful implementation of inclusive education.
The finding shows that 45 (72.6%) respondents stated that their schools do not have toilets with ramps for disabled pupils. In most schools, there were no structural modifications made such as ramps and assisted toilets so students with physical impairments depend on peers for accessing the toilets. This indicated how learners with disabilities are excluded from gaining access to buildings. Ramps and slopes should be built wherever necessary to ensure accessibility, especially for wheelchair users. The toilets should be made user-friendly. Most disabled children in the school should be able to move independently in the school compound and in the classrooms.

Fifty six respondents (90.3%) stated that their schools lack special need resource rooms. Lack of resource rooms indicates that there are no specialized learning materials for pupils with special education needs. This makes it a challenge as they
compete unfavourably with the regular learners. For successful implementation of inclusive education in the schools, each learner’s needs are supposed to be met through adaptation of equipment, specialized instructions and personnel (Kaufmann 1995).

Fifty five (88.7%) of the respondents reported that their schools had no adapted playgrounds. The school should be adapted to ensure accessibility of children with disabilities within the compound and in the school building. Infrastructure that is meant to address needs of an inclusive environment are lacking in schools in the study district. These findings mirror the studies by Gichura (1999), Kochung (2003), Muchiri and Robertson (2000) and Oriedo (2003) who noted that school buildings were not accessible, making it difficult for students with physical disabilities to attend. For inclusion to be successful the school environment should be modified to support the learners with special education needs. Teachers, staff and students also help them move around.

4.8.2 Teaching/Learning Materials

Teaching and learning materials are resources that a teacher use in the classroom to support specific objectives as set out in the lesson. They enhance learning and increase learner’s success by allowing the pupils to explore the knowledge independently as well as providing for repetition. Teachers reported availability of some materials for teaching an inclusive class in Mwea East district (table 4.10). Most of the materials were teaching aids that are also useful to normal learners.
Table 4.10: Availability of teaching learning materials for inclusive education in Mwea East District

<table>
<thead>
<tr>
<th>Teaching/learning materials</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>%</td>
</tr>
<tr>
<td>Teaching aids</td>
<td>16</td>
<td>59</td>
</tr>
<tr>
<td>Magnifying lenses</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Large-print textbooks</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Braille writers</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Hearing aids</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings indicate that 51 of the respondents reported that teaching aids such as books, locally available materials, charts, models were available, 20 reported the presence of magnifying lenses in their schools, 18 stated that large-print textbooks were available in their schools and no Braille writers and hearing aids were reported from the sampled schools. This indicates lack of appropriate instructional materials needed for learners with special needs which affects the access to all inclusive education for learners with special needs. The high cost of instructional materials for learners with special education needs makes access to all inclusive education services a challenge as they compete unfavourably with those of normal children. For example, on average educational and instructional materials for a child with visual impairment for primary school could include Braille, cubes for arithmetic board games, thermo form machine, binding and spiral machine and mobility. The findings of this study coincides with a study carried out by Etenesh (2000) that lack of relevant facilities and materials is a major challenge to the implementation of
effective inclusive education in many schools. The finding also concurs with findings by Gethin (2003), Gichura (1999), Kochung (2003), and Oriedo (2003) that existing facilities lack the basic technical training devices (e.g. Braille, typewriters, hearing aids, specialized play materials). Farrant (1989) and EENET (1998) advise that teaching or learning materials should be selected according to the specific needs of the learners. When teachers fail to get such materials they resort to using only blackboards which are not effective for all pupils in inclusive classes. Pupils without learning aids and support materials have their mobility reduced and they feel inferior to their normal pupils. They have to continuously play catch up. With the reason of not being able to hear, see and express themselves properly and writing slower than other children results in many of them failing in examinations.

4.8.3 Finances

The Samalanca Statement and Frame Work for Action on Special Needs Education indicate that a well-structured funding arrangement is desirable for meeting the cost of providing adequate educational services for students with disabilities in inclusive schools. Primary school education in Kenya is mainly funded by the governments. However the funds are usually inadequate and therefore parents and other sources are required to address the deficit. In the studied schools, the bulk of the funding comes from the government as presented in Table 4.11.
Table 4.11: Sources for financial funds for inclusive education in Mwea East District

<table>
<thead>
<tr>
<th>Financial Sources</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Per cent</td>
</tr>
<tr>
<td>Government</td>
<td>18</td>
<td>100</td>
</tr>
<tr>
<td>Development partners</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Parents</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others sources</td>
<td>2</td>
<td>11</td>
</tr>
</tbody>
</table>

The findings indicate that all the respondents reported the government funds for inclusive education. 19.8% reported contribution by development partners, 11.5% reported funding by parents and (3.9%) reported that funding by business companies among other sources. This shows that although the government of Kenya funds the public schools the funds provided are not sufficient to cater for learners with special needs. These finding agree with an observation made by Gachiri (2010) that annually, children with special needs are allocated three thousand and twenty shillings by the government which is two thousand shillings more than what normal children get. However he also noted that this amount is still inadequate and recommended at least eighteen thousand shillings for every child in order to enable them get education that is at par with the mainstream classmates. He further observes that their education requires specialized equipments, trained teachers and institutions that have adequate facilities which make learning easier. The findings
agree with Fisher and Kennedy (2001) findings that in several developing countries financial provision for the education and other need of individuals with disabilities was undertaken largely by the governmental. Inadequate financial provision remains an obstacle to implementation of meaningful programs such as inclusive education in many developing countries. This is reflected by Tirussew (1999) as money constraint to run inclusive education program.

4.6 **Performance of Learners with Special Education Needs in Mwea East District**

The concept of inclusive education is inseparable with promotion of access to education. Access and quality in education can only be achieved if the needs of all the learners are addressed so that each and every learner is allowed an opportunity to succeed (Pinnock and Lewis 2008). With regard to performance 4 (6.3%) respondents reported good performance by, 32(50.8%) respondents reported a fair performance and 27 (42.9%) reported poor performance by special education learners who have been included in a regular classroom as shown in Table 4.12.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>4</td>
</tr>
<tr>
<td>Fairly</td>
<td>32</td>
</tr>
<tr>
<td>Poorly</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>63</td>
</tr>
</tbody>
</table>
Poor performance of learners with special education needs could have resulted due to the individual pupils challenges and teacher challenges because majority of teachers in the district are not trained to handle special classes. According to Landsberg (2005), inclusive teaching require teachers to have systematic and intensive training, either as part of their initial training, or as well-planned in-service training by competent and experienced people. Another reason could be that in most schools the available materials to cater for the difficulties learners with special education needs are inadequate. Inclusive education practices accept learners without any discrimination. The education opportunities of learners with SEN are maximized when these learners receive classroom support; their teachers have relevant skills and resources needed to handle an inclusive class. Teachers should impact changes both socially and academically. Results of this study reveal that, teachers are confident they influence the special needs in these areas as presented in Table 4.13. The respondents reported that 42 (66.7%) pupils with special education needs, showed improvement in social skills, 35 (55.6%) showed improvement in academic skills and 43 (68.3%) showed improvement in communication skills.

<table>
<thead>
<tr>
<th>Improved Performance in</th>
<th>Frequency</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social skills</td>
<td>42</td>
<td>66.7</td>
</tr>
<tr>
<td>Academic skills</td>
<td>35</td>
<td>55.6</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>43</td>
<td>68.3</td>
</tr>
</tbody>
</table>

Table 4.13: Behavioural changes of pupils with special education needs in Mwea East District as reported by the head teachers
The head teachers’ responses on behavioural changes indicated that 66.7% of pupils improved greatly in social skills, 55.6% improved much on academic skills and 68.3% improved much on communications skills. The findings agree with the finding of a study done by Baker, Wang and Walberg (1995) which noted that special education students involved in inclusionary teams made small and moderate gains in academic and social settings. Stainback and Stainback (1995) concluded that inclusion is an appropriate instructional model because students with disabilities are accepted and supported by their peers and other members of the school community while having their educational needs met.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
The main goal of the study was to assess the status and challenges faced during implementation of inclusive education in public primary schools in Mwea East District. The research used descriptive survey design to obtain information needed for the study. Study relied upon primary data collected using questionnaires. A sample of twenty seven public primary schools was selected from the three zones in Mwea East District using the lottery method of simple random sampling technique. In each school the head teacher, two upper and two lower primary school teachers were selected using the purposive sampling technique and were issued with questionnaires.

5.2 Summary of Research Findings

5.2.1 Types of Special Need Pupils in Public Primary Schools in Mwea East District
According to the findings there are different types of learners with special needs in Mwea East District. These include children with one or multiple disabilities, children infected and affected by HIV/AIDS, orphaned and vulnerable children; children discriminated because of gender, culture and religion, adult learners, out-of-school youth and learners from the street. Across the entire sample the most common special needs children are orphaned and vulnerable children as reported by 20 (31.3%) respondents.
5.2.2 Teachers Challenges in Implementing Inclusive Education in Mwea East District

In Mwea East District, the greatest challenge that teachers face as they implement inclusive education is lack of facilities such as adapted toilets, play equipment adapted to the learner with disabilities adapted stair case to facilitate easy access to buildings that are higher. There was also lack of adequate skills and knowledge and lack of adequate cooperation from parents.

5.2.3 Resource Needs in Implementation of Inclusive Education in Mwea East District

Schools in the study district have inadequate resources for teaching inclusive classes. Respondents reported that they do not have adequate teaching/learning materials such as specialized equipment such as hearing aids. The infrastructure were not in condition that can be used by learner with special needs for example; the toilets available do not have ramps to enable learners with disabilities to use.

5.3 Conclusions

From the findings of the study it can be concluded that successful implementation of inclusive education in Mwea East District is hindered by the following:

5.3.1 Types of Special Needs Pupils in Public Primary Schools in Mwea East District

There are different types of learners with special needs in Mwea East District. It was concluded that in order to accommodate the different types of special needs in the same class, special attention should be taken on the different challenges of
individual pupils because each type of special needs has different learning and instructional needs. For example, a child who is deaf may feel isolated in regular classroom and may wish to share communication and social interaction with fellow deaf students. On the other hand, children who are developmentally delayed, autistic, or who lack appropriate social skills may benefit from the modelling that takes place in a regular classroom.

5.3.2 Teachers Challenges in Implementing Inclusive Education in Mwea East District

Teachers in the study district are facing challenges such as in adequate infrastructure, lack of sufficient teaching and learning materials. It was concluded that teachers need to be equipped with adequate knowledge and skills to teach an inclusive class. Parents should also be involvement in their children’s welfare during implementation of inclusive education.

5.3.3 Resource Needs in Implementation of Inclusive Education in Mwea East District

Infrastructure that is meant to address needs of an inclusive classroom is inadequate or completely not available in schools in the study district. In most schools, there were no structural modifications such as ramps and assisted toilets and so students with physical impairments depend on fellow pupils to access the toilets.

The schools in the study district have inadequate instructional materials needed for learners with special needs which affect the access to all inclusive education for learners with special needs. The inadequacy of teaching and learning materials for
learners with special education need makes access to all inclusive education services a challenge as they compete unfavourably with those of normal children.

5.4 Recommendations

The educators have been having difficulties implementing the Inclusive Education. The researcher suggested the following recommendations to the education stakeholders to enable the implementation of inclusive education based on the study objectives.

i. The teachers should be equipped with skills and knowledge that can help them identify different types of special education needs learners in an inclusive class to enable them handle each case of SNE learner without ignoring the challenges of the learners.

ii. The government, parents, non-governmental organizations and any other person involved in the implementation of inclusive education should rehabilitate and adapt the existing schools, classrooms, sanitary and recreation facilities for accessibility by all kind of learners. The government, parents, non-governmental organizations and any other person should provide different types of supportive devices to assist learners with mobility, hearing, communication, sight, writing and sitting. This will provide the learner with special needs with necessary help to move around and be able to function in the school environment.

iii. Parents, teachers, learners and school management committee should be sensitizing on children with special education needs and inclusive education. Parents should also be encouraged to cooperate with the teachers in terms of attending Annual General Meetings and Parent Days in addition to visiting their special need pupils in school to access their performance. The government
should encourage and provide all teachers and other education officers with professional development courses that focus on how to teach an inclusive classroom. This will make the parents, teachers and other educators understand that the learners with special needs can also learn as their normal peers.

5.5 **Suggestions for Further Research**

The researcher wishes to make recommendations for further research on the following:

i. The study needs to be replicated in other districts in the country in order to give a general picture of the challenges being faced in the implementation of inclusive education in the whole country.

ii. Effectiveness of the implementation of inclusive education in public secondary schools

iii. Effects of inclusion on normal learners in an inclusive class.

iv. Parents’ attitudes towards inclusion of children with special education needs in regular schools.
REFERENCES


APPENDICES

APPENDIX I: INTRODUCTION LETTER

Mungai Beatrice Wangari

Department of Educational Management, Policy & Curriculum Studies, Kenyatta University

P.O. Box 43844, Nairobi

Dear Respondent

I am a postgraduate student of Kenyatta University. I would like to collaborate with you in identifying the Challenges Facing Implementation of Inclusive Education in Public Primary Schools in Mwea East District, Kirinyaga County, and the goal of this project is to devise ways and come up with strategies of improving provision of Inclusive Education in the District. I sincerely request for your support through filling the questionnaire provided to you. The information you will give will assist highly in the above goal. The information provided will be treated with utmost confidentiality.

Your contribution and sincerity will be highly esteemed.

Thank you,

Signed………………………….. Date…………………………..

Mungai Beatrice Wangari
APPENDIX II: HEAD TEACHERS’ QUESTIONNAIRE

1. Does your school have a policy on inclusive education?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

2. What are the common cases of special need pupils? (Tick below)

<table>
<thead>
<tr>
<th>Orphaned and Vulnerable Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities</td>
<td></td>
</tr>
<tr>
<td>Children with HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>Children discriminated because of gender, culture and religion</td>
<td></td>
</tr>
<tr>
<td>Adult learners</td>
<td></td>
</tr>
<tr>
<td>Out-of-school youth</td>
<td></td>
</tr>
<tr>
<td>Children from streets</td>
<td></td>
</tr>
<tr>
<td>Adolescent mothers</td>
<td></td>
</tr>
</tbody>
</table>

3. What three things do you consider the biggest challenges for your teacher as they implement inclusive education?

---------------------------------------------------------------------
---------------------------------------------------------------------

4. How would you describe the availability of teaching and learning resources?

<table>
<thead>
<tr>
<th>Teaching/Learning Materials</th>
<th>Head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Teaching aids</td>
<td></td>
</tr>
<tr>
<td>Magnifying lenses</td>
<td></td>
</tr>
<tr>
<td>Large-print textbooks</td>
<td></td>
</tr>
<tr>
<td>Braille writers</td>
<td></td>
</tr>
<tr>
<td>Hearing aids</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX III: TEACHER’S QUESTIONNAIRE

1. Work experience

2. What is your qualification?

<table>
<thead>
<tr>
<th>Bachelor of Education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
</tr>
</tbody>
</table>

3. Do you know about inclusive education? (tick one)

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

4. Do you have pupils with special education needs in your class, how many?

(indicate how many and put a dash if none)

<table>
<thead>
<tr>
<th>Orphaned and Vulnerable Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with disabilities</td>
<td></td>
</tr>
<tr>
<td>Children with HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>Children discriminated because of gender, culture and religion</td>
<td></td>
</tr>
<tr>
<td>Adult learners</td>
<td></td>
</tr>
<tr>
<td>Out-of-school youth</td>
<td></td>
</tr>
<tr>
<td>Children from streets</td>
<td></td>
</tr>
<tr>
<td>Adolescent mothers</td>
<td></td>
</tr>
</tbody>
</table>

5. Have you been trained to handle an inclusive class? (tick one)

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
6. Which challenges do you face when teaching a class with both regular and pupils with special needs? (tick challenges) .................................................................  
..............................................................................................................  
..............................................................................................................

7. How would you describe the availability of infrastructures in your school?

<table>
<thead>
<tr>
<th>Infrastructure</th>
<th>Adequate</th>
<th>%</th>
<th>Inadequate</th>
<th>%</th>
<th>None</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilet with ramps</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water tanks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted stair case</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource rooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adapted playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. How would you describe availability of teaching/learning materials in your class?

<table>
<thead>
<tr>
<th>Teaching/Learning Materials</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
</tr>
<tr>
<td>Teaching aids</td>
<td></td>
</tr>
<tr>
<td>Magnifying lenses</td>
<td></td>
</tr>
<tr>
<td>Large-print textbooks</td>
<td></td>
</tr>
<tr>
<td>Braille writers</td>
<td></td>
</tr>
<tr>
<td>Hearing aids</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX IV: AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-3102571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

NCST/RCD/14/012/679
Date:
7th June 2012

Beatrice Wangari Mungai
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Implementation of inclusive education in public primary schools, Mwea East, Kirinyaga County,” I am pleased to inform you that you have been authorized to undertake research in Mwea East District for a period ending 30th June, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Mwea East District before embarking on the research project.

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

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

Copy to:

The District Commissioner
The District Education Officer
Mwea East District
Kirinyaga County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."
APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Beatrice Wangari Mungai

of (Address) Kenyatta University

P.O.Box 43844-00100, Nairobi,

has been permitted to conduct research in

Mwea East

Location

Central

District

Province

on the topic: Implementation of inclusive education in public primary schools, Mwea East, Kirinyaga County.

for a period ending: 20th June, 2012.

Research Permit No. NCST/RCD/14/012/879

Date of issue

7th June, 2012

Fee received

KSH. 1,000

Applicant’s Signature

Secretary

National Council for Science & Technology