SOCIO -CULTURAL PERCEPTIONS OF TEACHERS AND PARENTS ON INCLUSIVE EDUCATION IN FOUR SELECTED SPECIAL AND INTEGRATED SCHOOLS IN KENYA

BY

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT FOR THE MASTER OF EDUCATION (SPECIAL EDUCATION) DEGREE IN THE SCHOOL OF EDUCATION OF KENYATTA UNIVERSITY

MAY 2009

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DECLARATION

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

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This thesis is dedicated to my children Lidwina and Roderick whose inspiration, encouragement and prayers were indispensable throughout the entire pursuit of knowledge.
ACKNOWLEDGEMENT

The finalization of this thesis is cooperation efforts of several key individuals and institutions that the researcher feels indebted to credit.

Firstly, are my supervisors, Dr. Mugo John and Dr. Kang’ethe-Kamau Rachael whom I acknowledge with thanks for their patience, encouragement and devotion of a lot of time during the entire process of thesis preparation. Secondly, my sincere gratitude goes to the head teachers, teachers and parents of Thika High School for the Visually Impaired, Kambui Primary School for the Hearing Impaired, Nyaga Secondary School and AIC Kajiado Girl’s Primary School for their cooperation and participation.

Thirdly I appreciate the assistance of friends and colleagues especially Mr. Kithinji and Dr Agwata. Fourthly special gratitude goes to my brother Dave, my dear parents and sisters for their moral and financial support, not forgetting my sister in law Tabitha for volunteering to work as my research assistance.

Finally, I sincerely acknowledge my cousin Agusta for dedicating her precious time to edit and print my work.
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ABBREVIATIONS AND ACRONYMS

DEO: District Education Officer
EARCs: Education Assessment Resource Centers
EENET: Enabling Education Network
EFA: Education for All
FGD: Focus Group Discussions
HI: Hearing impaired.
HIV/AIDS: Human Immuno-deficiency Virus / Acquired immune deficiency syndrome
IDEA: Individual with Disability Education Act
IEP: Individualized Education Programme
KISE DL P: Kenya Institute of Special Education Distance Learning Programme
MOEST: Ministry of Education Science and Technology
PCWD: Parents of children Without Disability
PD-RS: Parents of children with Disability in Regular School
PD-SS: Parents of children with Disability in Special School
PWD: People with Disabilities
REI: Regular Education Initiative
SN: Special Needs
SNE: Special Needs Education
TD-RS: Teachers of children with disability in regular schools.
TD-SS: Teachers in special schools.

UNCRC United Nations Convention on the Rights of the Child

UNISE Uganda National Institute of Special Education

UNESCO United Nations Education Scientific and Cultural Organization

VI Visually impaired.
ABSTRACT

Kenya has practiced integration for the last twenty years, but this deprives interaction for the children with disability in a learning environment. Inclusive education is the current trend of education recommended by the Dakar Framework of action. Inclusive education is still a novel idea in Kenya eight years after Dakar Framework of action despite the effort to train teachers in certificate, diploma and graduate levels in special education. The philosophy of inclusive education has stimulated discourse among stakeholders, policy makers, professionals and lobby groups. Whereas the policy makers seem to be supporting inclusive education, there are no practical measures in place towards its implementation. Though varied means of implementation have been suggested, actualizing these theoretical notions remains a challenge. Investigations indicate that majority of parents and teachers are not aware of inclusive education. This study endeavored to establish the existing social and cultural perceptions of parents and teachers and their advocacy strategies towards inclusive education. Four schools were investigated; Kambui Primary special and Nyaga Boys Secondary integrated Schools for hearing impaired and Thika Secondary special and African Independent Church Kajiado Girls’ Primary integrated schools for the Visually Impaired. A conceptual model derived from Brofenbrenner’s Ecology Theory guided the study. Five Parents in each school were selected through convenience sampling and a Focus Group Discussion was administered with the help of research assistant. Teachers were purposively sampled and an interview guide administered to both teachers and head teachers. These were analyzed using conversational analysis method and presented in thematic form. A bio data sheet was used to get the demographic details and was analyzed using descriptive statistics. The study established that teachers supported inclusive education as long as relevant facilities are provided and teachers trained in inclusive education. The parents’ in the integrated schools were supportive to inclusive setting but the parents in special schools were reluctant to embrace it. Social and cultural attributes such as beliefs, taboos, stigma and negative attitude among teachers and parents had impact on inclusive education. Social class and communication were some of the social barriers established. Awareness campaigns, co-curricular activities and teacher training were identified as ways to overcome existing barriers. Parents in special schools were opposed to any form of advocacy while parents in integrated schools suggested follow up, provision of financial and material support. The teachers’ advocacy was through public awareness during parents meetings, in the church, public barazas (meeting) and in schools and lobbying for material and financial support. Strategies by teachers include suitable pedagogy such as Individualized Education Program; peer tutoring, provision of facilities and adapting environment. Parents’ involvement in education and an active parent’s organization was important. The policy on inclusive education should be treated a matter of urgency. The teacher training curriculum should incorporate inclusive education and teachers given incentives. Sensitization and awareness programs should be vibrant while dialogue among all the stakeholders is a prime consideration.
CHAPTER ONE

BACKGROUND AND CONTEXT TO THE STUDY

1.1 Introduction

Education is a fundamental human right for all people for improving quality of life and is an essential tool of social and human development. All people especially those from the most disadvantaged and excluded in communities should be guaranteed access to basic education. Equally important, is the right of children to be protected from discrimination as stated in article 2 of United Nations Convention on the Rights of the Children, 'that a child shall not be discriminated irrespective of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth or status.' (UNCRC, 1989). This is further emphasized in the Children's Act (2001), that a child has a right to live with his/her family, right to education and training to the greatest degree of self reliance and integration.

In spite of these rights, children with disability continue to be discriminated within the education systems on the basis of access, provision of human and material resources and social cultural attitudes that discriminate against them. The Salamanca Statement and Framework for Action Article II asserts that regular schools with inclusive orientation are the most effective means for combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (UNESCO, 1994).
In the USA, the Individuals with Disability Education Act (IDEA) of (1997), states that one way of making special education more effective is to strengthen parents’ roles and opportunities to participate in their children’s education., support teacher preparation and in-service education.

The main aim of special education is to assist persons with disability to develop towards realization of full participation in social life, development and equality (MOEST, 2001). Among the key policies stipulated in Sessional Paper no. 6 (GOK, 1988) is the integration of children with disability and sensitization of parents and communities about the need for children with disabilities to enrol in special education programs. The Persons with Disabilities Act (2003), states that ‘special needs of persons with disabilities shall be put into consideration in all learning institutions and provision of auxiliary services to facilitate learning process for these persons’ (GOK, 2003). The main question however is how effectively this has been achieved?

The introduction of integration policy in 1990 greatly enhanced enrolment of children with disabilities into the regular schools that led to opening of Special units for children with disability in regular schools. By 1998, 11,000 children had enrolled for the integrated program. According to the Government Plan (2000-2008) (in MOEST, 2001) out of the 1.8 million children with disability aged between 0-9 years, only 55% (100,000) had been assessed and 22% (22,000) were enrolled in both regular and special schools (MOEST, 2001). The enrolment comprised only 0.41% of total school enrolment. The Task
Force Report (GOK, 2003) found that 26,885 children with disabilities were in school, of which, 15,129 were boys and 11,256 girls. These were few and could be attributed to poor educational infrastructure, social cultural factors, poverty, teacher attitude and ignorance on the part of parents. The introduction of free primary education has further increased enrolment. The education statistics in the MOE indicate that 161,825 children with disabilities are enrolled either in special schools or integrated units. This is still minimal compared to the estimated prevalence rate of 10 percent which estimates 750,000 students with disabilities at the elementary level. (MOEST 2008)

The Ministry of Education (MoE) is currently developing an Inclusive Education Policy that will assist and safeguard inclusive education in terms of financial allocation, staff deployment, assessment and placement. The policy will ensure that parents will have their children admitted into schools of their choice and have a say in the education program of their choice in their localities (The Government Development Plan 2000-2005) (in GOK 2006). Unfortunately the development of the policy is too slow.

Despite the effort to train teachers in diploma and certificate courses in special education at the Kenya Institute of Special Education (KISE), successful inclusive education is still facing criticism. Moreover, despite the subject of disability being put top on the world agenda and widespread understanding about the persons with disability given, negative attitudes have continued to prevail in our societies. The persons with disabilities are seen as not able to
perform tasks that able-bodied persons can. The subject on disability continues to receive low priority. Programs, projects and services in social, education and economic sectors are not adequately resourced or even vigorously implemented.

Efforts have been made by various researchers (Awori 2003; Hakapaino 2006; Mwaura 2003), to investigate factors that may hinder implementation of inclusive education but this may remain unresolved if social cultural perceptions are not addressed. A survey by Karugu (2001) revealed that majority of parents and teachers are not aware of inclusive education. Focusing on challenges alone without a thorough investigation on the perceptions of teachers and parents may hinder identification of the inherent factors that may influence successful implementation of inclusive education. It is against the aforementioned background that the researcher found it of paramount importance to establish the social cultural perspectives of teachers and parents on inclusive education in four selected special schools and integrated units in Kenya.

1.2 Statement of the Problem

In Kenya, more than 75 percent of children with disabilities are out of school (GOK, 2008) and even those enrolled in education programmes are excluded and are learning in special schools or in integrated units. However, contemporary thinking propagates that all children, regardless of ability, should be educated in the general classroom (Kirk, Gallagher, & Anastasiow, 1997). While lack of access to education for children with disabilities may be
attributed to poor educational infrastructure and the numerous physical barriers, the social and cultural perceptions may widely influence decisions to or not to enrol children with disability in regular schools.

A number of education initiatives in many countries emphasize the importance of using local cultures and knowledge as a starting point for building up the philosophy and provision of education (UNESCO, 1994-1996(in UNESCO 1999); Turnbull & Turnbull, 2000). However, there has been little focus on the social and cultural perception of teachers and parents towards inclusive education of children with disabilities. This is despite the experience from a number of education initiatives that, education needs to be grounded in the locality. If the community does not have ownership of an education initiative, it is not likely to be sustainable (UNESCO, 1999). Resulting from this knowledge gap, this study endeavoured to establish the cultural perceptions of teachers and parents in Kambui and Thika special schools for the Hearing impaired (HI) and visually impaired (VI) and Nyaga and AIC Kajiado schools integrated for the HI and VI respectively. It also focused on their advocacy and various strategies that they deem necessary for instruction of the children with disabilities in an inclusive setting.

1.3 Purpose of the Study

The main purpose of the study was to investigate the social and cultural perceptions of parents and teachers on inclusive education in Kenya. Crucial also was to establish if parents and teachers, within their community settings,
believe that inclusive education is achievable. The researcher guided them to identify social and cultural aspects, which they perceive as either hindering or facilitating inclusive education. The study also sought to establish the roles that both teachers and parents could assume in the implementation of inclusive education in their respective communities.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Examine the socio-cultural perceptions of parents in the various categories of schools with regard to inclusive education;
2. Establish the perceptions of teachers in special and integrated schools towards inclusive education;
3. Examine the socio-cultural attributes perceived by teachers and parents as vital for inclusive education,
4. Identify the role that parents and teachers play in advocacy for inclusive practice in their communities;
5. Establish the crucial strategies that teachers and parents use in promoting effective inclusive practice at the community level.

1.5 Research Questions

1. What are the socio-cultural perceptions of parents in regard to inclusive education?
2. What are the perceptions of teachers in special and integrated schools towards inclusive education?
3. What are the socio-cultural attributes that influence the implementation of inclusive education?

4. How do parents and teachers advocate for inclusive education in their respective communities?

5. Which strategies have been developed by teachers and parents in instruction of children with disability?

1.6 Significance of the study

Despite the numerous efforts by the Ministry of Education, inclusive education is far from being realized. To support and fasten its implementation, it is important to generate empirical information, telling stories of learners and presenting perceptions and perspectives of key players like parents and teachers. This study is likely to contribute to the ongoing debate on realizing inclusive education in Kenya. The findings are likely to illuminate the role of teachers and parents in the development and implementation of inclusive education.

At the university, this study may contribute to the theoretical understanding on the technicalities of inclusive education, and would join the very few other studies that have looked into the problem. More crucial to this study would be the utilization of qualitative methodology or the dialogue approach in investigating inclusive education. To the parents and teachers, the study is likely to engage them in reflection upon their role in advocating for inclusive education in their communities. Finally, it is hoped that the findings of this
study shall contribute towards forming a base for a national advocacy agenda on inclusive education in Kenya.

1.7 Scope and limitations

Data from Thika and Kambui special schools, Kajiado and Nyaga integrated schools were obtained on socio-cultural perceptions of parents and teachers, strategies and advocacy towards inclusive education. However, other factors that may influence inclusive education such as perceptions of children and other stakeholders were not of focus.

The study suffered a number of limitations. Firstly, the study was confined to four schools in three districts of Kenya; two special schools and two integrated schools. This is due to financial limitation on the part of the researcher and the limited time specified for the course and also the diverse location of special schools and units. Secondly, inclusive education is still not clear to many since this is a new initiative in education and the researcher could experience a dearth in relevant literature on various aspects of the study. Thirdly, investigating the social and cultural convictions of a people is known to be challenging. Respondents might have likely concealed some aspects that may be vital in investigating this problem. In extreme cases, this may lead to a skewed picture of the problem either positively or negatively. A further limitation is that only teachers and parents participated in the study and other stakeholders in education were not used though their perceptions might considerably influence inclusive education. Moreover, there are other factors
that might influence inclusive education but the study focused only on social and cultural perceptions of teachers and parents due to time and cost limitations.

1.8 Assumptions

This study assumed that the social and cultural perceptions of parents and teachers influenced inclusive education. The study further assumed that parents and teachers were engaged in a critical rationalization process about inclusive education, and that they are actors right in the middle of the debate. It also assumed that the role of teachers and parents was vital in the implementation of inclusive education, and that this role was largely influenced by their perceptions and experiences.

1.9 Theoretical Framework

The Ecology Theory by Bronfenbrenner (1979) guided the study. The theory asserts that social experience is a set of nested structures, each inside the nest. It emphasizes that for human beings, the environment is much more than just the immediate concrete setting containing the living creatures. The ecology theory is a socio-cultural view of development that consists of five environmental systems ranging from fine-grained inputs of direct interactions with socio-agents to broad-based inputs of culture. The five systems are: microsystem, mesosystem, exosystem, macrosystem and chronosystem. Microsystems are patterns of activities, laws and interpersonal relations experienced by the developing person in a given setting with particular
physical and material characteristics. As the child grows, the microsystems also increase, for example the family, school, church experience and peers. Mesosystem comprises of interrelations among two or more settings in which a developing child actively participates. An example is extended family, school children, teachers, administrators and neighbourhood.

According to Brofenbrenner an exosystem refers to one or more settings that do not involve the developing person as an active participant. An example is the community, government agencies, mass media, informal settings such as professionals involved in implementing school programs. Macro system is furthest removed from individuals immediate experience. Brofenbrenner views it as the inconsistencies in the form and content of lower order systems. It exists at the level of the subculture or the culture as a whole along any belief system or ideology underlying such circumstances. It refers to the dominant culture or sub-cultural institutions (economic, social, educational; political systems and lifestyles). Chronosystem involves the patterning of environmental events, transitions over the life course and social historical circumstances with regard to socio-cultural circumstances. (Brofenbrenner, 1979)

This theory that focused on influence of socio-cultural perception on inclusive learning was found relevant to the study. The teacher should be able to understand the cultural background of a learner with disability and also understand the implication of his/her attitude towards the child on social and academic development. The theory laid down the various forms of interactions
exposed to a developing individual and the social cultural influence of such interactions. It further asserted that the environment should be patterned to suit such socio-cultural circumstances (Brofenbrenner, 1979) hence it laid down the framework upon which the research problem was based. The purpose of the study was to establish the social cultural ideologies and perceptions that might influence implementation of inclusive education.
1.9.1 CONCEPTUAL FRAMEWORK

Figure 1.1: Interactions of various social-cultural variables towards successful implementation of inclusive education.

Source: Researcher – 2009
The above model encompasses the major variables and their possible pattern of influence on each other and eventually on successful implementation of inclusive education. The interaction the child gets in a family (microsystem), the school and community (mesosystem) is based on perceptions towards disability. If it is positive, the child develops positive self image and is bound to fit in a regular school. If it is negative the child tends to withdraw from the society. This also influences decision to enrol the child to school. The parents who perceive disability positively will enrol and support the child’s education unlike the parent who perceives it negatively. The policy makers’ (macrosystem) perceptions will influence effective planning and implementation of inclusive policy. The social cultural attributes (exosystem) that are positive will translate into successful inclusion. Finally the environmental (global) events (chronosystem) such as the current trend in education which is emphasizing a shift from integration to inclusive setting will also influence inclusive education. Positive interaction of the variables will lead to successful inclusive education while negative interaction will result to delayed implementation.
1.9. OPERATIONAL DEFINITION OF TERMS

Bio data Sheet: List of questions to help get the demographic details of the respondent and the schools.

Community: A group of people living within the locale of the study.

Data: All the information gathered in the study.

Demographic: The characteristic of the study population in terms of gender, experience and professional qualification.

Disability: Physical, mental, sensory or behavioural state of condition that results in impairment of functioning in any part of the body.

Exclusive education: Type of education where learners with disabilities are taught separately in special schools and special integrated units.

Handicap: Is any kind of disability or hindrance which interferes with an individual’s ability to function in specific situations.

Inclusive education: Educational provision that calls for the school to modify the learning environment to suit the needs of all learners, including those with disabilities such that they are able to learn in regular schools together with ‘normal’ or non-disabled peers.

Integration: An education whereby there is a special unit in a regular primary school.

School categories: Refers to groupings of schools that include special schools, special units/integrated schools and regular schools.

Social and cultural Perception: Refers to the natural, social and cultural way of understanding and viewing inclusive education by teachers and parent.

Special education: Is a specially designed instruction to meet the individual needs of children with special learning needs mostly in special schools.

Strategies: Peculiar or typical methods or ways through which parents or teachers may use to assist children in an inclusive education.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to review the literature related to the topic of the study. This would assist the researcher to tackle the issues in question from a bird's eye view. The reviewed literature of this study therefore traced the concept of inclusive education, parents' perception of inclusive education, teachers' perception of inclusive education, the socio-cultural impact on inclusive education, teachers and parents' strategies on inclusive education and advocacy by parents and teachers for inclusive education.

2.1 The Concept of Inclusive Education

Inclusive education is a very new concept in many countries, and there is a considerable confusion about the terminology. In some contexts, the words, integrated and inclusive are used interchangeably. Enabling Education Network (EENET, 1999), states that 'inclusive education is a dynamic process which is constantly evolving according to specific culture and context.' Instead of the child being fitted to the education system, inclusive education enables education structures, systems and methodologies to meet the needs of all children not only a small number of so called special needs children. The above overview stresses the need for an education curriculum that includes all children with disability in regular schools. Kauffman (1995) posited that the philosophy of inclusive education was focused on educating all learners in the same classroom. Each student's unique needs are supposed to be met through
adaptation of equipment, specialized instruction and personnel. The school should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions (UNESCO, 2003). Inclusive education further looked at how to transform the system in order to respond to the diversity of learners. The emphasis was on reviewing schools and systems and changing them rather than trying to change the learner (Kristensen, 2002).

Hakapaino O, Savolainen H, Kokkala H, Alasuutari, H (2000) asserted that there were many practical interpretation of inclusion. One, inclusion would mean physically being in the same place and doing the same thing as other students and two, it would mean social acceptance and belonging. According to them, inclusive education does not concern only learners with impairments but also overcoming the barriers to learning and participation experienced by all learners; vulnerable to exclusion from full education participation. It involves a shift of focus from learners to learning centres, education systems and societies. It is about creating inclusive (enabling) cultures, policies, and practices at all levels of the education system. (Hakapaino et al, 2000). In Kenya, inclusive education is a policy that requires the education system to meet the diverse needs of a child as normally as possible rather than the child being made to suit the systems (UNESCO, 1997).

2.2 Historical Development of Inclusive Education

Inclusion movement was born in the early 1980’s with the advent of the Regular Education Initiative (REI) in USA. The REI (1986) (in Turnbull &
Turnbull, 2002) debate criticized special education services offered in USA as excluding many students who need special education support. It is stigmatizing students in special education by segregating them from their peers and general school activities and not promoting cooperative partners between educators and parents.

Education for handicapped children act (1975) specified that all children, despite the disability, had a right to free and appropriate education. In response, special education resources and self contained rooms expanded in regular schools. The Public Law of 1975 broadened the range of placement possibilities for all special education students with the mandate of ‘appropriate education’ for every child (IDEA 1997). It required development of Individualized Education Plan (IEP) for every child with disabilities, and instituted due process procedures for parents to question the decisions made for their children and education within least restrictive environment.

Karugu (1999), in his paper asserted that, in USA, the segregated classroom was the dominant trend for delivering special education services known as normalization. Later, it developed into mainstreaming whereby learners with special needs were included in general education process and they received additional instructions from special educators such as resource teachers. Further developments led to integration, where learners with disability joined general classroom but no special needs attention was given to them. This trend further split into two. One was full integration whereby the learner with
disability was placed in the same classroom with peers and support services were provided for them. The other was partial integration where special units were created in regular schools for learners with various disabilities.

Inclusive education is the current trend of delivery of services to children with special needs. Clough (1998) posited that the world conference on special needs education held in Salamanca, Spain (1994), recommended national and local policies that stipulate that learners with disability attend schools they would have attended if they had no disabilities. This was a follow up to the Jomtien Declaration on Education for All (EFA), (1990) in (UNESCO, 2000) which recommended that all children have a right to education regardless of individual differences. Various international policies came up in pursuant of the conference recommendations. The Dakar Framework for Action (UNESCO, 2000) was held to assess progress of Jomtien. It concluded that the progress in Africa was slow towards achieving EFA and recommended that by 2015, all children, the children with disabilities included, should have access to free, compulsory and quality education. Every country was to draw its own special Program Plans in line with priorities, objectives, legal and policy framework (UNESCO, 2000).

In pursuant to EFA goals by 2015 for the disabled, Kenya established the Children’s Act (2001), Persons with Disability Act (2003), and the EFA Flagship (2003). Moreover, various education commissions had suggested integration of special need learners in bid to promote EFA, but little
information existed on the implementation of these recommendations. The Ominde Report (GOK, 1965), noted that many children with mild handicaps were already integrated in regular schools and called for in-service and pre service training to equip teachers with necessary skills to handle such children. The Gachathi report (MOEST, 1976), further emphasized on importance of improving education and other relevant services to children with disability, both in school and community. It thus recommended integration and lead to establishment of assessment centres in 1984. The Kamunge Report (GOK, 1988) recommended a curriculum for Special Needs Education (SNE) learners. Special units were then opened in regular schools and adequate staff provided. Teachers were to be trained with appropriate pedagogy and necessary facilities provided. The Koech Report (GOK, 2000) led to further improvement of education provision for SNE learners. This included improved diagnostic assessment and intervention measures, free education, adapted curriculum and examination. This led to drafting of Special Education Bill in 2000. In 2003, the Parliament enacted an Act which guided education and training for the persons with disability (Persons with disabilities Act 2003).

The Government Development Plan 2000-2005 (in GOK, 2003-2006) further emphasized integration. However, despite all the recommendations, eight years after the Dakar Framework, little had been achieved towards inclusive education in Kenya. The special education department created by the Ministry of Education seemed to be non functional and the inclusive education policy is yet to be implemented.
2.3 Teachers’ Perceptions on Inclusive Education

The UNESCO survey (1986) on teachers’ view on integrated education pointed out that, countries where teachers favour education for all children in ordinary classroom had law requiring that. In countries offering sophisticated segregated education option, teachers were not in favour of inclusive education. Teachers are key implementers of any education policy and their perceptions are viewed vital towards success or failure of any policy. A study on inclusive education in Latin America, established the barriers towards inclusive education; as teacher’s low expectation of learners from low socio-economic background and unwillingness of teachers to meet the diverse needs of learners. This was attributed to lack of training in a heterogeneous approach (Hakapaino et al, 2000).

Such inbuilt perceptions can be detrimental to inclusive education. A research synthesis (1958-1995) in USA on teachers perception of inclusion by Scruggs and Mastropieri (1996) indicate that teachers’ positive attitude depended strongly on the following factors: experience with the learners who are perceived as challenged, teacher education, availability of support materials, class size and workload. Whereas, teacher training majored in developing knowledge and skills, the question of attitudes and values was considered less important. Years of research have shown that, attitude and beliefs were some of the ways of successful inclusive education of children with disability into the general classroom. According to Waldron (1997), the success or failure of
inclusive education was dependant on teachers’ attitude and provision of appropriate resources.

Teachers’ attitude tended to be more positive in USA after successful implementation of inclusive education. National Association of State Boards of Education (NASBE, 1995) (in Smith, 1998) recommended that teachers should be helped to adjust their attitudes towards learners with disabilities and students in general. Further a survey in USA by (LRP, 1995a) (in Smith 1998) established that teachers’ attitude tended to be more positive when provided with appropriate instructional materials, adequate time to carry out IEP and other support services. Philosophically, majority of the teachers supported inclusive education, but a large percentage was uncomfortable about teaching children with disability in their classrooms. A study conducted by Mwaura (2001) in Kiambu reviewed that teachers had a general consensus that the hearing impaired learners should be educated just like their hearing peers. Vlachou (1997) established that teacher’s attitude towards integration process tended to be conflicting and confusing. Teachers’ willingness and commitment was highly influenced by the conditions within which they had to work. Integration was an additional burden since it was in conflict with pressure to improve results. However the teachers recognize that integration was the best way to overcome prejudice. (Vlachou 1997)
According to the Uganda National Institute of Special Education (UNISE, 1998), teachers and parents' attitude was a major hindrance to inclusive education. The teachers rejected children with disability from attending lessons. Teachers might have low expectations from the learners with SNE and may not give them challenging work. This made the learner give up trying as efforts were not appreciated. Teachers in regular schools refused to admit SNE learners fearing that they might lower the standards mean score for the class since teacher performance is evaluated in terms of mean score in the final exam.

The teachers in special schools might oppose inclusive education because this would mean losing the 10% special allowance accorded to the special education teachers in Kenya. A conceptual paper by UNESCO (2003) highlights policies and structures as barriers to inclusive education, structures often maintains ‘special incentives’ for teachers working in the specialised area such as better salaries, smaller classes hence an impediment in changing the way the system works.

A study by Kiragu in Mombasa on challenges facing integration established that some head teachers do not want or do not support special Units in their schools (Kiragu 2006). However the findings further asserted that most teachers found integration beneficial to all children. It had positive effects on social, emotional and academic development of the special child. One of the key objectives of inclusive education was to develop a positive attitude in
parents, teachers and peers towards children with disability. It was for this purpose that the researcher was interested in capturing the socio-cultural perceptions that might have influenced inclusive education and thereafter unfold the existing paradox which might have led to proper implementation of inclusive practices.

2.4 Parents' Perceptions on Inclusive Education

Galang & Hanline (1993) (in Smith 1998) pointed out that parents who had experience of their children being included in general classroom had a more positive attitude. Many parents sought inclusive placement and were sceptical of even limited removal of their children for special services. The key issue was the social impact of segregated educational settings on their children. However, parents who had their children in special schools were reluctant to have their children in regular classroom. They feared that the caring attitude of SNE teachers and other resources may not be available in the general classroom. Some felt it was risky to place their children in large class sizes (Smith, 1998). According to Sale and Carey (1995) (in Smith, 1998) full impact of inclusive classroom on stereotypes and negative attitude continue to be a question for further study. When children with disabilities are segregated, it taught other children negative lessons, that there was no place in the world for other people who were different in some ways.

Smith (1998) cited the following challenges experienced by parents of children with disabilities. They suffered isolation, felt lonely hence less socially active
and might have felt confused about the causes of their child’s disability. National and international research findings indicate that, the family was the best place for a child to grow, learn and develop his or her potential and then the school (ibid 1998). Guijaro (in Hakapaino et al 2000) posited that parents should participate in school activities, support learning at home and control their children’s progress. So much of a child’s successful education and socialization depended on the parents hence collaboration with teachers is quite vital. The daily nation stated that research has revealed that many children with disability came from poor families and their poor parents’ preferred to take their able bodied children to school first, due to limited finances (Daily Nation 6th May, 2002). Further Kiragu (2006) on a study on challenges facing integration in Mombasa established that parents were ignorant and wanted to keep their special needs children at home.

2.5 Teachers and Parents Advocacy for Inclusive Education

A survey on inclusive education by OECD (1999), found out that, teachers and administrators should be trained on the meaning of disability and about children with disability. The school administrators should support the beliefs and values underlying inclusive education of children with disabilities (OECD, 1999),

The teachers and administrators need to believe that greater inclusive education will result to improved teaching and learning for all. Consultant teacher model should be adopted where consultants provide assistance to teachers in general
classroom, team teaching was encouraged and also modification of instruction materials (Hakapaino et al 2000).

In USA, parental advocacy was seen as a primary force that facilitated inclusive education. Parents not only encouraged schools to integrate students with disability but also they were directly involved with legislation and litigation that broke down barriers for these students (Scruggs & Mastropieri 1996). Smith (1998) acknowledged various types of advocacy that parents were involved in:

1. Self-advocacy; where families taught children with disabilities to speak and act on their rights in school and society. Families strove to make life as normal as possible for their child with disability.

2. Social support advocacy; where the family worked in the community to improve attitude and change specific conditions had an impact on the lives of children with disabilities.

3. Interpersonal advocacy; where Families intervene with the providers of services for children with disability such as teacher-parent conference and IEP meetings.

4. Legal advocacy; whereby families intervene legally for the rights of their children with disability.

The parents groups had a catalytic role to play as advocates on behalf of their children. They participated in partnership with schools and brought about change at the school level, which would impact on policy change at the central,
level. Parents groups guided schools and society towards respecting and accepting differences. Smith (1998) wrote on a project done in Philippines that incorporated training parents on advocacy, lobbying and mobilization of resources at all levels. This would enable mobilizing support and raising awareness of the need to rehabilitate and educate their children with disabilities.

2.6 Effective Inclusive Education Strategies by Parents and Teachers

EFA flagship (2003), established that education systems should have early diagnosis to enable the parental training on how to provide adequate support. The Public Law 94-142 gave new rights to parents of children with disabilities (IDEA, 1997). For the law to be effective, parents and school personnel must engage in problem solving strategies and work together. Parents should participate in development of IEP and should reinforce procedures such as helping in homework. They should also maintain open communication with the school.

On the other hand, the teachers must take into account the origin of the differences and take appropriate strategy in each case. If Children with disability perceive that teachers recognized and accepted their social, cultural and individual background, they would improve their self-esteem and be more motivated. Teachers should use a variety of strategies that promoted meaningful learning and active participation of all students. (Hakapaino et al, 2000). Omollo (2002) highlights various teaching approaches which were
appropriate to the learners' ability and learning process, peer tutoring, Co-
teaching, child to child approach, team teaching, ability grouping and acceleration.

The growing body of research suggested some key elements for the curricula that aimed at developing inclusive education; content, knowledge and skills relevant to learners' context. The curriculum could facilitate inclusive settings when it left individual teachers to make adaptations so that it makes better sense in the local context and for individual learner. (UNESCO, 1999b)

2.7 Socio–Cultural Impact on Inclusive education

Any education goal has to be looked at within a cultural context. Cultures define people's relation to nature and physical environment. Culture expresses attitudes to beliefs (Hakapaino et al, 2000). Education should be sensitive to cultural diversity and have thorough understanding of own culture. Attitudinal barriers both in school and at home lower expectations, led to overprotection and ostracism from teachers and peers. This might be due to mythical patterns of attribution and historical traditions that rationalize fear for and rejection of disability or deformity through various filters. There are several cases around the world that clearly illustrate differences in cultural understandings around disability. Vlachou (1997) posits that children with disability were not befriended by other children. They were targets of jokes, objects of curiosity and pity and provoked fear for the unfortunate tricks that life played. It was associated with guilt and embarrassment.
Persons with disability have been victims of different forms of injustice in most parts of the world. In India, though some integration had begun, the children with disability are shunned, abused and abandoned at birth (EFA flagship, 2003). In parts of Africa, disability is still often considered as indication of evil, witchcraft and bad omen. In Zambia, the reality was that parents are still hiding some children with disabilities (UNESCO, 1999). In Europe, persons with disabilities have been victims of torture, extermination, ex-communication and ridicule, especially during the reign of Adolf Hilter, in the World War II. In Judeo-Christian culture, the disabled were permitted to live while others were taken to monastic and convent infirmaries and this saw the beginning of placing persons with disabilities in special institutions, and hence, excluding them.

A survey by Kenya Sign Language Research Project (KSLRP, 1993), in various parts of Kenya revealed that superstitious and religious beliefs were believed to be causes of deafness. This might also be true for other forms of disability. Such cultural beliefs might be great hindrance to inclusive education even when other barriers to inclusive education are addressed. Most communities feared ridicules for superstitious reasons like, it would cause bad luck, it was sinful or against God and it might lead to birth of a child with disability (Mba, 1991). The stigma attached to handicap had a lot to do with the negative attitude the society had towards the children with disabilities. This hinders rendering of the necessary assistance that they deserve. Beliefs such as
disability is contagious are held by parents of children without disability. This might be a great hindrance to inclusive education (Hakapaino et al, 2000).

In Kiambu, a nine-year-old boy, born blind was termed as bad omen and had been locked up in a mud hut sometimes with chicken. He was neglected, stigmatized and had no company of other children (Sunday Standard 11th July 1999 pg 13, col 4-6). Children with hearing impairment were abandoned in a world of no communication. Families embarrassed of taking the child to school subdued their education potential. Research showed that poor parents opt to educate non-handicapped children leaving their handicapped child without skill and ignorant (Daily Nation 6th May 2002, p.10 col-1-2). Even in school, attitudes deterred such children from benefiting from educational experiences.

2.8 Summary of literature review

The literature review has covered a wide range of topics. The topics are summarised below.

Teacher’s Perceptions on Inclusive Education

Teachers’ positive attitude depended strongly on experience with the learners who were perceived as challenged and when provided with appropriate instructional materials, adequate time to carry out IEP and other support services. Teachers attitude were a major hindrance to inclusive education. The study sought to establish the existing perceptions and attitudes of teachers.
Parents’ Perceptions on Inclusive Education

Parents who had their children in special schools were reluctant to have them in regular classroom and were sceptical to even limited removal of their children for special services. The study was to find out if parents were ready to embrace inclusive education.

Teacher’s and Parent’s Advocacy on Inclusive Education

Teachers and parents advocacy was vital and was portrayed in various forms. The teachers should believe that greater inclusive education would result to improved teaching and learning for all. The parents groups had a catalytic role to play as advocates on behalf of their children. The study should establish the role played or that can be played by teachers and parents in advocacy.

Education Strategies by Parents and Teachers

Parents should participate in development of IEP and should reinforce procedures such as helping in homework and maintain open communication with the school. Teachers should use a variety of strategies that promote meaningful learning and active participation of all students. The various strategies employed by informants should be highlighted.

Socio-cultural Impact on Inclusive Education

Cultural and social beliefs might be a great hindrance to inclusive education even when other barriers to inclusive education are addressed. The stigma attached to handicap had a lot to do with the negative attitude the society had
towards the children with disabilities. The various social cultural attributes need to be identified and their influence on attitude towards inclusive education.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the procedures and strategies that were used in gathering and analyzing the data. These include the research design, target population and sampling techniques, research instruments, pilot study, and data collection. The chapter also discusses how data was analyzed, and presented, as well the logistical and ethical considerations.

3.1 Research design

Since this was more of a groundbreaking study, an exploratory approach using a case study design was favoured in a purely qualitative paradigm. According to Orodho (2005), qualitative research seeks to describe and analyze the culture and behaviour of humans and their groups from the point of view of those being studied. It is flexible and encourages researchers to be innovative. It also facilitates follow up questions that give participants' views, and why they hold such views. Silverman (2000) posits that qualitative research provides deeper understanding of social phenomena than would be obtained from purely qualitative data. The case in this study was the area of disability that is schools for children with hearing and visual impairments.
3.1.1 Variables

The independent variables in this study included the perceptions of teachers and parents on inclusive education and socio-cultural attributes perceived by respondents as vital for inclusive education. They also included strategies advocacy by teachers and parents towards inclusive education. The dependent variable in this study was implementation of inclusive education.

3.2 Study Locale

The proposed study was conducted in four selected primary and secondary special and integrated schools. Kambui Primary Special School for children with Hearing Impairments, Nyaga Integrated Secondary School for children with Hearing Impairments, Thika Secondary Special School for children with Visual Impairments and AIC Kajiado Girls Integrated Primary School for children with Visual Impairments. The schools were selected on researcher’s judgment since institutions dealing with visual and hearing impairment are quite few and not evenly distributed or equally accessible. The other criterion used was the area of disability and the school level. The schools were in Thika, Kiambu East and Kajiado districts.

3.3 Target population

The target population consisted of teachers and parents of children with and without special needs in the four special and integrated schools.
3.4 Study Sample and Size

In this study, the sample comprised six teachers from the two special schools, six teachers in the integrated schools totalling to 12 teachers and the four head teachers. A total of 30 parents participated in the study; ten parents from the two special schools, ten parents of children with special needs and ten of children without special needs for the two integrated schools.

Table 3.1 Sample size

<table>
<thead>
<tr>
<th></th>
<th>2 Integrated units</th>
<th>2 Special schools</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of learners with SN</td>
<td>5x2 (10)</td>
<td>5x2 (10)</td>
<td>20</td>
</tr>
<tr>
<td>Parents of learners without SN</td>
<td>5x2 (10)</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Teachers</td>
<td>3x2 (6)</td>
<td>3x2 (6)</td>
<td>12</td>
</tr>
<tr>
<td>Head teachers</td>
<td>1x2 (2)</td>
<td>1x2 (2)</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total sample size</strong></td>
<td><strong>28</strong></td>
<td><strong>18</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

3.4.1 Sampling Procedures

The sampling units were selected through purposive sampling technique, the criteria being the type of school. From the selected schools, purposive sampling technique was still used to sample out teachers, considering the teachers who had most contact, and hence had varied perceptions about the issues being addressed in the study. The teachers holding many responsibilities and most experienced in the school were selected since they interacted more with the learners. The parents were selected using convenience sampling, based on their availability. The head teachers were requested to organize a meeting with the
five parents. In selecting the sample, gender parity was considered. The head teachers of the four schools were the key informants for the study.

3.5. Research instruments

Three types of research instruments were designed for use by the researcher. There was a bio data sheet for the school, teachers and parents in order to get their professional and demographic information and focus group discussions to get perceptions towards inclusive education for parents of children with and without disability. A structured interview guide was organized for both teachers and head teachers.

3.5.1 Bio-data Sheet

The bio data sheet for teachers and parents consisted of demographic details of respondents that is, the age, gender, level of education and professional qualification. The school data sheet gave information on the type of school and enrolment in terms of gender and disability. (Appendix c)

3.5.2 Focus Group Discussions

Focus group discussions were conducted to permit probing on subtle issues which cannot be done using a questionnaire. Each FGD group comprised of five members. The FGD was conducted for the parents in the four schools with help of a research assistant. The head teachers assisted in convening five parents in the school for the discussion. The researcher was given the convenient dates to find parents in the school. The focus group interview
contained open-ended questions on perceptions of parents on inclusive education. The respondents were encouraged to give their own objective opinion on the questions asked. The structured interview guide was administered by the researcher. Probing was done for clarity of information and to generate further response. The research assistant recorded the responses. The focus group interview enabled the researcher to get as much as the interviewee could freely give in response to the questions asked. It also gives room and time for questions that arose in the course of interview. To cater for opinions not anticipated in formulation of structured questions, a room for comments after each question was left. The interviewees were allowed to give divergent opinions and they could always find points of convergence on contentious opinions. Observation cues in the course of interview threw some light to the researcher regarding attitudes or held opinions (Appendix B).

3.5.3 Interview Guide

This consisted of open-ended questions on perceptions of teachers and head teachers on inclusive education. They presented the implementers and policy maker's view of inclusive education. The researcher was assisted by the head teacher to identify the experienced teachers in the schools. The researcher administered questions on one to one basis to the teachers in an allocated room. Probing was done where necessary. The research assistant helped in recording the responses. The head teachers were interviewed in their offices (Appendix A).
3.6.0 Pilot Study

The research instruments were piloted in two schools, of similar categories of learners. Agha Khan integrated unit for children with hearing impairment and Thika primary School for the Blind, were used. The pilot sample consisted of three teachers, the head teacher and one FGD for parents in each school.

3.6.1 Validity of the Instruments

Hammerssley (1990:57) defines validity as “the truth, the extent to which an account accurately represents the social phenomena to which it refers”. To enhance validity, comprehensive data treatment method was used. FGD was administered to the pilot schools and the data obtained was coded and incorporated in the analysis. The smaller data sets were opened to repeated inspection until generalization was able to apply to every single gobbet of relevant data collected. The outcome was a generalization, which could be every bit as valid as a statistical correlation.

3.6.2. Reliability of the Study Instruments

Reliability enhances dependability, accuracy and adequacy of the instruments through piloting. Silverman (2000), asserts that an extended immersion in the field, typical of much qualitative research, leads to a preciousness about the validity and reliability of the researcher’s own interpretation of ‘their’ tribe or set of interview respondent. To ensure reliability, triangulation was applied. These involved administering similar questions to different respondents and the consistency of the responses were determined. Nachimias and Nachimias
(1996) stated that an instrument is reliable when it can measure a variable accurately and consistently and obtain the same results. The ability of the instrument to generate consistent responses from different respondents on the same tools was termed reliable.

3.7 Data Collection Techniques

The researcher administered the FGDs to parents with the help of a research assistant who recorded the responses. Most of the parents interviewed were literate which made it easy for the researcher to conduct the interview. For the few semi illiterate parents, the literate Parents who assisted in interpretation of the questions in the local language. The researcher (I) used Kiswahili language during the discussion for easy communication since most parents were comfortable with the language. A bio data sheet was provided to both teachers and parents to fill. The head teacher filled the school bio data sheet. The researcher made clarifications as required and illiterate parents were assisted in filling the bio data sheet. A semi structured interview guide was administered to the head teachers and the teachers.

3.8 Data Analysis

Since the data collected was qualitative in nature, conversation analysis method was applied. Realist approach was employed using MaxQda Program. The raw data from the interview guide and FGD was translated and compiled. The researcher prepared a data codebook for data coding. Predetermined coding categories that are related to research questions were used. This facilitated the
entry of data into computer for computer aided coding of themes and extraction of relevant voices. The data was presented in a narrative form according to emerging themes from the research objectives. Descriptive statistics were used to analyze the bio data sheet information and this was presented in tabular form.

3.9 Ethical and Logistical Considerations

A research permit was sought from the Permanent Secretary, Ministry of Education. Permission and introductory letters to heads of schools was obtained from the District Education Offices in the respective districts. A preliminary visit was made to the schools to book appointments for the intended research and a date to administer the instruments was arranged. The respondents were adequately informed of the study which was relevant to decisions about whether to participate, hence ensuring that participation was purely voluntary. Confidentiality and anonymity was also assured and was maintained.
CHAPTER FOUR
PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction
The section presents the analysis of the bio data and the qualitative data that
were analysed using conversational analysis and presented using a thematic
approach in narrative form. The themes, which relate to inclusive education are
organised as follows: teachers' perceptions; parents' perceptions; socio-cultural
attributes as envisaged by parents and teachers; advocacy and strategies as
perceived and practised by the participants.

4.1.0 Demographic characteristics of informants
This section contains descriptions of the study participants in terms of teachers’
profile and the parents’ profile.

4.1.1 Teachers’ Profile
This consists of head teachers and teachers’ gender, experience and
professional qualifications.

4.1.1.1 Gender and Experience
The respondents composed of nine male and seven female. Ninety nine percent
(n=15) of these respondents had teaching experience of ten years and above.
However, only 31% (n=5) had some training in special needs education. Half
of the respondents had some in-service training on special education. All the
respondents sampled held post of some responsibilities in their respective schools.

Table 4.1 Teachers professional qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>F</th>
<th>M</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>S1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>BED</td>
<td>3</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>ATS 4</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
</tbody>
</table>

KEY:
P1-Primary Teacher 1, S1- Secondary Teacher 1, BED- Bachelor of Education, ATS- Approved Teacher Status 4

4.1.2. Parents Characteristics.
The respondents under this category consisted of twenty mothers and ten fathers. All informants said they had no difficulties with admission of their children to the schools whether special or regular and were satisfied with the services offered. However all the parents had no independent parents’ organisation. The school administrators organised for the parents meetings where parents discussed and organised any matters pertaining their children.

Table 4.2 Parents’ characteristics.

<table>
<thead>
<tr>
<th>Sex</th>
<th>PD-SS (HI)</th>
<th>PD-SS (VI)</th>
<th>PD-RS (HI)</th>
<th>PD-RS (VI)</th>
<th>PWD (HI)</th>
<th>PWD (VI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>M</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

PD-SS- Parents of Children with Disability in Special School, PD-RS -Parents of Children with Disability in Regular School, PWD-Parents of Children without Disability.
4.2 Inclusive Education in Kenyan Schools: Stakeholders Perceptions

The education rights and research point inclusive education as the only way to guarantee that children and youth with disabilities receive quality education and meet the targets of EFA (Hakapaino, 2006). Parents and teachers were viewed as some of the key stakeholders. Their perceptions towards inclusive education were vital towards achieving this noble objective. This study sought to establish the perceptions of teachers and parents regarding the introduction of inclusive education in Kenya. Parents were focused on inclusive education versus the current segregated education system while teachers were focused on the awareness and practicability of inclusive education.

4.2.1 Parents' Perceptions on Inclusive Education

The study sought opinions of parents on practicability and workability of inclusive education. The study established a strong difference in perception between parents of children with disabilities in special schools (PD-SS), parents of children with disabilities attending regular schools (PD-RS), and parents of children without disabilities attending schools with integrated units (PCWD). Whereas the parents of children in integrated units were positive to the idea, the parents of children in special schools were opposed to any attempt to remove the children from the segregated set up. This was evident by the revelation by one of the parent in a special school.

'I rather my child to remain in this school because she gets all the support required and am not required bringing her with anything.' Parent 27th November 2007,
4. 2.1.1 Parents’ Satisfaction with School Type and Quality of Education

On the issue of satisfaction with the type and quality of education being offered to their children in the respective schools, parents were generally comfortable. The parents of children with disabilities in regular school (PD-RS) were in agreement with the parents of children without disability in regular school (PCWD) on integration, arguing that it was good and they were satisfied with it as long as necessary facilities were availed and trained teachers provided. However, the PD-RS expressed dissatisfaction on the quality of education provided to their children in the units. One parent for HI complained:

‘Our children are made to repeat classes for many years and some are never registered for KCPE. My child has been in class five for three years now. They are even not taught some subjects. Mostly they are taught mathematics.’ (Parent, 18th November 2007)

The researcher observed that PD-RS were painfully dissatisfied with negative attitudes shown towards their children by some teachers, who viewed their children like ‘they are in school to pass time and not to achieve academically’, one parent for the HI lamented. On the other hand, the parents of children with disability in special schools (PD-SS) expressed satisfaction with education for their children. They felt that they were receiving the best.

4.2.1.2 Preference and Benefits by parents

On whether parents would prefer inclusive education over the current segregated system, there seemed to be varied opinions. Whereas PD-SS felt that their children in the special schools should not learn in the regular schools, the PD-RS were satisfied with the arrangement. This was evidenced in the
discussion with PD-SS as one mother of a child with hearing impairment bitterly expressed.

‘How do you expect them to cope if when the child goes out to join others in games in the evenings during the holidays and then comes back crying since the other boys could not allow him to join them’. (Parent, 21st November 2007.)

This showed that the PD-SS were reluctant to embrace the idea of inclusive education because of past experiences outside school. There was fear that their children might be stigmatised and ridiculed. Moreover, the PD-SS argued that the regular schools had no facilities to cater for their children with disabilities and the teachers were not trained to handle them. The researcher also observed that the parents could not welcome the mere thoughts of being responsible for the daily chores of their children as confided by one parent of a child with visual impairment

‘It means I have to take and pick the child from school daily since the child cannot walk alone like the other children, yet I have other household chores to attend to. I would prefer that my child stays in a special school’. (Interview, November 2007).

Moreover, the PD-SS were in agreement that their children already experienced fees problems though some were lucky to get sponsors hence they were very sceptical on any attempt to remove them from special school.

“In a regular school, there are no sponsors. I would rather prefer that my son remains in a special school otherwise I will loose the sponsorship” (a parent confided, 10th November 2007).

On the contrary, the PCWD seemed to be contented with the inclusive learning that was taking place in the school. They did not mind it as long as discipline was maintained in the school. They purported that it was a good idea since their children (without disabilities) may help the children with disability to learn and also feel appreciated.
“When visually impaired children perform better in an inclusive class, it motivates other students with impairments and challenges all others to work harder” (Parent 29th November 2007).

The PCWD in the integrated school for HI also argued that inclusive education harbours the potential to reduce the burden of follow up of the learners by the teachers. However, the PCWD registered fear that inclusive education might disrupt concentration for their children and for those learning with children with HI, the sign language interpreter may be a distracter,

‘The children may concentrate on the interpreter instead of listening to the teacher’. (Interview, 21st November 2007).

Whereas for the children learning with the VI, the fear was that their children might waste time reading for the children with visual impairment. There was also fear that their children might ridicule those with disabilities resulting to unnecessary indiscipline cases. Though the PCWD comfortably embraced the idea of inclusive learning, the researcher observed some reservations as evidenced in a comment by one parent, ‘why don’t you put these children in a separate class, they can learn better there’ (Interview, 21st November 2007). These implied that the PCWD were in a way reluctant to fully support inclusion.

When the PD-SS were asked if they would prefer to take their children to the nearest regular school to study in the same classroom with their peers without disability, they also seemed reluctant. They expressed fear that the teachers might cope with the children with disability since they were not trained. They hence felt that the best arrangement would be to introduce units in the regular schools. However, all parents seemed to agree on the premise that the children with impairments would benefit if they learnt in the regular classroom as long
as the necessary facilities and manpower were provided. The anticipated benefits would be that the children might feel accepted in the community they are living in and they are bound to develop some independence when they were left on their own to go to school like any other child.

The findings in this study concur with what Galang & Hanline (1993) (in Smith 1998) found out in their study that parents who had experience of their children being included in general classroom had a more positive in attitude. The key issue was the social impact of segregated educational settings on their children. However, parents who had their children in special schools were reluctant to have their children in regular classrooms. They feared that the caring attitude of SNE teachers and other resources might not be available in the general classroom. Some felt it was risky to place their children in large class sizes. Whereas the PCWD and PD-RS were willing to have children with impairments in the regular school, the PD-SS were very reluctant. There was fear that they would lose the special services provided in the special schools.

4.2.1.3 Parents Involvement in Education of Children

The parents across all the systems interviewed seemed ignorant of the kind of education given to their children. When asked how they participated in their children’s education. One parent (HI) muttered

\[\text{it is not possible to help them because; we cannot communicate unless we are also taught sign language. It is only their teacher who knows what they learn.} \]

\text{(Interview, 21st November 2007).}
This shows that the parents were handicapped in getting involved in their children’s education. The study did not establish any form of parent involvement in education. They did not know how they could assist in their children’s education. The whole burden was left to the teacher whom they said was trained on how to handle such children. Parents, being key stakeholders should be involved in the education of their children (IDEA, 1997).

Only one parent confessed that he organised tuition for the child together with the siblings during holidays. This contradicted the reviewed literature that emphasizes the importance of parents’ participation in education. Parents should participate in school activities, support learning at home and control child’s progress (Hakapaino et al 2000). Parents needs to be enlightened on importance of participation in their Children’s education. The findings further contradicts Galang & Hanline (1993) (in Smith 1998) who found out in their study that parents who had experience of their children being included in general classroom were more positive in attitude. The key issue was the social impact of segregated educational settings on their children. The parents who had their children in special schools were reluctant to have their children in regular classrooms. There was fear that they would loose the special services provided in the special schools.
4.2.2 Teachers' Perceptions of Inclusive Education

The research sought to know if the teachers were aware of the current trends towards inclusive education and their genuine opinions on whether it could work and how.

4.2.2.1 Understanding of Inclusive Education by Teachers

The study established disparity between the teachers of children with disability in integrated units in regular schools (TD-RS) and the teachers of children with disability in special schools (TD-SS) concerning inclusive education. When asked what inclusive education was, the TD-SS came up with varied definitions, the most common being ‘the pupils with disability learning together in the same classroom with their peers without disability’ (Teacher, November 2007). Some added that instructional materials and specialist teachers should be provided and the environment adapted. Some teachers in the special school for the visually impaired understood it as opening the special school for the regular learners. However they felt that this could not work especially due to limitation of specialised manpower and facilities. They felt that the special school should be left aside as resource centres for inclusive education..

However the teachers in the regular schools (TD-RS) had not come across the term but when the researcher elaborated the meaning, they realised that they were actually practising inclusive education though they could not define it. Only the teachers trained in special education could define the term. The definition was related to that of Kaufman (1995) that inclusive education was
learning whereby all learners are educated in the same classroom and each student’s unique needs are supposed to be met through adaptation of equipment, specialized instruction and personnel.

The teachers’ definition missed grip of the most current definition by UNESCO (2003) ‘that IE is an approach that looks on how to transform the education system in order to respond to the diversity of learners. It aims to enable teachers and learners to feel comfortable with diversity and see it as a challenge and enrichment rather than a problem.’

The study established that, there was no government policy on inclusive education. The entire decision on inclusive education was left to the school administrators and sponsors. The findings contradict revelation from the reviewed literature that, teachers favoured education for all children in the regular classroom where there was a law requiring that. (UNESCO 1986)

4.2.2.2 Teachers Experience on Inclusive Education

When the teachers were asked if they thought inclusive education was an ideology that could work, they gave diverse opinions based on experience. The TD -SS were currently not practicing inclusive education but the teachers had some diverse experience of the same. TD-SS (VI) had included sighted learners in their classroom at one time while the TD-SS (HI) had currently included some learners with disability (LWD) in the neighbouring primary School.
The TD-RS expressed strong support for inclusive education but noted that at first there was resistance, both teachers and pupils were not comfortable with the arrangement. A teacher in integrated for VI School noted,

‘The sighted learners would sympathize with the learners with visual impairment; treat them like sick people and even feared interaction’ (Interview, 29th November 2007).

However the researcher established that this reaction was short-lived and within no time the children were freely interacting, appreciating each other and the teachers also eventually coped up. An almost similar experience was established in the school that had included children with hearing impairment. Most teachers were reluctant to take up classes since they feared communicating with the students with HI but eventually they were able to cope especially when they realised that the students had impressive performance. A biology teacher confined to the researcher that,

‘I was not bothered by the presence of the students with hearing impairment in my class. I taught like they never existed in class, but one boy could not let me free, he was all over, writing on a piece of paper wanting to know. I ended up writing back hence we started communicating. When the boy scored so well in my exam, I got so excited and this changed my approach. I am always keen to ensure he is following up the lesson these days’ (Teacher, 28th November 2007).

The findings from the TD-RS (HI) established that the children with impairment require appreciation, when ignored they tended to close up and withdrew. Although the teachers were not trained in special education, they were happy with the effort shown by the learners, who were very eager to learn, very hardworking and did well as long they are given text books. The teachers’ ignorance was evident as they kept on referring to the interpreter as ‘the teacher for these students.’ One informant described the experience as difficult both for the teachers and also for the hearing impaired students.
'We have difficulties in interacting with these students. There is only one interpreter in the school and to worsen matters, the students use inverted English when writing (meaning Kenyan sign language) giving us hell of time trying to comprehend what they mean' (Interview, School for HI, 28th November 2007).

This expressed the struggle the teachers undertook in order to assist the learners with HI. However the teachers noted that the other students had learnt some sign language from their peers and were of great assistance. Besides, the interpreter had difficulties signing some words and the students performed quite poorly in languages since they had difficulties writing correct grammar.

In special school for the VI, the TD-SS gave an almost similar experience when the school had included sighted students. Whereas the teachers pointed out that the experience was positive, one teacher strongly postulated that there was no good harmony between the children with visual impairment and the sighted, 'they were like two schools put together, the sighted learners lived on their own and had nothing to do with the visually impaired'. (Interview 10th November 2007). This made the learners with visual impairment feel isolated. However, the teacher admitted that the scenario was short lived; with time the learners coped well. The lobby groups for the visually impaired learners later complained that the sighted students were filling the few places reserved for the students with visual impairment. This system was discontinued in 1981 though the learners with visual impairment had greatly improved academically.

The study also established another negative impact of inclusive education whereby learners with disability developed negative self concept when they realised that their performance did not match that of their counterparts. A teacher in the Special School for the hearing impaired confided.
Some children suffered withdrawal, while others were discouraged and ran out of school since the teachers in regular schools had no knowledge on how to handle these children. The children did not get adequate help since they could not get teachers instructions (Teacher, 21st November 2007)

4.2.2.3 Perceived Learner Benefits and Viability of Inclusive Education

The study sought to establish teachers' opinion on workability of inclusive education. Whereas all teachers were in agreement that inclusive education was good and workable, they had diverse opinions based on their experiences. The study established strong agreement between the teachers and parents that inclusive education was beneficial to learners with impairment as long as facilities were availed and teachers given right training. Teachers were positive to inclusive education as long as teachers were trained in special education and facilities for the learners with disability availed. Those teachers that were in support of inclusive education gave the following as benefits;

'The children are able to compete and improve academically and also socialize with their peers. In turn the other children are able to appreciate them and their morale is raised' (Interview 21st November 2007).

The TD-RS (HI) also concurred that, the students seemed very appreciative to inclusive education. 'The learners with hearing impairment coped so well with their peers, they had even taught them sign language' (Teacher, 28th November 2007).

These indicated that it was not only the learners with disability who benefited from the system, but also the learners without disability appreciated the system and also benefited from it.
The findings also established that inclusive education was able to reduce the degree of disability in a learner and the opposite was also true as expressed by one of the teachers,

'some children were admitted in the special school with mild speech but with time the speech disappears, if these children were in the regular school learning with speaking children the speech could have improved instead'. Teacher, 21\textsuperscript{st} November 2007.

Teachers felt that inclusive education was beneficial to learners with partial impairment.

Though the study findings were to a larger extent positive to inclusive education, arguments against inclusive education were also established. One respondent lamented that; 'it may require individual (remedial) teaching hence wasting time for other learners' (interview 28\textsuperscript{th} November 2007). The teachers in Nyaga Secondary pointed out that it was difficult to get time within the school curriculum for remedial teaching since the school was a day school.

Another issue that came up was the negative attitude, the TD- RS revealed the tendency by some teachers to feel that they had no business getting involved in the activities for the learners with impairment. The only special education teacher in Kajiado School muttered 'I end up being left with so much work; I have to de-Braille all the exams and also do remedial teaching since there are no books written in Braille (Interview November 2007). Further the head teacher emphasized that it was difficult for the special teacher since other teachers brought the exams late for de-brailing. Similar findings were also established for the learners with hearing impairment; the teachers tended to look at learners with HI as ‘unable’
and feared that they may drop the school's mean score. Some teachers chose to ignore these children due to communication barrier lamenting that 'they (referring to the administration) admitted them (students with HI) in this school yet they knew we can't teach them (Teacher for HI, 28th November 2007)

The teachers confided that they had difficulties involving the learners with impairments in co-curricular activities. These findings supported the complaint raised by parents of integrated children (HI) that though a donor had given balls for sports to the school, the balls were not given to the children with hearing impairment but to other children. All systems were in agreement that inclusive education was a big challenge if teachers were not trained in special education. ‘A teacher handling a visually or Hearing impaired child but had no knowledge in Braille or sign language faces a lot of difficulties.’ (Interview November 2007). It was evident that the negative attitude by teachers was as a result of lack of training in special education. Some PD-SS were reluctant to fully embrace inclusive education for all learners with disability. One teacher commented,

'I would rather hope that our school be left aside as a resource centre and also for learners with severe visual impairment since they may not benefit from inclusion.' (Teacher special school, 28th November 2007)

The researcher established contradictions in regard to viability of inclusive education between teachers and parents in special schools and in integrated programme. Whereas the TD-SS and PD-SS were in agreement in expressing fear that the children may lose the sponsorship which was often availed to special schools, the TD-RS and PD-RS were very positive to inclusive learning as long as necessary measures were taken and all stakeholders sensitized and
actively involved in implementation. On the other hand the parents in the special schools differed with their counterparts in the regular schools. Still, while the teachers seemed to agree that the learners would benefit in inclusive education, the parents were reluctant to take the burden of withdrawing their children from special schools and enrolling them in the regular school. The findings of this study agree with Smith (1998), that teacher positive attitude to inclusive education is dependant on provision of necessary facilities and relevant training.

4.3 Socio-cultural Influences on Inclusive Education

This section gives some of the social and cultural attributes that teachers and parents purported to influence inclusive education. All systems were in agreement that there were some socio-cultural attributes that influenced inclusive education. However, it was not easy to draw a clear boundary between the social and cultural attributes. The researcher observed that though teachers would first deny the existence of cultural beliefs, as the discussion progressed they would highlight them. The study also established some social barriers that impacted on inclusive education positively.

4.3.1 ‘They are cursed...' Cultural Attributes to Inclusive Education

The study established existence of beliefs such as disability was a curse, was contagious, or was a result of witchcraft, a sign of bad omen, was for the poor, and was a taboo across all the systems interviewed. However, whereas the PD-SS felt that the belief in curses as a reason for disability existed, the PWD
postulated that such beliefs used to be there but were no longer pronounced due to religious teachings. Both teachers and parents were in agreement that some communities still took disability as a sign of bad omen. One mother observed that,

‘My husband rejected me and ejected me out of our matrimonial home and to worsen the matter their family (husband) never bothered to support me. The family blamed me for giving birth to a child with hearing impairment which was an embarrassment to the family’ (Mother for HI, 21st November 2007).

The parent thanked God for her family that gave her moral support and assisted her rent a room in the local market and where she was lucky to get a job as a cleaner in the school she enrolled her child. Such treatment was a major reason why parents hid their children with disabilities. They fear to be laughed at or be ridiculed’ the mother said. All the parents across the systems were in agreement that

‘Our children are segregated even by their own relatives because of disability, at first the relatives sympathize but when they realize the condition is permanent they isolate them’ (FGD, 21st November 2007).

This study revealed that stigma existed whereby a parent with a child with disability was isolated. Such beliefs made children to be regarded as outcasts and a social disgrace that could not make it in life. The belief that disability was for the poor was also evident in the study, ‘Some Indians and other rich people with children with visual impairment do not bring them to the school because of fear of being ridiculed’, a teacher noted (Interview 10th November 2007). Such beliefs discouraged parents from enrolling their children to school fearing to be ridiculed.
The belief that disability was a taboo in the society was also established by the study. 'When I first started teaching the deaf, I was warned that interaction with such persons may make me give birth to a child with disability' (Teacher, School for HI, 21st November 2007). Such a belief was quite discouraging to the teachers and also the learners. Other teachers also confided that they were warned that their children or any other family member may get disabled because of interacting with the children with disability. This supported the belief that disability is contagious and a taboo.

However, the PCWD had varied beliefs, though they seemed to agree that cultural beliefs existed in the society, their effects on treatment of children with disabilities was at the time minimal, the argument being that Christianity preached love and acceptance. Such Christian beliefs had reduced stigma and the children were seen socialising. The parents said that they encourage their children to appreciate the children with disability. These findings concur with the survey by KSLRP (1993) that superstitious beliefs exist in various parts of Kenya. Such beliefs are detrimental to inclusive education. Though there was dearth in relevant literature on social cultural impact on inclusive education in Kenya, the findings of this study agree with other researchers on existence of stigma and other cultural beliefs such as witchcraft and bad omen that make parents hide their children. A study in Zambia by UNESCO (1999)
4.3.2 Social Beliefs and attributes towards Inclusive Education

Though it was not possible to draw a distinct boundary between social and cultural beliefs, the study established some social beliefs. When asked if there were any social beliefs in the society that would limit interaction with the children with disability, both teachers and parents were in agreement that social beliefs such as interaction may lead to marriage existed within the community. It was surprising to note that most PCWD expressed fear that when their children interacted with those with disability, it might result to marriage. The study also established the belief that disability is contagious and that interaction with the children with disability may lead to birth of such a child. Such beliefs were quite detrimental to inclusive learning. This finding contradicts with that of Mba (1991) that it is ridiculing that may lead to birth of a child with disability. However such beliefs are associated to the superstitions surrounding disability in the society.

Another social attributes that impacted negatively on IE was the negative attitude towards people with disability by teachers, parents and the society in general. A teacher in a special school (VI) gave an example whereby the persons with visual impairment were looked at as abnormal (with some mental disability) and requiring sympathy and assistance. Such notion evoked negative attitude in teachers towards such children.

The study established a positive social attribute that strongly came from most PCWD, the belief that if you assisted a person with disability you were helping
God’s being and you would be blessed. This was based on their Christian teachings. This belief was found extremely supportive to inclusive education. This finding agrees with the literature from the judeo-christian culture which permitted the persons with disabilities to live with others. Previous studies reviewed in the literature also established that stigma had a lot to do with the negative attitude the society had towards the children with disabilities.

(Hakapaino2000)

4.3.3 Social Barriers to Inclusive Education

The research findings established barriers that practically existed within the social settings. The social barriers that were brought forward in the study were closely related to the beliefs. One social barrier that featured strongly was the peculiar culture of the deaf which made them prefer to live as a community of their own hindering comfortable interaction with other children. One parent lamented that, ‘my child is not comfortable with even his siblings, he is always withdrawn, and he always prefers to visit another deaf child’. A similar confession was made by the TD-RS (HI) that during break, the students with hearing impairment are found isolating themselves from others especially if they detect rejection.

Both parents and teachers felt that there was the instant negative attitude that accompanied the experience of a child with any impairment by all members of the society including the parents, before eventually overcoming it. This made the children to feel neglected hence they develop a negative self-image. As a result, the child found difficult to interact in an inclusive setting.
Some teachers felt it was an extra burden in their work especially those teachers not trained in special education while other children (without disability) looked at the learners with impairment as a burden since they require to be assisted to cope. Parents felt that their children with disability could not perform like their other siblings.

Another social barrier that featured in the study is the social class. Majority of the children with disability came from poor families and they had difficulties fitting in the community. The rich might not have wanted their children to interact with those with disability since they did not belong to the same social class. A teacher in the special school confided that.

‘In Thika, some Indians have children with visual impairment but they can not enrol them in the special school. They choose to arrange private tuition for them in town which is not beneficial to the child so that are not associated with disability.’ (Interview 10th Nov, 2007)

Stigma that was apparent in the society was also seen as a social barrier. The fear of stigma discouraged interactions thus isolating the learners and making them social misfits who cannot cope up with the other children in a regular school. A mother in desperation muttered,

My child is always laughed at and segregated by the neighbours’ children hence he prefers to stay alone and fear interacting with others. He cannot cope in a regular school’. (FGD, 21st November 2007).

The TD-RS asserted that communication barrier for the children with hearing impairment was a strong social barrier that did not only affect academic instruction but also the social interaction. Similar findings are evident in the literature review on existing social barriers. Communication barrier and
negative attitude and were identified as major barriers. (Mba, 1991). Other studies had not identified deaf culture as a social barrier. There was no distinct boundary between social barriers and beliefs the two were interrelated.

4.3.4 Impact of Social Cultural Beliefs on Education of Children with SN

As the researcher continued with the discussion, it was evident that social cultural beliefs impact on inclusive education was either positive or negative. The TD-SS felt that such beliefs made the children to be regarded as outcasts and as a social disgrace who could not make it in life forcing parents to hide them. As a result, the parents’ preferred special schools where they would dump the children since they did not want to be associated with the child with disability. A teacher in the special school for HI confided to the researcher that ‘Some parents do not collect their children when the school closes and others come after one or two weeks’. (Teacher for HI, 21st November 2007). Such children develop tantrums due to the perceived rejection by their own parents hence they tend to withdraw. This was viewed as a great hindrance to inclusive education since such children will fear rejection by the other members of the society. Teachers revealed that when the parents were positive towards the child with disability, it translated into better academic performance.

Belief that ‘if you ridicule a person with disability you may also get such a disability’ discourages ridicule. The TD-SS said that the tendency to treat the children with disability as sick requiring sympathy and empathy as a social barrier that made teachers to treat the children so tenderly to the extent of not
exposing them to the real challenges of the course. This was found to limit the quality of interaction as well as instruction.

Though the findings established some social cultural attributes that negatively impacted on inclusive education largely due to the traditional African beliefs that had no place for the persons with disability, the informants asserted that a few positive social cultural attributes existed. Attributes such as sympathy whereby the people assisted those with disability as a result of sympathy seemed to be quite dominant. Another positive cultural belief that was revealed in the study was the belief that

‘if you ridicule a person with disability you will also became disabled or give birth to a child with disability’. Such believes make people to be positive to persons with disability’. (Teacher for VI Girls November 2007)

The teachers in Kajiado postulated that there was a cultural belief among the Maasai that ‘a man is a man irrespective of disabilities’ this made the Maasai community to allow the persons with disability to own property making them more acceptable in the community. Though the study findings were silent about treatment of women with disability the researcher presumed that the women could be married off since these was an area with predominant early marriage for girl-child. However, it also indicated a cultural bias towards women. A teacher confirmed that such a belief was very positive to inclusive learning.
Respondents also gave Christian teachings and the strong believe in God that encouraged love for those with disability as a strong social attribute. Most of the respondents were Christians and were guided by their Christian principles. Christian beliefs that, *when you take care of a needy person, you will be blessed by God and that all people are equal in Gods eyes* were upheld by both teachers and parents. Such beliefs were supportive to inclusive learning. A kikuyu interviewee confessed that such beliefs had helped to eradicate and shun cultural beliefs in the community. They also helped the society to be positive towards education for the children with disabilities more so inclusive education.

Another strong attribute featured by the teachers was the involvement of the learners with impairment in sports. A teacher in School for HI, stated that ‘Students with hearing impairment are good in sports, music and drama, attributes that were positive and brought awareness and acceptance'. Such attributes would play a major role in popularising inclusive learning.

The teachers also cited the modern technology as a positive attribute that helped in changing attitude. They gave an example of Scientific understanding such as “each person has some inbuilt potential” as a philosophy that helped to change the attitude of the people towards persons with disability. It has brought acceptance of the persons with disability. Moreover the availability of scientific assistive devices for the people with disabilities such as wheel chairs, hearing aids, and the cane had further increased appreciation since they help in reducing dependency. Such attributes a quiet positive to inclusive education.
In integrated school for VI, the school Motto was also seen as a positive social attribute ‘girl takes care of another girl’. This made the children to be friendly to each other and assist those with disability in the inclusive setting. A similar scenario was also evidenced in the integrated school for HI where the boys without disability had already learnt sign language and were assisting teachers in interpretation. This made boys to freely interact thus breaking any existing social barrier and served as a strong social attribute.

The findings in this study were similar to the findings of Mba (1991), Hakapaino et al (2000) that most communities feared ridiculing for superstitious reasons. ‘It would cause bad luck, it was sinful or against God, it might lead to birth of a child with disability.’ The stigma attached to handicap had a lot to do with the negative attitude the society had towards the children with disabilities. The same beliefs were also established in the study at hand. However in-spite of the cultural beliefs cited, teachers were quick to note that such beliefs were very scanty these days though their impediment to inclusive learning could not be ruled out. The current study revealed that the society is slowly trying to overcome such misconceptions as parents and other stakeholders became more enlightened and sensitised.
4.4 Role played by Teachers and Parents in Advocating for Inclusive Education

The section sought to establish existence of any form of advocacy among parents and teachers for inclusive learning, why and how they advocated.

4.4.1 Teacher Attitudes Towards Advocacy

Teachers were key implementers of any education initiative and their role towards advocacy was very vital in the success of inclusive education. The study established that majority of the teachers were advocating or could support inclusive education and they gave their justifications. The few that expressed reservations against advocacy had also their own reasons. Most teachers felt that they could advocate for inclusive education as long as the necessary facilities and manpower were availed. The reasons given were that inclusive education could be successful and was a better programme. Majority of teachers felt that it was beneficial to parents both economically and socially hence they should lobby for it.

Whereas 95% of the teachers were strongly advocating for inclusive education, a few teachers were opposed to any kind of advocacy. One TD-SS was very negative arguing that Kenya had not reached a stage to accommodate inclusive learning, and the stage was not set for it. Further, the current integration programme had not been successful enough to give room to inclusive learning, arguing that Special education in Kenya was still at its teething stages and could not accommodate complex changes such as inclusive education. More so
the learners in integrated schools were already facing challenges. They lacked enough trained teachers and many were not following the adapted programme. Where integration was taking place in the school main stream, the regular teachers kept referring the learners to the special education teacher, thus the respondent felt that inclusive education was a foreign ideology which should be taken cautiously

'if integration has faced all these problems, then we are far from inclusive education. Further the current over enrolment problems in primary schools due to free primary education can not cope with inclusive education.' The teacher concluded. (Interview 10th November 2007.)

The TD-RS had almost similar sentiments, in the secondary school that included learners with disabilities in the regular classroom, it was even worse because there were no trained special teachers. Even in the primary school that had included some learners with visual impairment and a special teacher was put in place, the teacher was not conversant with all subjects and it was difficult to employ interpreters for all the classes. The findings established that where inclusive education was being practised it was quite hectic for teachers,

'Am forced to work extra hard to see to it that the learners achieve something,' the special teacher lamented. (Interview 29th November 2007)

The majority that supported inclusive education had their own reasons. One teacher firmly argued that,

'in the special school the child is disoriented and lives in his own world while in inclusive education the child is exposed to the world that they will eventually live in after school' (Interview, 10th November 2007.)

The teacher said that in the special school, the children with visual impairment were assisted with everything they required; hence they did not learn to be self-
independent and ended up in the street as beggars after school. The teacher felt that if such learners were exposed to the challenges of inclusive education early enough, they could learn survival tactics in the society. "It pains to meet some of our students in the streets" the teacher noted emotionally.

The research revealed that inclusive education bridged the gap between the child with disability and the parents. The argument was that when children were in special schools, the parents did not even know how to communicate with them. They left it to teachers to solve all problems of their children. Majority of the teachers were in agreement that the current segregated learning did not encourage independence. A teacher (VI) strongly blamed the current education scenario,

'the government, well wishers and sponsors shoulder all the responsibility of providing all needs for the children in special school hence the children perceive themselves as people requiring sympathy and help, making them develop dependency.' (Interview, 10th November 2007)

A similar sentiment was also evidenced in the other special school (HI) studied,

Most of the children with disability become social misfit after completing school. (Interview 12th November 2007).

However the TD-SS purported that Inclusive learning exposed the learner to challenges of the world early, which they said;

'Enabled the child to became self independent, equipped with necessary life skills, learn from peers, feel socially accepted and generally uplift morale which would translate to better academic performance.' (Interview, 10th November 2007)

On the other hand the teachers felt that the learners with impairment would have no room to incite each other and close up to the world as they often did.
The TD-RS strongly supported inclusive education saying, it motivated the teachers as well as the other children, brought competition in the class and the learners with disability felt appreciated and worked harder. Moreover the negative attitude often held by other children, teachers and parents towards disability is slowly eradicated. A respondent used the sayings of Aristotle to support inclusive learning, 'that Gods creation is perfect' hence all children should be availed education. The teachers’ gained more knowledge on how to handle such children and those who are not trained could be given support so that they can understand the learners with disability. The findings are similar to the findings in a survey by OECD (1999) that teachers and administrators should be trained on disability and support beliefs and values underlying inclusive education.

4.4.1.1 Concrete Roles in Teacher Advocacy

The study findings established various ways in which the teachers across all systems had participated in advocacy for education of children with disabilities. Teachers sensitized parents during parent meetings to enrol more children with disability who might be hidden at home. One teacher strongly advocated for inclusive education by personally going to the villages and churches to sensitize parents of children with impairments to take their children to special schools or the neighbouring school. One head teacher argued that by the virtue of enrolling learners with impairment in the regular school mainstream, he was advocating for them since there was no government policy supporting inclusive education. Moreover, enrolling such learners with disability created awareness
to other schools to support inclusive education. The study established that advocacy was done in public baraza, whereby the community was enlightened on the need for education for learners with disability.

Teachers argued that they advocated through sensitisation of teachers not trained in special education to enrol for training in special education. One teacher purported that most of the teachers in the schools were already enrolled in the Kenya Institute Special Education Distance Learning Programme (KISE DL P). Teachers were also sensitising the other children with no disability on the importance of assisting their peers with impairments. Teachers in AIC Kajiado School were advocating through inviting already working persons with disability, donors and sponsors to encourage learners with disability and the school community as a whole.

'The school has invited an old boy, now a nurse, to motivate the parents as well as the learners' (interview 29th November 2007.)

The available literature had not highlighted the various forms of advocacy practised by teachers as established by this study. Only instruction advocacy (Hakapaino et al 2000) was established and not awareness creation. The disparity could have been as a result differential level of acceptance and education for the children with disability in different countries.

4.4.1.2 Teacher Recommendations on Advocacy

To further support inclusive education, the teachers suggested some of the ways in which advocacy could be done. Most of the teachers felt that lobbying could be done through the school board of governors. They could be sensitized
to support learners with disability in the school and to assist in the advocacy strategies. They could lobby for machines and any other types of aid from well wishers. One respondent strongly felt that the government as part of the advocacy should publicize education for learners with disability through the mass media. These study findings on teachers agree with the literature that, where teachers advocate for the education of learners with impairments, the progress in education is positive. This relates well with the findings of Helsinki (2000) that teachers and administrators should support inclusive education for it to succeed.

4.4.2 ‘Advocacy is the Teachers’ Role’: Perspectives from Parents

The research findings established strong differences between the roles played by the PD-SS and the PD-RS and PWD. While the PD-RS and PCWD supported inclusive education, the PD-SS were strongly opposed to it. The PD-SS said it was not necessary to discuss ways in which they participated in their children’s education since they felt the whole burden was for the teachers since they were trained. After all, the regular school neither had specialist teachers nor the facilities to handle the children with disability. The study did not establish any form of parents’ advocacy. The parents were not aware of inclusive education hence they could not advocate for it. The researcher tried to investigate how the PD-SS and PR-SS support learning of their children. The parents had no idea of how they can support education of their children as evidenced in the expression captured from one of the parents, ‘I have already brought my child to this school which means I support his education.’ to this parent
advocacy was enrolment. Such a response was probably emanating from the fact that there were other parents who had not enrolled their children to school.

The parents were really ignorant of inclusive education. Even where it was being practised the PCWD were not aware of it as expressed by one PCWD ‘you mean there are deaf children in this school? When did they came? These portrayed the degree of ignorance portrayed by parents. The findings are contradictory to previous studies especially in the USA where parents are actively involved in their children’s education. They are directly involved in the litigation and legislation that broke down barriers for these students. (Scruggs&Mastropieri 1996)

When asked if they could advocate for inclusive education the PD-SS said it was not beneficial to the children, the only benefit was social. Children would learn to live and socialise with their peers and siblings but was quick to note that, that was not the objective of taking children to school. The PD -SS further argued that;

‘Children might develop negative self esteem because of lack of appreciation’. Even if our children are enrolled in the regular classroom, it will not be possible to follow up their education since they have no sign language to communicate (Parent of a child with hearing impairment, Interview 12th Nov. 2007)

Moreover it was not possible to have their children admitted in regular school since they were referred to special schools after assessment.
In contrast, the PCWD supported inclusive education though most of them seemed not to be aware that the school had integrated children with disability in the school, they were quite at home with the arrangement since it would assist the learners with disability not to feel isolated. Some parents felt that it was the right of the learners with disability to interact with others in the society. The argument being, ‘if the children were sheltered from the world, they will eventually leave school and live in the society’. (Interview 28th November 2007). Inclusive learning motivated the learners in choosing their career.

One parent in opposition of exclusive learning for learners with disability said, ‘A friend trains my child daily living skills during holidays but she always deteriorates when she goes to the special school, having forgotten most of the things by the time the school closes’. (Interview 28th November 2007.)

However one PCWD expressed fear that the sign language interpreter put in class by the school distracted students’ attention and preferred that the learners with disability be placed in their own class. Parents’ attitude to advocacy can be influenced by training on advocacy, lobbying and awareness campaign as revealed in a project done in Philippines (Smith 1998).

4.4.2.1 Roles that can be assumed by parents in advocacy

The study established that parents were ignorant of advocacy but as the discussion progressed, it became evident that parents could advocate for it. Though the PCWD and PD-RS were in agreement in the support for the education for the learners with disability, they differed on the forms of
advocacy; the PD-RS said they were could support their children’s education in the following ways;

(i). Paying tuition fees for the children

(ii). Making follow up for the learning of their children

(iii). Buying relevant books,

(iv). Discussing the social and academic welfare of learners during parents meeting.

(v). Motivation of children to love school by buying presents for them.

However these findings were limited, the PD-RS only gave ways the parents support and can support the education of their children but no vibrant lobbying by parents was established. Parents said they were involved in the learning of their children only during parents meeting when the teachers updated them on the school progress. These findings are limited to only the self advocacy aspect cited by Smith (1998).

The PCWD strongly felt that they could advocate by creating awareness to parents in the neighbourhood to take any child with disability hidden at home to school and also inform the administration of such cases. Surprisingly, the PCWD seemed to be impressed by the new awareness that they even offered to give financial and material support in order to make the school environment comfortable. One parent commented: ‘we can also contribute to provide physical resources to make these children comfortable. Another parent suggested that ‘the administration can buy tokens to children with disability who perform well as form part of advocacy’ (Interview 29th November 2007).
The study also established that parents could also sensitize their children without disability to assist and appreciate the children with disability since all were God’s creation. The findings in this study revealed a gap in the form of advocacy practised by parents in USA, the interpersonal advocacy and legal advocacy are yet to be introduced to parents. (Smith, 1998)

4.5.0 Strategies Towards Realisation of Inclusive Education

The study established the various strategies suggested or being adopted by teachers and parents towards successful education of learners with disability. It was evident from the study that both the teachers and parents needed to be actively involved in successful implementation of inclusive education. While the findings showed that parents would wish to participate in their learner’s education. They were though not actively involved. Teachers were already participating in education for learners with disabilities but they suggested strategies for more effective involvement. The researcher observed that only the few learned parents seemed to care about the education of their children. The rest left the full responsibility of their children’s education to the school. The findings came up with various measures that needed to be taken by teachers and parents in order to achieve inclusive education.

4.5.1 Teachers’ Strategies

The study established that though the strategies that teachers could adapt may generally be similar, most of the strategies were dependent on the area of
disability. The TD-SS felt that the methodology that teachers adopted should be in line with the type of impairment. For example, a teacher teaching a class with children with visual impairment should limit use of visual aids while for the HI the teacher should use more of visual aids and write most of the things on the chalkboard for the learners to copy. The teacher should plan for the lesson with the learner with disability in mind in order to adopt appropriate pedagogy.

Another strategy that was identified was the teachers training. Teachers should be trained on relevant skills in order to be able to take care of the diverse learning needs of learners with disability. One teacher observed that 'trained teachers handle the children quite differently from those that have no training'. (Special teacher VI, interview, 21st Nov 2007). It was further established that training helped to influence the psychology of teachers towards the learners with disability and also enhanced making of appropriate learning resources. They suggested that if inclusive education was to succeed, the training should start from the pre-service college level.

Sensitization and motivation of teachers and all stakeholders was also viewed as a strategy towards successful inclusive education. Teachers observed that this could be achieved through holding short seminars and in-service training for further enlightenment and teamwork. All stakeholders should be given seminars on how to handle inclusive education. The students, parents and teachers should meet and consult on how best to go about the inclusive
education. The learners in the regular school should accept the children with disability in the school and assist them to cope with the situation.

Parents can also be part of the sensitizing team in the community. Parents can sensitize and motivate their children with disability to love education by buying presents for them and showing attention and interest in their education.

Provision of relevant learning resources such as audio visual aids was another effective strategy. The teachers felt that the government should provide physical facilities such as hearing aids and Braille machines and subsidize the cost of the hearing aids to a price affordable by parents. The infrastructure in schools should be improved to suit the various disabilities. The parents could also assist in providing all required facilities for their children’s education. The interpreters should be increased to at least, one per class and the class size should also be manageable.

Another strategy that came up during the study was the remedial teaching for the children with disabilities. Teachers must sacrifice time to prepare Individualised Education programme (IEP) for the learners and introduce peer tutoring for pupils to assist each other. ‘Teachers should be given motivation to compensate for the extra time used during remedial teaching (Special Teacher, 29th November 2007). Parents could check the children’s work and assist in homework.
4.5.2 Participation of Parents and Children Education

When asked if they had any parents' organisation in the school and how they think it can be helpful, all parents concurred that they had never had one; though they deemed it was important. They felt it could be a good forum to share experiences, advice each other on the necessary requirements for their children and even pull resources to assist each other. Parents were currently not practising any tangible strategies towards education for their children. The parents of children with hearing impairment felt that unless they are trained in sign language it was a nightmare to follow up education for their children. The same feeling was common across all the PD-SS. The PD-RS however had a different experience; most confessed that they struggled to assist their children

'I try to assist my child to do homework and at times ask the brother to help him and during holidays I get a person to give tuition to both of them.' (Father HI, 28th November 2007).

Another vital strategy that strongly came up was the formation of a parents' organisation. Though the parents were currently not having the organisation in the schools, they felt it would be quite beneficial. The PD-SS (Kambui) recalled experiences when they were invited in the school for parents meeting and before the meeting commenced, they shared their devastating experiences with each other. 'I go home feeling so relieved' one parent exclaimed. Parents further said the organisation would enable them to discuss the welfare of their children, the strengths and weaknesses of their children and be able to appreciate their children better. They noted that it would be easy to organise seminars for the parents and this might help to eradicate the stigma associated with disabilities and create awareness to parents especially those that were still
hiding their children at home. It would also enlighten them to enrol their children for higher studies instead of relying on technical courses. Furthermore parents felt that they could easily pull resources to assist each other especially in buying the assistive devices for the children such as hearing aids and the cane without necessarily relying on the government support. They could also organise for medical attention of their children as a group and even training in sign language that would be cheaper.

4.5.3 Barriers to Inclusive Education

The study also established the various barriers impeding parents and teachers from practising the suggested strategies. Most of the barriers identified were emanating from the socio cultural beliefs held by the respondents. The negative attitude by all stakeholders including parents, teachers, the community and even the policy makers who did not take education for the learners with disability seriously was a major handicap.

The study established lack of proper networking among the stakeholders. For example, a teacher confessed that he had never met the parents of the children with hearing impairment in their school. The boys were brought to school by Kambui School for the Hearing Impaired, and the school acted as a guardian.

Since the strategies suggested were unique for the various disabilities in the study the barriers also followed the same suit. The teachers in the special schools for Visually Impaired outlined the lack of appropriate learning
resources such as Braille books and papers and the limited finances to purchase such facilities. Another challenge given was the limited medical facility for the VI, who required regular eye check up which might not be affordable or near the school. Moreover the parents felt that the environment in regular schools was not suited for easy mobility.

The other issue raised by the PD-SS was donor support. Parents expressed fear of losing the sponsorship normally given to the children in special schools. Majority of the parents could not afford the expensive facilities required. For instance the parents of children with HI said the audiovisual facilities were seen to be too expensive. The finances to employ interpreters were also not readily available.

Teachers noted that lack of a clear guideline policy on how to go about the inclusive learning was still a major barrier.

'The administration seems not to be keen in making the learners comfortable, its like the learners with hearing impairment are just there and nobody is bothered about how they learn and what they achieve.' (Interview, 28th November 2007)

Further, the research findings also revealed that some school administrators were unwilling to admit such children, due to lack of a directive from the Ministry. There is no policy in inclusive education. Parents also seemed not to be aware of the current trend in education as observed during the interview.
Another hindrance to inclusive education was the lack of trained personnel in the schools. Most teachers were ignorant of the strategies hence could not follow up the learners with disability.

'Besides we are forced to move slowly hence not able to cover the syllabus since there is no time for remedial teaching as the school is a day school' (Teacher HI, 28th November 2007)

It was also evident in the same school that some teachers did not teach comfortably with an interpreter in the class not overlooking the big number of children in the classes.

4.5.3.1 Overcoming the Barriers to Inclusive Education

The teachers and parents highlighted the various remedies that they deemed vital for successful inclusive learning. First and foremost teachers felt that the school administrators should be trained in special education to enable proper guidance to teachers and effective implementation. A teacher suggested that the already trained teachers could be used as resource persons in the schools and the teachers that were not trained given in service training.

Teachers also needed to be quite innovative and creative to design methodology that could best communicate with the learners with hearing impairment. Some of the methodologies included grouping the pupils according to abilities, as well as ensuring that the various facilities for all types of disabilities were put in place. Teachers felt that involving the learners in co-curricular activities made the learners gain self-confident and acceptance that contributed positively to academic achievement. The various strategies that
came up in the study were in agreement with the literature review. This compares with the EFA flagship (2003), that the parental training on how to provide adequate support for their children with impairment was a very important strategy.

4.6 Concluding Remarks.

Inclusive education as evidenced in the study findings was beneficial to learners with disabilities when proper mechanism of implementation are applied. All the stakeholders should collaborate in making this initiative a success. One way of strongly embracing inclusive education was found to be by vigilant public awareness and sensitization. This was a way of overcoming negative attitude among the major stakeholders in education which was observed as a major hindrance. The negative attitudes attributed to the existing socio-cultural perceptions could be eradicated through appropriate training.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives the summary of the study findings, their implications and recommendations for further research.

5.1 Summary

The summary in this study have been categorized according to themes drawn from the research questions. They present the general findings on each of the variables studied.

5.1.1 Parents perceptions on Inclusive Education

The parents were not aware of the term inclusive education. The researcher had to explain the meaning hence the parents were able to give their perceptions. The perceptions of parents to a large extent were based on their past experiences. The PD-RS largely felt that inclusive education was beneficial to learners with disabilities as long as relevant resources were availed and trained personnel in special education were deployed to the school. On the other hand PD-SS were very sceptical to the idea of removal of their children from special schools to join regular schools. They were reluctant to adapt to the new ideology due to fears of the outcome. The PCWD expressed a great interest in supporting inclusive education. The findings in this study concur with the existing literature that parents with children enrolled in special schools are
quite sceptical to any attempt to withdraw their children from these schools. They feel that inclusive education may not work for their children.

5.1.2 Teachers Understanding and Experience of Inclusive Education

All teachers had a vague idea of inclusive education and had some experience of the same. The teachers in the regular school were not familiar with the term but when elaborated they agreed that they were practising it. Majority of them were positive to inclusive education. They supported inclusive learning since learners with impairments benefited socially and academically. They highlighted inadequate specialised facilities, trained teachers in special education and disability-friendly environment as the major bottlenecks. The teachers’ experience of inclusive education was that it was beneficial to all learners. They felt that Inclusive education can be very successful if all the stakeholders were involved and teachers given incentives.

Some of the teachers in special schools wanted learners with severe impairments retained in special schools. The special school should remain as a reference centre. Lack of policy on inclusive education had contributed to slow implementation.

The above findings agree with other previous studies. The success of any government initiative is largely dependant on its implementers. The vital role of teachers in successful implementation of inclusive education cannot be underscored (Scruggs and Mastropleri 1996), (smith 1998) that teachers’
positive attitude depended strongly on experience with the learners who are perceived as challenged, teacher education, availability of support materials, class size and workload. The findings established that training and experience could assist in eradicating negative attitude in teachers.

5.1.3 Social-Cultural Perceptions of Teachers and Parents towards Inclusive Education

The study findings established that both teachers and parents were in agreement social cultural attributes were influencing education for the children with disabilities. Though parents had enrolled children in special schools or units, some were still hiding their children at home. The social cultural beliefs and taboos had resulted to stigma and negative attitude towards persons with disabilities. Such influences had translated negatively to education for the learners with disabilities. Teachers had low opinion towards children with disabilities in class and did not give them challenging tasks.

Socio-cultural attributes such as disability is shame, sin, bad omen, curse, for the poor were prevalent among some people in the community. Some parents reported that, such beliefs resulting to feelings of guilt, general social rejection, self-hatred, dependency and hopelessness. Some parents still did not believe that their children with disability could be included in the regular classroom. The fear was that they would be ridiculed and stigmatised as often experienced.
Social class was viewed as a social barrier that discouraged the rich from enrolling the children with disabilities in schools. Communication was also a social barrier for the persons with hearing impairment limiting interaction in an inclusive setting.

Religious teachings, medical awareness and scientific technology were given as positive attributes that influenced enrolment and achievement in education for the children with disability. Social activities such as sports for the disabled also helped in eradicating the negative attitude towards persons with disability. The existence of social cultural bias on children with disability was evident in this study and in the reviewed literature. Sensitization and awareness campaigns were viewed as some of the ways to enlighten the parents, teachers and the entire community.

5.1.4 Advocacy by Parents and Teachers on Inclusive Education

The parents were ignorant of IE and any form of advocacy for education of children with disabilities. The parents of children with disability in special schools were totally opposed to any kind of lobbying for inclusive education. PD-RS gave ways in which they supported education for their children as fees payment, providing facilities, follow up, giving learners’ incentives and financial support.

Majority of the teachers advocated for inclusive education in various ways, which included the following:
(i) Sensitization of all stakeholders and the community through seminars and public barazas.

(ii) Inviting resource persons with disabilities to sensitize parents as well as learners.

(iii) Lobbying for education of children with disabilities in churches and parents' meetings.

(iv) Lobbying for facilities from well-wishers and donors and even the government through the mass media.

This form of advocacy differed from the consultant teacher model established in the study of Hakapaino (2000) which stressed on consultants to assist teachers in general classroom. These could be attributed to lack of awareness among teachers and administrators on appropriate pedagogy for learners with disabilities. Advocacy was viewed in form of lobbying and sensitization. The findings agreed with the other studies on modifications of instruction materials. The existing literature outlined the catalytic role of parents in advocacy while the findings in this study revealed Parental ignorance.

5.1.5 Strategies Held by Parents and Teachers on Inclusive Education.

The study established that teachers had adopted some strategies as highlighted below:

a) Planning with learners with disability in mind and adopting suitable methodology
b) Remedial teaching, peer tutoring and Individualised Education Programme for learners. (IEP)
c) Learners participating in co curricular activities,
d) The stakeholders providing the necessary facilities and adapt the environment.

On the other hand parents came up with the following strategies,

a) Supervise child homework,
b) Organise tuition and provide required facilities.
c) The parents should train in sign language
d) Parents to form organisations

These findings concurred with the previous studies.

5.2 Conclusion

The findings of the study showed that both the parents and teachers felt that inclusive education was possible and could succeed as long as teachers were trained in special education and necessary facilities provided. The impact of social- cultural beliefs was also underscored. Such beliefs could be eradicated by training, seminars and sensitization. Need for parents’ active involvement in education of learners with disability could not be overestimated. Parents and teachers advocacy for education of learners with disabilities and the strategies they could use was vital for successful inclusive education. The findings implied that the government had to be vibrant to train teachers in special education and provide necessary facilities if inclusive education is to succeed.
The advocacy strategies that have been highlighted in the findings need to be adopted and emphasized since that is genuine feelings of parents on how inclusion could succeed. Both teachers and parents role education was underscored hence they require training for enlightenment.

5.3.0 Recommendations

According to the findings, inclusive education had still a long way to go. The researcher came up with various recommendations.

The government should gear efforts towards implementation of inclusive education and all stakeholders should be actively involved in planning. The government policy on inclusive education should be treated as a matter of urgency. In implementing inclusive education, the Quality Assurance and Standards Officers should be more vigilant in supervising and evaluating implementation to ensure quality teaching and learning.

Teacher training curriculum should be reviewed to include training in inclusive education. The training should be intensified to include in-service training for all teachers and school administrators.

The Government, donors and well-wishers should make various learning resources and facilities available to all schools. The school environment should be made disability friendly.
All stakeholders in education should be actively involved in advocacy for education of learners with disability. Lobbying should be done in churches, barazas and through the mass media. Awareness to the causes of disability and the results of social discrimination on the persons with disability should be emphasized. Attitudes do not change overnight, sensitisation has to be seen as an ongoing activity and made vibrant just as in other special issues such as HIV/AIDS.

There should be an active parents’ organisation for parents with children with disabilities. The school administration should organise for such meetings and enlighten the parents on their roles and rights as well as organise for resource persons.

The government should redress the current motivation given to teachers in special schools and the same should be extended to teachers in an inclusive setting.

The existing curriculum should be adapted to favour the learners with disabilities and the class sizes should be made manageable. The methodology adopted by teachers should favour the learners with disability. All learners should be involved in co-curricular activities.

Whatever the future brings, there is need for dialogue and discussions among all stakeholders in education. Special needs education professionals, regular
Further research should be done to address the perceptions held by stakeholders in the schools for the physically and mentally impaired. The perceptions of other stakeholders such as the children and policy makers can also be redressed. The other factors impacting on inclusive education can also form a basis for further research. The quality of pre-service training offered to teachers should also be studied to establish relevance to inclusive education. As the findings of this study have revealed, the practical implementation of educational services for children with disabilities is far from satisfactory and therefore, more research and discussions, on the topic is urgently needed and recommendations be availed to various stakeholders.
REFERENCES


Smith DJ. (1998). *Inclusion. Schools For all Students*. USA. Wadsworth publishing company,


*The Education for Handicapped Children Act (1975)*


APPENDIX A

INTERVIEW GUIDE FOR TEACHERS AND HEAD TEACHERS

Researcher’s entry notes
You are kindly requested to supply information on inclusive education. This information will be useful in making suggestions for improving and strengthening the implementation of inclusive education for the benefit of learners with disabilities. All information supplied will be kept strictly confidential, therefore feel free to express your opinion. For your information, there are no correct answers, what is important is your honest opinion.

Data sheet for teachers
Please complete this section by putting in responses in the spaces provided.

Name of School-----------------------------------------------
Gender
Professional qualification -----------------------------------
For how long have you been a teacher? -------------------------
What responsibilities do you hold in your school? -----------
In your training, were you exposed to a course dealing with special education? Specify -------------------------------
Have you ever attended any in service course in special education? Specify-------------------------------

Interview guide for teachers and head teachers
1. What is your understanding of inclusive education?
2. Are you carrying out any inclusive education in your school?
3. What is the experience? Positive, Negative.
4. What is the government/ school policy/ stand?
5. In your own opinion, do you think inclusive education in your school is possible? How can it succeed?
6. In your community, are there some cultural beliefs that you think are influencing inclusive education? Probe for taboos curses, beliefs
7. What are the social barriers that influence inclusive education? Such as discrimination, stigma, social class etc
8. Are there some of the social and cultural attributes that you think may be helpful for successful implementation of inclusive education. Beliefs, social norms
9. Do you personally support inclusive learning? How, and why?
10. Are there strategies that teachers may adapt for successful inclusive education? Methodology, learning aids etc
11. What are the probable barriers towards implementation of the mentioned strategies? Financial, administrative, personnel?

THANK YOU FOR YOUR COOPERATION
Scolastica Mundi
APPENDIX B

FOCUS GROUP DISCUSSION FOR PARENTS

Instructions
Kindly supply the researcher with information that may be useful for successful implementation of inclusive education for learners with disability. Your suggestions and honest opinion will be used exclusively for the purpose of the study. All information will be kept strictly confidential therefore feel free to express your opinion. There is no correct answer to the questions given.

FGD for parents of learners with and without disability

1. What problems do you face as parents in this school? In terms of quality of education, assess, financial, teacher—learner / parent relationship.
2. Suppose you are asked to take your child to a regular school near your home, would you be comfortable? Give reasons.
3. What benefits and challenges would you anticipate in regular school?
4. Are there social attributes that may influence inclusive learning for your child with disability? Highlight- isolation, discrimination, etc.
5. What cultural barriers exists that may influence inclusive education? Probe for- Taboo, curse, stigma etc-
6. How do you support inclusive education for your children with disability? Probe - financial, parents association, lobbying, financial, follow up etc.
7. Do you see any strategies that lead to successful education for your child? Probe By parents, teachers, school, government
8. Give ways in which parents organizations may benefit you as a parent

Thank you for your cooperation.

Scolastica Mundi
APPENDIX C

BIO DATA SHEET

Instructions
a. The purpose of this study is to investigate the perceptions of parents and teachers towards inclusive education in Kenya.
b. You can contribute towards attainment of this goal by giving your honest responses.
c. The information obtained shall be exclusively confidential therefore feel free to express your opinion.
d. Do not indicate your name.

DATA SHEET FOR PARENTS

School: ________________________________________________________________

Gender ......................

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

Why did you choose this school? __________________________________________

Are you happy with the services provided to your child in the school? _______

Is there a parent organization in your school? ______________________________
DATA SHEET FOR THE SCHOOL

School ---------------------------------------------

Number of children in the school Indicate gender----------------------------------

In case of the integrated units, how many children are in the unit? -------------

Indicate the kind of curriculum offered in the school ----------------------------------

What is the general performance of the school? ----------------------------------

Thank you for your cooperation.

Scolastica Mundi