ATTITUDES OF REGULAR PRIMARY SCHOOL EDUCATORS TOWARDS INCLUSIVE EDUCATION IN KISUMU DISTRICT - KENYA

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DECLARATION

This thesis is my original work and has not been presented for any study programme in any university.

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2008
DEDICATION

This work is dedicated to my loving family members, my loving husband Jared who assisted me morally, financially and physically. I owe a lot of love to my sons John Antonny and Jack Steve who accommodated my absence during my study and especially during data collection and writing of this work. They were also my inspiration as they kept asking me questions about my work and when I will finish.
ACKNOWLEDGEMENT

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To my friend, Grace Nyangweso together with her typist, the researcher owes them a lot of thanks because they were with her from the beginning until the end typing and doing the necessary.

To my extended family members and friends who assisted in one way or another researcher says many thanks.

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ABSTRACT

Despite the fact that Kenya Government has recently introduced inclusive education in primary schools, there is no clear stated practical policy on its implementation. The current curriculum is overloaded and not disability sensitive. The major problem is that attitude of teachers was not considered in the implementation yet it play an important role. Attitudes influence so much of our lives yet they are not given any consideration. The purpose of the study was to find out what factors influence attitudes of the educators i.e. managers/ administrators and teachers in regular primary schools towards inclusive education. The specific objectives of the study were to find out if demographic variables influence the educators' attitude; the effect of geographical location of a school on educator's attitude, and investigate whether admission is given to all children regardless of disability and the educator's opinion on what they require for inclusive education. The study was a descriptive survey study design and purposive sampling using the criteria of urban and rural was used. Out of 1477 teachers, 120 teachers 8% were purposively selected using the criteria of gender and geographical location of the schools. The sample size consisted of 20 administrators and 120 teachers from 20 schools making a total sample of 140 subjects. The study used a modified questionnaire from the Ainscow and Booth (1994) model. The study found out that in the schools where slight practices of inclusive education were going on, or where some teachers were undergoing special needs training, the answers to the questions were positive, and positive co-operation in answering the questionnaires was shown. Some factors that were found influencing the attitude of teachers were the large classes as result of free primary education and handling these large classes with limited or sometimes inadequate teaching and learning materials. Based on the findings the major recommendations were thus: Purchase of equipment suitable for disabled learners; training of teachers; the need to create awareness among the community; and establishment of an inclusive curriculum to cater for special learners. Finally a recommendation for further research should be carried on inclusion of specific categories of learners. Attitude held by parents and non handicapped people should also be investigated.
CHAPTER ONE
INTRODUCTION

1.1 Introduction

This chapter presents the background information of the study, the statement of the problem, purpose of the study, research objectives, research questions, and significance of the study, limitations and delimitations of the study, rationale of the study and operational definition of terms used.

1.2 Background of the study.

In every community there are persons who suffer certain physical and/or mental impairments or deficiencies that make them different from others. Some may have been born with these impairments arising from their genetic composition or suffered adverse effects during the foetal stages of growth or while living normal lives. Other impairments may have been caused through injuries on roads, factories, homes, riots, wars, earthquakes and floods. Whatever the causes of the impairments, they affect the lives of the victims, making it difficult for them to live “normally”. They have to depend in one way or another on assistance of other people or the community to do certain things for them. Persons with disabilities have thus been treated with pity in all settings. Individuals without disabilities have always advocated for their placement in schools and also within the community. Some of these placements if not all, have discriminated the disabled instead of making them be part of the society. They have been considered special in all ways. Cultural attitude in most African states view a person with disability as not “normal”. People use very abusive derogatory and dehumanizing names e.g. cripple, dumb, idiot, moron, and imbecile. The Africa-Kiswahili word categorize them with “things” in the KI-VI class i.e. “kiwete- viwete”, “kiziwi-viziwi”, moreover. In the African culture a handicapped child was not allowed to survive beyond birth. Africa oral literature
holds that traditional birth attendants were advised to kill any deformed infant during birth. Those who survived were not allowed to mix freely with people and their places were separated dark rooms or backyards where no visitor could see them. The parents were thought to have done something wrong to God and so giving them a deformed child was punishing them. Some people looked at the handicapped as having been sent by God and let them lived beyond childhood, but they didn’t have prominent places in the community. Some communities used them as things for amusement and entertainment in operas. Although current educational policies worldwide acknowledged the right for all (Right of the Child 1989, the Jomtien world Declaration on Education for All 1990, the Dakar Framework for action 2000, the standard Rules for the Equalization of opportunities for persons with Disabilities 1994 the Salamanca Statement and Framework for action 1994) equal educational opportunities are not available for all. This is what calls for inclusive education.

The 1987 Kenya Education Philosophy has in one of its special education objectives, as “Learners should grow to maturity and self fulfillment irrespective of handicap, as useful and well adjusted members of the society”. (Ndurumo 1993). This cannot be achieved if administrators/managers and teachers have a negative attitude towards the handicapped. Neither can this be achieved if the handicapped are segregated and excluded in all settings in life.

The Rehabilitation Act of 1973, Public Law 93-380 of 1974 and Public Law 94-142 (Education For All Handicapped Children Act) spell out the improvement of education of learners with disabilities. PL 94 –142 sets forth as a national policy the goal that free appropriate public education must be extended to handicapped persons as their fundamental right. They must be included both in schools and also in their respective communities. The basic requirements spelled out in these laws can be interpreted as follows:
a). Handicapped persons, however severe the disability is, must be provided with free, appropriate public education.

b) Testing and assessment services must be fair and comprehensive i.e. testing cannot be based on a single criterion such as an IQ score.

c). Parents and guardians should have access to diagnosis and may protest decisions made by the school officials.

d). Individualized Education Plans (IEPs) that include both long range and short range educational goals must be provided. The plans must include periodic review of the instructional goals and the methods selected.

e). Educational services will be provided in the Least Restrictive Environment (LRE) i.e. exceptional children to be placed in special or separate classes only for the amount of time judged necessary to provide appropriate services. If that placement cannot be achieved in the regular/ordinary education setting, the learner must be provided adequate and free alternative service.

The individual learners with disability should be placed in regular education programme and given special assistance. Inclusive education is thus a system of education that finds fault with physical structures & facilities and thus aims to providing quality education in a less restrictive environment to all students in schools including those with and without disabilities. It is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality. It has the following characteristics: -

a). Acknowledges that all children can learn

b). Acknowledges and respects differences in children, age, gender, ethnicity, language, disability, HIV/AIDS and TB status
c). Enables education structures, systems and methodologies to meet the needs of all children.

d). Is part of a wider strategy to promote an inclusive society?

e). Is a dynamic process that is constantly evolving?

The legitimation of special education historically developed from religious charity and societies responsibility for the poor, to the normalization movement and finally the ideology of inclusion and education for all (Coteridge 1993 and Thatsu 1995)

Few studies of special education provision have been done in African where attitude amongst other factors were found to influence the provision. Muuya (2002) identified in her study that traditional aims of containment and care of the handicapped still outweigh those of a broad and balanced educational provision. She further argues that the highly ambitious Kenyan national educational policy has not reached the level of schools. Kasonde and Moberg (2001) argue that statistics from the Ministry of Education are unrealistic and that appropriate legislation is needed to ensure that children with special educational needs are provided for in every school.

Special Needs Education has come from far and it has experienced many changes but there are still more to be accomplished. It can be summarized as follows:

> In the 17th century-neglected period- people with disability all over the world were considered socially and educationally as capable hence were not easily accepted and regarded as rightful member of the family and society.

> The 18th century brought private tuition from parents of children with disabilities. They saw potential on them and started teaching them especially children with visual and learning impairment.
In 19th century - Institutionalization period - residential facilities were put in place to help children with varied special needs to protect them from neglect.

In 20th century - institutionalization was phased out and as a result the handicapped learners were placed in special classes. From 1960 the period of homologation came into being and campaign for deinstitutionalization intensified. Children with special needs were integrated in regular schools.

The 1981 international year for the disable brought many organizations 'of' and 'for' persons with disability. These organized themselves had became vocal on the education to be provided to the handicapped. This is what has brought about the need of current philosophy of inclusive education where barriers in the family, school and the community are addressed to enable the disabled realize their full potential.

The researcher wishes to investigate the attitude of school administrators and teachers towards including children with disabilities in the regular mainstream to learn together with their peers against the background factors that may influence the attitude of such educators towards inclusive education.

1.3 Statement of the problem

Attitudes lead one to make favourable or unfavourable evaluation of persons or things. It may also be explained as the state of mind of responding favourably or unfavourably. Attitudes are learned and any learned behavior can be unlearned.
Attitudes are such an important area to study because they influence so much of our personal lives. They include desires, convictions, feelings, views, opinions, hopes, beliefs, judgments and sentiments. They are determined by the functions they serve for us. People hold given attitudes because they help them to achieve their basic goals. They are also believed to guide behaviour and summarize the beliefs one holds. The attitude that teachers hold towards inclusive education will be determined by the functions this practice plays in them. If the functions are positive then the attitudes will also be positive and vice versa.

Exclusion of children and youth with disabilities from education may result in their exclusion from opportunities for further development particularly diminishing their access to vocational training, empowerment. Failure to access education and training may prevent the achievement of economic and social Independence. This increases vulnerability to poverty in what can become a self perpetuating intergenerational cycle.

Inclusion has been defined as serving students with and without disabilities in the regular classroom with appropriate in-class support (Bernet, Bruns & Deluca 1997). In order to provide instruction to diverse students, teachers need adequate knowledge and skills to teach students with disabilities. To make the inclusion experience successful, teachers need to be trained to work in such a new educational environment (Cochran 1998).

Despite the fact that the Government of Kenya attempts to introduce inclusive education in primary schools, there seems to be no clearly stated practical policy and considerations as related to the attitude of teachers in putting it in place. Regular schools on the other hand are not structurally or environmentally adapted in preparation to including disabled children.

The Ominde Commission of 1964 advocated for the training of all teachers to take care of the special needs child. It also advocated for integration of special needs child into the mainstream. All these have not been put in place as the pre service course consists of only a small section
on study of exceptional child. The free primary education on the other hand started by the NARC Government in January 2003 didn’t consider the special needs child because the classes are overwhelmingly large such that only the above average child may benefit, i.e., the enrolment has increased from 5.8 to about 7.1 million (Orodho 2004). This is disadvantageous to special children many of who are performing below average. Most teachers thus lack skills and knowledge of handling special needs learners. This may also influence their attitude towards inclusive education. There is no intention for equipping teachers with special skills and the Kenyan Curriculum is not disability sensitive. The attitude and prejudices of other children should also be checked.

1.4 Purpose of the study

The purpose of the study was to investigate the attitudes of Primary School educators towards inclusive education against factors influencing inclusion. Many educational programmes have failed because of the teachers’ negative attitude. Attitude of non-handicapped population towards persons with disability play a deciding role in the ultimate success or failure of endeavors to include persons with disabilities in the society. The study seeks to find which factors influence the attitude for successful inclusive education in regular primary schools. This study will therefore examine educator's attitudes towards including children with special needs in regular school settings. Knowing the status of the educator’s attitudes will assist in having inclusive curriculum to cater for the special children's education.

The study aimed to find out whether the attitude factors held by teachers in both urban and rural regular primary schools are common. The study hopes that when the influential factors are known, the teachers will be helped to overcome them in order to change their negative attitudes so that in future academic performance of learners can be improved and the inclusive education becomes a success.
1.5 Research objectives

1. To find out if demographic variables such as gender, age, marital status influence the educators' attitudes towards inclusive education.
2. To assess whether the geographical location of the schools that is urban or rural affect the educators' attitudes towards inclusive education.
3. To establish whether admission is given to all children who seek enrolment to regular school regardless of disability.
4. To investigate the educators' opinion on what they require to start inclusive education.

1.6 Research questions

1) How does gender/age/marital status as a demographic variable influence the educators' attitudes towards inclusive education?
2) What effect does the geographical location of the school have on educators' attitudes towards inclusive education?
3) Are all children regardless of disability enrolled/admitted when they seek admission?
4) In your opinion, what do the educators require to start inclusive education?

1.7 Significance of the study

The findings of this study are significant because inclusive education is being introduced for the first time and the attitude of teachers is vital in the implementation of this philosophy. The government can also view the feelings of educators in order to gather information on inclusion and develop an inclusive curriculum to strengthen a policy for inclusion to be used in regular primary schools.
The findings of such a study is hoped to stimulate further research in the attitudes held towards including learners with specific categories of disabilities, the parents of the handicapped and the attitude held by non handicapped persons. Quality of educational programmes such as inclusion obviously depends not only upon intelligent and viable programme conceptions but upon competently motivated educators.

1.8 Limitation of the study

Communication and financial constraints are significant limiting factors, which compelled the researcher to draw the population sample of the study from Kisumu District only. The researcher did not study attitude of educators to a particular category of disability because there are few special schools in Kisumu District, however attitudes may vary with the type of disability and type of instructional adaptations required to accommodate such students. The concept also contained some uncontrollable variables which may limit the generalization that may be drawn from a single study e.g. gender was found to be discriminating against females at administration level whereby there are more male than female head teachers. The numbers of regular schools also out-number special schools so comparison on the same ratio was not possible. A large area of Kisumu District consists of Municipality and only a smaller portion is rural. This means that schools in urban out number rural schools.

The season /term when the researcher was collecting data was full of co-curriculum activities such as music and games. This meant that it was not easy to get all the teachers in schools. Those who were there were equally busy and only demanded payment to fill the questionnaire. This also gave the researcher an idea that the teachers had negative attitude. The negative attitude of some teachers also made it worse because out of the 140 questionnaires given out, the researcher ended up with less than what was expected back. Some respondents also returned them half filled while some didn’t fill them at all.
1.9 Delimitations of the study

Since this is an area where the researcher is currently stationed, the researcher had no problem reaching the respondents because she knows the locale well. Most of the teachers in this District are fellow colleagues that the researcher had met in various institutions of learning. Some of the primary schools are situated closer to the road and so the researcher had no problem reaching them. The researcher had learnt issues in inclusive education and so she was able to answer the questions raised by the respondents concerning the issue.

1.10 Theoretical framework

The study adopted two theories of attitude and emotions by Leon Festinger and Albert Ellis respectively.

1.10.1 Cognitive Dissonance Theory of Leon Festinger

This is distressing mental state when people do things they wouldn't normally do or have opinions that don't go along with opinions they already hold.

We naturally avoid dissonance because we want to stay consistent. The more important the issue or the amount of change we make as a result, the higher amount of dissonance we feel.

The focus of this theory is attitude change and it has 3 different hypotheses:

Hypothesis 1: - Selective exposure Prevents Dissonance

People avoid information that is likely to increase dissonance. We tend to “stick to our kind”.

People will have negative attitude because of the purpose it serves them. People that are like us will keep away those things that make us uncomfortable. Inclusive education may be either comfortable or uncomfortable leading the educators to have either positive or negative attitude.

Hypothesis 2: Post decision Dissonance creates need for reassurance.

Close call decisions can result in a lot of tension within, after the decision has been made.
The dissonance can be heightened by how important the issues is, the duration of decision making and how hard it is to reverse the decision made. These make somebody wonder if they've made the correct decision. To reject/accept inclusion may depend on the importance of the issue at hand, how long it takes to make decision between 2 equally desired options and how hard it will be to reverse the decision made.

**Hypothesis 3: Minimal Justification for Action induces a shift in Attitude**

People thought that inner attitude and outward behaviour were the beginning and end of a cause and effect sequence i.e. what the person thinks about behavior is what they do. This hypothesis says the opposite. The minimum incentive should be offered to make a change in attitude. This hypothesis refers to where attitude has already been formed. When attitude against the handicapped is already negative, then the behaviour portrayed will also be negative.

### 1.10.2 Rational – Emotive Behavioral Therapy (REBT) by Albert Ellis (1913 -2007)

This is a philosophically based-humanistic approach that emphasizes individual’s capacity for creating there own self-enhancing and self-defeating emotions. Attitudes of educators is one of the emotions which fall under this study.

REBT is a theory of how people (who want happiness) can inadvertently create personality and emotional disturbance. This was put in a model called ABC Model as shown below:

<table>
<thead>
<tr>
<th>A</th>
<th>Activating event (actual event thought or image)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Belief(s) about the event</td>
</tr>
<tr>
<td>C</td>
<td>Emotional and behavioral consequences following the belief</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activating Events</th>
<th>Belief(s) about Event</th>
<th>CONSEQUENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>Emotional/ Behavior</td>
<td></td>
</tr>
</tbody>
</table>

A – Activating event (actual event thought or image)

B – Belief(s) about the event

C – Emotional and behavioral consequences following the belief
Froggat (1990 - 2001) formulated Ellis model by extending A to include an acting event plus a person's inferences or interpretations about the event. B represents his evaluations of his inferences derived from his core belief about the event (which is critical for Ellis' Theory) and C represents the emotional and behavioral consequences following the belief.

ABC Model is used to help people understand the B-C connection and suggest that people are influenced by what they tell themselves. REBT Theory holds that if a person can think more rationally (especially on the face of negative events) she/he will suffer less emotional disturbance in less self-defeating ways. Appropriate emotions assist us to act in our best self-interest. In appropriate ones are self-defeating.

The two theories can be used to explain the attitude that educators may have towards inclusive education.

1.1.1 Conceptual Framework on Factors influencing teachers attitude towards implementation of inclusive education

<table>
<thead>
<tr>
<th>Location of the school</th>
<th>Demographic factors, e.g. gender, age, marital status</th>
<th>Class Enrolment</th>
<th>Knowledge &amp; Skills</th>
</tr>
</thead>
</table>

Source: Adopted from Mushoriwa (2001)

It has been found out that our attitudes are governed by either favourable or unfavourable factors. The favourable factors will make one have positive attitude while the unfavourable will create negative attitude.
In the above diagram the educator’s attitude is a dependent variable which may be influenced by independent variables such as location of the school (rural/urban), gender of the teacher (female/male), class enrolment (small/large) and teacher’s knowledge of special needs education (sufficient/not enough). These factors may make the educator have either a positive or negative attitude towards implementation of inclusive education. It is necessary to assess these contributing factors and to see how they influence attitude towards their inclusive education.

1.12 Operational definition of terms

Attitude: This is a predisposition to respond in a consistent manner to a particular person, group, situation or object. It is a state of mind of responding either favourably or unfavourably.

Disability: Any restriction or lack of ability to perform any activity in a manner or within the range considered normal for a human being e.g. in ability to walk, write.

Educator: A person who gives intellectual and moral training.

Handicap: A disadvantage for a given individual that limits and prevents the fulfillment of a role that is considered normal. (Depending on age, gender and socio-cultural factors) for that individual.

Inclusion: Refers to the opportunity for persons with disability to participate fully in all of the educational employment, consumer, recreational community and domestic activities that typify everyday society.
Inclusive education: Refers to the process of increasing the participation of all students in schools and reducing their exclusion from cultures, curricula and community of their local school.

Impairment: An identifiable defect in the basic functions of an organ or any biological part of the body e.g. missing limbs.

Learners with Special needs: These are individuals who deviate from the normal functioning of regular education due to impairments and as such they require special education services in order to help them realize their maximum potential.

School administrator: Refers to the head teacher who although a teacher by profession is designated to act as a full time employee of the Teachers Service Commission in administration of individual schools.

Special Education Needs: Refers to some form of support in education needed by a handicapped person in order to carry out a given activity.

Special Needs Education: This is education which provides appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment in order to meet the special educational needs
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter deals with related literature both nationally and internationally concerning inclusive education. The sub topics are drawn from the themes in the objectives of the study.

2.2 Attitudes
Attitudes of non-handicapped population towards persons with disabilities play a deciding role in the ultimate success or failure of endeavors to include persons with disabilities more fully into the society. A research was carried out in California – San. Rafael in 1980 dealing with attitudes that presents barriers to full participation of an individual with disability. It was designed to encourage people to look at their own responsibility in integrating the disabled in the mainstream. The research's project goal was to promote awareness and change attitudes so that mainstreaming will have a positive move. Barriers to learning may exist at any level of the system. Thus inclusive education is concerned with identifying all forms of exclusion and barriers to learning within national policies, cultures, educational instructions and communities. It has implications for redirecting resources, intersectoral collaboration, teacher training, curriculum development, local capacity building and community involvement. It is also about developing education within communities that is relevant to local needs and maximizing the use of community resources to overcome problems (barriers), which may create negative attitudes.
The researcher reviewed the following factors in relation to attitudes towards inclusion.

- Gender and age as a demographic variable.
- Geographical location of the schools.
- Admission and enrolment factors.
- Knowledge of the teachers concerning the handicapping conditions.

2.2.1 Gender and age as a demographic variables influencing attitude.

Malim (1998) asserts that sexism refers to a prejudiced behaviour towards one's sex mostly by men towards women. There is a general widespread belief that men are more competent and independent, while women are warmer and more expensive. Certain occupations: secretaries, nurses, baby sitters etc - have been designated "Women's work" and so even taking care of the handicapped, which is looked at as more medical than educational. Occupations which are less valued are designated to women but these gender role stereotyping may diminish with human rights.

In British Journal of Special Education (2001) Mushoriwa of Zimbabwe conducted a research on Primary School teacher's attitudes towards inclusion of blind students in regular classes. The ultimate aim was to assess the acceptability of moves towards inclusive education in mainstream Zimbabwean schools. Female teachers had a slightly higher attitude percentage (50.3) than male teachers (49.7). This difference (0.6) did not warrant conclusion that females had a more favourable attitude than males. It was therefore concluded that there was no relationship between gender and attitude. Both males and females were equally rejecting to the idea. Age of the educator may also create either a negative or positive attitude in one's performance i.e. when a teacher is young he/she may be motivated to try any kind of
challenging job, thus concentrating his/her efforts to make it a success. Most of the aged educators seem to be less motivated and do not want to try any new policy. On marital status, most married educators especially ladies stay in urban centers, so their efforts will be concentrated on schools which are within the urban centers. The schools in the urban centers will thus have the services offered by women educators which are usually motherly than those schools in the rural areas which consists largely of male teachers.

2.2.2 Effects of geographical location of the schools on attitudes of educators

Geographical location of a school may be a big problem and barrier to children with disabilities to be included in regular settings/institutions. For example children who live in sparsely populated areas have to travel longer distances to school. In Denmark where communication is not a big problem only a few children were traveling up to 1½ hours each day by bus. In Stockholm children traveling from Northern suburbs had two (2) hour traveling each day. The consequences of such situations were that:

- It was very tiring for the child.
- The handicapped child could not have time to socialize with other children from his/her home area as there was little time and opportunity for after school visits to his friends and also by them.
- The system is expensive to operate since taxis are often used.

In Zambia the schools in remote areas were understaffed. The whole province had just 35 special needs educators. This means one teacher per 739 pupils. In districts like Chavuma with only a few special education teachers the number of pupils with special education needs was also smaller, the reason could be lack of knowledge and human resources to identify assess and place children with these needs. Transport in Zambia which is a mountainous country was also
a problem. In one of the pilot schools, some of the learners traveled 34 kilometers to and from school and there was no proper means of transport. This meant that when the children arrived at school, sometimes late, they were tired, thirsty and drowsy such that effective teaching could not take place. This problem even prevented officers and personnel concerned from visiting the schools regularly.

A study carried in Lesotho in 1964 (Webb 1967) in two schools concerning the class sizes, the geographical location and the attitude of teachers revealed that, one school which was close to the capital city Maseru had an average class size of 50 with a history of integrating children with physical impairments only, while another school situated in the mountain 8 hours drive from the capital had a class size of over 115 boys and girls. The teachers in the first school were negative towards the inclusive education programme from the beginning. The school had a good academic reputation and they feared that this would be threatened by spending time on “slow learners”. They regarded the hostel for disabled children as mission’s responsibility and one that was imposed on the teachers. This meant that if a programme was imposed on teachers without them initiating it, they will reject or have a negative attitude towards it.

The teachers in the mountain school were so highly motivated that they were using their spare time in lunch breaks, at weekends and in the evening to give extra help to those children who needed it. They visited families and even took children to hospital appointments. The fact that they had such large class sizes was not a barrier to educational inclusion. Though the teachers were coping with large class sizes but when asked their opinion they said they would prefer class sizes of 50-55 to enable them work effectively. This may also mean that teachers away from town are more motivated to work harder to accomplish their goal. Teachers in town have many things distracting them from working or other competing factors which prove to be more promising than teaching the handicapped in an inclusive setting.
2.2.3 Administration, enrolment/admission factors

Dimmock (1993) cites Philip Hallinger et al on the principals and teacher's perceptions in restructuring education to accommodate all learners. Fourteen principals from public schools in New York and Tennessee were sampled and given in depth interviews to discover their beliefs and perceptions on restructuring. The teachers were asked to respond to series of open-ended non-cued questions regarding their beliefs and feelings about which they thought might be affected and the changes they are likely to make. Their findings revealed that there would be potential impact on teachers' attitude. They would have more responsibilities to take. The administrators expressed serious concern of pressures and tensions on decision-making. Large class sizes were seen as a barrier to inclusion of children with disabilities. Large class sizes are a major characteristic of many developing countries e.g. Zimbabwe and Ghana had over 50 pupils per class; in Uganda the figure is closer to 120 pupils per class. With the introduction of free primary education in Kenya the figures are equally overwhelming. According to Mushoriwa's (2001) research, many teachers interviewed had expressed concern over the impact inclusion is likely to have on their teaching and on other pupils. One teacher remarked, "How is a teacher expected to attend to these children meaningfully when, in fact, his day is already full?" Teachers in many developing countries have very heavy workloads unlike those in developed countries, who work with smaller class sizes.

Webb (1967) points out that the variable pace and responsibility of individual of small groups work makes consideration of special needs less difficult than it might be in a more rigid situation. Large class sizes are always big barriers to children with special needs because teachers will always cater for the average and above average learner.

Webb (1967) adds that teachers can only be expected to give the right kind of help to the children they are familiar with and who are their daily responsibility, when they have full
information about them particularly from doctors and parents. An example was cited of one of the head teachers who enquired to know more information of a child with spina bifida and was told that he couldn’t have access to confidential medical records. Often teachers wanted straightforward technical details of the conditions and how to cope with it. Some teachers also wanted to know the educational implications of the conditions i.e. how far they should push these children educationally and what standards to expect.

On admission of handicapped children to regular schools, Young Husbands et al (1970) points out that it was agreed that the head teacher of the receiving school should certainly be involved in decision of admitting the child rather than being simply informed of a new entrant. It is still the case that admissions of children with disabilities into ordinary schools depend very much on chance i.e. where they happen to live. In one of the crowded city schools where no special provision for placement was made, one boy could not be admitted due to congenital deformity, which means he was only continent when and if he made frequent visits to the toilet. The local head teacher sympathized and admitted him; however the class teacher was “too busy to help” and would not even remind him to go to the toilet. As a result he often came home “saturated”. The infant’s helper was instructed not to change the child, as it was not her job. When the mother offered to come and change her child, her offer was turned down and no reasons given. Fortunately the class teacher left and with the new teacher’s cooperation, the child’s control greatly improved. This shows that admission and placement of children with disabilities can only be possible with the positive attitude and assistance of class teachers. A child’s being accepted by an ordinary school doesn’t mean that his problems are over. The attitude the staff takes towards him/her is of enormous importance. (Young Husbands 1970).

The greatest responsibility for the success of an educational programme rests on administration. There may be proven needs, accepted philosophy, trained personnel, proper
study and testing of children, sufficient funds, available facilities and resources but the
development of an effective programme depends on proper and efficient administration. It is
the control centre for determining the need and for creating fostering and extending
programme. Administration practices have too often shown negative attitudes towards
providing special training/care for children with exceptional needs. Many school administrators
avoid these responsibilities instead of accepting them. Their attitude is generally that they
provide a regular school programme for all children and if any cases do not fit into the patterns,
it is not the responsibility of the school. Most implementation efforts focus on teaching
teachers effective instructional strategies and ignore the conditions within which the teachers
have to carry these out. Many conditions such as teachers salary have been found to negatively
impact on the teachers participation, (EFA Monitoring Report 2002) other conditions are class
ratios, physical layout, administrative support and supervision, incentives for participation and,
release time for preparation and evaluation (Jangira and Ahuja 19934). Attitude, of the
administrators who have insufficient time and patient to learn about an understand its object
has also discourages the teachers. Arbetter and Hartly (2002) contends that positive attitude
towards inclusive education have been directly linked to teacher support.

2.2.4 Training and knowledge factors of teachers.
UNESCO (2001) asserts that upgrading teacher's skills is a developmental process that goes
beyond workshops and other in-service training activities. Teachers need time to develop
confidence and coping strategies and to do this in the context of continuous support in the
classrooms. Karugu (2001) conducted a survey on the status of inclusion in Kenya, where he
sampled administrators, educators and curriculum developers in 3 out of 8 provinces and 4 out
of 50 districts. In his study about 90% of the respondents agreed that Kenya should practice
this philosophy in delivering services for children with special learning needs. He reckons that
other recommendations include: - massive public awareness campaigns and education policy
on inclusive education to be enacted, national curriculum to be revisited and all teachers to be
trained in the practice of inclusive education.

Kenya who is a signatory to the international education policies on special needs education has
worked hard in providing education to all children. It has thus established many education
commission and bills to look into sustainability of educational provision for all children. Some
policies that govern special needs education have been adapted from presidential directives,
cabinet papers, commissions and legal notices from the minister for education. The Kenya
Education Commission (1964) popularly known as Ominde Report stressed on training of
teachers. It advocated for the integration of children with special needs in regular schools. It
also advocated for teacher training to include a component of learners with special needs in
regular classrooms. This shows that training on inclusive practices was recommended 33 years
ago.

Harring (1958) and others found out that increased knowledge per se was not a significant
factor in affecting modification in teacher’s attitude but that classroom experience with these
children played a crucial role. The teachers in the study had the following major reasons for
their anxiety: coping generally, fear of injury, what to do in P.E/games, coping with other
classmates reactions, being able to give enough attention, personal feelings about the
handicapped and coping with incontinence. Many of the worries described above resulted from
lack of information. Though the teachers were given early information about the children, they
were not so satisfied. The same teachers were also asked about the content of their training
courses and about prior contact with handicapped people. Some of the teachers had attended
lectures in handicapped children or visited special schools. They responded that the
information and the visits had helped them very little in coping with the present situation. Some admitted that prior personal contact with the handicapped children and adults had given them better understanding of the handicapped person’s problems.

Kisanji (1999) discusses the links between Community Based Rehabilitation (CBR) and inclusive education in schools and provides examples of some initiatives e.g. in Kenya itinerant CBR workers conduct an “open education” program in rural areas. They visit blind children in their homes and work with the parents to provide early stimulation activities that will assist them in entering school. They also provide Braille lessons in schools and attend teacher staff meetings to assist in planning and curriculum adaptation. This boosts the morale of the teachers and hence may improve their attitude.

Webb (1967) says that in Sweden, the Swedish National Board of Education tries to keep ordinary teachers informed by means of booklets distributed to most schools about how they could help handicapped children in their classes. The Association of parents of handicapped children aids the press and television to encourage the public and the teachers to take a positive attitude towards having handicapped pupils in ordinary schools. Hunt and Goetz (1977) reviewed effects of integration on children with special needs and research on full-time placement of children with severe disabilities in mainstream schools. From the reviews they found out that all these were centered on the development of positive identity among pupils and staff consensus on the value that all children belong to the mainstream schools. They also suggested that there may be a relationship between the severity of the disability and attitudes although the teachers who had experience working with special needs children tended to have a more positive attitude. When teachers and other support staff are able to work together for example in a co-teaching situation, problems associated with the severity of the learning difficulty and the relevance of the curriculum are diminished they asserted. They pointed out
that, school staff needs training and support to take on these new roles and responsibilities. An unskilled teacher however open minded and willing to try, will fail to provide an appropriate education for pupils with learning difficulties or other special educational needs if he/she is not supported by more experienced colleagues. Likewise skill in the use of various teaching methods is insufficient without knowledge of pupils learning difficulties and the belief that such pupils can learn. This can lead to teachers having negative attitude.

Hannu et al (2000) confirms that the education system in South Africa today is not yet addressing the needs of learners who are exceptional due to the fact that educators are not trained to deal with them. Moreover, learners do not receive enough support to enable them access education. Many educators feel that these learners belong to special schools and feel helpless when dealing with children presenting such diversity. He reckons that staffing in Zambia is faced with lack of qualified teachers putting its basic education at risk. He also asserts that of the total number of teachers in Zambia only 24% have proper pedagogical training. In the North Western province 39% of the totals of basic school teachers in 1996 were untrained. He reveals that the biggest proportion of teachers in Mufumbwe i.e. about 33% of the sampled schools teach without qualification. One reason for high number of untrained teachers in Zambia is underpayment. This can be compared with the Kenyan whereby teachers' remuneration is poor.

There seems to be a big gap in the education system in catering for learners with special needs. Thus the ordinary/regular schools are not able to cater for learners with special needs because the educators claim they don’t have enough expertise. Teachers remuneration is also too little putting into account the effort needed to educate such learners and school enrolment is also too large and overwhelming.
The gap between the special schools and the ordinary regular schools can only be closed by including learners with special needs in ordinary schools and all the educators sharing in teaching. This is what called for the assessment of educators’ attitudes, as they are the sole determinants of the implementation of such a worthy policy.

2.3 The Kenyan situation on inclusive education

In Kenya inclusive education is slowly taking root. This has been implemented through the Ministry of Education Science and Technology policy. It is deemed to generate and safeguard inclusive education in terms of financial allocation, staff deployment assessment and placement opportunities. The researcher thus sought to find out how educators may react to the policy in their schools (their opinion).

Training of teachers/professionals in Kenya has also taken a change with bias towards inclusive education. Kenya Institute of Special Education, Kenyatta University and Maseno University are amongst the public institutions, which emphasize the elimination of barriers to learning as opposed to disability. They graduate teachers who can work with learners with special needs in regular settings (Ndurumo, 1993). Pg. 25

Compared to other countries, inclusive education practices delayed in Kenya. Ndurumo, 1993 said that with the help of some non-governmental organizations and churches some pilot programmes are already in place e.g.

- The Low Vision Programme for learners with visual impairment supported by Chrisoffel Blinden Mission (CBM) is facilitating inclusion of learners with visual impairment.
- Leonard Chesire Foundation U.K has helped to initiate the Oriang’ Inclusive Education Programme in Homabay District of Nyanza Province. Through this programme teachers are in-serviced to cater for all learners in their classrooms. The organization is also bringing teaching and learning resources and placing them in
centralized pools so that schools can borrow the same for their learners with special needs.

- The Diocese of Embu of the Anglican Church has embarked on inclusive education in two districts Embu and Mbeere. They are training education officers, inspectors and regular teachers in workshops on disability issues and awareness on restructuring the educational provision to increase inclusion of the special needs learners.

- The Methodist Church in Kenya is funding inclusive education in Meru District whereby the programme aims at increasing access for learners with special needs in regular school system. This is done through creating awareness, moving more children from the units to the regular classrooms with adequate support, raising funds to provide transport for those who require the same to reach regular schools and training regular teachers to be more responsible to the needs of learners with special needs. (Karugu 2001).

- Children’s Act (2001) advocates for the education of the child with special needs in the neighbouring schools and in regular class.

2.4 Summary

The traditional and cultural practices of excluding and segregating children with special needs have been rejected by those who advocate for children’s rights. Kenya being one of the advocates needs to practice this philosophy of inclusive education as it is a very necessary practice because it positively considers the learner with special needs. It is about the school fitting around the child and not the child fitting around the school as it has always been. Historically the children with special needs focused upon were completely excluded from the education system because of the attitude barrier the “normal” population had on them. Not only have they experienced a “life apart” from education but when education did become available, it was with very few exceptions offered in segregated positions. This is what has called for research on inclusive education to cater for them.
For inclusive practices to be successful, general (regular) educators must accept learners with disabilities into their classrooms. Studies investigating the impact of teacher attitudes on inclusive education (Jobe, Rust and Brissie 1996) asserts that teachers attitudes is the most important variable in determining the success of an inclusive programme. According to the questionnaire given to these teachers their responses revealed a neutral overall attitude towards inclusion. This was regarded as a reassuring result as it indicated that teachers do not possess a strong negative attitude towards inclusion.

Teachers argued that their willingness to accept students with disabilities depended on the type of disabilities. (Jobe, Rust, Brissie 1996). Salend and Duhaney (1999) argued that attitudes could change over time with positive experiences encouraging inclusion and negative experiences predictably inhibiting further inclusion.

In the East African Standard 26th June 2008, Professor Karega Mutahi in principals meeting in Mombasa was quoted to having accepted that free Secondary Education sidelined, special Needs Learners, he further confirmed that there was luck of resources in the regular secondary school. He was of the opinion that more special schools should be built for such learners. This is a move against inclusive education that should not have come from a person of his caliber. This suggests that opinion leaders still have a negative attitude and should be educated on inclusion practices.

It has also been noticed that teachers in primary schools are used to provisions for children with a wide range of needs and abilities which mean they have positive attitude towards their work, the only things they need are relevant resources. Inclusive education can only be possible if these teachers work together to provide materials for children with serious learning difficulties. In the East African Standard 30th August (2003) an Assistant Minister for Education Dr. Kilemi Mwiria said that there is need to train many teachers to have skills in
handling special needs learners in both primary and secondary schools. Many teachers found in these schools do not have the required skills with dealing with special learners. He also reckons that teachers who worked with special needs children often sometimes work on voluntary basis and are poorly remunerated. He further observed that free primary education initiative doesn’t adequately address the needs of disabled children country wide e.g. allocating Kshs. 3,020 per child per year is inadequate because such children need a lot of finances to educate. In the East African Standard 31st July (2003) on a report by the taskforce to determine the status of Special Needs Education in Kenya, they reported that public schools were never provided with materials or finances to enable them meet the needs of such children. Where the facilities are not enough, teachers attitude may be affected as teachers can’t improvise all facilities e.g. wheelchair to train a special child. From the above statements, it shows that the opinion leaders and policy implementers have also seen the need of inclusive education. However, there seems to be some factors which may influence the teachers’ attitude more towards the implementation of inclusive education. Such things are location of the school, gender of the teacher, enrolment per class and teacher’s knowledge on special needs learner. These factors were researched on to find if they negatively affect the teacher’s attitude and also what can be done to make teacher’s have a positive attitude. Finally, the teacher is the most important source of stimulus and inspiration for special needs education. No technology can replace the effort of the enthusiastic teacher. They only need necessary knowledge and assistance to work with special needs child.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the procedures and strategies used in the study. The chapter thus contains the research design, location of the study, sample selection (procedure), research instruments, pilot study, and data collection procedures and data analysis techniques.

3.2 Research design

The study used a descriptive survey. Gay (1981) defines a survey as "an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables." Survey research concerns itself with describing practices that prevail, beliefs, views, attitudes or opinions that are held. Survey also concerns itself with describing, recording, analyzing and reporting conditions that exists or existed. The method is used to obtain data useful in evaluating present practices and in providing a basis for decision making.

A descriptive study determines and reports the way things are and commonly involves assessing attitudes or opinions towards individuals, organizations and procedures. Specific data collection instruments were developed since one is generally asking questions that have not been asked before. Data for this research were collected from one self-made questionnaires for teachers and another for head teachers (administrators).
3.3 Location of the study

The study was carried in Kisumu District in Nyanza Province of Kenya. The reason is that the province has a good number of special placements for special needs children compared to other provinces in Kenya. The District was also preferred because of the following:

First, the researcher is well acquainted with the district because she has taught there for the last 22 years. Second, the district has many special institutions for children with disability i.e. it has a special secondary school for the physically disabled and many primary schools for the other categories of disabled children i.e. the hearing impaired, the mentally retarded and the visually impaired. There are also numerous integrated units in regular schools.

Third, communication network and infrastructure are well developed thus there are many good rural access roads leading to most of these schools and the main Kisumu-Bondo road where most of the schools are situated is tarmacked. Fourth, it is one of the districts in Kenya, which has started in-service programmes for regular teachers in Special Needs Education Distance Learning by Kenya Institute of Special Education and a good number of teachers involved are regular primary school teachers.

3.4 Population and sample selection

The population used in this study were educators consisting of both administrators or head teachers and regular teachers in both special and regular primary schools in Kisumu District.

The total number of primary schools in the district is 188. The total number of educators is 1665. Purposive sampling technique was used to get 20 primary schools out of the 188 schools. The criteria used to select the schools were whether the schools were special or regular. An urban and rural setting criterion of location was also used. In choosing the administrators, convenient sampling technique was used where all the head teachers from the 20 selected schools were automatically taken. The researcher then used simple random sampling where 12
pieces of papers with YES or NO were folded i.e. 6 YES and 6 NO. The teachers who chose YES participated in answering the questionnaires. From every school the researcher made sure that there were 3 male teachers and 3 female teachers participating in the study so that gender is balanced. The 20 administrators and the 120 teachers formed the sample as indicated in the table 3.4 below:

Table 3.4

<table>
<thead>
<tr>
<th>TARGET</th>
<th>POPULATION</th>
<th>SAMPLE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>188</td>
<td>20</td>
<td>10.64</td>
</tr>
<tr>
<td>Teachers</td>
<td>1477</td>
<td>120</td>
<td>8.12</td>
</tr>
<tr>
<td>Administrators</td>
<td>188</td>
<td>20</td>
<td>10.64</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1665</td>
<td>140</td>
<td></td>
</tr>
</tbody>
</table>

3.5 Research instruments

The study relied on researcher made questionnaires adapted from Ainscow and Booth (1994) and modified. The questionnaire was preferred because of its anonymity and it helped the researcher to reach a large sample within little time. The researcher was able to administer questionnaires to teachers and administrators in each school on the same day at different times without the researcher going back for the same but only to collect the filled questionnaires. Questionnaires were also preferred because they would give the respondents time for reflection or consultations before answering the questions. This helped guard against hasty responses.

The questions given to administrators were mainly objective and structured type. They consisted of issues pertaining to administrative problems e.g. admissions, resources and personnel posting. The administrators gave the researcher their views concerning their perception on inclusive education in their schools.
The teachers had questionnaires dealing with their views on comfortability level to handle children with special needs alongside the children’s peers. Teachers also gave their background information revealing whether they knew anything to do with special needs education and their attitude towards inclusive education.

3.6 Pilot study

Before the actual collection of data using the questionnaires, the researcher piloted or pretested them in 4 schools. Where 4 administrators and 8 teachers were randomly selected in schools within Kisumu District. These schools didn’t participate in the final study. The respondents were asked to complete the questionnaires. From this, the researcher deduced on the clarity of the instrument and the items. The pilot or pretest also helped to find how much time was required to complete the questionnaire and whether all questions were well understood. The purpose of piloting was also to help the researcher detect unclear direction, insufficient space to write response, clustered questions and wrong phrasing. Also questions which were vague were revealed. This enhanced validity of the instrument i.e. whether the questionnaire content was measuring what it was supposed to measure.

Reliability concerns the degree to which a particular procedure gives similar results over a number of repeated trials. The researcher used a test retest in the same piloted schools within two weeks which determined the reliability of the instrument. The correlation coefficient of 0.7 was considered reliable.
3.7 Data collection procedure

Permit for data collection was sort from the Permanent Secretary of the Ministry of Education. The researcher then proceeded to the targeted schools to administer the questionnaires to selected respondents. As the researcher reached every school, she introduced herself and showed the permit for data collection to the head teacher. She explained the purpose of study and how it would help the educators and the learners. The researcher went on to identify the respondents and gave them the questionnaires. Where necessary, she read out the instructions to the respondents and gave them time to fill them up. The duration given was one week then the researcher went back to collect the duly filled questionnaires. Interviews were given to the administrators who are usually busy and could respond better to objective and structured questions. The questions to administrators consisted of issues related to their background and the administration e.g. admission, resources, personnel and they also gave their views concerning implementation of inclusive education in their schools.

3.8 Data analysis

Data was analysed by the use of frequencies and percentages. Data was also presented graphically and discussed. Qualitative data were arranged into themes and discussed in narrative form and conclusions drawn.

Use of Likert scale and semantic differential was applied in scoring the objective items. The responses were tabulated on the basis of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD) respectively. Each response was scored on a scale of one (1) to five (5) points. All statements which stated positively, scoring started from the highest (SA) scoring five points to the lowest (SD) scoring one point.

Data with YES or NO were analysed by use of Phi test.
CHAPTER FOUR  

RESEARCH ANALYSIS AND DISCUSSIONS  

4.1 Introduction  
This chapter presents the research findings of the study reported according to the specific objectives of the study. The analysed variables were derived from objectives of the study. Out of the 20 questionnaires sent to administrators, 18 were returned well filled up while 2 were not returned. The rate of return was thus 90%. Out of the 120 questionnaires sent to teachers only 100 were returned. The rate of return was 83.3%.  

4.2. Demographics characteristics of educators  
4.2.1 Age of the Educators  
Table 4.1 Age of Educators  

<table>
<thead>
<tr>
<th>Educators</th>
<th>20-29yrs</th>
<th>30-39yrs</th>
<th>40-50yrs</th>
<th>Over 50 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>19</td>
<td>36</td>
<td>36</td>
<td>9</td>
<td>100</td>
</tr>
<tr>
<td>Administrators</td>
<td>2</td>
<td>2</td>
<td>11</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

Fig. 4.1: Educators by age  

The first objective of the study was to find out if the demographic variables affect the educators' attitude towards implementation of inclusive education. The distribution of the ages of administrators and teachers are presented in Table 4.1 and Fig. 4.1. above.
From above Table 4.1 and figure 4.1 the majority of the teachers in the study fell in the age range of 30-50 years constituting 36% of the total while the majority of the administrators fell between 40-50 years constituting 61.1% of the total. Given the age composition above it is likely that inclusive education in the district may not be rejected amongst these teachers.

4.2.2 Sex of the educators

Table 4.2 Sex of the educators

<table>
<thead>
<tr>
<th>Educators</th>
<th>Female</th>
<th>%</th>
<th>Male</th>
<th>%</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>41</td>
<td>41</td>
<td>59</td>
<td>59</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Administrators</td>
<td>4</td>
<td>22.2</td>
<td>14</td>
<td>77.8</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Based on Table 4.2

As shown in the table and figure above, teachers consisted of 59% males and 41% females. This means that the number of females and male teachers are almost equal. According to the literature, gender has no influence on attitude. The largest number of administrators interviewed were males 77.8% while females were 22.2%. It may not have any relationship with attitude. The figure 4.2. reinforces the point more vividly.
4.3: Teaching experience of the educators

Table 4.3 Teaching experience of the educators

<table>
<thead>
<tr>
<th></th>
<th>Under 6 yrs</th>
<th>6-10 yrs</th>
<th>10-20 yrs</th>
<th>Over 20 yrs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Teachers</td>
<td>27</td>
<td>27%</td>
<td>17</td>
<td>17%</td>
<td>56</td>
</tr>
<tr>
<td>Administrators</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>6%</td>
<td>9</td>
</tr>
</tbody>
</table>

Figure 4.3: Teaching experience of the educators

Source: Based on Table 4.3

Teaching experience of the educators is represented in Table 4.3 and Figure 4.3 and reveals that those with over 20 years experience were 44%, those within 10-20 years of experience are 50% and those with 6-10 years were 6%. This means that a half of the administrators had long experience in teaching and therefore could give their opinions based on their practicability of exclusive education. Out of the total number of teachers interviewed, half of them had over 10 years experience i.e. 56%. Those with less than 6 years experience were 27%, those with 6-10 years were 17%. This indicates that a number of teachers in this district have enough experience in teaching and could use their long teaching experience to develop strategies for inclusive education.
4.4 Academic Qualification of Educators

Table 4.4 Academic Qualification of Educators

<table>
<thead>
<tr>
<th>Educators</th>
<th>Degree</th>
<th>Diploma</th>
<th>FORM 6</th>
<th>Form 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Teachers</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>78</td>
</tr>
<tr>
<td>Administrators</td>
<td>2</td>
<td>56</td>
<td>-</td>
<td>-</td>
<td>4</td>
</tr>
</tbody>
</table>

Figure 4.4: Academic Qualification of Educators

Source: Based on Table 4.4 No. 37

When the highest academic achievement of the educators were analyzed, it was established that amongst administrators 5.6% had a degree certification, 22.2% had Form 6 level of education and 72.2% had attained Form 4 level of education. This shows that most of administrators had enough relevant academic qualification to start inclusive education in their schools. Among the teachers sampled, no teacher had attained a degree level of education. Those with diploma and Form 6 level of education were 11%.

Those with Form 4 level were 78% this shows that in the district, the majority of the teachers have Form 4 level of education.
4.5 Professional training of educators

Table 4.5 Professional training of educators.

<table>
<thead>
<tr>
<th>Educators</th>
<th>Regular</th>
<th>Special</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>Teachers</td>
<td>89</td>
<td>89</td>
<td>11</td>
</tr>
<tr>
<td>Administrators</td>
<td>16</td>
<td>94.4</td>
<td>2</td>
</tr>
</tbody>
</table>

Figure 4.5: Professional training of educators

Source: Based on Table 4.5

Amongst the educators interviewed, 94.4% had regular training while only 5.6% had special training. Amongst the teachers in the study, about 89% had regular training while 11% had special training. The analysis implies that only a smaller percentage of educators had undergone special training in the area of inclusive education. There is therefore need for more educators to undergo special education training, inservice or refresher courses in order to be better prepared for inclusive education. Though a large number of teachers in the district are professionally qualified, there is still need for special training. These finds are in line with Karugu's 2001 survey which recommended that all teachers should be trained in the practice of inclusive education. The Table 4.5 and Figure 4.5 show the distribution of the educator's professional training.
4.6 Geographical Location of School

Table 4.6: Geographical Location of Educators

<table>
<thead>
<tr>
<th>Educators</th>
<th>Rural</th>
<th></th>
<th>Urban</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Teachers</td>
<td>63</td>
<td>63%</td>
<td>37</td>
<td>37%</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Administrators</td>
<td>12</td>
<td>66.7%</td>
<td>6</td>
<td>33.3%</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure: 4.6 Geographical Location of Schools

Source: Based on Table 4.6

The second objective addressed the geographical location of educators. It tried to find out how the schools in Kisumu District were geographically distributed. The analysis was then related to the possible effect the location has on the educators' attitude. About 66.7% of the administrators were in rural schools i.e. 12 out of 18 while about 33.3% of them were in urban schools. This was almost the same with the teachers whom 63% were in rural schools and 37% in urban schools. This implies that most of these educators do not have any urban influence and so are able to work without major interferences as may be the case in rural. According to the literature review on geographical location, those schools closer to the city had small class sizes which were manageable while those far away had large classes and schools were understaffed. The teacher pupil ratio in these schools cannot allow the practice of inclusive education. This means that educators in Kisumu District with many schools in the rural area can be motivated to implement inclusive education if more teachers are employed in their schools.
The figure 4.6 above shows the geographical distribution of the schools and the educators. In Kisumu District many schools are in the rural areas and the teachers were found to have a positive attitude.

4.6.1. Influence of geographical location

When the educators were asked to give their views on whether geographical locations of the schools affect them, the positive responses were threefold:

First the environment in their schools and the community are very friendly. Most of the schools are church sponsored and it enhances spiritual growth in learners. This means that the climate promotes positive attitude.

Second the Accessibility: The educators said that most of the schools can be reached easily. Some of the schools in urban settings have access to health facilities, water and lighting. These are motivating factors and many teachers stay next to schools or in the schools. They thus do not experience any transport problem. Most of the administrators come from within the school community and are acquainted with the local parents. The teachers who have to travel from urban centres to their schools usually reach in good time because of the good infrastructure and most of the schools along Bondo-Kisumu road are easily accessible.

Finally the issue of communication was also highlighted: and this showed a negative effect on location of schools. Some teachers in the rural areas said that their schools are situated in rocky and hilly places which can be impassable by handicapped or young children. Some schools experience flooding during the rainy season making them close down. Some communities around the schools are illiterate and poor which leads them to have a negative attitude towards learning as a whole. Some children are forced out of schools to go fishing or do odd jobs to earn a living.
Early marriages or pregnancy also force girls out of schools. The presence of illicit brew leads to immorality. The use of mother tongue for communication also lowers the academic performance of most of the children. The presence of wild animals and mosquitoes is a major threat to many of the children prone to malaria and other attacks which sometimes lead to death. The above factors may demotivate the teachers leading them to having a negative attitude.

4.7 Children enrollment/admission

This third research objective of study set to find out if all children who seek admission in their schools get admitted and whether such admissions has any effect on the teachers’ attitude. The following questions were given to the administrators against their background factors as follows:

First the administrators were asked if they have contacts with learners with disability. The result was that both female and male educators do not experience much contact with such learners. When their ages were considered, those administrators between ages 40-50 had a high contact with learners with disability and considering the geographical location from rural and urban those in rural do not have much contacts. From the report it was revealed that there are no proper forms of inclusion within the district.

Secondly, the administrators were asked if there will be problems caused by learners with special needs in regular class. The administrators agreed that there would be problems. Many of them gave various reasons; the major one being that there are no proper structural or environmental adaptations put in place in their schools. Other reasons were lack of special skills and lack of relevant resources. This implies that though the administrators may have
positive attitude they are threatened with lack of skills and resources to practice inclusive education.

Thirdly, when the administrators were asked whether all the learners from the locality are encouraged to attend their schools irrespective of disability, all of them agreed that it is the right of the child to be admitted to any school. This implies positive attitude and openness to the idea of inclusive education. Thus is reflected in the table 4.7.

Table 4.7. Children enrollment against background factors

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Contact with learners with disability</th>
<th>Problems caused by learners with special needs in regular class</th>
<th>All learners from the locality encouraged to attend this school irrespective of disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Gender</td>
<td>Problems caused by learners with special needs in regular class</td>
<td>All learners from the locality encouraged to attend this school irrespective of disability</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>88.9</td>
<td>93.3</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>11.1</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Phi</td>
<td>-0.243</td>
<td>-0.108</td>
</tr>
<tr>
<td>Age</td>
<td>30–39</td>
<td>22.2</td>
<td>13.3</td>
</tr>
<tr>
<td></td>
<td>40–50</td>
<td>56.6</td>
<td>60.0</td>
</tr>
<tr>
<td></td>
<td>&gt;50</td>
<td>22.2</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>Phi</td>
<td>0.357</td>
<td>0.160</td>
</tr>
<tr>
<td>School location</td>
<td>Rural</td>
<td>44.4</td>
<td>73.3</td>
</tr>
<tr>
<td></td>
<td>Urban</td>
<td>55.6</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>Phi</td>
<td>-0.471</td>
<td>0.316</td>
</tr>
</tbody>
</table>

4.7.1. Effects of class enrolment on teaching

When asked about effects of class enrolment especially after introduction of Free Primary Education, the teachers raised two critical issues related to resources and teaching methodologies.

In terms of resources it emerged that the large number of learners and those available are not relevant to the Special Needs Learners.

With respect to teaching methodology, it was evident that the learners require a lot of remedial teaching and yet the population is large and learners are at different levels of understanding.

The teachers get overworked in search of the mean score and the morale of the teachers is
lowered especially when some pupils lag behind others. All these hinder effective curriculum delivery and evaluation and creates negative attitude in teachers.

4.8 School admission by background factors
When administrators were asked if the introduction of free primary education has affected their schools, both male and female agreed that it had effect. Though from the table it can be seen that introduction of free primary education has no connection with gender or age of the administrators. Both male and female administrators were not prepared to teach disabled learners. The major reason they gave was due to lack of skills. Those who showed some interests in teaching the disabled were within the age range of 40-50 years. The administrators in rural areas were not prepared to teach such children. This implies that their attitudes are negative due to lack of skills and man power.

When the administrators were asked if the geographical location of the schools helped them much administratively, those in the rural area appeared to have positive attitude. This may be because most of the administrators come from the rural homes and the schools are within their home environment. This is shown in the table 4.8

Table 4.8 School admission by background factors

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Introduction of free primary education</th>
<th>Teachers preparedness</th>
<th>Geographical location of the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>94.4</td>
<td>92.9</td>
<td>92.3</td>
</tr>
<tr>
<td>Female</td>
<td>5.6</td>
<td>7.1</td>
<td>7.7</td>
</tr>
<tr>
<td>Phi</td>
<td></td>
<td>-0.130</td>
<td>-0.150</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 – 39</td>
<td>41.1</td>
<td>14.3</td>
<td>15.4</td>
</tr>
<tr>
<td>40 – 50</td>
<td>61.1</td>
<td>64.3</td>
<td>53.8</td>
</tr>
<tr>
<td>&gt;50</td>
<td>27.8</td>
<td>21.4</td>
<td>30.8</td>
</tr>
<tr>
<td>Phi</td>
<td></td>
<td>0.297</td>
<td>0.271</td>
</tr>
<tr>
<td>School location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural</td>
<td>66.7</td>
<td>64.3</td>
<td>61.5</td>
</tr>
<tr>
<td>Urban</td>
<td>33.3</td>
<td>35.7</td>
<td>38.5</td>
</tr>
<tr>
<td>Phi</td>
<td></td>
<td>-0.094</td>
<td>-0.175</td>
</tr>
</tbody>
</table>
4.9.1 Administrator’s attitudes on disabled children

The following sets of matrix questions were given to reveal the attitude of the administrators concerning how they feel about the child with disability in their classes. The questions were divided into stems A and B as follows:

In Stem A: Having a learner with disability will: -

1). Increase the child’s circle of friends.
2). Limit child’s level of academic performance.
3). Have a negative effect on the social and academic development of other children.
4). Worsen the child’s learning problems.

From the administrator’s responses, 77.8% strongly agreed that it would increase the child’s circle of friends. About 50% of administrators strongly Disagreed that it will limit the child’s level of academic performance while 50% Strongly Disagreed that it will have negative effect on the child’s social and academic development of other children. About 44.4% strongly disagreed that it will worsen the child’s learning problems. This implies that having a disabled child in the regular classroom may receive a positive attitude on administrators. This is shown in the table 4.9.1

<table>
<thead>
<tr>
<th>STEM A: Having a learner with a disability in the classroom will:</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Increase the child’s circle of friends.</td>
<td>1</td>
</tr>
<tr>
<td>Limit the child’s level of academic performance.</td>
<td>9</td>
</tr>
<tr>
<td>Have a negative effect on the social and academic development of other children</td>
<td>9</td>
</tr>
<tr>
<td>Worsen the child’s learning problems.</td>
<td>8</td>
</tr>
</tbody>
</table>

44
4.9.2 Administrator's attitudes on disabled children (Stem B)

In Stem B the administrators were asked questions about regular teachers as to whether they:

1. Do not understand problems associated with disabled learners.

2. Are well prepared to teach disabled children.

3. Are not well prepared to teach disabled children.

4. Need a lot of training to teach disabled children.

Amongst the administrators 44.4% strongly agreed that their regular teachers don’t understand problems associated with disabled children. When asked to state whether the regular teachers were well prepared to teach disabled children, 50% disagreed with the statement while 22.2% Strongly Agreed that regular teachers are not well prepared. When asked whether their teachers need a lot of training to teach the disabled children, 61.1% strongly agreed. This implies that for inclusive education to take place, lack of knowledge and skills amongst teachers should be addressed through inservice courses, sensitization and refresher courses. Table 4.9.2 refers.

Table 4.9.2 Regular Administrator’s attitudes and knowledge on disabled children

<table>
<thead>
<tr>
<th>STEM B: Regular teachers:</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SD</td>
</tr>
<tr>
<td></td>
<td>N   %</td>
</tr>
<tr>
<td>Do not understand problems associated with disabled children</td>
<td>1 5.6  6 33.3  0 0  3 16.7  8 44.4</td>
</tr>
<tr>
<td>Are well prepared to teach disabled children</td>
<td>6 33.3  9 50.0  1 5.6  2 11.1  0 0</td>
</tr>
<tr>
<td>Are not prepared to teach disabled children</td>
<td>0 0  2 11.1  1 5.6  11 61.1  4 22.2</td>
</tr>
<tr>
<td>Need a lot of training to teach disabled children</td>
<td>2 11.1  0 0  0 0  5 27.8  11 611</td>
</tr>
</tbody>
</table>
4.10.1: Opinion of teachers on learners with disability in the regular class (Stem A)

In the table 4.10.1 below the attitude of teachers were sought concerning the disabled child in the regular classroom. About 56% of the teachers strongly agreed that it will increase the child’s circle of friends, and about 37% strongly disagreed that it will limit the child’s level of academic performance. When they were asked if it would have a negative effect on both social and academic development of other children, 40% strongly disagreed. About 42% strongly disagreed that it will worsen the child’s learning problems. The arguments above reveals that the teachers have a positive attitude towards inclusive education as shown on table 4.10.1 below.

Table 4.10.1: Opinion of teachers on learners with disability in the regular class

<table>
<thead>
<tr>
<th>STEM A: Including a learner with disability in regular class:</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
</tr>
<tr>
<td>Increase the child’s circle of friends.</td>
<td>5</td>
</tr>
<tr>
<td>Limit the child’s level of academic performance.</td>
<td>37</td>
</tr>
<tr>
<td>Have a negative effect on the social and academic development of other children</td>
<td>40</td>
</tr>
<tr>
<td>Worsen the child’s learning problems.</td>
<td>42</td>
</tr>
</tbody>
</table>

4.10.2 Opinion of teachers on including learners with disability in the regular classroom (Stem B)

In the table 4.10.2 below when the teachers were asked to give their own opinions on their preparedness to inclusion, the 37% teachers agreed that they do not understand problems associated with disabled learners. When they were asked if they are well prepared, 40% disagreed that they are well prepared to teach the disabled children. About 32% disagreed that
they are not prepared to teach disabled children and 56% confirmed and strongly agreed that they need a lot of training to teach disabled children. This implies that though the teachers’ attitudes are positive, they need a lot of training on inclusive education. The table 4.10.2 refers to:

<table>
<thead>
<tr>
<th>STEM B: Regular Teachers:</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N  %</td>
</tr>
<tr>
<td>Do not understand problems associated with disabled children</td>
<td>11 11 16 16 11 11 37 37 25 25</td>
</tr>
<tr>
<td>Are well prepared to teach disabled children.</td>
<td>21 21 40 40 13 13 7 7 19 19</td>
</tr>
<tr>
<td>Are not prepared to teach disabled children</td>
<td>25 25 32 32 11 11 14 14 18 18</td>
</tr>
<tr>
<td>Need a lot of training to teach disabled children</td>
<td>10 10 5 5 4 4 25 25 56 56</td>
</tr>
</tbody>
</table>

### 4.11: Major threats to implementing inclusive education

When the teachers were asked to list down the major threats of implementing inclusive education the following came out clearly from their views.

First, resources were viewed to be more necessary in implementing inclusive education. The teachers further argued that the available resources were either outdated or irrelevant to the needs of a special child. Secondly, in primary schools there is staffing of personnel. Some schools have 5 teachers against 8 classes and at the end of the day the life of the teachers are threatened and he or she no longer enjoys the work. He /she does not have enough time for below average learners yet most of the disabled learners perform below average. Thirdly, religious, traditional cultures and beliefs were seen antagonizing the educational system whereby some cultures believe that the disabled children can pass their disabilities to the non-disabled children e.g. some cultures believe that epilepsy can be passed from one person to
another. Other parents also do not expose their handicapped children denying them right to education. Finally both the school and home environment may not be very conducive for promoting or making the necessary adaptation. The teachers argued that poverty is a big threat to most of the parents within the school community. This means that although the parents may embrace the practice, their economic status may not support it. From the above points it is true that attitude of educators can be influenced to be either positive or negative by both internal and external factors.

4.12 Requirement to enhance inclusion

It was agreed by both the administrators and the teachers that for inclusion to be a success they needed the following:

First, the teachers identified several equipment they needed in implementing inclusive education. These ranged from both learning and teaching equipment. They mentioned among others: braille, hearing aids, wheelchairs, microphones, puppets, crutches, computer slide projectors and illustrated books and tapes, physical training apparatus for the disabled.

Secondly, the administrators noted down finance as an essential factor to support the purchase of equipments and other things necessary for learning to take place. Thirdly, the educators argued that personnel necessary to handle special children in the inclusive settings should be trained to acquire better methodologies and positive attitude. Finally both the teachers and the administrators said that proper legislation governing special needs should also be put in place. This will involve the adoption of special curriculum for use in the inclusive setting. The above four themes that came from the educators i.e. equipment, finance, personnel and legislation clearly reveals that they have idea of what they require to enhance inclusive education. Absence of the above will still lead to teachers having negative attitude.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This descriptive exploratory study examined some background factors that influenced the attitudes of primary school educators towards implementing inclusive education by knowledge and training of an individual, with special emphasis to school location. The study further examined how the background factors operated through the proximate factors towards determining the enrolment and admission sought by regular class individuals. Based on the background factors, the study examined the levels of negative and positive attitudes of teachers towards the inclusion of disabled children, and what reasons may hinder its implementation. The study also identified the types of equipment needed to implement inclusive education of the children with disability. It also examined some socio-cultural issues related to the practice of implementation of inclusive education to all categories of school children. The study was concluded by giving the descriptions of the opinion of educators on the requirement and needs of disabled children and other related issues that can support the implementation within the study area.

SUMMARY

5.2 Factors influencing implementation of inclusive education

5.2.1 Training and knowledge of the educators
It was established that only a few teachers had undergone the special education training but most of them have the regular general knowledge. This finding agrees with the Ominde Commission 1964 that advocated for the training of all teachers to take care of the special
needs child and integration of special needs child into the mainstream but even with special
teachers available they can still not carry out their duties satisfactorily because of lack of support
and motivation.

From the study, it is also notable that it is the elderly experienced and well educated teachers
who are ready and prepared to handle the special needs children. It is also these people who
have better information on the children. This outcome agrees with East African Standards
(2003) that documented that there is need to train more special needs teachers both in primary
and secondary schools. This is in line with meeting of education experts in the First
International Inclusive Education Conference in Kisumu that said that restructuring of
education systems and adopting new ideas will solve a number of problems including the
reduction in the number of street children and children with disabilities (East African Standard,
2003).

5.2.2 The administration, enrolment and admission factors

From the study it is evident that enrolment and admission of special needs learners may depend
on the geographical location the school, training and knowledge of educators and qualified
staff.

From Key Informant Interviewed (KII), it was established that for admission of both special
and regular learners there was a need for specific requirement e.g. equipment, finance,
personnel and policy on inclusive education. This finding agrees with the information on task
force report of the East Africa Standard (2003) that indicated that public schools were never
provided with enough materials or finances to enable them meet the needs of such children.
There were also a lot of positive and negative effects on class enrolment among the educators' attitude for a complete implementation of inclusive education in schools. With the introduction of Free Primary Education, funds were provided to all primary schools, but the question is whether these funds are doing the right kind of environmental adaptations required for learners with disability. From the educators it is revealed that the number of learners in our public primary schools is overwhelmingly large such that the small number of teachers cannot match. The classrooms to accommodate this high child population in schools are also lacking. All these are demotivating factors that Herzberg as quoted by Karugu (1980) argued to be creating a negative attitude.

5.2.3 Geographical location of the school

From the study, school geographical location may be a big determinant when it comes to implementing inclusive education. This is in support with the literature review that was carried in Lesotho by (Webb 1967) about geographical location and attitude of teachers. Those teachers close to town had negative attitude while those far away had positive attitude because they were not influenced by the pressures of town life and may have time for including learners with disability in their schools.

The educators argued that culture and tradition make parents have negative attitude towards people with disability. The teachers who come from these local areas are equally influenced. When it comes to urban schools, a number of issues such as congestion, industrial activities and discrimination come into mind. The Provincial Director of Education Nyanza, in his speech reported in the East African Standard 21\textsuperscript{st} July 2006 confirmed this saying that about 78\% of children with disability in Nyanza are illiterate. Only 1,800 are enrolled in public schools while 62,000 have either dropped out of school or didn't join class one. This is due to
negative attitude of their parents and teachers. The geographical locations of some schools especially in the mountainous areas pose a barrier to these learners.

5.2.4 Demographic characteristics

The study experienced more male administrators taking part as compared to their female counterparts. This stood at 94% against 6% respectively. This shows that gender discriminates female at administration level thus there are more male administrators than female administrators.

The major group of administrators fell in the age bracket of 30-39 and 40-50. From the study it came out that as the educators grow older, they become more receptive towards determining and understanding the problems associated with the children with disability. The gender of the educators indicates that male educators have more positive attitudes on factors affecting the disabled learners, while females have a slightly favourable attitude towards the same.

On professional training it came out that more teachers had regular training, but the few with special education had very positive attitude and ready to pay special attention to the special needs children. This means that most of the special needs educators have more affection towards the disabled children. It is also notable from the study that the majority of the teachers have gone up to form four levels of education. From the few who had a diploma level of education, it is notable that they had a more positive attitude as compared to those who had only gone up to form four. This may be due to the fact that those with diploma level of education tend to be motivated in finding out those problems associated with the handicapped. Thus most of these teachers had to seek further training in Special Needs Education.
5.2.5 Administrator's attitudes and admission

From the study, it was established that the males have positive attitude towards the children with disability irrespective of their age, sex or education. From key informant interviewed, male administrators were more concerned about the inclusion of the disabled children than female. This is because all administrators are duty bound to admit all children in school regardless of their age, sex or disability e.g. Kimani Maruge an adult learner. It is also in line with the circular to all primary schools dated 5th July 2004 stressing that under Free Primary Education inclusion of children with special needs in regular schools is mandatory. It was seen that the administrators are really trying their best only that their goals could not just be realized because of scarcity of resources and administrative duties coupled with teaching they have positive attitude.

5.3 The educator's satisfaction with implementation of inclusive education & geographical position

The study revealed that, the closer the school was to these children whether urban or rural and the way the educators are trained to handle the regular or special learners were also among other factors considered by them before they sought for the implementation of inclusive education. It came out that the few administrators with special training and more experience in teaching had positive attitude but the implementation of Free Primary Education in schools was considered more disadvantageous according to most of the respondents. Many respondents also said that they have positive attitude hence concerned and pays more attention on social and academic development of these children.
Other factors considered included knowledge of the educators before implementation and also the qualification of caregivers. These were very influential in inclusive education of these individual learners because they are directly connected to these learners.

During the key informant interview it was established that the implementation can only be a success if the required resources both human and material are availed. Since children with special needs are few as compared to the regular learners, materials can be bought or improvised where possible.

5.4 Conclusion

According to the Daily Nation Friday 16\textsuperscript{th} Feb 2007. Patrick Mathangani quotes “one school too many problems” e.g. limited learning facilities undermine Free Primary Education. The class is no doubt bigger than the teachers can bear such that some pupils switch to games or sleep. This can only be solved if we have inclusion where there is team teaching or co-teaching to cater for all learners. The attitudes of teachers have to be addressed in order to implement any new policy in education.

Marion Wambugu on standard 7\textsuperscript{th} March 2007 cites the “Facilities effect” where she said that learning is comfortable and relaxed where classes are small, well organized and teachers have small number of pupils to attend to. She goes further and said that pupils in poor rural schools or even in some urban places learn with little or no comfort at all. Books are insufficient with no space in class. She quotes “it is a life of poverty and insecurity”. This means that smaller classes make teachers have positive attitude and this can enhance implementation of inclusive education.
The researcher found out that the government has to do a lot in providing relevant teaching aids, equipment and specially trained personnel. The current regular school curriculum is examination oriented with mean score syndrome which gives a high threat to teachers whose learners cannot perform as required. Teachers also do not want to be associated with failure which is common with children with special needs because they do not move at the same pace with the rest of the class. All these above are still barriers to effective implementation of inclusive education and they contribute negatively to the teachers' attitude which in the long run may affect the learner. Inclusion is a fulfillment of Education For All (EFA) and it is a must if our special learners are to be seen as part of our society thus the attitude of teachers must always be addressed first.

5.5.1 Policy Recommendations

From the findings and conclusions derived from the study, the following five, policy recommendations emanate:

First, equipment for assisting learners with disability are still lacking in regular schools. Since they are expensive and some of them cannot be improvised by the teachers, the government needs to provide the schools with both assistive and adaptive aids apart from the learning resources. The NGO could come up to assist our government.

Second, there is need for mobilization to pool resources to assist schools acquire the necessary facilities and the communities where the schools are, should be solely involved.

Third, there is need of more awareness amongst the community, parents, teachers and the stakeholders so that they become aware of the rights and needs of the child with special needs. This will help create a positive attitude.
Fourth, teachers’ attitude could be changed more positively through training in special needs and better remunerations. So teachers should be paid well after having undergone special training.

Through Free Primary Education, the government is sending funds to schools for modification and adaptation of environment. This allocation should be increased and a survey done in schools to establish the specific needs. Categories of children with special needs should also be known in every school in order to know what environmental modifications are required in every school. Finally, the government should put in place an inclusive curriculum to cater for special learners especially the use of Individualized Education Programme could be employed. This may not be possible with our large classes, so the government needs to employ more teachers so that the size of the classes can be reduced to about 30 pupils to 1 teacher.

5.5.2 Recommendation for further research

The researcher carried the study in general categories on special learners. This study can now act as a basis for further research on specific categories of learners with special needs. Further research should therefore be carried on attitudes held by parents and non-handicapped people as these may influence the implementation of inclusive education and even the educators’ attitude.
REFERENCES


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Jangira, N, Ahuja, A (1994). *Teachers Development Initiative (TDI) to meet special Needs in the classroom*. In making it happen. Paris: OECD


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Thurstone WL. (1928). Attitude can be measured“ American Journal of Sociology"


APPENDIX 1: QUESTIONNAIRE FOR ADMINISTRATORS

INSTRUCTION
Answer the following questions as honestly as possible. Your responses will be treated with utmost confidentiality. Where required indicate your answer using a tick (✓).

1. Name of the school ____________________________ (Rural / Urban)
2. Your gender M  ✓  F
3. Your age: 25 - 29Yrs ✓  30-39Yrs  ✓  40-50Yrs  ✓  Over 50Yrs  ✓
4. Educational Experience (Teaching and Administration)
   Under 6Yrs  ✓  6-10Yrs  ✓  10 – 20Yrs  ✓  Over 20Yrs  ✓
5. Highest Academic Qualification
   Degree  ✓  Form 6(A)  ✓  Form 4(0)  ✓  Form 2  ✓  Std 8  ✓
6. Professional Training
   Special Education  ✓  Regular Education  ✓
7. Do you have much contact with learners with disability? YES  ✓  NO  ✓
   If yes where? ____________________________________________
   If not why? ____________________________________________
8. Will there be problems caused by learners with special needs coming to/ or moving away from your school? YES  ✓  NO  ✓
   Reasons ____________________________________________________
9. Are all the learners from the locality encouraged to attend this school irrespective of attainment or disability? YES  ✓  NO  ✓
10. Has the introduction of free primary education affected your school?

☐ YES  ☐ NO  How?

11. Are you and your teachers prepared to teach a child with disability?

☐ YES  ☐ NO  Reason __________

12. Is the geographical location of the school helping you, administratively?

☐ YES  ☐ NO  How?

13. List some 5 things you may require to enhance the inclusion of special needs learners in your school.

a) ____________

b) ____________

c) ____________

d) ____________

e) ____________

14. In the following statements in the stems A and B below indicate whether you Strongly Agree (SA) Agree (A) Undecided (U), Disagree (D) or Strongly Disagree (SD).

A STEM: Including a learner with disability in the regular class will:

- Increase the child's circle of friends.  
SA A U D SD

- Limit the child's level of academic performance

- Have a negative effect on the social and academic development of other children.

- Worsen the child's learning problems

B STEM: Regular Teachers

- Do not understand problems associated with disabled learners.

- Are well prepared to teach disabled children.

- Are not well prepared to teach disabled children

- Need a lot of training to teach disabled children.
APPENDIX II: QUESTIONNAIRE TO TEACHERS

INSTRUCTION

Please you are requested to give your answers as honestly as possible. The information will be treated confidentially. There are no wrong or correct answers. The responses you give will describe your feelings. So indicate by a (✓) tick where appropriate.

School ___________________________ (Rural/Urban)

1. Your gender
   M [ ]
   F [ ]

2. Professional Training
   [ ] Special Education
   [ ] Regular Education

3. Teaching Experience
   Under 6Yrs [ ]
   6-10Yrs [ ]
   Over 10Yrs [ ]

4. Highest Academic Qualification
   Degree [ ] Diploma
   [ ] Form 6(A)
   [ ] Form 4(0)
   [ ] Fcm 2
   [ ] Std 7/8

5. Your age
   20 – 29Yrs [ ]
   30-39Yrs [ ]
   40-50Yrs [ ]
   Over 50Yrs [ ]

6. In the following statements, in stems A and B below indicate whether you strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD)

A STEM: INCLUDING A LEARNER WITH DISABILITY IN THE REGULAR CLASS WILL:–

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the Child’s circle of friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limit the child’s level of academic performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a negative effect on the social and academic development of other children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worsen the child’s learning problems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</table>
B STEM: Regular Teachers

<table>
<thead>
<tr>
<th></th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not understand problems associated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>with disabled children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are well prepared to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabled children</td>
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<tr>
<td>Are not well prepared to teach</td>
<td></td>
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<td>disabled children</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Need a lot of training to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disabled children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. List some 5 things you may need in order to teach a special needs child in your class
   
   a) 
   
   b) 
   
   c) 
   
   d) 
   
   e) 

8. How does the geographical location of the school help or hinder your teaching? 
   
   a) 
   
   b) 
   
   c) 
   
   d) 
   
   e) 

9. What is the effect of school enrolment on your teaching? 
   
   
   
   
   

10. In your opinion, what are the major threats to implementing inclusive education in your school? 
    
    
    
    
    

Thank you for responding, GOD BLESS
### Appendix III: TIME SCHEDULE

<table>
<thead>
<tr>
<th>MAJOR ACTIVITIES</th>
<th>TIME (MONTHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preliminaries – Proposal writing and submission</td>
<td>6 months</td>
</tr>
<tr>
<td>2. Planning – Sampling</td>
<td>1 month</td>
</tr>
<tr>
<td>3. Pilot Survey – Pre-testing</td>
<td>1 month</td>
</tr>
<tr>
<td>4. Field Survey – Interviewing Data Collection</td>
<td>4 months</td>
</tr>
<tr>
<td>5. Data Processing, Analysis write-up and submission – Data processing &amp;</td>
<td>3 months</td>
</tr>
<tr>
<td>Interpretation.</td>
<td></td>
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</tbody>
</table>

### Appendix IV: BUDGET

**Cost of Equipment**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer 1 @ 60,000</td>
<td>60,000.00</td>
</tr>
<tr>
<td>Camera 2 @ 3,000</td>
<td>6,000.00</td>
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</table>

**Traveling**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fuel (petrol) per day 500 for 18 days</td>
<td>9,000.00</td>
</tr>
<tr>
<td>Subsistence Lunches for 2 people for 18 days @ 200</td>
<td>32,000.00</td>
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</table>

**Stationery**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papers</td>
<td>4,000.00</td>
</tr>
<tr>
<td>Pens</td>
<td>1,000.00</td>
</tr>
<tr>
<td>Files</td>
<td>500.00</td>
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</tbody>
</table>

**Typing & Photocopying**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead or incidental expenses</td>
<td>20,000.00</td>
</tr>
<tr>
<td>Pardiem for 2 people @ 500 for 18 days</td>
<td>9,000.00</td>
</tr>
<tr>
<td>TOTAL</td>
<td>156,500.00</td>
</tr>
</tbody>
</table>
Dear Madam,

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, ‘Attitudes of Primary School Educators towards Implementing Inclusive Education in Kisumu District Kenya’

I am pleased to inform you that you have been authorized to carry out research in Kisumu District for a period ending 30th May 2007.

You are advised to report to the District Commissioner and District Education Officer Kisumu District before embarking on your research project.

On completion of your research, you are expected to submit two copies of your research report to this office.

B. O. ADEWA
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner
Kisumu District

The District Education Officer
Kisumu District
THIS IS TO CERTIFY THAT:

MOLLY
Prof./Dr./Mr./Mrs./Miss. MERAB OGALLOH
KENYATTA UNIVERSITY
P.O. BOX 43844 NAIROBI
of (Address)

has been permitted to conduct research in:

KENYATTA UNIVERSITY
P.O. BOX 43844 NAIROBI

Location,

District,

Province,

ATTITUDES OF PRIMARY SCHOOL EDUCATORS TOWARDS IMPLEMENTING INCLUSIVE EDUCATION IN KISUMU DISTRICT, KENYA

30TH MAY 2007

for a period ending...........................2007...

Research Permit No. MOST 13/001/37C 174
Date of issue........13.4.2007
Fee received........SHS. 500.00

Applicant's Signature
FOR Permanent Secretary
Ministry of Science and Technology