DECLARATION

I hereby declare that this thesis is my original work and has not been presented for a degree in any other university.

Signature………………………….                              Date………………

Waithaka Cecilia Njeri.

We confirm that the work reported in this thesis was carried out by the candidate under our supervision.

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Signature…………………………         Date………………………….

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Kenyatta University
DEDICATION

To my loving family for their confidence in me
ACKNOWLEDGMENT

First, I acknowledge the grace of God for this far He has brought me.

I am indebted to my supervisors, Prof. Karugu and Dr. Runo for their expertise guidance, advice and intellectual input towards this research. Prof. Karugu, I will always be grateful for your support, guidance and patience.

Also appreciated is Prof. Ndiritu for his encouragement and moral support throughout my study, may Almighty God bless you.

Many thanks goes to my husband Kiranga for financial, moral support and encouragement during my low moments, and children especially Eugene for understanding me.
TABLE OF CONTENTS

DECLARATION ................................................................................................................ ii

DEDICATION ................................................................................................................... iii

ACKNOWLEDGMENT .................................................................................................... iv

LIST OF TABLES ............................................................................................................... x

LIST OF FIGURES ........................................................................................................... xi

ABBREVIATIONS AND ACRONYMS ......................................................................... xii

ABSTRACT ..................................................................................................................... xiii

CHAPTER ONE: INTRODUCTION .................................................................................. 1

1.1 Background to the Study ............................................................................................. 1

1.2 Statement of the Problem ............................................................................................ 6

   1.2.1 Purpose of the Study ...................................................................................... 8

1.3 Research Objectives ................................................................................................... 8

1.4 Research Questions ................................................................................................... 8

1.5 Significance of the Study ............................................................................................ 9

1.6 Scope and Limitation of the Study .......................................................................... 10

1.7 Assumptions of the Study ......................................................................................... 10

1.8 Theoretical Framework ............................................................................................ 10

1.10 Operational Definition of Terms ............................................................................ 15

CHAPTER TWO: REVIEW OF RELATED LITERATURE ........................................... 16

2.0 Introduction ............................................................................................................. 16

2.1 Contents of an Individualised Education Programme ........................................... 16
2.2 Importance of IEP in Education of Learners with Physical Disabilities and Hearing Impairment .................................................. 19

2.3 Teachers Level of Training and Experience .................................................. 20
   2.3.1 Teachers Attitude ................................................................................ 23
   2.3.2 Teacher – Pupil Ratio ....................................................................... 25

2.4 Effects of Disabilities on Learners ................................................................ 28
   2.4.1 Attitudes of Learners with Disabilities ............................................. 29

2.5 Multi-disciplinary Team ................................................................................ 30
   2.5.1 Role of Parents ............................................................................... 31
   2.5.2 Administrative Support ................................................................... 33
   2.5.3 Related Service Providers .............................................................. 35

2.6 Learning Environment .................................................................................. 36
   2.6.1 Equipment and Facilities ............................................................... 38
   2.6.2 Teaching/ Learning Resources ....................................................... 38
   2.6.3 Assistive Technology ..................................................................... 39

2.7 Summary of the Gaps Literature Review .................................................... 42

CHAPTER THREE: RESEARCH METHODOLOGY ................................................. 44

3.0 Introduction ................................................................................................... 44

3.1 Research Design .......................................................................................... 44

3.2 Research Variables ..................................................................................... 45

3.3 Study Locale ................................................................................................ 45

3.4 Target Population ...................................................................................... 46
3.5 Sampling Technique and Sample Size ................................................................. 46
3.6 Research Instruments ......................................................................................... 47
3.7 Pilot Study ......................................................................................................... 48
  3.7.1 Validity ....................................................................................................... 48
  3.7.2 Reliability ................................................................................................. 49
3.8 Data Collection Procedure and Logistical Considerations ............................... 49
3.9 Data Analysis .................................................................................................. 50

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION .......... 51
4.0 Introduction ..................................................................................................... 51
4.1 Section One: Bio Data of the Teachers ............................................................ 51
  4.1.1 Gender Distribution of Teachers ............................................................... 51
  4.1.2 Age of Teachers ...................................................................................... 52
  4.1.3 Bio data of the Head teachers’ of the two Schools ................................. 53
4.2 Teachers’ - Development and Use of IEP ....................................................... 54
  4.2.1 Training Level of Teachers’ ...................................................................... 54
  4.2.2 In-service Training of Teachers’ at Schools ............................................ 55
  4.2.3 Teaching Experience .............................................................................. 55
  4.2.4 Teacher- pupil ratio ................................................................................. 57
  4.2.5. Teacher’s workload ................................................................................. 58
  4.2.6. The number of learners’ per class teachers would handle effectively ..... 58
  4.2.6.1. Head teachers’ Voices on Adequacy of Teachers .............................. 59
  4.2.7 Teachers’ Attitude Towards Learners’ with Disabilities ......................... 60
4.3 Learners’- Development and Use of IEP .................................................................61
  4.3.1 Level of Disabilities According to Teachers’ (N = 37) .....................................61
  4.3.2. Head teachers’ View on Learners’ Level of Disabilities ...............................61
  4.3.3 Effect of Disabilities on Learning .................................................................62
  4.3.4 Learners’ Attitude towards Learning .............................................................63

4.4 Learning Environment - Development and Use of IEP .........................................65
  4.4.1 Adaptation of Learning Environment ............................................................65
  4.4.2 Facilities and Equipment ...............................................................................66
  4.4.3 State of the Facilities and Equipment ............................................................67
  4.4.4 Teaching / learning resources – available in both schools .............................68
  4.4.5 Assistive Education Technology ...................................................................69

4.5 Multi-disciplinary Team and the Development of IEP .........................................70
  4.5.1 Administrators’ support ...............................................................................70
  4.5.2 Provisional of Related Services ....................................................................71
  4.5.3 Parental Involvement in Learning Activities ................................................73
  4.5.4 Reasons for parents not being involved in education of their children .............75
  4.5.5 Teachers’ rating of Parental support .............................................................75

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS ........78

5.0 Introduction ..........................................................................................................78

5.1 Establish the influence of teachers on the development and use of IEP ...............78

5.2 Explore the effects of pupils in the special schools on the development of IEP .....78

5.3 Explore the impact of the environment on the development and of IEP ...............79
5.4 Investigate the influence of Multidisciplinary team on the development of IEP ........................................79
  5.4.1 Head teachers .....................................................................................................................79
  5.4.3 Related service providers ..................................................................................................79
5.5 Conclusion of the Study .........................................................................................................79
5.6 Recommendations ..............................................................................................................80
  5.6.1 Teachers ..........................................................................................................................80
  5.6.2 Head teachers ..................................................................................................................81
  5.6.3 Parents .............................................................................................................................81
5.7 Suggestions for Further Studies ..........................................................................................81
References ..................................................................................................................................82
Appendices ..................................................................................................................................90
Appendix 1: Observation Schedule for Teachers .......................................................................90
Appendix 2: Interview Schedule for Head Teachers ................................................................92
Appendix 3: Teachers’ Questionnaire ........................................................................................94
Appendix 4: Interview Schedule for Parents ...........................................................................97
Appendix 5: Map of Kiambu Study Locale ..............................................................................99
Appendix 6: Authorization Letter from Graduate School ...................................................100
Appendix 7: Authorization Letter from MoE .........................................................................101
LIST OF TABLES

Table 3.1: Sample Size ......................................................................................................47
Table 4.1: Gender distribution of the teachers’ in the schools ........................................52
Table 4.2: Bio data of the head teachers’ of the two schools ............................................54
Table 4.3: Professional qualification ................................................................................54
Table 4.4: Teachers’ response on teacher-pupil ratio ........................................................57
Table 4.5: Teachers’ response on workload ........................................................................58
Table 4.6: Teachers’ Response on number of learners they would handle effectively ....58
Table 4.7: Level of disabilities...........................................................................................61
Table 4.8: Teachers’ response on effects of disabilities on IEP ........................................62
Table 4.9: Teachers response on learners’ attitude towards learning ...............................63
Table 4.10: Teachers’ response on adaptation of learning environment .........................65
Table 4.11: Teachers’ Rating of Facilities and Equipment in both schools ......................66
Table 4.12: Teachers’ response on state of facilities and equipment ...............................67
Table 4.13: Teachers’ response on availabilities of teaching/ learning resources.............68
Table 4.14: Teachers’ response on availabilities of assistive technology .........................69
Table 4.15: Teachers’ rating of administrators support .....................................................70
Table 4.16: Teachers’ rating of provisional of related services .........................................72
Table 4.17: Education level of parents .............................................................................73
Table 4.18: Parents’ involvement in learning activities in both schools ............................74
Table 4.19: Teachers’ reason for not involving parent ......................................................74
Table 4.20: Parents’ reasons for not being involved............................................................75
Table 4.21: Teachers’ rating of parent support .................................................................76
LIST OF FIGURES

Figure 1.1: Effective learning through development and Use of IEP for Learners with Disabilities in Special Schools.................................................................13

Figure 4.1: Age group of teachers..............................................................................................53

Figure 4.2: Teaching experience....................................................................................................55
### ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADPD</td>
<td>African Decade of People with Disabilities</td>
</tr>
<tr>
<td>CIPP</td>
<td>Content, Input, Process, Product</td>
</tr>
<tr>
<td>COP</td>
<td>Code of Practice</td>
</tr>
<tr>
<td>EAHCA</td>
<td>Education for All Handicapped Children Act</td>
</tr>
<tr>
<td>EARC</td>
<td>Educational Assessment and Resource Centre</td>
</tr>
<tr>
<td>HI</td>
<td>Hearing Impaired</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individual with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualised Education Programme/Plan</td>
</tr>
<tr>
<td>KISE</td>
<td>Kenya Institute of Special Education</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
</tr>
<tr>
<td>OAU</td>
<td>Organization of Africa Unity</td>
</tr>
<tr>
<td>OFSTED</td>
<td>Office for Standards in Education</td>
</tr>
<tr>
<td>PD</td>
<td>Physical Disability</td>
</tr>
<tr>
<td>PWDS</td>
<td>Persons with Disabilities</td>
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<td>UN</td>
<td>United Nations</td>
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ABSTRACT

The study explored setbacks hindering development and use of IEP in two categories of special schools Joy town school for learners with physical handicaps and Kambui special school for learners with hearing impairments in Kiambu county. Descriptive survey design was used and purposive sampling technique to sample schools and sample size. Data was gathered according to the objectives of the study and subjected to descriptive measures and presented inform of percentages, frequency tables, bar graph and pie chart. The finding indicated that majority of the teachers from both special schools were trained ranging from diploma to masters in special needs educations, but they were inadequate. Majority of the teachers more than half from both schools felt that disabilities of the learners had effect on learning. More than half of the teachers from both schools indicated that the learning environment was not adequately adapted. Facilities and equipment were adequate but old. Head teachers’ support was inadequate according to three quarters of the teachers from both schools. Although both head teachers indicated that the schools involved parents in learning activities of their children, more than half of the teachers refuted involving parents. They indicated that parents were uneducated, ignorant, and poor that is why they were not involving them. Teachers who involved parents as they rated their support as inadequate supported this. The study also revealed that provision of related services were inadequate in both special schools as indicated by both head teachers and more than half of the teachers from the two special schools. The results revealed that teachers in both special schools were not developing IEP hence learners individual learning needs were unmet. Hence, the researcher recommended that head teachers and teachers be inspected frequently, in serviced regularly and increased to reduce teacher- pupil ratio. Parents sensitised on importance of participating in their children education.
CHAPTER ONE

1.0 Introduction
The chapter endeavours to present various aspects that enabled the researcher explore development of IEP in selected categories of special schools and build a case for the study. It is presented through background to the study, statement of the problem, purpose of the study, research objectives, research questions, limitation of the study, theoretical and conceptual framework and operational definition of terms as outlined in each section.

1.1 Background to the Study
The history of legislation in special education in the United State of America (USA), many contend that it was born with the passage of the Education for All Handicapped Children Act (EAHCA, 1975), Eileen and Ilene (2007). EAHCA did not spring from a vacuum it evolved from existence of both special education and the larger society due to grass root organizations composed of both parents and professionals.

The government limited its involvement until 1977 when this Act was enacted into law. In return, of Federal funding, each State was to ensure that children with disabilities received non-discriminatory testing, evaluation and placement in the least restrictive environment and free and appropriate education (Weishaar, 2001).

The Education for All Handicapped Children Act was amended in 1990 to Individuals with Disabilities Education Act (IDEA). It mandated that each student receiving special education should have an Individualised Education Programme (IEP) (US Department of Education, 2000).
According to IDEA, (1997) IEP must have certain information about the child and the educational program designed to meet the child’s unique needs (US Department of Education, 2000). These includes child’s present level of education performance, relevant instructional goals and objectives, specification as to length of school year, progress record, related services if the child requires them, supplementary aids and services, implementation plan projecting dates for services. Children with indiscipline and challenging behaviour could have behaviour intervention as part of their IEP. Finally, the IEP should include evaluation (US Department of Education, 2000).

In UK, the root of IEP is traced back to the 1993 Education Act (Benton and O’Brien, 2001). The Secretary of State for Education issued practical guidelines to Local Education Authority (LEA) regarding their responsibilities towards children with special educational needs. This resulted in a draft of the Code of Practice of 1993, which became the final version Code of Practice (COP) in 1994 (Benton and O’Brien, 2001). The Office for Standards in Education, (OFSTED, 1997) reviews the impact of the Code, after every two years to identify needs, sets specific learning targets and assist teachers in setting suitable programmes of learning. Within COP, IEP is built upon differentiation within the classroom to ensure the child is entitled to access a broad, balanced curriculum, which is relevant (Ormrod, 2006). In both countries IEP is a legal documents supported by IDEA in USA and COP in UK, the schools are therefore provided according to the requirements of IEP. The Office for Standards in Education (OFSTED) has documented improvement in special education in UK and it is largely due to schools’ responses to IEP requirements (Dyson, 1997).
In Africa, many countries are still struggling in provision of quality education to learners with disabilities. For instance in South Africa IEP also refers to as remedial teaching developed by special education teachers in regular schools, as they are moving towards inclusive education. IEP sets personalised goals tailored to the students’ individual learning style and ability. Special educators communicate frequently with parents, social workers, school psychologists, occupational and physiotherapists, school administrators and other educators. However, their major challenge is inadequate specially trained teachers in schools (Higher Education Organization South Africa, 2008).

In Botswana, they also develop IEP in regular schools, as they are moving towards inclusive education. However, studies done by Mukhopadhyay, Nenty and Okechukwu in (2009), observed that there is inadequate qualified teachers to teach learners with special needs. In every school, there is a post called Senior Teacher Advisors for Learning Disabilities (STALDs), the person in charge has to teach the class and assist other teachers who have students with disabilities. Teachers, who participated in the study, emphasised the need to address structural problems to facilitate effective learning. They stated that physical access to school facilities, structural modifications, such as ramps and adapted toilets are found in most schools but in some rural schools, they were not accessible by learners with Physical disabilities. Other challenges included workload due to large class size, and lack of administrative support (Mukhopadhyay et al., 2009).

In Kenya, teachers who train in special education at the Kenya Institute of Special Education (KISE) and other institutions of higher learning, undergo training in
development and use of IEP. These institutions have heavily borrowed from US and UK practice. However, lack of policies supporting IEP is a major setback. Mandatory policies and laws are important in provision of services because they are powerful orders that must be obeyed (Taylor, 2003). Absence on provision of special education policies can be frustrating to teachers, parents, administrators and the public. This is because there is need of mechanisms to determine whether the desired outcomes are achieved. This does not mean that the government has been quiet on special education matters it has set various education commissions, task force, and policies on special education, which have come up with various observations and recommendations on how to improve education for learners with disabilities. From Ominde report of 1964, which recommended teacher training institutions to include a component of special education in their programs. The Koech report of 1999, observed that the school curriculum was inappropriate because it lacked clear policy guidelines and legal status on special needs provisions. Hence, lack of teaching facilities, equipment, services and inadequate trained teachers who use rigid teaching approaches. The Ministry of Education policy on special needs, 2009, also observed that curriculum lacked flexibility in terms of time, learning resources, methodology, modes of access, presentation and content.

The government response to the above is evident through training of teachers on special needs education at KISE, and giving teachers study leaves for higher education programmes, developing curriculum at Kenya Institute of Curriculum Development (KICD) and in management and supervision from the ministry’s headquarters (Ndurumo, 2005).
The break through however came when the Non-governmental community of Africa in cooperation with member States and Governments of the Organisation of Africa Unity (OAU, 2009) declared the first decade of the new millennium (1999-2009) as the Decade for Peoples With Disabilities (PWDs) in Africa. States and governments were required to study the situation of PWDs with a view to formulate measures favouring equalization of opportunities, full participation and their independence in society. They were urged to formulate or reformulate policies and national programs that encourage, full participation of persons with disabilities in social and economic development. Promote efforts that encourage positive attitudes towards children, youth, women and adults with disabilities. Then use United Nation (UN) Standard Rules on the Equalization of opportunities for PWDs, as bases for policy and legislation to protect the interest of people with disabilities in Africa. Then apply all UN and Organization of African Union (OAU) human rights instruments to promote and monitor the right of PWDs, among other objectives (Africa Decade of Disabled Person, 2009).

The African Decade of People with Disabilities (ADPD) resulted in the introduction of the Children’s Act of 2001 that spelt out the right of all children and recognised that education is a human right that every child irrespective of gender, race, religion, custom, tribe or disabilities must enjoy. In addition, People with Disabilities Act of 2003, which is a comprehensive law covering rights, rehabilitation and equal opportunities for PWDs, Chapter 236, (Constitution of Kenya, 2010). The Free Primary Education, 2003 (FPE) removed all levies that previously prevented children especially those from poor economic background from accessing education. The scheme extends to special
education and schools for children with disabilities, through provision of additional funding to meet the needs of these children in schools. Despite the above efforts by the government, lack of support on IEP that is, viewed as the appropriate learning tool for learners with disabilities by Salamanca World Conference on Special Needs Education of 1994 (UNESCO, 1994) to address the above Acts, is a challenge. IEP addresses learners’ individual needs hence extra input is required to make it effective. According to Kamunge report of 1988, resources that should be available to educational institutions include teachers, time, facilities and equipment. The report adds that a beautiful school environment creates good teaching and learning atmosphere management and provision of quality relevant education and training are important (Kamunge, 1988). IEP on the other hand will enable learners with disabilities to learn successfully and participate as the regular learners. The study explored setbacks of development of IEP in schools of learners with physical disabilities and hearing impairment in Kiambu County.

1.2 Statement of the Problem
The education of learners with special needs in Kenya, have experienced enormous growth since the establishment of special schools in the mid 1940’s. The government’s support of education for learners’ with disabilities is evident through training of teachers, developing curriculum at KICD, supporting Education Assessment and Resource Centre (EARC), in management and supervision at the Ministry of Education headquarters and the Free Primary Education (FPE) of 2003 which was extended to special schools. However, this is not enough to provide effective education to learners with physical disabilities and hearing impairment.
These learners go through the same curriculum with their non-handicapped contemporaries, take same National examinations, and compete with them for places in institutions of higher learning and in the competitive world of work and survival. Yet they are not given equal preparedness, majority have limiting factors resulting from their disabilities. This has led to continuous below average performance academically leading to disadvantages in joining secondary schools, institution of higher learning and in the job market. This is supported by mean scores of KCPE results of the two schools for the past four years; Joy town 2011 (196.83), 2012 (182.04), 2013 (195.70) and 2014 (196.83) (headteacher Joy town special school). In addition, in Kambui special school for learners with hearing impairment the results were as follows; 2011 (141.59), 2012 (160.66), 2013 (153.43) and 2014 (157.24) (headteacher Kambui special school). The results indicate that majority of the learners scored below half mark in all subjects in KCPE.

These learners were not graded alternatively because they had disabilities but according to Salamanca Statement and Framework on SNE, IEP can be developed to enhance learning of these learners as it addresses individual learning needs (UNESCO 1994). In other countries, teachers develop Individualised Education Programme for each learner with disability to address the problem hindering the learner to acquire effective learning like the ‘normal’ peers. In South Africa IEP is developed and it is also referred to as remedial teaching as its aims at addressing the areas the learner with disability is experiencing difficulties (Higher Education Organisation of South Africa, 2008). However, this does not seem to be the case in Kenya as majority of learners with physical disabilities and hearing impairment take longer years in schools than their peers in
regular schools and finally when they take National examinations they do not qualify. They end up doing vocational work that is not adequate to support them in life while some become frustrated and ends up being dependent on parents and the communities. This study explored setbacks that could be hindering development of IEP in schools of learners with physical disabilities and hearing impairment in Kiambu, County.

1.2.1 Purpose of the Study
The purpose of the study was to explore setbacks of development of IEP as a teaching/learning tool in special schools of learners with Physical disabilities and Hearing Impaired Kiambu County.

1.3 Research Objectives
The objectives of the study were to:

i. Establish the influence of teachers on development of IEP in the special schools of learners with physical disabilities and hearing impairment in Kiambu County.

ii. Explore the effects of pupils in the two special schools on development of IEP.

iii. Explore the impact of the learning environment on development of IEP in the two categories of special schools.

iv. Investigate the influence of multi-disciplinary team on development of IEP in the special schools of learners with physical disabilities and hearing impairments.

1.4 Research Questions
i. How do teachers influence development of IEP in the special schools for learners with physical disabilities and hearing impairments?
ii. How do pupils affect development of IEP in the special schools of learners with physical disabilities and hearing impairments?

iii. What is the impact of the learning environment on development of IEP in special schools of learners with physical disabilities and hearing impairments?

iv. What is the role of the multi-disciplinary team in development of IEP in the two categories of special schools?

1.5 Significance of the Study
The findings of the study may be beneficial to the pupils if setbacks hindering development of IEP are addressed. This would lead to effective learning as each learner is individually leading to equal preparedness and equal opportunities with their peers without disabilities. Parents would also benefit, when their children acquire effective education, as they would become independent in life. The other beneficiaries would be the school, because pupils would complete their school course in the expected duration hence reducing teacher-pupil ratio and over stretching of facilities and equipment. The communities where these learners come from might also benefit from the study, as these learners become independent they would also contribute to the economic growth of their communities and the country at large through paying tax. The study may also be useful to the ministry of education through formulation of policies to improve education of learners with disabilities. Scholars might also benefit as the study may form a base for further research works.
1.6 Scope and Limitation of the Study

The study was limited to special schools of learners with physical disabilities and Hearing impairment in Kiambu County. The study was also limited to exploring challenges in developing and using IEP for learners with physical disabilities and Hearing impairment. The study was limited to teachers and head teachers of learners with Physical disabilities and Hearing impaired in Kiambu County. The study had challenges of sampling parents as the researcher used parents who showed interest in the study, hence the sample size was small which could compromise the results. Kiambu County is vast with the two special schools far apart which affected data collection procedures.

1.7 Assumptions of the Study

- That teachers of learners with physical disabilities and Hearing impairment could be facing challenges completing the syllabus and developing IEP
- That teachers in the two special schools may be working together with parents of learners with disabilities in development and use of IEP.
- That parents in both schools would willingly provide useful data on development and use of IEP.

1.8 Theoretical Framework

The study was guided by Daniel Stufflebeam, model of evaluation developed in 1960. The model uses four aspects of evaluation to establish and provide useful information for judging decision alternatives on how to improve the worth of an educational programme or assist in improvement of policies. The aspects are Content evaluation, Input evaluation, Process evaluation and Product evaluation (CIPP).
The model is relevant to the study in that like the CIPP model developing and using the IEP requires evaluation in all stages. According to Stufflebeam (1960), Content evaluations identifies assessment needs then use them to develop a programme. In IEP special education teachers and the multi-disciplinary team meets to identify the child’s educational needs. Which are referred to as the present levels of performance or the child’s strengths and weaknesses (US Department of Education 2000). The information assists to develop a teaching programme that represents those needs.

Input evaluation according to Stufflebeam (1960) seeks to examine whether strategies, activities and procedures put in place are working in the intended way. In developing IEP the special education teacher works together with the multi-disciplinary team to examine whether specially designed instructions, related services, suitable learning environment, facilities and equipment are working as intended (US Department of Education, 2000). Input evaluation guides IEP in selecting best alternatives to achieve goals and objectives of the programme.

Process evaluation is a continuous assessment of the implemented plan of the programme, Stufflebeam (1960). While in IEP, it is a formative evaluation as it examines whether plan of activities continues as scheduled. Process evaluation identifies barriers and challenges of a programme, like why short-term goals are not achieved. Process evaluation is important as it guides the IEP team in making decisions to modify the programme.
The fourth aspect of the CIPP model is product evaluation to assess whether the programme achieved the planned outcome. In IEP, it is summative evaluation as it assesses whether the programme achieved its goals of developing IEP according to the needs of the learner. The CIPP model provides an organising framework of IEP evaluation every stage Stufflebeam (1960)
1.9 Conceptual framework

**Teachers**
- Trained
- Experience
- Teacher-pupil ratio
- Positive attitude

**Multi-disciplinary team**
- Supportive Administrator
- Supportive parents
- Related service provider

**Learning environment**
- Adapted learning environment
- Adequate good states facilities
- Learning resources
- Assistive devices

**Learners**
- Positive attitude
- Moderate disabilities

**Content evaluation**- Assess child to identify strength/weakness.
**Input evaluation** – strategies/activities/services
**Process evaluation**- progress of the program
**Product evaluation** – Achieved goal

Development of IEP

**Figure 1.1:** Development of IEP for Learners with physical disabilities and hearing impaired in Special Schools.

**Source:** Researcher’s interpretation from the theoretical framework and literature review 2014.
The conceptual framework shows the relationship between the independent and dependent variables of the study as shown in figure 1.1. The independent variables of the study are the inputs that are required for development of IEP in special schools. These are teachers trained in special needs education, experienced with positive attitudes towards learners with disabilities and adequate to reduce teacher-pupil ratio. Multi-disciplinary team that is, supportive consisting of the school administrator, parents and adequate related service providers. The learning environment, that is adapted, with adequate facilities and equipment, which are in good state. Learners as the recipients should have positive attitudes towards learning. These variables pulled together leads to content evaluation that is assessing the learners’ needs to identify strengths and weakness. Input evaluation that is strategies, activities, and services to overcome identified needs. Process evaluation to identify success or challenges of the programme to make decision on how to modify the programme, product evaluation assess whether the programme achieved the desired goal that is development of IEP.
1.10 Operational Definition of Terms

Assessment - Process of gathering information, for Identification, provide special services to learners.

Assistive Technology Device - Any item, piece of equipment or product system whether acquired commercially, modified or customised that is used to increase, maintain or improve the functional capabilities of a child with disability.

Disability - Functional limitation for performing tasks, skills and behaviour

Evaluation - Measuring achievements

Explore – Examine thoroughly in order to find out about something

Functional skills - Skills that are useful in everyday living.

Hearing impaired - A general term used to describe all levels of hearing loses ranging from mild to profound.

IEP - It is a written document detailing the individual learning needs of a learner, special education and related services provided to overcome those needs

Intervention – Designing strategies to help/assist learner to improve in their learning

Model - An organising framework that guides a programme

Multidisciplinary Team - Members of various professions who work independently, but exchange their findings about a case of an individual learner with special needs in education.

Physical disabilities - Incapacity to function normally, caused by a bodily defect or injury

Prostheses - Artificial devices replacing damaged body parts.

Setbacks - Challenges
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction
The researcher reviewed relevant literature under the following subtopics: Importance of IEP in education of learners with special needs. Contents of the IEP, teachers’ that is, their training level and experience, attitudes towards learners with disabilities and teacher- pupil ratio. Effects of disabilities on learners with special needs and their attitudes towards learning, participation of Multi-disciplinary team in learning activities of learners with special needs, consisting of school administrators, parents and related service providers. The learning environment in special schools its adaptation, facilities and equipment, teaching/ learning resources and assistive technology.

2.1 Contents of an Individualised Education Programme
According to IDEA (1997) IEP must include certain information about the child and the educational programme designed to meet the child’s unique needs (US Department of Education 2000). The IEP states how the child is currently doing in school, referred to as present level of education performance. Present level of performance usually comes from evaluation results, such as classroom tests and assignments, observations made by parents, teachers, related service providers and other school staff (Eileen and Ilene 2007). Observations are made in gross and fine motor skill, pre-academic, academic, self-help, social, playing, behaviours and receptive and expressive language. Present level of performance help in identifying child’s strengths and weaknesses.
Long-term goals are supposed to be goals that the child can reasonably accomplish in a year (US Department of Education, 2000). They are broad measurable general statements about what is expected of the child. Goals set are academic or functional, academic goals include letter identification, spelling, counting, writing, reading and any other class subject including mathematics. While functional goals include activities of daily living like tying shoes, toileting, bathing, feeding self and any area that helps the child function as independently as possible (Patterson, 2005).

The IEP also includes a list of short-term objectives, which are mini-programme steps by step learning that enables the child to achieve the designated long-term goals (Kamens, 2004). Short-term objectives focus on skills or behaviours measurable within a few weeks. The IEP also includes a progress record, which the teacher can transfer to a chart to bring it to focus. Lack of progress in the child leads to change of programme to improve the performance (Fuchs and Fuchs, 2006). Related services are also included in the IEP if the child requires them. They include speech therapy, occupational or physical therapy, interpreter, medical services like nurses, orientation and mobility. Parent counseling and training to help them support the implementation of their child’s IEP and rehabilitation among others (Downing, 2005). Programme modification techniques are also stated, which includes modifications to the content of the programme and lowered success criteria for academics. The supplementary aids and services such as assistive technology are also included (Schwartz, 2005). In addition, the IEP contains a description of how these services are provided. Activities based or naturalistic intervention embeds the specialised instructions required by the learner in the ongoing activities in the
classroom (Schwartz, 2005). Rather than removing, a child from the classroom, related services like the physical therapist joins the class during outdoor playtime and works with the child. This type of naturalist intervention is effective than pull-out type of therapy services (Downing, 2005).

Implementation plan is another content of the IEP it projects dates for services commencements and stopping dates for each service prescribed for a child. There are two reasons for timeline mandate to ensure that no child is left waiting indefinitely for services essential to the progress. It also prevents special services from pre-mature termination (Mercer and Mercer, 2004).

According to IDEA (1997), children with indiscipline and challenging behaviour could have behaviour as part of IEP (US Department of Education, 2000). The behaviour plan is based on Functional Behaviour Assessment (FBA) (Meese, 2001). The purpose of FBA is to determine the challenging behaviour. The behaviour plan includes positive behaviour support strategies.

Finally, the IEP should include evaluation, which is a statement of accountability done once a year. Evaluation is done to determine if objectives are met. Valuations are based on specifically described procedures such as test scores and written observations. The special school profile provides both ongoing assessment and programme evaluation (Feldman, 2000).
For proper development and implementation of IEP the contents should be followed hence lack of adequate trained teachers, inadequate facilities and equipments to support IEP, high teacher-pupil ratio and lack of multi-disciplinary team support are setbacks to IEP.

### 2.2 Importance of IEP in Education of Learners with Physical Disabilities and Hearing Impairment

The IEP is a kind of blueprint for providing early intervention services. It is a written document negotiated by members of the IEP team detailing special education and related services to be provided to a learner with special needs (Katsiyannis and Maag, 2001). The IEP is also part of the dynamic planning processes that shape a school’s response to the educational needs of its pupils (Dyson, 1997). In all cases, the IEP is tailored to the individual student’s needs identified in the evaluation process. The IEP help the teachers and related service providers understand the student’s disability and its effects on the learning process (Katsiyannis and Maag, 2001). The IEP creates an opportunity for teachers, parents, school administrators, related services personnel providers and students when appropriate to work together, to improve educational results for children with disabilities.

The IEP is the corner stone of quality education for each child with disability, because the team members work towards the student’s unique needs. These individuals pull knowledge, experience and commitment to design an educational programme that will help the student be involved in and progress in general or in special curriculum. The IEP guides the delivery of special education and support services for student with disability
The IEP is intended to help the child achieve educational goals more easily than otherwise would, (Kamens, 2004). The IEP describes how the students learn, how they demonstrate that learning and what teachers and service providers will do to help the student learn more effectively. It also enables the learner to have specialised assistance only when it is necessary and maintain the freedom to interact with and participate in the activities of his or her school peers.

2.3 Teachers Level of Training and Experience
In a study done by Kinyanjui (1994), the caliber of teachers in any school form important input variables, which can have tremendous impact on school outcome. This implies that teachers’ formal qualification, experience, motivation, creativity, interaction with learners greatly influence academic and skill acquisition in a school.

The major challenges facing education provision in Kenya is teacher quality. Quality of education takes into consideration the important factors influencing the process of education aimed at inculcating desired values and skills (Andrew, 2006).

In the past, teachers were treated as semi skilled workers unable to make responsible decisions about their practice both in the industrialised and less industrialised countries. They were required to follow instructional prescriptions and highly scripted and rigid teaching procedures, as their training approaches were considered inadequate (Weishaar, 2001).
Teachers are supposed to become reflective practitioners who use active learning approaches in their classrooms. To enable students learn through problem solving critical dialogue, inquiry and use of higher order thinking skills. Hence, teachers must learn and improve in professional development programmes (Fisher and Kennedy, 2001).

To be effective in their work teachers require quality training and an enabling environment for operating their skills. In addition, a supportive policy framework for professional growth put in place (Lewis, 2005). In Cuba for instance teachers within their schools, or cluster of schools, learn, process, reflect and improve through collaboration and mutual support, as a way of teacher empowerment (Weishaar, 2001).

Although assessment services in Kenya are provided at the Education Assessment and Resource Centre (EARC), it is only for identification and placement of the child at the appropriate school. The child is left in the hands of teachers. They can decide to assess the child again for placement in a suitable class or grade and present level of performance. In developing an IEP the learner is assessed in all areas related to the known disabilities, simultaneously considering ability to access general curriculum and how the disability is affecting the students learning. Then formulate goals and objectives that correspond to the needs of the student (Male and Dawn, 2007).

Teachers with minimum qualifications are unfamiliar with the right practices, they are unsure of how to develop and use IEP. They lack confidence of approaching parents and other stakeholders to form multi-disciplinary team (Billingsley, 2005). In addition, IEP should state programme modification techniques if they are required, which includes
modifications to the content of the programme. Such as lowered success criteria for academics, increased emphasis on daily living skills and decreased alternative state assessments, such as off-grade level assessment (Downing, 2005). The teacher should also provide classroom accommodations, these services allow students to receive information or demonstrate what they have learned in ways that work around their impairments, minimizing the likelihood of a significant disability. These accommodations may include provisions such as preferential seating, giving oral rather than written quizzes, alternative or modified assignments and extended time for test (Schwartz, 2005).

There is inadequate provision of trained teachers in SNE and other personnel. Most of these personnel lack adequate skills and knowledge for effective service delivery (Ministry of Education Policy on Special Needs, 2006).

The Task Force on Special Education of 2003 also found that 80% of teachers working with children with special needs in education were not trained in SNE. Lack of trained SNE teachers, was noted as a critical issue affecting the provision of special needs educational services (Ministry of Education Science and Technology, 2003).

A survey conducted by KISE in 1989, on the training needs of teachers in special schools and programmes in Kenya, to establish the level of training, gender and type of training in the special schools revealed that, a good number of trained teachers had an effect on quality provision of education to learners (Ministry of Education Science and
Technology, 2003). The study sought whether teachers’ level of training was a setback to development and use of IEP.

2.3.1 Teachers Attitude

The school experiences of students with disabilities can be positively or negatively influenced by the attitudes and behaviours of students, staff and school general policies. Teachers’ attitude affects the atmosphere of learning and influence whether students with limited abilities receive equal preparedness in education (Agbenyega, 2005).

Individuals with disabilities are often stigmatised, encountering attitudinal and physical barriers in both work and daily life. In America, individual with disabilities Act of 1990 protects the inherent right of individual with disabilities, but that legislation cannot always protect them from subtle forms of discrimination and prejudice (Pierangelo and Giuliani, 2004).

Recent research suggests students and teachers possess some negative attitudes towards students with disabilities. They also view individual with disabilities as different and inferior to individuals without disabilities (Nowicki and Sandieson, 2000).

Comparing attitudes of various professionals toward students with disabilities Yuker (2004) reported few differences among the attitudes of regular education teachers, special education teachers, administrators and other educators toward students with disabilities but he did not state whether their attitudes tended to be positive or negative. Although, an educator or a student possessing a negative attitude does not necessarily mean they will
act negatively towards students with disabilities. Thoughts and actions are often separate; however, negative attitudes are linked to bias and discrimination (Pierangelo and Giuliani, 2004).

Educators who have negative attitudes toward students with disabilities tend to expect low achievement and inappropriate behaviour from those students (Agbenyega, 2005). Negative attitudes of school personnel and students toward students with disabilities can manifest themselves in a variety of ways. Praisner (2003) observed that the future opportunities for students with disabilities might be hampered by a principal who possesses a negative attitude, particularly if those students with disabilities are prevented or discouraged from competing in regular academic coursework. In addition, teachers who have negative attitudes are often reluctant to teach students with disabilities and often avoid putting extra efforts. Negative attitudes might discourage students with disabilities from pursuing rigorous courses of study, potentially limiting their future career options. Janiga and Costenbader (2002) reported that students with disabilities are often encouraged to pursue vocation education. Students also internalize negative attitudes this affects the behavior, social relationships, education, employment and their health (Yuker, 2004).

Medina and Luna (2004) explored the experience of Mexican- American students enrolled in special education and reported negative educational and personal/ social outcomes. The students reported feeling disrespected by teachers. Moreover, those teachers do not notice derogatory comments directed at them by their peers without
disabilities, hence they did not believe their teachers cared about them. Milsom (2006) also observed that students with disabilities often felt misunderstood by both teachers and peers. The study explore whether teachers’ attitudes were setback to development and use of IEP.

2.3.2 Teacher – Pupil Ratio
Pupil-teacher ratio is an efficiency indicator that shows the level of teacher utilization (Ngware, 2007). The class size indicates the teacher, pupil contact time in a teaching and learning situation, and especially a special school where the teacher has learners of different learning abilities and behaviours (Ngware, 2007).

Small class sizes are associated with effective teaching and learning. They are relatively more manageable with teacher – pupil contact increased. The Draft on Staffing Norms of 2005b puts an optimal size to between 40-45 pupils, beyond which the class size will lead to a decline in performance (Government of Kenya, 2005b). According to the Ministry of Education Policy on Special Education Needs of 2006, there is lack of sufficient trained personnel in special schools. In addition, there are no clear staffing norms and recommendations on pupil teacher ratios in institutions and programmes for special needs education (Ministry of Education, 2006).

High enrolment experienced after the introduction of Free Primary Education, in the year 2003, extended to special schools. This has led to shortage of teachers, and large classes, which makes it difficult to conduct an effective system of monitoring of individual learning achievements through IEP and continuous assessments. Carrying out summative
evaluation rules out early intervention, essential if quality education is to be enhanced especially to learners with physical disabilities and Hearing impairments as they sit for National examinations like other children (Ngware, 2007).

According to IDEA (1997), the primary vehicle for implementing an appropriate education for students with disabilities is the IEP. The IEP is a description of teacher-learner interaction as it takes account of needs in both parties involved in teaching and learning opportunities. Hence large classes challenge teachers’ ability to make IEP for every learner to reflect individual needs. This means that numeracy, and competency instruments may not be developed to gauge learners’ achievements and competences at every level (Benton and O’Brien, 2001).

The teacher pupil ratio is also a challenge to teachers in UK to implementing IEP. This is because IEP is involving when it is done in the right way hence a single teacher making more than twelve IEP of different types is unable to maintain them (Tod, Castle and Blamires, 1998). The teacher - pupil ratio in special education in UK is determined by each State. Some States have stated wide policies on class size, others have no policy and a few States let the Local Education Agency (LEA) determine class size. The Council for Exceptional Children (2003) indicated that staffing ratios be based on the disability category and educational placement. As States revise their policies on the teacher-student ratio, they are working at the intensity of services needed and the amount of time required for the specially designed instruction (Patterson, 2005). A study done by state special educational regulations on class size / caseload in special education programme and
service from 21 States of UK, reported that there is no single best way to determine appropriate class and group size for special instructional programmes and services. They however recommended for more research to identify factors involved that could support the policy making process (National Association of State Directors of Special Education, 2005)

In Botswana, Mukhopadhyay et al., 2009 did a study to identify challenges of providing quality education to learners with disabilities. The teachers who participated in the study expressed frustration about workload. They teach large classes, making it impossible to give equal attention to all students. The results revealed that student teacher ratio was 1:38 (Mukhopadhyay et al., 2009). The National Commission on Teaching and America’s Future (NCTAF), observed that special education teacher feel challenged when isolated in the classes as they make IEP for every learner (Billingsley, 2005).

The academic education is important for learners with disabilities, like hearing impairments and physical disabilities depending on severity, as they go through the primary education cycle. With the high pupil-teacher ratio at the same time competing with the syllabus because at the end the only mean of measuring outcomes of Kenya Primary Education remains KCPE examination is a challenge. The exam is administered to all pupils who do not have equal preparedness due to disparities (Ngware, 2007). With low teacher- pupil ratio, they can develop and use IEP as a remedial to learners with disabilities. The study sought to identify whether pupil- teacher ratio in schools for
hearing impairment and physical disabilities in Kiambu County was a challenge to development and use of IEP.

2.4 Effects of Disabilities on Learners
The physical condition of the child should be treated as far as possible, but it would be foolish to believe that this alone would put things straight. What is principally necessary is wise and understanding educational guidance from the earliest possible moment in his development an adjustment of method and demand at home and to the child’s capacities (Wall, 2006). This involves a carefully devised program based upon a clear understanding of how the various aspects of handicap and its treatment have played and continued to play, part in his difficulties. The effects upon for example, lack of mobility in the early years, the language problems imposed by hearing loss, the consequences of repeated absence from schools and lack of opportunities for play or of restricted experiences (Bigge, 2000).

The progress of these children is hampered by segregation of severely impaired children from their ordinary fellows and from each other by grouping them according to severity of their handicaps (Vacca, Vacca and Grove, 2006). There are many mildly and severely physically handicapped groups whose ability to learn is initially, at least probably no different from that of an average child. Children with motor handicap due to accident, diseases, epileptic, asthmatic, spinal bifida children, with hearing loss and others many of them are intelligent, but become educationally backward and emotionally disturbed not as a direct result of their handicap but as a consequence of the interference it causes with
normal development and schooling (Wall, 2006). Children with disabilities tend to be absent from school more frequently than others, as observed by Wall (2006), pass periods in hospitals or sanatoria, undergo painful treatments and suffer many restrictions of movement or experiences. They become painfully aware of their differences from others and may believe themselves to be mocked, rejected, or even punished because of their handicap. Wiederhold, Hamil and Brown (2004), observed that a child who is deaf, might lack stimulus intellectually and socially in an even more serious way. Sound is important from birth or before and during the first year of life, concepts deriving from kinaesthetic and visual perceptual predominate in general development. From 18 months onwards, hearing and speech begin to play an increasing dominant part in organizing of intellectual social and emotional life.

The conceptual growth of children with disabilities is likely to be inhibited, delayed or turn awry, thus they appear to be dull or even markedly subnormal and are treated accordingly. This may add a fiercely aggressive reaction to their frustrations and become tiresome problems (Vacca et al., 2006). The study explored whether the effects of learner’s disabilities were the setback to development and use of IEP.

2.4.1 Attitudes of Learners with Disabilities
Attitude is an important aspect in learning and it can either hinder or enhance the learning (KESSP, 2006). Therefore, a pupil who is highly motivated to learn and sees its usefulness can make better progress than one who has a lower degree of aspirations, interests and motivation. If one is motivated to learn, he/she appreciates its value and chances to perform in it are too high. Milsom (2006) observed that learners with
disabilities often internalize negative attitudes. These negative attitude and actions of
others can negatively affect their behaviour, social relationships, education, employment
and health. According to Yuker (2004), their self-perception is greatly influenced by the
attitudes and expectations of others. If educators have low expectations in terms of
academic achievement and appropriate behaviour from students with disabilities then
those students may be more likely to behave as expected. That is, they might exhibit
inappropriate behaviour put little effort into schoolwork and have negative attitude
towards learning (Milsom, 2006). Albert, Dube and Hossain (2005) asserts that when a
class consists of voluntary learners a certain degree of self-motivation can be taken for
granted and exploited, but when the learners are not volunteers, the teacher must
stimulate and retain the motivation. Mukono (2004) observed that not much was
happening to change the negative attitudes of pupils towards learning despite there being
set policies. Mukhopadhyay et al., (2009) carried out a study on attitudes of learners with
disabilities towards learning in Botswana. The study used survey design and
questionnaires to collect data. The study found that social economic background and
disability affected their attitudes towards learning given that they associated education
with the rich in the society and ‘normal’ learners. The study explored whether attitudes
towards learning of learners in both schools were the setback to development and use of
IEP.

2.5 Multi-disciplinary Team
The multi-disciplinary team may include a parent, a classroom teacher, a special
educator, school administrator, guidance and counsellors, the school psychologist, a
school social worker, or a visiting teacher, a physical therapist or an occupational therapist, speech language therapist or any other qualified professional (Katsiyannis and Maag, 2001). The task of this team is to determine, if any additional information is necessary to make a decision about the child’s eligibility for special education. If a child has a particular category of disability as defined under IDEA of 1997 and determine the present levels of educational performance and his or her educational needs. The use of existing data from the teacher and that provided by the parents help prevent unnecessary costly evaluation of student and assist professionals in making informed decision regarding an appropriate education for the child (Development of Field of Special Education, 2010). The study considered parents, school administrators and related service providers as they are the most likely to be available in the two special schools.

2.5.1 Role of Parents
The role of the parent also referred as families in this study, as members of multi-disciplinary team in planning, implementation and evaluation, has changed dramatically in the USA, over the past thirty year as intervention services have moved from a child-cantered to family-cantered approach (Turnbull and Turnbull, 1988 as cited in Eileen and Ilene, 2007). Federal Legislation described in PL 94-142 and PL 99-457 in the USA, brought the shift. These laws address family support as legitimate requirement when providing intervention services for children with disabilities. The family dimension of the law emphasised the equal partnership role for parent and outlined certain responsibilities for enhancing services to the children (Albert, Dube and Hossain, 2005). The importance of family participation and choice was reinforced by IDEA in 2002 this reauthorization
strengthened the role of the family in planning for special education of their children (Male and Dawn, 2007).

Parental involvement has two major functions; they provide an ongoing reinforcement system that supports the efforts of the program while it is underway. Parental involvement maintains and elaborates the child’s gain after the program ends (Feldman, 2000). However, there are many reasons for encouraging parental involvement to their children’s education and intervention programs. Parents are the major socializing agent for their children as they transmit cultural values, beliefs and tradition. They also know their children better than teachers or clinicians, thus they are a source of information available from no one else, (Eileen and Ilene, 2007). Family members help the child transfer learning from school to home and neighbourhood. When parents are part of a multi-disciplinary team there is consistency in adult expectations, students with disabilities become anxious when important adult do not agree on expectations. Confusion and even resistance may result, for example, a teacher may expect a child to put on his or her own coat while parents always do it for the child. It is also a fact that children with disabilities acquire developmental skills more quickly when parents learn to participate in home teaching. When parents are involved in intervention program of their children they access support from other parents making them develop better perspective on their own child’s strength and needs (Eileen and Ilene, 2007).

In Uganda’s Bushenyi District, parents have organised themselves through volunteer support organizations, to support educational needs for their deaf children. They have
become involved in teaching awareness, supporting teachers in learning activities and lobbying for better educational placement for their children. They have set up their own community-based organization called ‘silent voices’ to ensure continuity of support (UNESCO, 2010).

The presidential working party (Kamunge Report, 1988) in Kenya, recommended among other things that parents be involved in their children education, by paying partly for their education. This was a way of making parents to be involved in education activities of their children, which was retrogressive. Among the recommendations made by the Salamanca Statement and Framework for Action on Persons with Disabilities was that, the Governments should facilitate the participation of parents in planning and decision making process, concerning provision of special educational needs (UNESCO, 1994).

In Kenya, it has been mandatory for all schools to have Parents-Teachers Association (PTA) and Board of Governors (BoG) as a policy. These have major impacts as parents are expected to participate more and more in learning activities of their children in special schools (Kenya Institute of Special Education bulleting July 1987). Supporting teachers develop and use IEP in schools.

2.5.2 Administrative Support
The quality of school management is measured by availability of school plan, textbook policies, frequency staff meeting, instructional meetings and parents meeting. Also how well the school have kept instructional materials and maintained their school facilities (Ngware, 2007).
A well-managed school instructional material system creates an enabling environment for teachers’ and pupils to engage in the teaching and learning process. Good school management practices positively influence performance as expected. Administrators need to be familiar with legal requirements for the IEP. They are required to facilitate the development of appropriate IEPs and participate in IEP meetings when possible (Billingsley, 2005). Administrators’ participation in IEP meetings has several benefits. They discuss issues of curriculum access and child’s needs with the parents and other educators involved. They also encourage teachers to participate in multi-disciplinary planning meetings (Bliss and Robinson, 2000).

Being part of the discussion the principal is aware of the staff and resources needed to implement the IEP. They help create school environment accessible to all teachers and students. Administrators’ support encourages teachers to work more effectively (Tod, Castle and Blamires, 1998). However, a study that was done in Botswana on administrative support in schools, where they include learners with special needs, reported that school heads seemed to lack administrative and decision-making powers. They are unable to arrange teaching schedules and using appropriately specially trained teachers in their schools (Mukhopadhyay et al., 2009)

The role of school administrator is ensuring that the vision for the school is in place through establishing policies and forums for decision-making, allocating resources, defining staff roles and overseeing staff development (Patterson, 2005).
The Ministry of Education and Kenya Education Staff Institute hold in-service school management courses. However, they do not address administrators’ role on instructional areas in the school. Studies done in many special schools, regular primary and secondary schools reported that, administrators were too busy doing office work. They rarely attend classes, let alone participate in discussing issues like IEP (Ngware, 2007).

2.5.3 Related Service Providers
The IEP team may also include additional individuals with knowledge or special expertise about the child like vocational educator who had been working with the child and can talk about the child’s strength or needs. Professionals who provide related services are often involved as IEP team members or participants, In UK they are referred to as outside agencies (OFSTED, 1997). However, special teachers face challenges working with related service providers as some are not committed. For example an educational psychologist may look at a learner for five minutes, then tell the special teacher what to do in an unintelligible form of jargon and then disappears to drink coffee in the staffroom, while shuffling more papers. They also delay statements reports of the IEP and bring them ten weeks after they were needed (Benton and O’Brien, 2001). To curb these challenges the IEP should include information concerning the frequency, nature and timing of the contribution from the related service providers. Teachers also require information on how the child’s difficulty impinges on their curriculum learning activities and what differentiation would be appropriate. Parents too require accessible information from service providers on how the child’s difficulty encroach on the child’s learning and how this might affect the family (Male and Dawn, 2007). These people
might include occupation, or physical therapist, adaptive physical education providers, psychologist or speech language pathologist, child health services, social services and behaviour support services. When IEP is developed for a student in transitions, age representative from transition services agencies are important participant in the IEP meeting (Willis, 2009).

In UK there is no National Legislation in regard to services provided by outside agencies, thus schools continue to report evidence of needs arising from IEPs and press for sufficient specialist support (Male and Dawn, 2007). In Kenya, there is lack of sufficient trained personnel in the area of special needs education in special schools. Thus, most personnel have inadequate skills and knowledge for effective service delivery especially related service providers (Ministry of Education, Policy on Special Needs, 2006).

2.6 Learning Environment
People search for environments that will let them exercise their skills and abilities express their attitudes and values, and take on agreeable problems and roles. There is evident to suggest that a school play an important role of educating learners in academic arena and providing relevant information in terms of operating in wider environment. As observed by Pierangelo and Giuliani (2004), when learning is made interesting for learners with disabilities, it motivates them to explore their environment which ordinarily they may have little interest. According to Burchardt (2004), the impact of the school environment and teachers on young learners with disability appears to be stronger than
for non-disabled. The learning environment that promotes learning motives the teacher to develop and use IEP.

2.6.1 Equipment and Facilities

The number of permanent classrooms and sanitary facilities that are accessible to all students in a school constitute the environment effect to learning (Ngware, 2007). It is expected that, poor school infrastructure tend to hinder effective teaching. This implies that quality school facilities and particularly availability of equipment has a positive impact on performance, and acquisition of skills. For students with disabilities, provision of accessible sanitation facilities within the school is crucial. Low cost adaptations, such as widening windows to allow enough light entry and doors to create enough space for wheel chair. Painting white lines across walkways and building ramps instead of stairs according to Global Monitoring Report (UNESCO, 2010). Adaptation of school environment not only encourages students with disabilities to participate more in academic and acquisition of skills, but also encourages others who have not joined schools to do so. For example, Leonard Chesire Trust project in Kenya, worked with the community, pupils, and teachers to make environmental adaptations in five special schools, the outcome was a 13% increase in enrolment rates (UNESCO, 2010). Teaching and learning are the heart of any school’s activity and it is on rare occasions that the overall performance of a school or institution is highly favourable when the facilities and equipment are not in good condition or always in the process of being repaired (Moon and Meyers, 2004).
IEP as a teaching/learning tool can only be possible if the learner is able to access the school facilities and equipment depending on his/her needs (Wills, 2009). According to a study done in Botswana on infrastructure and resources, special teachers emphasised the need to address the structural problems to facilitate effective implementation of education for learners with disabilities (Mukhopadhyay et al., 2009). For students with disabilities, the ordinary classroom can present monumental barriers (Kaur, 2005). However, the class could be arranged to encourage students to engage in learning practices (Fisher and Kennedy, 2001). High enrolments experienced in 2003, due to free primary education stretched existing facilities and equipment in schools, in return the government disbursed Ksh. 153,660 per school to procure equipment and facilities. The money is not enough compared to the needs and population of the learners (Andrew, 2006).

The study explored whether facilities and equipment were a challenge to development and use of IEP in special schools of learners with Physical disabilities and hearing impairments in Kiambu County.

2.6.2 Teaching/ Learning Resources
Teaching/learning resources are materials used by the pupils or by the teacher or both to facilitate learning (Coombs, 2005). It is important to note that learners with disabilities of all categories can use learning materials and only in very rare occasions are they specific for a given category (Kaur, 2005). According to unpublished research, findings by Mwiti (2010) these are basic learning resources, which both the teacher and the learner cannot
do without. These includes, teaching documents, schemes of work, lesson plans, progress records, IEPs and resource personnel.

Moon and Meyers (2004) point out that lack of school resources affect learning in both primary and secondary schools in the world at large. The factors specified as school resources are like, size of the class, textbooks, library and visual aids among others.

According to Coombs (2005), teaching materials are used to promote learning, maintain interest, add variety to the lesson and relate one subject to other subjects. Tum (2006) adds that lack of teaching/learning resources is a primary contributory factor to poor performance, which comes because of poor teaching materials. Mwiti (2010) states that lack of variation in quality and quantity of teaching/learning resources suggest that pupils receive poorer education. Hence, these materials should be adequate to allow children effectively use them. The study explored whether teaching/learning resources were setback to development and use of IEP.

2.6.3 Assistive Technology
For students with disabilities, the ordinary classroom can present monumental barriers.

However, special educators, have at their disposal a large array of educational technology and assistive devices to use to rectify this situation (Kaur, 2005).

Assistive technology device is any item piece of equipment or product system, whether acquired commercially off–the–shelf, modified or customised used to increase, maintain or improve the functional capabilities of a child with disability. Assistive devices may be as simple as a pencil grip to make it easier to hold a pencil or as complex
as software that enables a computer to respond to voice command (Fisher and Kennedy, 2001).

Several categories of assistive technology were identified, which include; mobility there are wheelchairs, lifts, adaptive driving controls, scooters, lasers canes, seating and positioning devices. Computers include, environment control units, word processors, software keyboard. While toys and games are, software and switch operated toys. Activities of daily living, feeders, lifts, memory books, watch alarms. Communication includes touch talkers, reading systems and talking boards. While for learners without speech, augmentation communication can be used. It involves adapting existing vocal or gesture abilities into meaningful communication, like manual signing such as American Sign Language (ASL), Kenya Sign Language (KSL), static symbols or icons, such as bliss symbols and manual or electronic communication devices such as electric communication board, picture cues or synthetic speech (Wehman and Parent, 1997).

In the USA, prior to IDEA (1990) assistive devices taught students with severe/profound disabilities. After reauthorized of IDEA in 1997, it required that IEP multidisciplinary team consider and indicate on the IEP whether the student, receiving special education services is in need of assistive technology, (US Department of Education, 2000).

A report on assistive technology in developing countries, by National and International Responsibilities, to implant the Convention on the rights of PWDs, states that, appropriate assistive technology should meet user’s needs and environmental conditions. They are supposed to fit properly, be safe and durable, also available in the country and
be obtained and maintained with services sustained at the most economical and affordable price (UNESCO, 2010).

Ghana Education Services Special Education Division (GESSED), have classified assistive technology from, low-tech options that can be easily accommodated into one’s life to those that are high-tech and depend upon sophisticated communication and environmental system. Low cost includes, pencil grips, book holders, reading stands, sign language, gesture, book overlays and white cane. While medium cost includes hearing aids, Braille paper, styluses, magnifying glass and talking calculators. High cost includes, computer based technology like large keyboards, screen readers, Braille display, dolphin pen among others (World Bank, 2004). Assistive technology have its challenges as not many educators have the necessary expertise, in USA the department of education has funded a master’s training program to prepare educators and occupational therapists to specialize in assistive technology (US Department of Education, 2000).

In Kenya, Koech Report (1999) revealed that there are inadequate teaching facilities, equipment and services for learners with disabilities. This has been made worse by the increased enrolment experienced due to Free Primary Education (Republic of Kenya, 2003). Andrew (2006) observes that additional K sh. 153,660 per school was disbursed to special schools to procure equipment. Also there are inadequate trained personnel to handle learners with special needs (Ministry of Education Policy on Special Needs, 2006). Lack of facilities and equipments are barrier to learners with physical and hearing impairments. The learners with physical disabilities cannot access learning resources due
to unfriendly buildings, lack of wheelchairs, and other adapted devices like pens to enable them write, while learners with hearing impairment lack hearing devices to supplement their residue hearing. According to Coombs (2005), teaching materials are used to promote learning, maintain interest, and add a variety to the lesson and to relate subjects.

The study explored whether assistive technology were setback to development and use of IEP for learners’ with Physical disabilities and Hearing impairments in Kiambu County.

2.7 Summary of the Gaps Literature Review

Andrew (2006) observed that the major challenge facing education provision in Kenya is the teacher quality. Whereas this highlights the importance of having trained teachers in SNE, no relations were made concerning teacher quality as a setback to development and use of IEP. A report by the Ministry of Education Policy on Special Needs of (2006) noted there is inadequate provision of trained teacher in SNE and other personnel. Nevertheless, the policy never addressed the challenges of development and use of IEP caused by inadequate provision of trained teachers in SNE. Praisner (2003) observed that, teachers with negative attitude might hamper future opportunities for students with disabilities particularly by preventing or discouraging them completing regular academic course work. But, he never crossed the gap whether negative attitude of headteachers and teachers were set back to development and use of IEP. Ngware (2007) observed that high enrolment experienced after introduction of free primary education has lead to high
teacher-pupil ratio. However, he never correlated the effect of high teacher-pupil ratio to development and use of IEP. According to Wall (2006), many children with disabilities are intelligent but become educationally backward and emotionally disturbed not as direct result of their handicapped but as consequence of the interference, it causes with normal development and schooling. Nevertheless, it never closed the gap on setbacks of development and use of IEP caused by effects of disabilities. A study done by Mukhopadhyay et al., 2009 on administrators support revealed that school heads lack administrative decision-making power. However, the study never addressed whether administrators were setback to development and use of IEP. UNESCO 2010 observed that school environment encourages students with disabilities to participate more in academic and acquisition of skills. However, it never addressed whether learning environment is a set back to development and use of IEP. The study set out to close these gaps.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The chapter provided a description of how the study explored setbacks on development and use of IEP. Specifically, it focused on the research design, the study location, target population, sample and sampling procedures. It also dealt with research instruments, pre-testing of questionnaires, reliability and validity of instruments, measurement of variables, data collection and analysis procedures.

3.1 Research Design
The research used survey design, because it collects data from members of a population in order to determine the status of that population with respect to one or more variables (Mugenda and Mugenda, 1999). That was why it was suitable for the study as the researcher collected data from teachers, headteachers and parents on development and use of IEP. The research adapted a descriptive research method, which utilizes triangulation techniques in gathering data. Descriptive research presents what is, or what was, in a social system. This includes the conditions existing, relationships, opinions held, process going on, trends developing among others (Abagi, 1998). It aims at getting a true picture of a situation, behaviour or attitude of individuals and community at large (Onyango, 2000).
3.2 Research Variables
According to Mugenda and Mugenda (1999), variables are measurable characteristics among the subjects. Independent variables were the teachers, pupils, multi-disciplinary team and the learning environment. While dependent variable of the study was development and use of IEP.

3.3 Study Locale
The study was conducted in special schools of learners with physical disabilities and hearing impaired in Kiambu County. Kiambu is approximately 20 kilometres from Nairobi town. It has an area of 736.3 square kilometres. Kiambu County borders Murang’a at the North, Nairobi at the South, Machakos at the East and Kajiando at the West. The County is densely populated with approximately 1,597,308 people (Standard News paper, 9 March 2012), and host special schools of all categories which includes, schools for learners with Physical Disabilities, Hearing Impairment, Intellectually Challenged and Visual Impairment. Singleton (1993), observed that an ideal setting for the study, is the one directly related to the researcher’s interest. The researcher felt that the county being, almost urbanised could give a true picture of challenges faced by teachers as they develop and use IEP in special schools. At the same time, there was no evidence that another study had been carried out on the same aspect. The county was also accessible and convenient to the researcher, which was an important consideration given the limited time and finances at the researchers’ disposal.
3.4 Target Population
The study was conducted in Kiambu County targeting all teachers, head teachers and parents of Joy town special school for learners with physical disabilities and Kambui special school for learners with hearing impairments. The total target population of the two schools was 753 comprising of 41 teachers, 2 head teachers and 710 parents.

3.5 Sampling Technique and Sample Size
Sampling is a process of selecting individuals or objects from a population such that the select group contains element representative of the characteristics found in the entire group, (Orodho, 2009). The researcher used purposive and convenient sampling techniques.

The researcher purposively selected two special schools one of children with physical disabilities and the other for hearing impairment, as they were the only ones in the county of the study categories. That is, Joy town special school for learners with physical disabilities and Kambui special school for learners with hearing impairment. Head teachers and teachers from the two schools were, also purposively selected. Parents were selected using convenience sampling technique; the method uses people who are a captive audience, who shows interest in the study (Kombo and Tromp, 2006). In this case, the researcher visited the selected schools during closing day, opening day and visiting days. The researcher intended to interview three parents from Joy town (PH) and four parents from Kambui (HI). The sample size was 50.
Table 3.1: Sample Size

<table>
<thead>
<tr>
<th>Schools</th>
<th>Teachers</th>
<th>Head teachers</th>
<th>Parents</th>
<th>Target Population</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy town</td>
<td>21</td>
<td>1</td>
<td>3</td>
<td>412</td>
<td>25</td>
</tr>
<tr>
<td>(PH)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kambui (HI)</td>
<td>20</td>
<td>1</td>
<td>4</td>
<td>341</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>2</td>
<td>7</td>
<td>753</td>
<td>50</td>
</tr>
</tbody>
</table>

Key
PH...Physical Handicaps
HI...Hearing Impairment

3.6 Research Instruments
The research instruments used in the study included, guided questions with ten items that helped the researcher observe teachers as they taught to determine whether they developed IEP and challenges they faced in implementing it. The researcher recorded behaviours of interest according to the study. (Appendix 1).

Guided questions were also used to Interview head teachers’, with 12 items, and parents with 5 items. They sought to explore challenges of development and use of IEP (Appendix 2) and (appendix 4) respectively. The interview method involved face-to-face interaction between the researcher and respondent as the researcher recorded the information.

Questionnaires had 16 items consisting of open and close-ended questions. The questions designed for teachers explored challenges they experienced in developing IEP
in class. Questionnaires seek to obtain factual data and opinion in a structural framework from the respondent (Kombo and Tromp, 2006). They are also less expensive and require less time to administer (Appendix 3).

### 3.7 Pilot Study

The researcher used Nile Road special school for learners with physical disabilities, which is in Nairobi County, and Kerugoya special school for learners with hearing impairments, which is in Kirinyaga County to protest the research instruments. The schools status were almost the same as those of the study schools hence were appropriate for pilot study. The study involved 10 teachers and the head teacher in each school. The respondents filled the instruments in the presence of the researcher in order to find out if they were experiencing difficulties when responding. Pilot test helps to reveal and adjust ambiguous items and establish weakness in the research instruments (Orodho, 2009).

#### 3.7.1 Validity

Validity is the accuracy and meaningfulness of inferences, based on the research results. Validity therefore has to do with how accurately the data obtained in the study, represents the variables of the study, (Mugenda and Mugenda 1999). The researcher applied content validity by identifying the domain indicators that were relevant to the concepts measured and sought opinion from her two supervisors who are experts in the field. The supervisors worked independently to assess what concept the instruments were trying to measure and determine whether the set items accurately represented the concepts under study.
3.7.2 Reliability
Pilot studies were conducted for testing reliability of the research instruments and come up with suggestions on how to improve them. The researcher, used split-half technique by numbering the instruments consistently then, picked all the odd numbers to form one part, while the even numbers form the other part. This technique requires one testing session. Subjects’ scores from one part correlate with scores from the second part. Then Cronbach’s coefficient Alpha computed to determine how items correlated among themselves. Reliability coefficient was 0.79, which indicated that the instruments were reliable (Mugenda and Mugenda, 1999).

3.8 Data Collection Procedure and Logistical Considerations
The researcher sourced data from both primary and secondary sources; primary because there was information gathered directly from respondents through research instruments, secondary because there was data from published material and information from internal sources at the schools.

3.8.1 Logistical Considerations
The researcher got an introductory letter from the university, to take to the National Council for Science and Technology. Who gave the researcher permission and a letter indicating dates when the study was to be carried out. The researcher then visited the concerned District Education Offices to take the letter and access the study schools.
The researcher visited the schools personally to create rapport with the respondents by explaining purpose of the study, the importance of giving honest information and suggestions. The researcher assured respondents confidentiality of information given.

3.9 Data Analysis
The researcher sorted out data according to the objectives of the study. These included; demographic characteristics of the respondents, teachers, pupils and the multi-disciplinary team.

Data was coded, subjected to descriptive measures, then presented in form of percentages, frequency tables, bar graph and pie chart. Mugenda and Mugenda (1999), observed that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. The data that required qualitative analysis was recorded, then presented as voices of the respondents.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction
The chapter focuses on presentation of the research findings on bio-data information followed by the four research objectives.

i. Establish the influence of teachers on the development and use of IEP in the special schools of learners with physical disabilities and hearing impairment in Kiambu County.

ii. Explore the effects of pupils in the two special schools on the development and use IEP.

iii. Explore the impact of the learning environment on the development and use of IEP in the two categories of special schools.

iv. Investigate the influence of multi-disciplinary team development and use of IEP in the special schools of learners with physical disabilities and hearing impairments.

4.1 Section One: Bio Data of the Teachers
4.1.1 Gender Distribution of Teachers
The information sought to find out the gender distribution of teachers in the two categories of special schools.
Table 4.1: Gender distribution of the teachers’ in the schools  (N= 37)

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th></th>
<th>Female</th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Joy Town (PH)</td>
<td>3</td>
<td>17</td>
<td>15</td>
<td>83</td>
<td>100</td>
</tr>
<tr>
<td>Kambui (HI)</td>
<td>10</td>
<td>53</td>
<td>9</td>
<td>47</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 4.1 above revealed that more than half of the teachers who responded were female while, slightly above a quarter were male. Joy town (PH) had more female than male, while Kambui (HI) had almost equal number of both gender. The high number of female teachers in Joy town may have been influenced by the location of the school, which is within Thika municipality.

4.1.2 Age of Teachers
The information sought to find out the age of teachers in the two categories of special schools. The ages of the respondents were categorised into various groups as presented in the Figure below.
The results in Figure 4.1 indicated that Kambui (HI) had a relatively narrow age gap among teachers as compared to Joy town. Most teachers in Kambui are in age groups between 31-40 and 41-50 years with majority in age group between 41-50 years. The results also revealed that Joy town enjoys a wide range of age groups with all age group represented 21-30, 31-40, 41-50 and above 50 years, with majority of teachers, being in age group 41-50 and above 50 years.

4.1.3 Bio data of the Head teachers’ of the two Schools
The information on demographic characteristics of head teachers from both categories of special schools were obtained through a guided interview schedule with the researcher.
Table 4.2: Bio data of the head teachers’ of the two schools (N= 2)

<table>
<thead>
<tr>
<th>School</th>
<th>Gender</th>
<th>Age</th>
<th>Level of training in special needs education</th>
<th>Experiences in heading special needs school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kambui (HI)</td>
<td>Female</td>
<td>Above 45</td>
<td>Diploma</td>
<td>3 years</td>
</tr>
<tr>
<td>Joy town ((PH)</td>
<td>Male</td>
<td>Above 45</td>
<td>Masters</td>
<td>Over 10 years</td>
</tr>
</tbody>
</table>

The results in table 4.2 revealed that both head teachers were trained in special education and had the required teaching experience to head the special schools.

4.2 Teachers’ - Development and Use of IEP

The information on the theme was sought from the teachers through questionnaires, head teachers through guided interview schedules and observational schedule. The results were as follows in sub-themes.

4.2.1 Training Level of Teachers’

Table 4.3: Professional qualification (N = 37)

<table>
<thead>
<tr>
<th>Professional qualification</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma special needs</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>Graduate with diploma</td>
<td>17</td>
<td>46</td>
</tr>
<tr>
<td>Graduate without diploma</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Masters</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Non committal</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>
The results in Table 4.3 revealed that almost half of the teachers were graduates, who had trained at both diploma and degree levels in special needs education. While, slightly above quarter had trained at diploma level and only one had master in special needs education.

4.2.2 In-service Training of Teachers’ at Schools
The information sought from head teachers on how often the two special schools organised in-service training for their teachers. According to the head teachers from both schools teachers were in-serviced at least once per term as a way of keeping them informed and motivated.

4.2.3 Teaching Experience

![Pie chart showing teaching experience distribution](image)

**Figure 4.2: Teaching experience**
The results in Figure 4.2 revealed that almost half of the teachers had over 10 years of teaching experience in teaching special schools. While, less than quarter of teachers indicated 7-9 and 4-6 years of teaching experiences.

Information got from head teachers through interview schedules indicated on Table 4.2, revealed that the headteacher from Kambui had over 10 years of teaching experience, while the headteacher from Joy town had between 1-3 years of teaching experience in special school.

According to the results on Table 4.4 majority of teachers from both schools were trained in special needs education ranging from Diploma to Masters. There is need to train teachers highly as they are the implementers of curriculum. Kinyanjui (1994) who observed that formal qualification, experience, motivation and interaction with learners greatly influence academic and skill acquisition in a school supports this. A report by the Ministry of Education Policy on Special Needs Education (2006) indicated that there is inadequate provision of trained teachers in SNE and other personnel. Moreover, there is no policy supporting teachers’ professional growth. However, the results from the two special schools indicated that teachers are advancing professionally at a high rate. However, KEPSS (2006) noted that the major challenge facing education provision in Kenya is teacher quality. Teachers training and experience were not a setback to development and use of IEP in both schools.
4.2.4 Teacher-pupil ratio

The information sought teacher-pupil ratio from the teachers through questionnaires and head teachers through guided interview schedules. The results were as follows.

Table 4.4: Teachers’ response on teacher-pupil ratio (N = 37)

<table>
<thead>
<tr>
<th>School</th>
<th>Learners population</th>
<th>Number of teachers</th>
<th>Teacher-learners ratio</th>
<th>Average number of learners with IEP per teacher</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joy Town (PH)</td>
<td>396</td>
<td>18</td>
<td>1:22</td>
<td>6</td>
<td>6</td>
<td>27</td>
</tr>
<tr>
<td>Kambui (HI)</td>
<td>328</td>
<td>19</td>
<td>1:17</td>
<td>2</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>724</strong></td>
<td><strong>37</strong></td>
<td><strong>20</strong></td>
<td><strong>4</strong></td>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>

According to Table 4.4, Joy town had a higher teacher-pupil ratio (1:22) and an average of 6 learners per class with IEP files. While in Kambui, teacher-pupil ratio was 1:17 with an average of 2 learners per class with IEP files. The Table also revealed a higher percentage of learners with IEP files slightly above a quarter in Joy town compared to Kambui, which had a relatively small class.
4.2.5. Teacher’s workload

Table 4.5: Teachers’ response on workload

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>19</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>81</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

The results on Table 4.5 revealed that majority of the teachers were overworked.

4.2.6. The number of learners’ per class teachers would handle effectively

Table 4.6: Teachers’ Response on number of learners they would handle effectively

<table>
<thead>
<tr>
<th>Teachers’ response</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>6-10</td>
<td>17</td>
<td>56</td>
</tr>
<tr>
<td>10-15</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>15-20</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.6 more than half of the teachers from both schools would handle 6-10 per class effectively. No teacher indicated 15-20 learners per class, which was the case in Kambui (HI) and worse in Joy town, which had a ratio of 1:22.
4.2.6.1. Head teachers’ Voices on Adequacy of Teachers

Head teacher (Joy town PH) said:

“we have a shortage of teachers with a population of 396 learners against 18 teachers. We definitely need a round seven teachers”.

While head teacher (Kambui HI) said:

“We are understaffed and it’s really affecting attention given to learners individually”.

The results in Table 4.5 revealed that teacher-pupil ratio was 1:22 in Joy town (PH) while in Kambui (HI) the ratio was 1:17. The teachers also indicated that they were overworked, which was supported by the number of learners per class with IEP files. Majority of the teachers indicated that they would teach a class of 1-10. Ngware (2007), observes that teacher-pupil ratio is efficient indicator that shows the level of teacher utilization, and that Small class sizes are associated with effective teaching and learning. In UK a study on class size in special education program and services from 21 states, reported that there is no single best way to determine appropriate class and group for special instructional programs according to National Association of State Directors of Special Education (2005). Also according to the Ministry of Education Policy on Special Education Needs of (2006), there are insufficient trained personnel in special schools. In addition, there are no clear staffing norms and recommendations on teacher-pupil ratios in institutions and programs for special needs education. Hence, the study revealed that teacher – pupil ratio was a setback to development and use of IEP.
4.2.7 Teachers’ Attitude Towards Learners’ with Disabilities

According to observations made by the researcher, teachers’ in both schools were not involved in learners’ activities outside the classrooms. In Joy town majority of the learners were on wheel chairs, while others were using clutches they could not perform simple tasks alone but teachers kept off. Some pupils expressed their needs through crying but teachers indicated they were seeking attention hence ignored them. In Kambui (HI), teachers continued talking amongst themselves because the pupils could not hear ignoring them. According to observations of class arrangement, learners with drooling problems and those with loose bladder were arranged at the back of the class. While the neat ones were in front seats.

Head teachers’ indicated that teachers were no longer excited by work and majority attend learners in class and are not interested in work outside class which indicated their attitudes were negative.

Teachers’ attitude affects the atmosphere of learning and influence whether students receive equal educational chances. Agbenyega (2005) who observed that negative attitude and prejudice is the most critical of all barriers to free universal education especially for disabled students supported this. From the results, teachers’ attitude towards learners with disabilities in both schools were negative which hindered them from developing IEP as they were not interested in doing extra work. They also seemed to distance learners with drooling and toileting problems and IEP is based on one to one.
4.3 Learners’- Development and Use of IEP

The researcher sought to identify whether learners were the setback to development and use of IEP, through teachers questionnaires, interview schedule with the head teachers and researcher’s observation schedule. The responses were as follows:

4.3.1 Level of Disabilities According to Teachers’ (N = 37)

The researcher sought to identify the learners’ level of disabilities in both schools.

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy town school (PH)</th>
<th>Kambui (HI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild</td>
<td>f = 7, % = 39</td>
<td>f = 6, % = 32</td>
</tr>
<tr>
<td>Moderate</td>
<td>f = 9, % = 50</td>
<td>f = 10, % = 53</td>
</tr>
<tr>
<td>Severe</td>
<td>f = 2, % = 11</td>
<td>f = 3, % = 19</td>
</tr>
<tr>
<td>Total</td>
<td>18, 100</td>
<td>19, 100</td>
</tr>
</tbody>
</table>

Table 4.7 revealed that in both schools majority of the learners had mild and moderate disabilities. Only a few had severe disabilities.

4.3.2. Head teachers’ View on Learners’ Level of Disabilities

Head teacher (Joy town PH) said:

“With learning nature of the school, we admit learners who can benefit”
On the other hand, head teacher (Kambui HI) said:

“The school admits learners who can benefit from the system”

According to the study, learners admitted in both schools had mild to moderate level of disabilities. The head teachers indicated they admit learners who can benefit from education offered in the special schools. Learners’ level of disabilities was supported by Wall (2006) who observed that there is a tendency of training special teachers upon a particular handicap. Such teacher trained for one class will overlook factors crucial to education and rehabilitation of a multiply handicapped learner. Hence, the level of learners’ disabilities could not have hindered development and use of IEP in both schools as majority of the learners were of moderate to mild levels of disabilities meaning they were educable.

4.3.3 Effect of Disabilities on Learning

The researcher sought to identify whether disabilities of the learners had effects on development and use of IEP. The results were as follows:

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy town school (PH)</th>
<th>Kambui (HI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 4.8 majority of the teachers from both special schools felt that learners’ disabilities had effect on development and use of IEP.

However, the results revealed that learners’ disabilities had effects on learning. Bigge (2000) observed that the effects upon lack of mobility in early years, the language problems imposed by hearing loss, the consequences of repeated absence from school and lack of opportunities for play or restricted experiences affect learning. According to Wall (2006), there are many mild and moderately physically handicapped who were initially intelligent, but became educationally backward and emotionally disturbed not as a direct result of their handicapped but because of the interference it causes with normal development and schooling. According to the study teachers’ experienced setbacks on IEP development and use due to effects of disabilities on learners.

### 4.3.4 Learners’ Attitude towards Learning

**Table 4.9: Teachers response on learners’ attitude towards learning (N = 37)**

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy town school (PH)</th>
<th>Kambui (HI)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Positive</td>
<td>13</td>
<td>72</td>
</tr>
<tr>
<td>Negative</td>
<td>5</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
According to Table 4.9 majority of the teachers from Joy town felt that learners had positive attitude towards learning. While in Kambui majority of the teachers indicated that learners had negative attitude towards learning.

According to observations made by the researcher, learners from Joy town (PH) were more enthusiastic to learning than, their counterparts from Kambui (HI). In Joy town majority of the learners were active in class and responded faster on bells. While in Kambui, learners were a bit dull in class and dragged while going back to class. Observations further revealed that in Joy town there were 4 teachers with physical disabilities. While in Kambui special school, they had only 1 teacher who was partially deaf.

In Joy town learners had positive attitude towards learning, unlike learners from Kambui school for HI whom the teachers revealed had negative attitude towards learning. Learners with disabilities internalize negative attitudes as observed by Milsom (2006). The negative attitudes and actions of others affect their behaviour, social relationships, education, employment and health. According to the observations in both schools, Joy town had four teachers who have physical disabilities, while Kambui had one teacher who was partially deaf. Bandura, 1977, in his social learning theory observed that learners tend to model because they have a good reason to. Hence, their teachers who were physically disabled could have motivated learners from Joy town. In the two special schools, the attitude towards learning, which, is influenced by the disabilities of the learner, was a setback to development and use of IEP.
4.4 Learning Environment - Development and Use of IEP

The researcher sought information on whether learning environment was the setback to development and use of IEP through teachers’ questionnaires, guided interview with head teachers and researcher’s observational schedule. The results were as follows,

4.4.1 Adaptation of Learning Environment

Table 4.10: Teachers’ response on adaptation of learning environment (N= 37)

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy town</th>
<th>Kambui</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Inadequate</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Adequate</td>
<td>7</td>
<td>39</td>
</tr>
<tr>
<td>Very adequate</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.10 revealed that majority of the teachers from both schools felt that the learning environment was inadequately adapted. No teacher in Kambui school and very few in Joy town indicated that the learning environment is very adequately adapted.

Head teachers from both schools indicated that the learning environment was not adequately adapted.

According to the study, teachers could not develop and use IEP if the learning environment was not adequately adapted. This was supported by Pierangelo and Giuliani...
who observed that, people search for environment that will let them exercises their skills and abilities, express their attitude and values and take on agreeable problem and roles. The school can have low adaptations such as widening windows to allow light entry and doors to create enough space for wheel chair, painting white line across walk way and building ramp instead of stairs. UNESCO (2010) observed that adaptation of school environments encourages learners with disabilities to participate more in academic and acquisition of skills. Ngware (2007) who noted that facilities that are accessible to all students in a school constitute the effective environment for learning also supports this.

4.4.2 Facilities and Equipment
The researcher sought to identify whether facilities and equipment were adequate through questionnaires administered to teachers.

**Table 4.11: Teachers’ Rating of Facilities and Equipment in both schools (N=37)**

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Adequate</td>
<td>22</td>
<td>60</td>
</tr>
<tr>
<td>Very adequate</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Non committal</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.11 indicated that more than half of the teachers in both schools felt that facilities and equipment were adequate. While about a quarter of the teachers indicated that, they were inadequate. Adequacy of facilities and equipment enables
teachers develop and use IEP as they facilitate implementation of required skills in the learner.

4.4.3 State of the Facilities and Equipment

Information on the state of facilities and equipment in both schools was sought from head teachers through interview schedule and teachers though questionnaires. The results were as shown below.

Table 4.12: Teachers’ response on state of facilities and equipment (N = 37)

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy school</th>
<th>Kambui</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>New</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Old</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.12 revealed that most teachers indicated that facilities and equipment in the two schools were old.

Head teacher (Joy town PH) said:

“Facilities and equipment in the school are over used, since the introduction of free primary education. Our main problem is frequent repair”.
While Head teacher (Kambui HI) said:

“The school is in dire need of facilities and equipment we are wasting time and money in constant repairs”.

The results of the study, indicates that facilities and equipment of both schools are old. According to the Head teachers after the introduction of free primary education, the population of learners increased and the government, funding was not enough to maintain and procure new facilities. This agrees with Moon and Meyers (2004) who observed that teaching and learning are the heart of any school’s activity and it is on rare occasions that the overall performance of a school or institution is highly favourable when the facilities and equipment are not in good condition or always being repaired. Hence, the state of facilities and equipment in both schools hindered teachers develop and use IEP.

4.4.4 Teaching / learning resources – available in both schools

Table 4.13: Teachers’ response on availabilities of teaching/ learning resources
(N=37)

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy school</th>
<th>Kambui</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
In the Table 4.13 above, majority of the teachers in Joy town and more than half of the teachers in Kambui special school indicated that teaching resources were available in the schools.

According to observations made by the researcher, the schools had adequate teaching/learning resources. Every class was equipped with teaching and play items relevant to the ages of the learners. Learning resources in both schools were available as indicated by majority of teachers in Table 4.14. They are basic learning resources, which the teacher and the learner cannot do without Mwiti (2010). According to Coombs (2005), teaching materials promotes learning, maintain interest and variety to the lesson and relate one subject to the other. Therefore, teaching/learning resources in both schools were not a challenge to development and use of IEP in both schools.

### 4.4.5 Assistive Education Technology

Table 4.14: Teachers’ response on availability of assistive technology (N =37)

<table>
<thead>
<tr>
<th>Teachers’ view</th>
<th>Joy town school</th>
<th>Kambui</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11 61</td>
<td>15 79</td>
</tr>
<tr>
<td>No</td>
<td>7   39</td>
<td>4 21</td>
</tr>
<tr>
<td>Total</td>
<td>18 100</td>
<td>19 100</td>
</tr>
</tbody>
</table>
The results in Table 4.14 revealed that majority of teachers from both special schools felt that assistive technology devices were available. Only a few of the teachers, about a quarter, indicate that assistive technology were not available.

The results revealed that, assistive technology devices were available in both schools. Kaur 2005 observed that for learner with disabilities, an ordinary classroom can present monumental barriers, but teachers have large disposal of educational technology and assistive devices to rectify the situation.

4.5 Multi-disciplinary Team and the Development of IEP
The information on the theme was sought through teachers’ questionnaires and head teachers guided interview. The results were as follows in sub- themes.

4.5.1 Administrators’ support
The researcher sought to identify whether head teachers’ supported teachers in IEP and the results are shown in the table below

Table 4.15: Teachers’ rating of administrators support

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>27</td>
<td>73</td>
</tr>
<tr>
<td>Adequate</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>Very adequate</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of the teachers in both schools indicated that administrators support was inadequate. Only about, a quarter felt that the administrative support was adequate.

Head teacher – Joy town (PH) said:

“I think am supportive, providing learning requirements, ensuring learning environment is conducive and attend a few lessons. As an administrator there are many duties to attend to like meetings”.

Head teacher – Kambui (HI) said:

“Ask teachers they will tell you, I provide learning requirements, organize learning environments, co-ordinate all stakeholders. But I also have other administrative duties”.

Teachers felt that administrators support was inadequate as indicated by Table 4.16. The head teacher is the manager of the school, according to Ngware (2007) and that good school management practices positively influences performance as expected. In a special school administrators facilitates development of IEP, participate in IEP meetings with parents and encourage teachers to participate in multi-disciplinary planning meetings (Bliss and Robinson, 2000). However, studies done in many special schools, regular primary and secondary schools reported that administrators were too busy doing office work. This was supported by the results of the study as head teachers indicated they had many administrative duties to attend to.

4.5.2 Provisional of Related Services

The researcher sought to identify whether provision of related services in both schools were adequate the results are in the table below.
Table 4.16: Teachers’ rating of provisional of related services

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>23</td>
<td>62</td>
</tr>
<tr>
<td>Adequate</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td>V. adequate</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>37</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.16 revealed that more than half of the teachers from both schools felt that provision of related services offered by other professionals was inadequate.

Head teacher - Joy town (PH) said:

“We have an acute shortage, like the school have one physiotherapist for the entire population”.

Head teacher – Kambui (HI) said:

“The school lacks even a residential nurse. We depend on Kambui health centre, the school requires several services like speech-therapist among many”.

According to Table 4.17 provision of related services offered by other professionals were inadequate in both schools. Learners with disabilities and teachers require these services because they give intervention and information on how the child’s difficulties impinges on their learning curriculum activities and what differentiation would be appropriate. The Ministry of Education, Policy on Special Education of (2006), had also observed inadequacy of trained personnel in the area of special education. The Policy also noted that the available personnel lacked sufficient skills and knowledge for effective service
delivery. In UK, Male and Dawn (2007) also noted there was no National Legislation in regard to services provided by outside agencies, hence schools continue to report evidence of needs arising from IEP pressing for sufficient specialist support. Provision of related services was a setback to development and use of IEP.

4.5.3 Parental Involvement in Learning Activities

Information on parental involvement in learning activities of their children was sought from parents the results were as follows:

<table>
<thead>
<tr>
<th>Table 4.17: Education level of parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents’ Response</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Male</td>
</tr>
<tr>
<td>Female</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

According to Table 4.17, more than half of the parents had primary level of education and only slightly above a quarter had post secondary education.
Table 4.18: Parents’ involvement in learning activities in both schools

<table>
<thead>
<tr>
<th>Response</th>
<th>Parents</th>
<th>Teachers</th>
<th>Headteachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>43</td>
<td>13</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>57</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100</td>
<td>37</td>
</tr>
</tbody>
</table>

The results on Table 4.18 indicate that all the head teachers involved parents in education of their learners. However, majority of the teachers indicated they were not involving parents, which was confirmed by the parents who were interviewed from both schools.

Table 4.19: Teachers’ reason for not involving parent (N = 24)

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignorant</td>
<td>11</td>
<td>46</td>
</tr>
<tr>
<td>Poverty</td>
<td>15</td>
<td>63</td>
</tr>
<tr>
<td>Education</td>
<td>22</td>
<td>92</td>
</tr>
<tr>
<td>Attitude</td>
<td>13</td>
<td>54</td>
</tr>
</tbody>
</table>
According to Table 4.19 majority of the teachers from both schools indicate that parents were not involved in the education of their children because of their education level. Teachers also felt that parents were poor and ignorant.

4.5.4 Reasons for parents not being involved in education of their children

Table 4.20: Parents’ reasons for not being involved

<table>
<thead>
<tr>
<th>Parents’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Pride</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Lack of time</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Underrating</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in Table 4.20 all the parents indicated that their levels of education and pride of the teachers hindered teachers from involving them in learning activities of their children.

4.5.5 Teachers’ rating of Parental support

The researcher sought to find out the level of parental support in the learning of their children.
Table 4.21: Teachers’ rating of parent support (N = 13)

<table>
<thead>
<tr>
<th>Teachers’ views</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td>Adequate</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>V. adequate</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in Table 4.21 revealed that more than three quarters of the teachers who were involving parents in learning activities of their children in both schools, felt parental support was inadequate.

The results on parental involvement in Table 4.19 indicated that both schools according to head teachers involved parents but majority of the teachers indicated they were not involving parents. This was supported by more than half of the parents who were interviewed from both schools. Teachers and parents blamed each other on education level, ignorant and pride as indicated by Tables 4.20 and 4.21. However, majority of teachers who involved parents were disappointed by their inadequate support. Hence, parents were not ready to work with teachers and teachers too were not ready to involve them. The head teachers may have involved parents through the payment of school fees which was supported by Presidential working Party which indicated that parents must participate in their children education by paying part of the fees(Kamunge report of 1988). Federal Legislation (USA) described parental involvement as important and legitimate requirement when providing intervention services for children with disabilities. Eileen and
Ilene (2007) also observed that parental support help the child acquire developmental skills more quickly when parents learn to participate in home teaching. The study revealed that parents were setback to development and use of IEP.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
The chapter summarizes the main findings of the study, which explored setbacks of
development and use of IEP by teachers of learners with physical handicaps and hearing
impairments. Conclusions drawn and recommendations made for enhancement of
development of IEP for learners with special needs. Finally, the chapter winds up with
suggestions for further studies.

5.1 Establish the influence of teachers on the development and use of IEP
Although majority of the teachers from both schools had adequate training in special needs
education ranging from diploma to masters. Teacher – pupil ratio was high in both
schools, Joy town (PH) had 1:22, while Kambui (HI) had 1:17 which teachers indicated
they were overworked. The study also revealed that teachers had negative attitudes
towards learners with disabilities.

5.2 Explore the effects of pupils in the special schools on the development of IEP
Learners admitted in the two special schools had mild to moderate disabilities, hence were
suitable for normal school cycle. Nevertheless, the effects of disabilities like absenteeism
were identified as a challenge to the development and use of IEP. In Kambui, school for
hearing impaired learners’ negative attitude toward learning also challenged development
and use of IEP.
5.3 Explore the impact of the environment on the development and of IEP
The study revealed that the learning environment in both schools were not adequately adapted, while facilities and equipment were adequate but old hence was a setback to development and use of IEP.

5.4 Investigate the influence of Multidisciplinary team on the development of IEP
5.4.1 Head teachers
The study revealed that head teachers were not supportive as indicated by teachers from both schools. Head teachers felt they were supportive because they provided what the teachers required. However, they also revealed they had many administrative duties, hence could not support development and use of IEP.

5.4.2 Parents
The study revealed that majority of parents was not involved in learning activities of their children. Teachers felt that parents were ignorant and not educated to be involved in learning activities. In addition, teachers who involved them rated their support as inadequate. However, parents felt teachers under rated them that is why they were not involving them. Hence, parental support was a setback to development and use of IEP.

5.4.3 Related service providers
The study revealed that related service providers were inadequate in both schools, which was a setback to development and use of IEP.

5.5 Conclusion of the Study
The study revealed that learners in both special schools were not given quality education, because teachers could not develop IEP. Although teachers were advancing professionally
at a high rate, they were not practicing what they had learnt with the pupils like development and use of IEP. The teacher-pupil ratio also hampered development and use of IEP, as teachers indicated they were overworked. The education of learners with special needs was compromised by learning environments and the state of facilities and equipment in schools, which were not adequately adapted and were old. Special schools do not involve parents in learning activities of their children, which could be useful in development, and use of IEP. Head teachers are not directly involved in learning activities as they have a lot of administrative duties hence teachers are left to develop IEP. There is inadequate related services for the learners and therefore their health needs are not provided for which may hinder proper learning.

5.6 Recommendations
Based on the findings of the study, the researcher felt that effective development and use of IEP could enhance education of learners with special needs if the concerned stakeholders could do the following.

5.6.1 Teachers
The Quality Assurance and Standards Officers (QUASO), to ensure learners’ with special needs get quality education, should inspect teachers’ frequently. The head teachers should organize in-service courses at schools frequently to update teachers’ on current trends of education and as a way of motivating teachers to work hard. The government through the ministry of education to post more teachers in special schools to reduce workload, hence enable teachers’ develop IEP to capture individual needs of the learners.
5.6.2 Head teachers
Head teachers’ should be inspected regularly by the QUASO and other inspectors from the Ministry of Education to ensure school funds are directed towards intended school projects aimed at uplifting levels of education in schools. As administrators’ they should ensure there is quality learning in schools by inspecting teachers and providing the required teaching resources. The ministry of education should give head teachers refresher courses to update their leadership skills and current trends of education and how to implement them. Head teachers should keep asking for more teachers’ from the government to reduce teacher- pupil ratio in schools. Head teachers’ should look for ways of motivating teachers’ to change their negative attitudes towards learners with disabilities. They should organize how parents will be involved in learning activities of their children in schools. They should also ensure that related services are provided in schools, as they are part of IEP team.

5.6.3 Parents
Parents of pupils in special schools should be sensitised on the importance of being involved in learning activities of their children.

5.7 Suggestions for Further Studies
- The researcher suggests that a similar study should be done at a wider scope to enable the researchers explore development and use of IEP from a broad perspective, which could benefit all the Kenyan children.
- The researcher suggests that a study be done to determine an appropriate class and group size for special instruction programs and services in Kenyan content.
REFERENCE


The Standard (Friday, March 9, 2012): Marking Counties through population IEBC, pg xiv.


Observation Schedule for Teachers

I am using these questions to collect data on development and use of IEP in selected categories of disabilities in Kiambu County. This information will only be used for research purpose.

1. Is the teacher using required teaching documents?

   Yes    No

   Tick the ones available

   a. Schemes of work
   b. Lesson plan
   c. IEPs
   d. Progress records

2. Are they updated accordingly?

   Yes    No

3. How many learners are in the class? .................................................................

4. Is the teacher able to attend to all the learners in the class?

   ..........................................................................................................................

5. How many learners have IEP? .................................................................

6. How is the teacher interacting with learners?

   Cold    Lukewarm    Warm
Do the learners look enthusiastic as they go back to class from break?
Yes ☐ No ☐

i). How is learners participation in class
Fair ☐ Good ☐ Very Good ☐

7. Is the learning environment adapted?
Yes ☐ No ☐

8. What is the state of facilities and equipment
New ☐ Old ☐

9. Is the teacher using teaching/learning resources?
Yes ☐ No ☐

10. Are there other professionals working in the school?
Yes ☐ No ☐
APPENDIX 2

Interview Schedule for Head teachers

I am using these questions to collect data on development and use of IEP to learners in selected categories of disabilities in Kiambu County. All the answers you give are very important and will only be used for research purposes.

1. Gender: Male ☐ Female ☐

2. Age in years (check one)
   20-35 ☐ 35-40 ☐ 40-45 ☐ 45 and above ☐

3. What is your highest level of training in special education?
   a) Diploma ☐ b) B.ED ☐ c) Masters ☐
   d) Other specify………………………………………………

4. For how long have you been the head teacher in this institution? (check one)
   a) 1-3 years ☐ b) 4 – 6 years ☐ c) 7 – 10 years ☐ d) Over 10 years ☐

5. How can you rate teacher’s preparation of teaching documents, schemes of work, lesson plan? (tick one).
   a) Fair ☐ b) Satisfactory ☐ Good ☐ c) Very Good ☐

6. Do teachers prepare IEP?
   Yes ☐ No ☐
   If yes, how do you support them – explain

7. How would you describe the attitude of teachers towards learners with disabilities?
   Positive ☐ Negative ☐
8. How many teachers are there in the school? ________

i) Are they adequate?
Yes  No

ii) How often do the school organize in-service training for the teachers?
Monthly  Term  Yearly  Have never

9. Which category of learners do you admit?
Mild  Moderate  Severe
Why that category?

10) How do you rate adaptation of learning environment?
Inadequate  adequate  very adequate
Are facilities and equipment adequate?
Yes  No

11) Does the school have assistive technology?
Yes  No

11) Does the school involve parents in learning activities of their child?
Yes  No

i) If yes how often do you invite them?
Frequently  Once per term  Yearly

12) Does the school work with other professionals?
Yes  No

i) If yes are they adequate?
APPENDIX 3

TEACHERS’ QUESTIONNAIRE

I am using these questions to collect data on development and use of IEP to learners in selected categories of disabilities in Kiambu County. All the answers you give are very important and will only be used for research only.

1. Gender: (tick one)
   Male ☐ Female ☐

2. Age (tick one)
   20-30 ☐ 31-40 ☐ 41-50 ☐ 50 and above ☐

3. What is your highest professional qualification? (check one)
   a) P1 Certificate ☐ b) Diploma special needs ☐ c) Graduate with diploma ☐
   d) Graduate without diploma ☐ e) Masters ☐

4. How many years of teaching experience in special school do you have? (tick one)
   a) Less than 1 ☐ c) 4-6 ☐ d) 7-10 ☐
   b) 1-3 ☐ e) Above 10 ☐

5. Do you prepare teaching documents?
   Yes ☐ or No ☐

6. How many learners are there in your class?

7. Do you prepare IEP?
   Yes ☐ No ☐
8. How many learners in your class are you teaching using IEP? ..........

   (i) Do you feel overworked?

   Yes  ☐  No  ☐

   (ii) If yes how many learners would you be effective with per class?

   A  1-5  B  6-10  C  10-15  D  15-20

9. What categories of learners do you have in your class?

   Mild  ☐  Moderate  ☐  Severe  ☐

10. Does the category of disability affects learning?

   Yes  ☐  No  ☐

11. What is the learners’ attitude towards learning?

   Positive  ☐  Negative  ☐

12. How do you rate adaptations of the learning environment?

   Inadequate  ☐  adequate  ☐  very adequate  ☐

   i) Does the school have enough facilities and equipment?

   Yes  ☐  No  ☐

   ii) What is their state?

   New  ☐  Old  ☐

13. Are there teaching learning resources in the school?

   Yes  ☐  No  ☐

   i) How can you rate them?

   Inadequate  ☐  adequate  ☐  very adequate  ☐
ii) Are there assistive technologies in the school?

Yes [ ] No [ ]

14. How do you rate administrators support in learning activities?

a) Inadequate [ ] b) Adequate [ ] c) Very adequate [ ]

15. Do you work with other professionals in the school?

Yes [ ] No [ ]

i). How do you rate them?

Inadequate [ ] Adequate [ ] Very adequate [ ]

16. Do you involve parents in learning activities of their children?

Yes [ ] No [ ]

If yes

i) How do you rate their support?

Inadequate [ ] adequate [ ] very adequate [ ]
I am using these questions to collect data on development and use of IEP to learners in selected categories of disabilities in Kiambu County. All the answers you give are very important and will only be used for research.

1. Gender: Male ☐ Female ☐

2. What is your highest level of education
   Primary ☐ Secondary ☐ Post secondary ☐

3. For how long have you been a parent in this school?
   ...................................................................................................................................
   ...................................................................................................................................
   ...................................................................................................................................

4. Does the school oftenly invite you for meetings?
   Yes ☐ No ☐

5. Does the class teacher of your child involve you in the learning activities of your child?
   Yes ☐ No ☐
(i) If No, why   (check the ones applicable)

<table>
<thead>
<tr>
<th>Reason</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education level</td>
<td>☐</td>
</tr>
<tr>
<td>Have no time for parents</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers are proud</td>
<td>☐</td>
</tr>
<tr>
<td>Ignorance</td>
<td>☐</td>
</tr>
<tr>
<td>Teachers under rate parents</td>
<td>☐</td>
</tr>
</tbody>
</table>
APPENDIX 5

MAP OF KIAMBU STUDY LOCALE

KEY

A - Kambui school for Deaf

B – Joy town school for Physically Handicapped
APPENDIX 6

AUTHORIZATION LETTER FROM GRADUATE SCHOOL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubpa@yahoo.com
      dean-graduate@kui.ac.ke
Website: www.kui.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8715901 Ext. 57530

Our Ref: E55/20135/10

Date: 10th December, 2012

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION
MS. WAITHAICA CECILIA NJERI - REG. NO. E55/20135/10

I write to introduce Ms. Waithaica Cecilia Njeri who is a Postgraduate Student of this University. She is registered for a M.Ed. degree programme in the Department of Special Needs Education in the School of Education.


Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY FHILLABU
DEAN, GRADUATE SCHOOL

Kenyatta University...ISO 9001: 2008 Certified
APPENDIX 7

AUTHORIZATION LETTER FROM MoE

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

The following is an excerpt from the original document:

"Following your application dated 29th January, 2013 for authority to carry out research on "An evaluation of development and use of individualized education program for learners with special needs in selected categories of disabilities in Kiambu County, Kenya," I am pleased to inform you that you have been authorized to undertake research in Kiambu County for a period ending 31st March, 2013.

You are advised to report to the District Commissioners and the District Education Officers, Kiambu County 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.

Copy to:

The District Commissioners
The District Education Officers
Kiambu County."
KENYATTA UNIVERSITY
GRADUATE SCHOOL
CERTIFICATION OF CORRECTION OF THESIS
NB: This certificate of Correction should be forwarded to the Dean,
Graduate School for clearance before Thesis can be hard bound

PART I: RELEVANT DETAILS ON THE THESIS

Department: SPECIAL NEEDS EDUCATION
School: EDUCATION
Degree Title: M.Ed
Candidates' Name: Cecilia Njeri Wathaka
Registration No.: E55120135/2010
Date of Oral Defence: 1.6.14
Title of Thesis: EXPLORING SETBACKS OF DEVELOPING INDIVIDUALISED EDUCATION PROGRAM FOR LEARNERS WITH PHYSICAL DISABILITIES AND HEARING IMPAIRMENTS IN KIAMBU COUNTY

PART II: DECLARATION BY SUPERVISOR(S) OVERSEEING CORRECTIONS

I / we, the undersigned Supervisor(s) of Corrections do hereby confirm that I / we have closely looked at the corrections as instructed by the candidate's Board of Examiners and I / we do hereby certify that ALL the corrections have been effected as agreed.

NAME: Prof. (signature)
(SUPERVISOR I)

NAME: Dr. M. (signature)
(SUPERVISOR II)

NAME: (signature)
(SUPERVISOR III)

PART III: CONFIRMATION BY DEAN OF THE SCHOOL

Confirmed that the Supervisor(s) appointed to oversee the corrections have done so as per the instructions of the Board of Examiners

NAME: Prof. (signature)
(DEAN)

PART IV: AUTHORITY FOR FINAL BINDING OF THESIS

Authority for final binding of thesis is hereby granted.

NAME: (signature)
(DEAN, GRADUATE SCHOOL)

Authority for final binding of thesis is hereby granted.

NAME: (signature)
(Dean, Graduate School)
STUDENT'S CONTACT INFORMATION FORM

STUDENT'S NAMES:

SURNAME: WAITHAKA

OTHER NAMES: CECILIA NJERI

REGISTRATION NUMBER: E55/20135/2010

SCHOOL: EDUCATION

DEPARTMENT: SPECIAL EDUCATION NEEDS

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ADDRESS (most reliable): 43 NGEWA